

# Capacity Needs Assessment of the GAD Focal Point System: Basis for Strengthening Capability Building Programs in Apayao State College

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## ABSTRACT

The importance of this study is to identify the training needs of the fled GAD Focal Point System (GFPS) members at Apayao State College to strengthen their knowledge on GAD concepts, policies, tools such. The study is conducted with an aim to identify specific areas that are in need of capacity building/training and support in relation to effective gender mainstreaming in educational institutions, which is an essential component of the GFPS. To achieve this, a descriptive research design was employed, utilizing a survey questionnaire distributed to 44 GFPS members through google form. The survey gathered information on their demographic profiles and their familiarity with various GAD-related topics.

Through statistical analysis, the study revealed notable differences in familiarity levels based on factors such as gender, age, educational background, and years of service. Results showed that people with advanced degrees and more experience nailed down the GAD requirements much better. This highlights the need for tailored capacity-building programs that address the unique needs of GFPS members. The study recommends developing targeted training initiatives and establishing a GAD Resource Center to foster continuous learning and support gender equality efforts within the college.

**Keywords:** *gender and development, training needs assessment, capacity building, gender mainstreaming*

## INTRODUCTION

Gender and Development (GAD) is a development approach that recognizes and seeks to address the systemic inequalities between individuals of different genders across all areas of society, including policymaking, education, governance, and development planning. It emphasizes the roles, responsibilities, and opportunities available to individuals based on their gender and aims to ensure equal access to resources, opportunities, and decision-making power for all (Philippine Commission on Women [PCW], 2016). In the Philippine context, GAD plays an important role in building inclusive and equitable institutions. Government agencies, local government units, and educational institutions like State Universities and Colleges (SUCs) are mandated to integrate gender perspectives into their programs and operations through gender mainstreaming. This process ensures that the specific needs of all genders, especially women and marginalized groups, are addressed to promote sustainable and inclusive development (PCW, 2021).

In global and national perspectives, gender equality is reinforced by key legal and policy frameworks. One of the most significant international instruments is the *Convention on the Elimination of All Forms of*

*Discrimination Against Women* (CEDAW), which obligates member states to eliminate discrimination against women and promote gender equity (United Nations Women, 2015). At the national level, the *Magna Carta of Women* (Republic Act No. 9710) provides a comprehensive legal framework to uphold women's rights and mandates all government institutions to implement gender-responsive policies (PCW, 2021). Complementing this law is the *Women in Development and Nation Building Act* (Republic Act No. 7192), which promotes the equal participation of women in all aspects of development (Congress of the Philippines, 1992). Additionally, the Gender and Development Code and the establishment of the Gender and Development Focal Point System (GFPS) serve as mechanisms to institutionalize gender mainstreaming efforts within public institutions (PCW, 2016).

Despite the establishment of the GFPS in various institutions, including higher education, many GFPS members continue to face challenges in effectively carrying out their mandates due to limited technical knowledge and uneven implementation of gender mainstreaming. While they may be familiar with basic concepts such as sex, gender, and gender discrimination, there is insufficient understanding of essential gender-related laws and tools. These include national laws such as the *Magna Carta of Women* and the *Safe Spaces Act* (Republic Act No. 11313), and international commitments like CEDAW (PCW, 2021; United Nations Women, 2015). Moreover, the use of critical gender tools—such as the *Harmonized Gender and Development Guidelines* (HGDG), *Gender Mainstreaming Evaluation Framework* (GMEF), and *Gender Gap Analysis Tool*—is limited, hindering the full implementation of gender mainstreaming initiatives (PCW & National Economic and Development Authority, 2012).

In Apayao State College (ASC), the GFPS plays a significant role in leading gender mainstreaming efforts by developing, implementing, and monitoring gender-responsive programs and policies. While progress has been made, recent assessments reveal that the GFPS at ASC still requires further capacity development. According to the GMEF results, ASC is currently at Level 2, described as the “*Installation of Strategic Mechanisms*.” This stage indicates that while the basic structures and mechanisms for gender mainstreaming exist, they are not yet fully functional or maximized (Apayao State College, 2024). Also, a GFPS Functionality Assessment conducted internally showed noticeable gaps in knowledge, skills, and attitudes among GFPS members, underscoring the need for targeted capacity-building interventions.

