

# QUALITATIVE LENS ON GENDER AND DEVELOPMENT PROGRAMS OF DEPED-DAGOHOY DISTRICT, BOHOL DIVISION

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## ABSTRACT

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This qualitative study investigated the implementation of the Gender and Development (GAD) Program in the DepEd-Dagohoy District of the Bohol Division. The evaluation utilized the OECD/DAC criteria, encompassing program relevance, effectiveness, efficiency, sustainability, and coherence. Data collection involved desk and document analysis of district and school GAD plans and related materials, as well as 16 key informant interviews with both high-level and direct

implementers. The results demonstrate that the district's GAD objectives and activities generally correspond to beneficiaries' needs and foster increased teacher self-responsibility and engagement in gender-responsive programming. Key enabling factors included strong leadership from school principals, teacher cooperation, allocation of the 5% GAD budget within the school MOOE, and active involvement of district authorities in providing guidance and implementation. Resources were primarily allocated to capability-



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building initiatives, including teacher and learner training and seminars, in accordance with DepEd guidelines. Nevertheless, several persistent challenges were identified, such as inconsistent GAD awareness and understanding among personnel, limited monitoring and evaluation mechanisms, inadequate funding for all planned activities, weak collaboration with stakeholders and local government units (LGUs), scheduling conflicts arising from overlapping school programs, and substantial ancillary workloads that restrict participation. These findings inform targeted activities to strengthen district-level GAD systems and improve implementation effectiveness.

## INTRODUCTION

Gender and Development (GAD) is a rights-based approach that promotes inclusivity, equity, non-violence, and human rights (Philippine Commission on Women, 2016). GAD aims to challenge harmful gender relations, protect women's rights, transform masculinities, and foster social and economic inclusion, sustainability, and peace in policy and practice (Hosein, Gobin, & Geny, 2020). However, implementation gaps remain due to a lack of gender-focused personnel, limited institutional commitment and training, insufficient gender knowledge, and inadequate funding (Mihrete & Bayu, 2021). Progress is further hindered when stakeholders avoid open discussion of gender issues (Mihrete & Bayu, 2021).

The COVID-19 pandemic highlighted these weaknesses. Gender-based violence increased, unpaid care burdens grew, and women's return to formal work slowed, revealing gaps in gender-responsive policies (European Forum for Disaster Risk Reduction, 2021). These challenges emphasize the need to review and strengthen GAD policies to reduce inequalities and empower those affected.

In the Philippine basic education system, gender inequalities remain visible. With the resumption of full face-to-face classes in SY 2022–2023, the Department of Education (DepEd) received reports of discrimination and bullying involving learners and personnel, signaling persistent barriers in economic empowerment, educational opportunity, voice in households/communities, and violence against women. Absent a GAD lens, programs risk reproducing unequal access, participation, influence, and benefit for girls and women while privileging boys and men (Hosein et al., 2020). Systematic implementation and assessment of GAD are therefore essential to safeguard dignity, safety, and learning.

Previous Philippine and international studies have documented persistent challenges in gender mainstreaming within educational institutions, including limited capacity building, uneven participation of implementers, and weak monitoring and evaluation mechanisms (Pulmano, 2016; Delavin, 2017; Perigo & Mangila, 2020). In a local institutional study, Echavez-Pilongo and

Tirol (year) examined the mainstreaming of gender equality and development in the University of Bohol and similarly identified the importance of leadership commitment, structured GAD systems, and continuous capacity-building in sustaining effective gender-responsive programs. These challenges are evident in the DepEd-Dagohoy District (Bohol), where schools face cases of discrimination, bullying, and SOGIESC issues. Administrators and teachers report difficulties managing gender-related cases, indicating gaps in policy understanding, case management, and gender-responsive teaching. Strengthening staff competencies and empowering learners through targeted programs and training aligned with DepEd's GAD mandate is essential.

**Purpose of the Study.** In response to DepEd's directive to mainstream GAD across all levels, this study qualitatively assesses the implementation of the GAD program in the DepEd-Dagohoy District. It addresses six questions: (1) What are the GAD program objectives, and how does implementation perform against indicators? (2) How relevant and appropriate is the implementation to beneficiaries' current needs? (3) What factors enable or constrain the attainment of objectives? (4) How operationally efficient is the implementation in using resources and meeting timelines with quality outputs? (5) Which activities are worth sustaining or scaling, and how can they be institutionalized? (6) How consistent and aligned is district implementation with DepEd's GAD policy and goals?

