

Implementation Level of Gender Mainstreaming in One State College in Camarines Sur, Philippines: An Analysis Using Gender Mainstreaming Evaluation Framework (GMEF)

Dennis N. Rañon

Assistant Professor 1, College of Technological and Developmental Education, Camarines Sur Polytechnic Colleges, Philippines

Abstract

This paper discusses the implementation level and analysis of gender mainstreaming in Camarines Sur Polytechnic Colleges (CSPC) using the Enhanced-Gender Mainstreaming Evaluation Framework (E-GMEF). This aims to generate related studies on the use of gender analysis tools, to measure the level of implementation of CSPC in gender mainstreaming, and to contribute to the data necessary for gender sensitization in Higher Educational Institutions. This paper utilized qualitative research and standardized data-gathering tools. Documentary and thematic analysis, and FGDs were used and the standardized pointing system of the Enhanced-Gender Mainstreaming Evaluation Framework (E-GMEF) was utilized in determining the level of Gender Mainstreaming in government institutions. The research revealed that CSPC's overall level in gender mainstreaming is Level 3, under the GAD application. E-GMEF measured and analyzed CSPC's systems and processes along with the 4 entry points of gender mainstreaming. Specifically, Level 2 for Programs, Projects, and Activities; Level 2 for Enabling Mechanisms; Level 3 for Policies, and Level 3 for People. CSPC is recommended to strengthen its integration through its gender-responsive policies, plans, and programs in instruction, research, extension, and production. Training and seminars should be conducted to increase employees' level of awareness.

Keywords: Gender Mainstreaming, E-GMEF, Higher Educational Institutions, Gender Analysis

1. Introduction

The Gender and Development (GAD) approach aims to create equality between men and women by shaping processes and evaluations to actively address gender issues that impact women's development. This approach goes beyond simply integrating women into development; it also seeks new and innovative ways to transform unequal gender relations into constructive opportunities that benefit both genders equally (DBM-NEDA-NCRFW Joint Circular 2004). Academic institutions, particularly State Universities and Colleges (SUCs), play an essential role in reducing gender disparity in the country. Academic institutions need to move beyond traditional approaches that often limit women's participation. Camarines Sur Polytechnic College (CSPC) is actively working to reform and enhance its Gender and Development program, striving to ensure that both women and men have equal access to

opportunities and benefits from its policies and initiatives. Pulmano (2016) highlights the importance of encouraging students, faculty, and non-teaching groups to integrate Gender and Development (GAD) priorities into their action plans to foster collaboration and connection in GAD projects and initiatives (Esteban-Pulmano, 2016). Philippine studies on Gender Mainstreaming emphasize that successful GAD programs require broad information dissemination across various media, the development of networks among stakeholders working on gender issues to exchange knowledge and strategies, and the creation of collaborative opportunities, such as peer exchanges and exposure visits (Sumadsad & Tuazon, 2016). This research is aligned with global and national frameworks, including the United Nations Sustainable Development Goals, the Philippine Development Plan 2030, and Republic Act 9710, also known as the Magna Carta of Women. These initiatives, along with other international agreements, affirm a commitment to ensuring equal rights, opportunities, and participation across all areas of life, regardless of gender. There is a pressing need to promote educational goals, policies, and programs that are more gender-sensitive (Abocot and Añonuevo, 2015). As agents of change, administrators, faculty, and staff who promote gender sensitivity and advocate for gender equality and women's empowerment (Abocejo et al., 2012) play a key role in inspiring others to become gender advocates, fostering respect for the rights of both men and women (Cerbito-Abocot, 2018). This study aims to assess the implementation of Gender and Development (GAD) programs at Camarines Sur Polytechnic College in Nabua, Camarines Sur, utilizing the Gender Mainstreaming Evaluation Framework (GMEF) Third Edition for the years 2017–2020.