Furthermore, this study determines capacity gaps, which directly impact the GFPS's ability to fully implement gender mainstreaming within the college. Effective gender mainstreaming requires members to be equipped with adequate knowledge of GAD concepts, mandates, and tools. Without this, GFPS efforts may fall short of creating a gender-inclusive and responsive institutional environment. Thus, this research aims to assess the current level of knowledge and familiarity of GFPS members with GAD-related content and tools. Through a comprehensive needs assessment, the study will support the development of a customized capacity-building program to address the specific needs of GFPS members. The results will also guide future training programs, strengthen gender initiatives, and contribute to more effective GAD integration in institutional planning and budgeting within Apayao State College.

### **Gender and Development (GAD) Focal Point System**

The establishment of Gender and Development (GAD) Focal Point System (GFPS) is a vital step in mainstreaming gender equality within institutions, particularly in higher education. According to the Philippine Commission on Women (PCW, 2011), the GFPS plays a critical role in ensuring the successful implementation of GAD policies, programs, and activities within government institutions, including state universities and colleges. These systems act as the mechanism for promoting gender equality by coordinating and monitoring the integration of gender perspectives in organizational policies, budget planning, and project implementation. It is through the GFPS that the Philippine government hopes to fulfill its commitment to gender equality, as mandated in the *Magna Carta of Women* (Republic Act No. 9710).

Gender mainstreaming, as conceptualized in international frameworks such as the Beijing Platform for Action, is a strategy that aims to promote gender equality by ensuring that gender considerations are

integrated into all aspects of public policy and programming (UN Women, 1995). In the Philippines, gender mainstreaming has been institutionalized in the form of the GFPS, which is tasked with integrating gender into all facets of government operation (PCW, 2011). Despite its importance, numerous studies indicate that many GFPS members lack adequate training and resources to fully perform their roles effectively (Llanes, 2014).

### **Training and Capacity Building for GFPS Members**

Effective gender mainstreaming relies on the capacity of the GFPS members to understand and apply gender concepts, policies, and tools in their day-to-day functions. Capacity building is defined as the process of enhancing the skills, knowledge, and attitudes of individuals to enable them to perform their roles effectively (UNDP, 2016). As such, capacity-building programs are critical to enhancing the functionality of GFPS committees and empowering members to carry out their gender-related responsibilities. In a study conducted by Javier (2019), it was found that the lack of capacity-building initiatives for GFPS members in many higher education institutions led to inadequate implementation of GAD programs. The study pointed out that while policies may exist, the successful implementation and monitoring of these policies require individuals who are properly trained and equipped with the necessary tools. In response, many institutions are now developing targeted training programs that address the knowledge gaps identified in their GFPS committees (Javier, 2019).

Moreover, according to the Gender Mainstreaming and Evaluation Framework (GMEF), institutions that score low in key areas such as policy development, GAD budgeting, and data collection often face challenges in building a sustainable and effective GFPS. This highlights the importance of addressing capacity gaps through training programs that strengthen both the theoretical understanding of GAD and the practical skills needed for effective implementation (Apayao State College, 2024). These capacity-building programs are designed to equip GFPS members with the tools to perform their duties more effectively, ultimately contributing to the success of gender mainstreaming efforts.

### **GAD Policies, Concepts, and Tools**

Understanding GAD concepts, policies, and tools is critical for the success of any GFPS. According to the UN Women (2018), gender mainstreaming involves the active consideration of gender differences and inequalities in all stages of policy-making, including the design, implementation, and monitoring of policies. For GAD to be effectively mainstreamed, individuals responsible for its implementation need to be familiar with the relevant laws, policies, and frameworks that guide gender equality. This includes understanding the Magna Carta of Women, which mandates that gender perspectives be integrated into government processes, as well as tools such as the Gender Mainstreaming Evaluation Framework (GMEF), which helps institutions assess their progress in gender mainstreaming (PCW, 2011).