**Theoretical framing.** This study uses several frameworks. The Theory of Change outlines how activities lead to results and guides adaptive decision-making (Connell & Kubisch, 1998; Rogers, 2014). Self-Efficacy Theory highlights the importance of empowering students and staff to build agency (Bandura, 1977), as summarized in Gallagher (2012). Organizational Support Theory links institutional support to staff commitment and performance, which are vital for sustaining GAD efforts (Rhoades & Eisenberger, 2002). Empowerment Theory focuses on building power among marginalized groups (Rappaport & Seidman, 2000). The concept of the Looking-Glass Self explains how social judgment shapes identity and can reinforce or challenge gender disparities in schools (Nickerson, 2021). Conflict Theory connects gender inequity to power and resource distribution, advocating for structural policy change (Schaefer, 2007). Empirical foundation. Previous Philippine and international studies highlight recurring challenges in education, such as insufficiently trained staff, inadequate facilities, lack of managerial support, and limited focal-person capacity, as well as inconsistent gender training and underused GAD budgets (Pulmano, 2016; Delavin, 2017; Perigo & Mangila, 2020; Stinson, 2017). While gender-responsive teaching improves student outcomes (Hernandez & Cudiamat, 2018), barriers like workplace culture, limited mentorship, and persistent biases hinder women's advancement. Policy reviews indicate that gender mainstreaming is a gradual process requiring sustained institutional commitment, and perceptions of equality differ by gender and context

(González, Forcén, & Sanchez, 2019).

**Contribution.** This study identifies objectives, relevance, enablers, barriers, operational efficiency, best practices, and policy alignment to provide actionable insights for GAD focal persons, coordinators, and school leaders. The findings will support the development of an action plan to strengthen GAD systems in the district and help create safer, more equitable, and supportive schools.

## RESEARCH METHODOLOGY

This study utilized a desk review of qualitative research wherein the researcher used existing data to collect and gather factual and in-depth lived experiences among GAD focal persons, the Schools District Supervisor, the School Heads, and other informants of DepEd-Dagohoy District.

The locale of this study is in the Municipality of Dagohoy, Bohol, where the DepEd-Dagohoy District is located. The key informants of this study are from DepEd Bohol Division and DepEd-Dagohoy District, which are categorized into High-Level Key informants and Direct Implementers. These include the following: the Division GAD Coordinator as the designated individual who manages and implements the GAD programs in the division, the Schools District Supervisor as the head and the chief executive who supervises the policies, processes, and plans of the district; the District GAD Focal Persons as the designated individuals who are tasked to implement the GAD programs in the district; and the selected Teaching and Non-teaching personnel who are the recipients or the direct implementers of the GAD programs initiated by the district. These informants are included in this research study mainly because they hold a significant position in the division and district or their respective schools, such as the Division GAD Supervisor/Coordinator, Schools District Supervisor, School Heads, Master Teachers, SSG Advisers, Guidance Councilors, GAD Coordinators, Subject Area Coordinators, and BSP/GSP Coordinators. These positions are held with high significance, especially in implementing the GAD, since their scope of work is deemed suitable for mainstreaming gender. These informants have undergone workshops, training, and seminars that might be relevant to GAD. The Division GAD Supervisor/Coordinator, the Schools District Supervisor, and the District GAD Focal Person are categorized as high-level key informants as they are the personnel designated to facilitate and manage the implementation of GAD programs in the district. On the other hand, the School Heads and other teaching personnel are categorized as direct implementers of the GAD programs in the district. Furthermore, this research excludes substitute teachers and non-teaching personnel who have temporarily rendered services in the respective schools and offices in the district. Substitutes in the absence of the informants will not be included. To ensure strict adherence to the “not harm” policy and to comply with the study’s ethical considerations, the researcher collected

consent forms with affixed signatures from the informants. In this way, no rights are violated, and the informants are glad and willing to participate in the study. The researcher presented and discussed the letter of permission and consent with the informants to assure them that their anonymity would be maintained and respected. The researcher secured audio recordings of the interviews and signed Informed Consent Forms from the informants, who indicated their voluntary participation in the study. A total of 16 key informants were interviewed, applying a purposive sampling technique and point of data saturation.