2. Objectives of the Study

This study aims to determine the implementation level of Gender and Development (GAD) programs within the Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur using the Gender Mainstreaming Evaluation Framework (GMEF). Specifically, the researchers sought to answer the following questions:

1. What is the level of implementation and expert validation of Gender and Development programs from 2017-2020 along:

- a. Programs, Activities and Projects (PAPS)
- b. Enabling Mechanisms
- c. Policies
- d. People

2. What analysis can be drawn from the GAD initiatives implemented (2017-2020) along:

- a. Programs, Activities and Projects (PAPS)
- b. Enabling Mechanisms
- c. Policies
- d. People

3. Scope and Limitation

This study is focused on the implementation level of CSPC on its GAD-related programs and activities within the 4 entry points specified in the Gender Mainstreaming Evaluation Framework (Third Edition). As per guidelines of E-GMEF, evaluation of the 4 entry points of GAD shall be done within 3 years of its program implementation thus, this research focused on the School Years 2017 to 2020. This was conducted on the CSPC GAD Focal Point System (GPFS) from 2017-2020. Also, an expert from the Philippine Commission on Women (PCW) shall validate the GAD programs of CSPC along the 4 entry

points of EGMEF. Not included in this study are the retired CSPC GAD Focal Point members from 2017-2020 thus, the basis for the selection of interviewees shall be evident in the released memoranda of the College regarding the establishment and/or reconstitution of CSPC GFPS. Relatively, this research shall analyze and present data along with the PCW's definition of the 4 entry points of Gender Mainstreaming thus, this study shall not dwell with other systems and/or processes of CSPC which is not evident as an indicator in EGMEF.

4. Review of related literature and Studies

Education plays a crucial role in reducing gender disparities. Organizations like the United Nations have launched numerous initiatives to improve educational access for women. As part of the Millennium Development Goals (MDGs), the UN aimed to achieve gender equality and empower women by ensuring equal access to primary and secondary education for both girls and boys by 2005, with the goal of extending this equality across all educational levels by 2015. According to Aikman et al. (2005), achieving the Millennium Development Goal on gender equality in education by 2015 requires more than simply balancing the number of boys and girls in school. It also demands an in-depth focus on the educational system itself, including what is taught and how it is taught to both genders. This means that school systems in the relevant countries must be reformed, with curricula and teaching methods specifically redesigned to support the education of girls.

The Philippine Commission of Women (2015) likewise, emphasized that gender mainstreaming is a means of modifying and enhancing organizational culture. This is supported by providing adequate financial resources, support mechanisms and procedures, and committed personnel and officials who will be working towards a more humane, just, and progressive society. The Philippine Commission on Women (2015) also highlighted that gender mainstreaming serves to transform and improve organizational culture. Achieving this requires sufficient financial resources, support systems, and dedicated personnel and leadership, all working together to create a more humane, just, and progressive society. The Philippine Commission on Women (PCW, 2016) outlines five levels of gender mainstreaming. The first level, foundation formation, is where the agency establishes GAD as a priority. Next, strategic systems are developed, including the establishment of Technical Working Groups and other key implementers. This is followed by applying gender-responsive plans within programs and activities. The fourth level involves commitment and institutionalization, embedding GAD into the organization's culture. Finally, replication and innovation occur, where GAD becomes fully integrated into the organization's core functions and serves as a model for other entities.

Agency heads typically carry the primary responsibility for gender mainstreaming efforts. A designated GAD focal point is also appointed within the organization to lead in planning and assessing policies and programs based on the agency's priorities and members' needs (Pañares and Abocejo, 2019). Additionally, this focal point manages data collection and oversees the creation of linkages and partnerships (PCW, 2002). In the Philippines, the National Commission on the Role of Filipino Women (NCRFW), now known as the Philippine Commission on Women (PCW), developed the Gender Mainstreaming Evaluation Framework (GMEF) in 2001. This tool serves as a guide for agencies to assess the extent of Gender and Development (GAD) integration and identify both strengths and areas for improvement. With the expanded mandate under the Magna Carta of Women (Republic Act 9710), the PCW is tasked with ensuring that government agencies and local government units are equipped to implement GAD. As a result, updating policies and guidelines for GAD mainstreaming became essential

