



**EXPERIENCES OF TEACHERS IN THE IMPLEMENTATION OF
GENDER AND DEVELOPMENT (GAD) PROGRAM: BASIS
FOR POLICY RECOMMENDATION**

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ABSTRACT

The study aimed to determine the experiences of the participants in the implementation of Gender and Development Program as basis for policy recommendation in the Schools District of Lemery during the school year 2022-2023. The participants of the study were 15 purposely selected teachers, in which 5 are males, 5 are females, and 5 are members of the LGBTQ+. A researcher-made interview schedule and voice and video recorders were used for data gathering and documentation. The results of the in-depth interview revealed that advocacy, lack of budget, lack of support and equality were the experiences of participants. On the other hands the participants encountered lack of awareness, unsustainability, lack of resources and lack of support as challenges in the implementation of GAD program. The study found out that the teachers utilized active and continuous learning gender- sensitive, teaching and socio-cultural factors as their facilitating factors.

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Keywords: *Experiences, Implementation, Gender and Development (GAD) Program, Policy Recommendation*

INTRODUCTION

Background of the study

Gender and Development (GAD) Program is a development perspective and process that should be considered in the organizations to socially equate the imbalance treatment between men and women. Both sexes are present in most organizations, if not all. The contemporary structure of work organizations is occupied by men and women who are doing the same roles as the counterpart gender. Hence, GAD is described as an approach to addressing men's and women's social differences by creating policies and practices that emphasize the need to challenge the existing gender roles and relations.

The Department of Education (DepEd) reiterated the "strict implementation of and GAD compliance" with DepEd Order No. 32, s. 2017 or the "Gender Responsive Basic Education Policy" in all elementary and high schools nationwide.

The Department of Education, as the biggest agency of the government, ensures that this is observed. The DepEd Order No. 32, s. 2017 disseminated the utmost practice of gender-responsive basic education policy to strengthen it within the organization. It justified that DepEd

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must abide by this and should be promptly customized to the Philippines' basic education indicators' gender distribution in order to value all concerned individuals under the department's purview. This is done to support the instructors' feelings about equality and their entitlement to receive the opportunities they deserve.

The goals of the recommendations are to promote and institutionalize gender equality as well as gender responsiveness and sensitivity in all facets of higher education in the Philippines. The guidelines mandate CHED and HEIs to establish GAD Focal Point System (GFPS) and mainstream gender in the trilogical functions of higher education. These include curriculum development, gender-responsive research programs, and gender-responsive extension programs.

Based on the order, Deped shall "undertake gender-mainstreaming to address basic education issues and concerns pertaining to gender and sexuality." This is to ensure that all learners are ""protected from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying, and to promote gender equality and non-discrimination in all governance levels.""

The term "gender responsive basic education" refers to efforts to address socioeconomic and gender inequities through policies and programs that go beyond merely identifying gender-based discrepancies.

The idea promotes self-determination, empowers participants, is equitable, sustainable, violence-free, respects human rights, and encourages the realization of human potential. The

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perspective is that humans, more so, women should be allowed to develop their full capabilities and to nurture their potentials. It breaks the traditional belief that women are weak and low-class people of the society. The rise of the concept breaks the perspective that was said to evolve from the cultural stereotypes brought about by the colonizers in the past.

The purpose of the study was to explore the experiences of teachers in the gender and development program implemented in the school programs, activities and developed a framework that underscores gender equity for equal opportunity. The study used phenomenological inquiry of qualitative research design.

With this timely issue in society and schools, the researcher determined the experiences of teachers in the implementation of the Gender and Development Program as the basis for policy recommendation.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in the study. The purpose of the study was to determine the experiences of teachers in the implementation of the gender and development program in the Schools District of Lemery during the school year 2022-2023.

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Research Method

The research method utilized in the study was qualitative research using in-depth interviews. According to Stanford Libraries (2023), Qualitative research is the naturalistic study of social meanings and processes, using interviews, observations, and the analysis of texts and images.

During the interview, the interviewer and interviewee were allowed to sit together at a distance and think about the series of questions about a particular issue. The aim was to get the participants' central or the necessary views of a specific issue in a social context through the participants' responses to the questions.

Research Design

The study used a phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. Phenomenology aims to understand how others view the world and how this view may vary from commonly held beliefs by focusing on a person's subjective interpretations of his/her experiences. Phenomenology was being commonly used in disciplines including psychology, sociology, and social work and involves interviewing the individuals to learn their impressions.

Phenomenology, according to Smith (2013), is the study of consciousness structures as they are perceived in the first person. As it is an experience of or about some object, an experience's central system is its intentionality, or its being directed toward something. An

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adventure is pointed in the direction of an item by its meaning or content (which represents the object), along with the necessary enabling circumstances.

Participants of the Study

The participants of the study were fifteen (15) purposely selected teachers, in which five (5) are males, five (5) are females, and five (5) are members of the LGBTQ+ in the Schools District of Lemery during the school year 2022-2023.

Sampling Design

The purposive sampling design was used in the study. A purposive sample was a non-probability sample that was selected based on a population's characteristics and the study's objective. Purposive sampling was also known as judgmental, selective, or subjective sampling. According to Nikolopoulou (2023), purposive sampling relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule has three (3) questions focusing on the purpose of the study.