The tool employed in the study is a structured guide interview question designed to generate the necessary responses. The formulated questions are premised on the study's objectives: to assess how the GAD programs in the DepEd-Dagohoy district are being implemented. The interview guide comprises three parts: opening questions, probing questions, and concluding questions. The researcher also examines the criteria for the GAD program implementation, namely relevance, effectiveness, efficiency, sustainability, and coherence. This criterion is patterned after the OECD Evaluation Criteria, a widely used international framework for rating the policies and programs of countries' various social institutions.

Regarding the reliability and validity of the formulated questions, the researcher sought the expertise of professionals with significant backgrounds in GAD implementation to check and validate them. A certificate was obtained as proof that the formulated questions were examined.

The researcher conducted a documentary analysis of documents on the GAD Program's implementation in the district. The researcher also utilized an etic transcription and inductive coding to categorize the recorded data into thematic areas of the informants' responses. The crucial statements from the transcribed data were extracted and grouped to generate emerging meanings and themes, establishing the final report of the phenomenon by providing general descriptions.

## RESULTS AND DISCUSSION

### Documentary Analysis/Desk Review

GAD ISSUES/ MANDATES	GAD OBJECTIVE	GAD ACTIVITY	SUCCESS INDICATOR
Limited awareness of the Dagohoy District Teaching and Non-Teaching Staff on Gender and Development Awareness programs	Increased level of Awareness and interest in the Dagohoy District Teaching and Non-Teaching Staff on Gender and Development (GAD) programs and advocacies	Workshop Seminar on strengthening GAD advocacies and Gender mainstreaming amongst the school personnel  (Seminar)	100% of the school personnel shall have increased level of awareness, and interest of Dagohoy District Teaching and Non-Teaching Staff on Gender and Development (GAD) programs and advocacies
RA 9262: Anti-Violence Against Women and their Children Act	Eliminate cases of Violence Against Women and Children	Information dissemination on Violence Against Women and Children through magazines, posters, and campaigns	Posters and campaign materials
Lack of time to celebrate celebrations related to GAD such as but not limited to Women's Month (March), Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November), 18-Day Campaign to End VAW (November 25 to December 12), and Human Rights Month (December)	To give time to both teachers and students to celebrate the celebrations related to GAD	Celebrate celebrations related to GAD	Three (3) celebrations celebrated

<p>1. Presidential Decree (PD) No. 633, Philippine Commission on Women (Women's rights and their role in national development)</p> <p>2. Magna Carta for Public School Teachers (RA 4670)</p>	<p>To celebrate and appreciate the love towards women during the Women's Month celebration</p> <p>To revisit and provide adequate information on (RA 6470)</p>	<p>School Program and Contest</p> <p>Seminar Magna Carta for Public School Teachers (RA 4670)</p>	<p>100% of the school Personnel celebrated and showcased their talents</p> <p>School personnel shall have gained knowledge and understanding of the Magna Carta for Public School Teachers.</p>
<p>Lack of safe and healthy space to address GAD-related needs of women and men employees of Dagohoy District and clients.</p> <p>Facilities: - genderized CR - Pathways</p>	<p>Equip the school with safe and healthy space/ facilities that will help cater GAD-related needs of men and women employees and clients.</p>	<p>Purchase of construction materials and tools. Repair of the classroom pathway of some schools</p>	<p>Improved school physical facilities</p>

The researcher visited the DepEd-Dagohoy district office and requested copies of their GAD plans and other pertinent documents related to the implementation of the GAD Program in the district from the designated District GAD Focal Person. With that, the researcher gathered salient documents on the GAD Program implementation in the DepEd-Dagohoy district.

The School GAD plans, District GAD plan, and Division GAD plan were scrutinized religiously by the researcher with the aid of the selected DepEd-Dagohoy district administrators. These documents contain information such as GAD issues and mandates, GAD objectives, GAD activities, and Success indicators.