Zvinkliene (2016) emphasized that gender mainstreaming involves systematically considering the differences in the conditions and needs of both women and men in all policies and actions, particularly in post-industrial societies. Meanwhile, Wittbom (2015) highlighted that gender mainstreaming requires an examination of societal norms. These norms, according to Almazan et al. (2019), can be understood as established patterns of thought or as institutions that shape societal behavior. Wittbom (2015) argued that the gender mainstreaming strategy has the potential to challenge existing norms, a process that requires change. During this transformation, fostering gender awareness and open-mindedness among those resisting the dismantling of inequality can be accomplished by negotiating new norms that promote gender equality within the organization (Wittbom, 2015; Abocot and Añonuevo, 2015). For gender-related policies and programs to be effective, ongoing monitoring and evaluation are essential (Hochfeld & Bassadien, 2007). Numerous research methodologies have been applied to gender issues, with the primary approaches being Women in Development (WID) and Gender and Development (GAD) (Beetham & Demetriades, 2007). Rao and Kelleher (2003) argue that development organizations cannot achieve gender equality without engaging with the institutions and social groups that perpetuate gender disparities and drive change. Institutions establish the rules that govern social and economic behavior, shaping decisions that affect individuals' lives, with women's conditions being particularly influenced by these rules. In this context, organizations play a crucial role in transforming these institutions.

When organizations address institutional issues, they can either opt to challenge or uphold them. There remains resistance to women occupying certain decision-making roles, and organizations themselves are often influenced by these biases, albeit in more subtle ways. To effectively change the institutions that impede gender equality, organizations must first undergo internal changes themselves.

Higher education institutions, especially government-owned universities, play a crucial role as agents of change (Rodriquez and Abocejo, 2018). Khan et al. (2015) highlighted that universities worldwide are responsible for fostering respect and equality between men and women. Promoting gender mainstreaming in the education sector is undoubtedly a significant development (Yang, 2016; Cuñado and Abocejo, 2018; Avila and Malquisto, 2019). In line with this, Gurjar (2017) considered education one of the most powerful tools in addressing the challenges faced by nations and societies (Trazo and Abocejo, 2019; Jolejole-Caube, Dumlao, and Abocejo, 2019). Educated women who possess self-confidence, self-esteem, and awareness are better equipped to navigate life and make informed decisions (Batoool et al., 2016; Abocejo et al., 2012). Schools, as educational institutions, play a vital role in socializing individuals and shaping their skills, values, and attitudes. The design of the curriculum, the textbooks used, the policies implemented, and other practices within the school all have a significant impact on students. Therefore, it is crucial that the school's vision, mission, goals, and objectives, through its policies, functions, programs, and activities, promote gender responsiveness across the entire academic community (Abocejo and Padua, 2010; Avila and Malquisto, 2019).

5. Research Methodology

This study utilized a descriptive research design, employing documentary analysis along with the GMEF Score Sheet and Questionnaire as outlined by the Philippine Commission on Women. The scores for each key area and entry point were calculated according to the GMEF guidelines. The GMEF consists of four sets of questionnaires, each addressing one of the following areas: Policy, People, Enabling Mechanisms, and Programs/Activities/Projects. Each set includes a series of questions designed to assess

whether an organization has met the gender mainstreaming criteria outlined in the E-GMEF tool.