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Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Voice and video recorders was used for data gathering and documentation, depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who are considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity is the appropriateness, significance, accuracy, and usefulness of an investigator's inferences. The format and substance of content-related proof of fact must be compatible with the specification of the variables and the sample of people to be measured, and it also aids in validating the questionnaire's items (Fraenkel and Wallen, 2007).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher will personally go to the schools, community, a place convenient on the part of the participants to conduct the interview.

The participants were interviewed by the researcher, but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

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Using in-depth interview, voice and video recorders was also provided to completely capture the interviewee's words. The researcher consolidated all the collected data after a series of interviews.

Data Analysis

The information gathered was analyzed using a thematic approach.

Finding patterns or themes in qualitative data is the process of thematic analysis. The goal of a thematic analysis, according to Maguire & Delahunt (2017), is to find themes, such as fascinating or significant patterns in the data, and then utilize those themes to discuss the research or make a point about a problem. This involves condensing, evaluating, and interpreting the information gathered and giving it meaning.

RESULT AND DISCUSSION

The study was conducted to determine the experiences of the teachers in the implementation of gender and development program in the Schools District of Lemery during the School Year 2022-2023.

Descriptive research method was utilized in the study was descriptive using in-depth interview.

The study used phenomenology under qualitative research design.

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The participants of the study were the 15 elementary and secondary teachers of the Schools District of Lemery for the school year 2022-2023.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview scheduled and the researcher considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools, community, or place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after series of interviews.

The information gathered was analyzed using thematic approach.

The following are the findings of the study:

Based on the result of the in- depth interview with the participants, it was found out that advocacy, lack of budget, lack of support and equality were the experiences of participants.

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Based on the results of the in-depth interview with the participants, it was found out that lack of awareness, unsustainable, lack of resources and lack of support were the hindering factors encountered by the participants

Based also on the results of the in-depth interview with the participants, it was found out active and continuous learning, gender-sensitive teaching and socio-cultural factors are the facilitating factors encountered by the participants. Based on the findings, the following insights were drawn:

Gender and Development Programs are necessary in schools where the center of the educative process- our learners is present as it provides learners the opportunities to change their ways, help the gender gap, and promote gender equality. It is a must for schools to be an advocate of GAD as the world changes, as so as how humans see the world from different perspective. Society that gives value and respect to men and women equally, live a healthier and safer life.

Allocation of funds for the implementation of GAD Programs and activities serves as the backbone of GAD Program for its success. Local Officials and School leaders should work hand in hand to provide funds that would surely lead to the development, success, and sustainability of programs, projects and activities related to GAD. Allocation of financial resources should be governments and schools' top priority as it serves as the lifeblood of the implementation process.

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Gearing towards its goals, it carries out the main operations and the totality of a long-term effect of how it is being implemented.

Collaborations and channels are of utmost important in educational institutions and its GAD programs. School and its stakeholders can organize awareness campaigns on GAD, training sessions, and community events that can maximize the reach and impact of the initiatives. Through channel, promoting an awareness and disseminating information about GAD Program is possible. When the campaigns are reaching their intended audience and achieving the desired outcomes. The strong impact on its collaboration may trigger positive and more comprehensible program initiatives which would be of great basis for future and actions.

Advocacy support and policy making should be given priority. Advocate for the integration of Gender and Development in local policies, school improvement plans, and frameworks will help gain momentum in the process of what must be achieved and will bring about change in educational institutions. Collaborate with policymakers, local leaders, school heads, teachers, learners, and stakeholders to ensure the sustainability of the program through policy support and resource allocation and mobilization will ensure the effectiveness and impact of the awareness and education campaigns related to Gender and Development (GAD) Program Implementation.

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CONCLUSION

The school should advocate for policy support and institutional integration. The school leaders, teachers, learners, and stakeholders should work towards integrating GAD objectives and activities into relevant policies, plans, and institutional frameworks. This helps ensure that the efforts are aligned with broader strategies and that they continue beyond the initial phase. This would be of great deal most especially to the learners and to ensure that they know and apply the basics of Gender and Development Program for the purpose of awareness and sensitivity. Based on these, school heads may come up with new approaches and strategies that will enable them to promote gender equality and will maximize their learning academic performance.

Heads from the Central Office down to the Division Office should take further measures to make sure that the school leaders are following the orders of allocating necessary funds coming from MOOE and that it is stipulated as one of their focuses and plans in the School Improvement Plan (SIP). It is must to make sure that programs and activities related to GAD be given an utmost deal as it entails successful strategies, challenges faced, and recommendations for future awareness and education campaigns for the benefit not only of the learners, but also of the whole community that is gender sensitive.

Teachers and other GAD Advocates should not only stay in the four corners of the classroom to educate young minds about Gender and Development. They should also find ways and means to channel their advocacy to the community through collaboration and partnerships

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to make sure that Gender and Development (GAD) implementation doesn't only stays in the classroom. A joint work towards the sustainability of the awareness and education campaigns related to GAD with the help of stakeholders and other participating NGOs will impact a lot in the improvement of its implementation and will progress towards a society that allows and respects every gender regardless of education, economic stability, religion, and social background.

Cascading approach down to community level and the grassroots will encourage community members to take on leadership roles, participate in decision-making processes, and contribute their local knowledge and expertise in the implementation of GAD programs and activities. Through this collaboration, teacher can attain a more gender sensitive, and respect driven members of society.

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