The documents provided an overview of the GAD Program implementation in the DepEd-Dagohoy district. One of the GAD issues identified by the district is the limited awareness about GAD and other existing laws like RA 9262 and RA 4670, so the DepEd-Dagohoy would like to address this issue by; increasing the level of awareness and interest of the teaching and non-teaching staff on GAD programs and advocacies and eliminating cases of violence against women and children, and revisiting and provide adequate information on (RA 6470) as its objectives.

To meet these objectives, they have decided to conduct a workshop seminar on strengthening GAD advocacies and gender mainstreaming, a seminar on

the Magna Carta of Women (RA 6470), and to disseminate information on VAWC through magazines, posters, and campaigns. Other issues that the district has identified are the lack of time to celebrate celebrations related to GAD and the lack of safe and healthy spaces to address GAD-related needs, so they have conducted monthly celebrations that are related to GAD and purchased construction materials and tools, and repaired the classroom pathways of some schools in the district that are all aligned with its objectives which are to give time to both teachers and students to celebrate celebrations related to GAD; to celebrate and appreciate the love towards women during the Women's month celebration, and to equip the school with safe and healthy spaces/facilities that would cater the GAD-related needs of men and women employees and clients.

The bases of the formulated GAD activities were the identified GAD issues, which aligned with the specified objectives. Moreover, the school GAD plan was patterned directly from the District GAD plan and Division GAD plan. The GAD program implementation met the success indicators stipulated in the plan through the GAD activities conducted at the district and school levels under DepEd-Dagohoy.

**Relevance:** The majority of the informants (11 out of 16) claimed that the GAD Program implementation of the DepEd-Dagohoy district is relevant and appropriate to the current needs of the beneficiaries because their GAD Program implementation is aligned with the needs of the beneficiaries through their GAD objectives and activities that they have implemented in their respective schools. Other informants (3 out of 16) claimed that their GAD implementation is relevant and consistent with the current needs of the beneficiaries because they have just followed the mandated programs of DepEd through the division office, while a smaller number of responses (2 out of 16) also claimed it based on the collected data of their needs analyses.

The majority of the informants (14 out of 16) responded that their GAD activities and outputs are aligned and relevant with the GAD program goals of DepEd because they are just following the District GAD Plan and Division GAD plan and implemented the mandated programs of DepEd, which made them guided on their activities and outputs in implementing GAD in their respective schools, and a less significant number of responses (2 out of 16) responded that they have only conducted seminars that supported the GAD program goals of DepEd.

Furthermore, more than half of the informants (9 out of 16) confirmed that their school GAD activities and outputs are consistent with expected impacts or results, as they have conducted monitoring and evaluation after implementing the activities. Other informants (5 out of 16) confirmed that their GAD activities and outputs are consistent with the expected impacts or results because they have conducted activities that followed the Activity designs and Matrices approved by the division office. On the other hand, a smaller number of responses (2 out of 16) confirmed that not all activities

were consistent due to the lack of monitoring and evaluation after they were conducted.

The majority of the informants (12 out of 16) recommended that the school heads and teachers need intensive training and seminars to increase their awareness and understanding of GAD, to conduct monitoring and evaluation of GAD activities more strictly, and to integrate GAD into the delivery of lessons. Furthermore, other informants (4 out of 16) have claimed that some school heads and teachers are still unfamiliar with GAD because most intensive training, seminars, and other capacitating activities were accessible only to the district focal persons.

**Effectiveness.** The majority of the informants (11 out of 16) confirmed that the factors helping them achieve the GAD program implementation objectives were the support of the school heads and the willingness and cooperation of the teachers in implementing the GAD activities. Other informants (3 out of 16) confirmed that the factors influencing the attainment of their GAD program implementation objectives were the allocated 5% GAD budget in the school MOOE and financial aid from the community or the LGU. A smaller number of responses (2 out of 16) also confirmed that the mandated programs helped them achieve their objectives, as school heads and teachers are obligated to implement the GAD program.

On the other hand, the majority of the informants (13 out of 16) said that the factors that hindered them from achieving the objectives of the GAD program were the overlap of DepEd activities and the insufficient GAD budget. A smaller number of responses (3 out of 16) also indicated that the limited awareness of GAD programs and activities among school personnel prevented them from achieving the implementation's objectives.