6. Results and discussion

Table 1. Overall Gender Mainstreaming Level of CSPC

Key Areas	Score
Programs, Activities and Projects (PAPs)	
1. Initial Activities to Facilitate GAD Mainstreaming	4.98
2. Establishing Commitment towards GAD Mainstreaming	3.1
3. GAD Application	3.53
4. GAD Commitment and Institutionalization	2.5
5. Model PAPs	0.62
Sub-Total	14.73
Level for PAPs: 2 (Installation of Strategic Mechanism)	
Enabling Mechanisms	
1. Setting-up of Essential GAD Mechanisms	4.17
2. Functional GAD Mechanisms	4
3. Integration of GAD in the Organization’s Mechanisms	2
4. Advanced GAD Structures and Systems	2.5
5. Model GAD Structures and Systems	1
Sub-Total	13.67
Level for Enabling Mechanisms: 2 (Installation of Strategic Mechanism)	
Policies	
1. Issuance of initial policies on GAD	3.33
2. Issuance of policies to mainstream GAD in the organization	4.17
3. Integration of GAD in the Organization’s Policies	3.34
4. Updating and Continuous Enhancement of GAD Policies	1.67
5. Model GAD Policy	5
Sub-Total:	17.51
Level for Policy: 3 (GAD Application)	
People	
1. On Establishing GFPS & GAD Champions/Advocates	4.56
2. On GAD Initiatives & Capacity Development Activities	4.14
3. GAD Sponsorship & Related Programs	2.89
4. GAD Champions as Program Implementers	2.88
5. GAD Experts	3.34
Sub-Total	17.81
Level for People: 3 (GAD Application)	
Overall Level: 3 (GAD Application)	63.72

Table 1 presents the overall Gender Mainstreaming Level of CSPC which scored 63.72. This score falls under the GAD application level from the GMEF handbook. At this level, GAD-related activities of CSPC were already institutionalized within the institution. Interventions were typically guided by a

strategic GAD agenda or framework that directs the planning and budgeting for GAD implementation. Efforts to institutionalize gender mainstreaming have become more systematic and coordinated. The Gender Plan and Budget has become increasingly strategic by incorporating gender analysis into regular programs, leading to either a greater allocation of the GAD budget or the development of more gender-responsive programs. Some of these interventions include: (a) integrating and consolidating gender initiatives aimed at achieving women's empowerment and gender equality, and (b) embedding GAD within the organization's Major Final Outputs (MFOs), mandates, and performance indicators to ensure its mainstreaming into the organization's operations. For example, the issuance of CHED Memorandum Order 2015-01 established policies and guidelines on GAD in higher education institutions to "introduce and institutionalize gender equality and gender responsiveness in various aspects of Philippine higher education."

Programs, Activities and Projects (PAPs)

CSPC's Gender Mainstreaming score along PAPs was 14.73, placing it at the level of installing strategic mechanisms for gender mainstreaming. At this stage, CSPC has developed a GAD agenda or strategic framework to guide its gender mainstreaming efforts through the implementation of its GAD Plan and Budget. However, the GAD agenda approved by the Board of Trustees has yet to be finalized. Additionally, deepening sessions are held for GFPS members and relevant staff, particularly focused on the application of gender analysis tools. These sessions aim to further support the GFPS in strengthening gender mainstreaming efforts within the organization. Additionally, IEC materials are tailored for CSPC's specific needs, and a dedicated GAD section on the website is either planned or being developed. While CSPC has not yet formulated a GAD agenda, it has established a GAD strategic framework based on the guidelines outlined in CHED Memo No. 1 s. 2015 and other relevant laws and memoranda related to Gender and Development. CSPC's Gender Plan and Budget are based on at least one of the following frameworks: the GAD Code, emerging gender issues, international/national GAD mandates, and/or the outcomes of gender analysis. From 2017 to 2020, CSPC organized deepening sessions on GAD for the GFPS or relevant staff members, though these sessions were not based on the findings of the Training Needs Assessment or updated GAD policies and tools. Some of the sessions included topics such as Gender Sensitization, Training on Policy-Crafting Related to Gender and Development, Gender Analysis, and related tools and practices. According to Rao & Kelleher, the Gender Infrastructure Change approach encourages the empowerment of women within the organization by offering training, increasing responsibilities related to women's issues, and fostering women-friendly work environments and policies. This approach, also referred to as gender mainstreaming, supports women's leadership within organizations; however, records indicate that it has not been fully embraced.