However, a study by Cabangon (2020) on the implementation of GAD programs in state universities revealed that many GFPS members had limited knowledge of key GAD policies and tools. As a result, these institutions faced challenges in institutionalizing gender equality practices effectively. In a similar study by Salazar and Aquino (2017), it was found that while GFPS committees were established in most government agencies, members lacked in-depth knowledge of the GAD tools and policies required to carry out their roles.

### **Development of Training Programs for GFPS Members**

In light of these challenges, developing and implementing comprehensive training programs for GFPS members is basically important. According to a report by the UN Women (2015), training is one of the most effective ways to build the capacity of GAD focal points, as it allows members to better understand and apply gender equality principles within their institutions. These programs should address both the

conceptual and practical aspects of GAD, focusing on issues such as gender analysis, gender-responsive budgeting, and the use of gender-sensitive data collection tools.

Several studies have emphasized the need for tailored training programs based on the specific needs of GFPS members. For instance, a study by Garcia (2018) on the capacity-building initiatives for GAD personnel in various government offices pointed out that training programs should be designed based on the results of a training needs assessment. By conducting such assessments, institutions can identify the specific areas where their GFPS members need support, whether it be in understanding policy frameworks, utilizing GAD tools, or applying gender analysis techniques.

### **Objectives**

This study is guided by Gender Mainstreaming Theory, which draws from feminist theory and organizational change perspectives. Gender Mainstreaming Theory emphasizes the systematic integration of gender perspectives into the design, implementation, monitoring, and evaluation of policies, programs, and institutional processes. It is based on the premise that gender inequality is not just a social issue but also a structural one embedded in institutions, and that meaningful change requires both policy reforms and shifts in organizational culture and practices (Bacchi & Eveline, 2010; Moser, 1993).

In the context of state-owned academic institutions like Apayao State College, this theory supports the idea that capacity-building among members of the Gender and Development Focal Point System (GFPS) is essential for successful gender mainstreaming. The theory underlines that institutional change can only be achieved if individuals responsible for implementing GAD programs are well-equipped with the necessary knowledge, tools, and competencies.

Furthermore, it highlights the importance of internal mechanisms—such as the use of gender analysis tools and strategic planning—as foundational to building gender-responsive institutions (True, 2003). The framework aligns with national gender policies in the Philippines, particularly those outlined by the Philippine Commission on Women, which mandate the integration of gender equality principles through tools such as the Gender Mainstreaming Evaluation Framework (GMEF) and Harmonized Gender and Development Guidelines (HGDG) (PCW, 2016). By using this framework, the study is able to assess not only the individual competencies of GFPS members but also the readiness of the institution to fully implement its gender mainstreaming goals.

This study evaluates the training needs of the College's Gender and Development (GAD) Focal Point System (GFPS) members by analyzing their demographic profiles (sex, age, education, position, committee, years of service, and campus) and assessing their familiarity with GAD concepts, policies, and tools, revealing gaps in specialized areas like gender mainstreaming and specific tools (e.g., Gender Mainstreaming Evaluation Framework), with statistical tests indicating that familiarity levels may vary by factors like position and experience, leading to the development of a tailored training program focused on foundational GAD knowledge, policy application, and hands-on skill-building to enhance gender mainstreaming competencies.

### **METHODS**

This study used descriptive -survey research design. A survey questionnaire was utilized to determine the familiarity level of GFPS members on GAD concepts, legal mandates and policies, and tools. The questionnaire was based on the Training Needs Assessment (TNA) Questionnaire of the Philippine Commission on Women. Administration of the questionnaire were used the Google Form to easily access the respondents. The TNA was administered last April, 2024. Out of 45 GFPS members, 44 of these were responded the questionnaire. Statistical tools were used frequency, percentage, weighted mean, t-test, and ANOVA. Below is the scale used to determine the level of familiarity of the GFPS members to GAD concepts, legal mandates and policies, and tools:

Scale Range	Verbal Interpretation
1.0 – 1.49	No Idea
1.5 – 2.49	Know little about it
2.5 – 3.49	Familiar with it
3.5 – 4.49	Confident to talk about it
4.5 – 5.0	Can apply it to the work/output

The result of the study was used as baseline information to craft the GAD Capability Building Program of Apayao State College.