More than half of the informants (9 out of 16) reported that the GAD implementation promoted teachers' self-responsibility through the training and seminars they conducted. Other informants (4 out of 16) reported integrating GAD into their lessons, and a smaller number (3 out of 16) reported it was through the tasks or duties assigned to teachers.

Half of the informants (8 out of 16) affirmed that they ensured teachers' participation by making all GAD activities compulsory. Other informants (5 out of 16) claimed that they strictly monitored attendance, imposed penalties for absences, and conducted monitoring and evaluation after the GAD activity. A smaller number of responses (3 out of 16) claimed it was achieved by designating tasks and allocating a budget to every teacher to participate in GAD activities.

Half of the informants (8 out of 16) affirmed that DepEd officials, particularly district officials, are involved in GAD implementation by conducting orientations and seminars. Other informants (6 out of 16) claimed that the involvement of DepEd officials in the GAD implementation process is evident in the monitoring and evaluation after each GAD activity. A smaller number of responses (2 out of 16) indicated that it was through the technical

assistance provided to each school.

Half of the informants (8 out of 16) recommended increasing the allocated 5% in the school MOOE budget, as the budget could not meet all implementation needs. They suggested linking with the LGU for additional financial support. Other informants (6 out of 16) recommended that the school GFPS or GAD Focal Point System should perform its roles and functions, such as monitoring and evaluating the implemented GAD activities, to ensure they are consistent and effective in achieving the desired impacts or results.

Also, the Supervisor and school heads/district GAD focal persons must provide technical assistance for training and seminars in each school in the district. A smaller number of responses (2 out of 16) recommended that the community, especially parents and school stakeholders, be trained and oriented on GAD to increase its effectiveness.

**Efficiency.** The majority of the informants (12 out of 16) disclosed that not all implemented GAD activities in their school followed the timeframe. Some activities were delayed, and others were not implemented at all due to overlapping schedules and activities. A smaller number of responses (4 out of 16) indicated that they implemented all their GAD activities within the target timeframe.

The majority of the informants (13 out of 16) confessed that their school MOOE GAD fund was well-utilized to build capabilities, train, and hold seminars for teachers and learners on GAD. However, the school MOOE GAD funds were insufficient to support all the GAD program activities, requiring them to use their personal funds to supplement the implementation. A smaller number of responses (3 out of 16) indicated that they have attempted to connect with the Barangay Units, School PTAs, and LGUs or Local Government Units to request additional financial support for the GAD program implementation in their schools.

More than half of them (9 out of 16) have recommended that there should be an additional fund or increase in the allocated budget in the school MOOE for GAD. Other informants (6 out of 16) have suggested that each school should build a good partnership with the community, especially the Barangay units, and LGUs, to help them with financial matters on implementing the GAD program.

Some of them (4 out of 16) also recommend constant monitoring and evaluation of GAD activities to ensure that the activity timeframes are followed and implemented religiously in the schools. A smaller number of responses (2 out of 16) also recommended fewer DepEd activities or minimal overlap of activities to enable them to implement all GAD activities within the given timeframe.

**Sustainability.** The majority of the informants (10 out of 16) affirmed that their GAD Program designs and GAD activities fit the DepEd policies and requirements to continue implementing the GAD program in their schools by copying and following the district GAD plan and Division GAD plan as

well as the DepEd orders and mandates about GAD. Other informants (6 out of 16) answered that their GAD designs and GAD activities are aligned with DepEd policies and requirements by celebrating the mandated celebrations, and a smaller number of responses indicated that their GAD designs and GAD activities have undergone several validations and approvals from the district and division offices.

The majority of the informants (13 out of 16) have confessed that they do not have any unique GAD activity in their respective schools that they consider worth duplicating or emulating. On the other hand, almost all informants (15 out of 16) affirmed that the worth continuing activities in their schools are the Capability buildings and mental health awareness for teachers, Youth formation for the learners, and seminars on VAWC and responsible parenthood for the parents and teachers.