Enabling mechanisms

CSPC's enabling mechanisms for gender mainstreaming received a score of 13.67 out of 25, which falls below the Installation of Strategic Mechanisms level. At this stage, additional GAD mechanisms should be in place to address the needs of both internal and external clients, and there should be a significant increase in the use of the GAD Budget. CSPC has a functioning and established GFPS, in line with the guidelines set by relevant oversight agencies. Additionally, at least 5% of CSPC's total budget is allocated to implement GAD programs, activities, and projects (PAPs). CSPC has established partnerships with agencies, LGUs, institutions, and/or individuals for the strategic implementation of GAD programs, activities, and projects (PAPs). The institution has successfully collected or generated SDD and/or gender statistics, and is in the process of further gathering this data. However, the data

currently collected at CSPC is not yet disaggregated by sex. Attendance sheets, information profiles, and other data collection tools at CSPC need to be sex-disaggregated. A database containing SDD and/or gender statistics has been developed, generating 1-2 sector-specific Key Performance Indicators (KPIs) related to GAD. Strengthening the use of gender statistics within CSPC is crucial for the efficient and systematic identification of institutional gender issues. The database with SDD and/or gender statistics is now established and accessible to the central office, regional offices, and affiliated agencies. CSPC allocated less than 5% of its total budget for the implementation of GAD programs, activities, and projects (PAPs). Additionally, there was an AOM for two consecutive years (2017-2019) indicating that CSPC did not utilize at least 5% of its budget for GAD, though CSPC provided acceptable justifications for this. For CSPC to reach a higher level of gender mainstreaming, it should allocate 30%-70% of its total budget for the implementation of GAD programs, activities, and projects (PAPs). While other GAD mechanisms are in place to coordinate and monitor the implementation process, they do not yet produce status or progress reports. The M&E system is capable of tracking the gender-related impacts of GAD PAPs on both internal and external clients. Additionally, other GAD mechanisms have not yet been recognized by other organizations as models. Murguialday et al. state that tools derived from gender analysis frameworks provide essential information for evaluation processes. Some of the most important tools include: the activity profile, the decision-making participation profile, the practical and strategic gender needs profile, and the access and control profile. These tools can be used in participatory workshops and discussion groups and serve as a foundation for applying other qualitative or quantitative methods (González & Murguialday, 2004; Moser, 2007; Murguialday et al., 2008).

Policies

CSPC scored 17.51 out of 25 points for gender mainstreaming in the area of Policies, which falls under the GAD Application level in the GMEF handbook. At the GAD Application level, a GAD agenda or strategic framework is already adopted and implemented to ensure that GAD is integrated into CSPC's major programs and projects. CSPC has adopted the GAD Agenda/Strategic Framework (CHED Memo No. 1, s. 2015), and most of the organization's organizational, national, and sectoral plans now incorporate a GAD perspective, along with the National/Sectoral GAD policies developed by the institution. At the GAD Application level, a GAD agenda or strategic framework has been adopted and implemented to ensure the integration of GAD into CSPC's major programs and projects. However, this indicates that CSPC has not yet developed its own GAD Agenda/Strategic Framework to guide its gender-related initiatives. Espinosa (2011) emphasized the importance of incorporating a gender perspective into the planning and management of interventions, as well as providing specific gender training for staff. It is crucial to communicate to donors and partner countries the significant connection between gender equality and other development goals, such as poverty reduction, environmental sustainability, democratic governance, and the realization of human rights (Espinosa, 2011; Hunt & Brouwers, 2003; Woodford-Berger, 2000). Additionally, the submitted documents clearly showed that gender-fair language and imagery were being applied in certain policy issuances. Furthermore, the results of gender analysis conducted at CSPC were not utilized in the development or enhancement of policies. This aligns with the finding that top management officials and/or GFPS members were unfamiliar with gender analysis tools and their application. Additionally, the gender perspective and GAD components were not yet integrated into CSPC's Vision, Mission, or Goals (VMGO). There were no broad statements supporting GAD-related activities or the inclusion of GAD mandates within the VMGO. CSPC needs to strengthen and institutionalize gender and development by developing policies

on gender-fair language, integrating GAD into OPCR-IPCR targets, institutionalizing HGDC and gender analysis, restructuring the GFPS, establishing a sex-disaggregated database, enhancing GAD monitoring and evaluation, and creating GAD-responsive training modules.