The majority of the informants (10 out of 16) have recommended that there should be strict monitoring and evaluation of the GAD activities implemented, and the district officials and school heads should offer technical assistance to every school about GAD. Increase the allocated budget in the school MOOE from five (5) percent to ten (10) percent or higher to support all the implementation of GAD activities.

Other informants (4 out of 16) recommended that there should be partnerships with the LGU and the community for additional support for its GAD activities, and schools need to continue implementing the GAD activities that have been implemented to sustain their advocacies. A less significant number of responses (2 out of 16) also recommended that each school has to create its own unique GAD activity based on the needs of its beneficiaries and deload the teachers with the ancillary tasks to participate in the GAD activities.

**Coherence.** The majority of the informants (13 out of 16) disclosed that their GAD design and objectives support the goals and policies of DepEd because they have only followed the mandates of the agency. They cannot create their objectives if they are not following the directives and commands of DepEd and their GAD program design is well-aligned with the district and division GAD designs. A less significant number of responses (3 out of 16) disclosed that their GAD design and objectives support the goals and policies of DepEd because they have implemented GAD activities that support the DepEd requirements.

All the informants (16 out of 16) claimed that there are no parts or elements of their GAD program implementation that contradicted the established standards of DepEd because they are only following the mandates and memoranda from the higher office. Even though they have enhanced some GAD activities based on the current needs of the beneficiaries, they did not deviate from the established standards. Furthermore, other informants (4 out of 16) also mentioned that there are no parts or elements of their GAD program implementation that contradicted the established standards

of DepEd because they are only following the instruction given by the GAD focal person and GAD coordinators about the Division GAD activities.

More than half of the informants (9 out of 16) have recommended that everyone in the school has to involve in the GAD program implementation. According to them, all school heads and GAD coordinators should be required to be present if there are seminars and training about GAD to have uniform knowledge, thoughts, and understanding and to access first-hand information from the experts on GAD.

Other informants (4 out of 16) also recommended that every school has to follow the goals and objectives of GAD based on the mandates of DepEd for the GAD program implementation to be coherent with the established standards of DepEd. A less significant number of responses (3 out of 16) also recommended that every school has to conduct constant or strict monitoring and evaluation and regular reporting of GAD activities implemented, intensify the training for school heads and teachers on GAD, attend seminars from national or division for updates and guidance, and conduct program implementation review every end of the school year to check the progress and status of the GAD implementation.

## CONCLUSIONS

The existing documents on the GAD Program implementation in the DepEd-Dagohoy district have shown several GAD activities. These activities were based on the identified GAD issues and GAD objectives, making them more responsive to the current needs of the target beneficiaries. The school GAD plans were patterned directly on the District GAD plan and the Division GAD Plan, making the schools of the DepEd-Dagohoy district guided by their GAD Program implementation. The implemented GAD activities and their results served as the basis of the Dagohoy district in determining the level of success of the GAD implementation through its program indicators.

In terms of the relevance of the GAD Program implementation in the DepEd-Dagohoy district, the results revealed that the GAD objectives and GAD activities, and GAD outputs are all aligned with the needs of the beneficiaries by conducting needs analyses to the beneficiaries before implementing the GAD activities, by following the mandated programs for GAD of DepEd thru the Division office, and by monitoring and evaluating the implemented GAD activities and following the activity designs and activity matrices approved by the Division office. With this, the DepEd-Dagohoy district ensured that the GAD Program's implementation is relevant, responds to, and addresses the current needs of beneficiaries, and supports the GAD Program's goals of DepEd. However, not all school heads and teachers are fully engaged in GAD-related training and seminars, and not all schools in the district are consistently monitoring and evaluating their GAD activities, which would yield ineffective and inefficient results.

In terms of effectiveness, the results showed that the GAD implementation promoted the self-responsibility of teachers and other beneficiaries through training and seminars on GAD, integrated GAD into their lessons, and assigned tasks or duties to teachers. The factors that helped achieve the objectives of the GAD implementation were the support of the school heads, the willingness and cooperation of the teachers, the allocation of a 5% GAD budget in the school MOOE, and financial aid from the LGU. The factors that hindered them were an insufficient GAD budget, limited community linkages, and a lack of technical assistance.

In terms of efficiency, the results revealed that not all implemented GAD activities in their respective schools followed the timeframe due to overlapping schedules and activities of DepEd, and the school MOOE GAD fund was well-utilized for the Capability buildings, training, and seminars for teachers and learners on GAD. However, the insufficient GAD fund forced school personnel to use their own money. Also, it lacks monitoring, evaluation, and community linkages.

In terms of sustainability, the study revealed that the GAD Program's designs and GAD activities in the schools align with DepEd policies and requirements to continue implementing the GAD program in the district. There were many worthwhile continuing GAD activities. However, almost all schools do not have unique GAD activities. With that, it is evident that the schools in the DepEd-Dagohoy district still lack initiatives and innovations to implement the GAD program better.

In terms of coherence, the study revealed that the GAD design and objectives across the different schools are consistent and support the goals and policies of DepEd. Also, the study revealed that no parts or elements of their GAD program implementation contradicted the established DepEd standards. However, the schools lack a program implementation review, strict monitoring and evaluation, and uniform awareness of GAD.

The informants perceived the GAD Program's implementation in the DepEd-Dagohoy district as essential to beneficiaries because it addresses their current needs. However, their GAD implementation lacks strict monitoring and evaluation, making it uncertain whether they have achieved their objectives and expected outcomes, including the things needed to improve the program implementation to be effective and efficient.

According to the Theory of Change, evaluating a program, an intervention, or a policy serves as a point of reference to check if they are appropriate, comprehensive, and accurate and suggest whether to revise them depending on the evaluation results. In this way, the causes of issues that hinder the progress of a specific program or intervention will be identified and addressed by prescribing remedies and choosing the best course of action across all its development processes.

## RECOMMENDATIONS

1. Disseminate the information of the research findings to the DepEd-Dagohoy district and the DepEd Division of Bohol.
2. Utilize the results of this study in the GAD planning of each school under the DepEd-Dagohoy District and DepEd Division of Bohol.
3. Each school under the DepEd-Dagohoy district and Division of Bohol shall continue to formulate its GAD plans based on the district's and division's directives and suggestions for them to have a guided GAD Program implementation. All schools must be required to have thorough and proper documentation of the GAD Program implementation that is available for access in their respective schools, which includes Activity completion reports, Attendance sheets, Consolidated Comments and Feedback, GAD plans, and other MOVs that will serve as bases in the quarterly evaluations and program implementation reviews.
4. Each school under the DepEd-Dagohoy district and Division of Bohol shall conduct needs analyses before crafting the GAD plan and GAD activities, including conducting baseline studies in the community to determine if there are violations that would relate to the GAD Program and to ensure that the GAD implementation addresses the current needs of the beneficiaries.
5. All schools are encouraged to enhance the district and division GAD plans and create unique GAD activities that will serve as innovations based on the current needs of the beneficiaries.
6. All schools under the DepEd-Dagohoy district and DepEd Division of Bohol shall ensure that their GAD objectives, GAD activities, GAD designs, and GAD plans support the goals, policies, and requirements of DepEd for the GAD implementation.
7. Immerse the school heads, teachers, and school stakeholders in intensive training and seminars, and other capacitating activities to enhance their level of awareness and understanding of GAD. The school heads, the District administrators, the Division personnel, and the district GAD Focal Persons shall provide technical assistance in the GAD implementation of every school. Also, they shall strictly conduct monitoring and evaluation of GAD activities to ensure that GAD is well-implemented at the school level and to check the integration of GAD into the delivery of the lessons.
8. The school heads, District Supervisors, and district GAD Focal Persons shall establish good partnerships and linkages with the school stakeholders and the community, especially with the LGU, to aid in the financial matters of the schools' GAD implementation. If possible, the DepEd shall increase the allocated 5% budget in the school MOOE for GAD to suffice the implementation of all the

GAD activities planned by the schools.

9. If possible, the DepEd shall find ways to lessen the unnecessary activities of the agency to have minimal overlapping schedules and school activities for the GAD Program to be implemented within the timeframe given.
10. If possible, deload the teachers with the ancillary tasks to help them execute their roles and functions in the GAD Program implementation and participate in the different GAD activities in their respective schools.

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