People

CSPC achieved a score of 17.81 out of 25 points, placing it at the GAD Application level in the GMEF handbook. At this level, top management, GFPS members, and program implementers actively integrate GAD into CSPC's regular operations. Top management leads the inclusion of GAD in the organization's PAPs and performance indicators. Meanwhile, GFPS members and program implementers incorporate GAD in the development of the organization's GAD PAPs. Additionally, relevant staff members use sex-disaggregated data (SDD) and/or gender statistics to further improve CSPC's GAD PAPs. Top management actively supports the appointment of qualified women staff members to leadership positions, enabling women to take on key roles and authority within the organization. Both internal and external clients are involved in the planning and execution of the organization's GAD PAPs. At the GAD Application level, top management, GFPS members, and program implementers are intentionally integrating GAD into CSPC's regular operations. However, CSPC's GFPS members have only attended 1-2 basic GAD training sessions, and program implementers have not yet received training in Gender Analysis or the application of Gender Analysis tools. Concerned staff members have not yet been trained on the significance of collecting Sex Disaggregated Data (SDD) and gender statistics. Additionally, neither CSPC's GFPS members nor program implementers have incorporated the GAD perspective into the development of the organization's PAPs. Espinosa (2011) highlighted that in interventions where the gender perspective was not integrated during earlier stages, gender-sensitive evaluations are hindered by the lack of baseline data, sex-disaggregated data, and a limited number of appropriate indicators established during the planning phase. As a result, analyzing the impact of interventions becomes challenging, leading to resistance in studying changes related to gender equality between women and men (Espinosa, 2011; Hunt and Brouwers, 2003; Woodford-Berger, 2000). Concerned staff members are not yet equipped to utilize SDD or gender statistics for gender analysis. Additionally, neither internal nor external clients are actively involved in the planning and implementation of the organization's GAD PAPs. Furthermore, fewer than 50% of the GFPS members are serving as GAD resource persons within the organization. Concerned staff members are able to identify emerging gender issues, but they lack the capacity to address them effectively. GAD is not yet reflected in the performance contracts or TORs of top management or concerned staff members. Internal and external clients have participated in only 1-2 stages of the development planning cycle for the organization's GAD PAPs. Additionally, external clients have not yet been acknowledged for their contributions to gender mainstreaming efforts.

7. Recommendations:

As a state college aspiring for university status, it is crucial to incorporate GAD across the four entry points of gender mainstreaming. Gurjar (2017) considered education one of the most powerful tools for addressing the challenges faced by nations and societies (Trazo and Abocejo, 2019; Jolejole-Caube, Dumlao, and Abocejo, 2019). Enhancing the College's gender mainstreaming efforts requires strong commitment and support from the administration and staff, particularly in the area of research. Although the College complies with the GAD mandates, CSPC must further enhance its integration of gender-responsive policies, plans, and programs across instruction, research, extension, and production. Additionally, training and seminars have been held to raise awareness of gender mainstreaming among

administrators and faculty. It is also crucial to improve awareness regarding GAD budget allocation to effectively plan and implement gender-responsive programs and projects, such as conducting gender research.

8. Conclusions

Gender-sensitive evaluation aims to identify the structural factors contributing to inequality between women and men within the context of an intervention. Gender analysis frameworks play a crucial role in examining gender inequality during the planning phase. These frameworks are valuable tools as they highlight the key areas where gender inequality is created and sustained (De Waal, 2006; FIDA, 1995; Hunt and Brouwers, 2003; Ruiz-Bravo and Barrig, 2016). Gender sensitization in higher education institutions (HEIs) still has significant progress to make in reaching the fifth level of gender mainstreaming. For CSPC, between 2017 and 2020, its efforts in implementing GAD mandates align with those of other HEIs in the Philippines, showcasing several flagship programs in gender mainstreaming. By utilizing the E-GMEF, CSPC's best practices in gender mainstreaming were acknowledged, and areas for improvement across the four entry points were identified, which the institution is now actively working to address.

9. References

1. Abocejo, F. T., & Gubalane, F. K. (2013). Implementation of the human anti-trafficking law in Cebu City, Central Philippines. *International Forum Journal*. 16(1), 36-48. Retrieved from <https://internationalforum.aiias.edu/images/vol16no01/article3-abocejo&gubalane.pdf>
2. Abocejo, F. T., Pañares, Z. A., Dotillos, L. T., Diones, L. L., & Belciña, S. A. (2012). Microfinance program on cooperatives: Realities, benefits and women's participation. *CNU Journal of Higher Education*, 6(1), 25-39. Special Issue on Luz S. Ilagan GENDER MAINSTREAMING IN A HIGHER EDUCATION INSTITUTION (HEI) *European Journal of Social Sciences Studies* - Retrieved from <http://jhe.cnu.edu.ph/index.php/cnunjhe/article/view/119>
3. Abocot, R. C., & Añonuevo, R. T. (2015). Gender politics in Edilberto K. Tiempo's to be free: A cultural studies reading. *The Normal Lights*, 9(1):31-48. Retrieved from <http://po.pnuresearchportal.org/ejournal/index.php/normallights/article/viewFile/6/3>
4. Almazan, J. U., Cruz, J. P., Alamri, M. S., Alotaibi, J. S. M., Albougami, A.S.B., Gravoso, R., Abocejo, F. T., Allen, K., & Bishwajit, G. (2018). Predicting patterns of disaster-related resiliency among older adult Typhoon Haiyan survivors. *Geriatric Nursing*. doi: 10.1016/j.gerinurse.2018.04.015
5. Batoool, S. A., Ahmed, H. K., & Qureshi, S. N. (2016) Economic and psycho-social determinants of psychological empowerment in women.. *Pakistan Journal of Social & Clinical Psychology*. 14(1), 21-29. Retrieved from <https://search.proquest.com/docview/1927144404566?accountid+173015>.
6. Beetham and Demetriades (2007). *Feminist research methodologies and development: overview and practical application*. – Routledge. SN - 1355-2074
7. Cerbito-Abocot, R. (2018). Prismatic view of gender power relations at the intersection in Linda Ty-Casper's *Ten Thousand Seeds*. *International Forum*. 21(1):20-33. Retrieved from <https://journals.aiias.edu/iform/article/view/342/334>

8. Esteban-Pulmano (2016). Implementation of the Gender and Development Program of State Universities and Colleges in Region III: An Evaluation. *International Journal of Education and Research*. ISSN: 2411-5681.
9. Gurjar, M. S., (2017). The comparative analysis over women's education via Tagore and Gandhi. *Educational Quest*. 8(3), 589-594. doi: 10.5958/2230-7311.2017.00110.6
10. Philippine Commission on Women. (2016). A handbook on the application of the enhanced gender mainstreaming evaluation framework. Retrieved from <https://www.pcw.gov.ph/sites/default/files/documents/resources/PCW%20GMEF%20Handbook%20Final.pdf>
11. Ramzan, M., Khan, B., Hussain, S., & Sarwar, M. (2015). Gender mainstreaming strategies at university *Journal of Educational Research*, 18(1), 38-55. Retrieved from <https://search.proquest.com/docview/1794151048?accountid=173015>
12. Roa and Kelleher, 2003. Institutions, organizations and gender equality in an era of globalization.
13. Rodriguez, K. F. R., & Abocejo, F. T. (2018). Competence vis-à-vis performance of special education pre-service teachers. *European Academic Research*, 6(7), 3474- 3498. Retrieved from <http://www.euacademic.org/UploadArticle/3707.pdf>
14. Trazo, S. P., & Abocejo, F. T. (2019). International Phonetic Alphabet (IPA) Front Vowel Sound Recognition of Beginner Foreign Learners. *European Journal of Education Studies*. 5(12), 183-196 doi: 10.5281/zenodo.2606194
15. Wittbom, E., E. (2015). Management control for gender mainstreaming-a quest of transformative norm-breaking. *Journal of Accounting and Organizational Change*, 11(4), 527-545. Retrieved from <http://search.proquest.com/docview/17325445467> account id=17301
16. Yang, H. (2016). Transforming concepts into practices: Mainstreaming gender in higher education. *Asian Journal of Women's Studies*; 22(4), 392-413. doi: 10.1080/12259276.2016.124294