## RESULTS AND DISCUSSION

### 1. Demographic Profile of GFPS Members

Table 1. *Distribution of GFPS members according to Demographic Profile Variables*

Variable	Frequency N=44	Percentage (%)
<b>Sex</b>		
Male	20	45.45
Female	24	54.55
<b>Age</b>		
21 – 30	8	18.18
31 – 40	12	27.27
41 – 50	13	29.55
51 – 60	11	25.00
61 – 65	0	0
<b>Educational Attainment</b>		
Bachelor’s Degree	8	18.18
Master’s Degree	24	54.55
Doctoral Degree	12	27.27
<b>Position</b>		
Instructor	3	6.82
Assistant Professor	10	22.73
Associate Professor	13	29.55
Professor	4	9.09
Administrative Officer	8	18.18
Administrative Staff	6	13.64
<b>GFPS Committee</b>		
Executive Committee	4	9.09
Technical Working Group Committee	35	79.55
Secretariat	5	11.36
<b>Number of years as GFPS member</b>		
1	11	25.00
2	9	20.45
3	4	9.09
4	3	6.82
More than 5	17	38.64
<b>Campus</b>		
Conner	21	47.73
Luna	23	52.27

Table 1 shows the demographic profile of the Gender and Development Focal Point System (GFPS) members at Apayao State College reveals several noteworthy trends in terms of gender, age, educational attainment, position, committee membership, years of service, and campus location.

In terms of sex, the majority of GFPS members are female (54.55%), compared to 45.45% male members. This reflects a higher female representation within the GFPS at Apayao State College. The prominence of women in the GFPS aligns with global trends emphasizing the importance of female participation in leadership roles, as women are essential in fostering empowerment and positive organizational change. According to Dogan and Yıldız (2023), increasing female representation in leadership roles enhances the dynamics of leadership and empowerment, suggesting that the high female participation in the GFPS contributes to the overall effectiveness of gender mainstreaming within the college.

Regarding age, the largest group of GFPS members are between the ages of 41 and 50 (29.55%), followed by those aged 31 to 40 (27.27%) and 51 to 60 (25%). The younger age group, 21 to 30 years old, represents the smallest cohort (18.18%). This distribution indicates that the GFPS is predominantly composed of mature, experienced individuals who likely possess extensive knowledge and professional expertise, which enhances their ability to effectively carry out their roles. As Lutz (2019) suggests, individuals with more experience and seniority tend to bring valuable insights into decision-making and problem-solving processes, making them well-suited to implement gender-related initiatives within the institution.

In terms of educational attainment, the majority of GFPS members hold Master's degrees (54.55%), followed by those with Doctoral degrees (27.27%) and Bachelor's degrees (18.18%). This indicates a highly educated team responsible for overseeing gender mainstreaming efforts at the College. Higher levels of education are linked to better policy design, implementation, and the ability to perform complex tasks related to gender mainstreaming. Schultz and Asher (2018) emphasize that well-educated professionals are better equipped to contribute to gender equality initiatives, and the advanced degrees of the GFPS members at Apayao State College enhance the effectiveness of their work in the institution.

In terms of position, the majority of GFPS members hold the rank of Associate Professor (29.55%), followed by Assistant Professors (20.45%), Administrative Officers (18.18%), and Administrative Staff (13.64%). A smaller proportion includes Professors (9.09%) and Instructors (6.82%). This mix of academic and administrative staff within the GFPS highlights the interdisciplinary nature of the system, where both teaching and non-teaching staff collaborate to promote gender mainstreaming. Santos and Ramos (2019) highlight the significance of having a diverse group of members from various professional backgrounds within GFPS committees, as this diversity fosters a comprehensive approach to gender mainstreaming that encompasses both the educational and administrative functions of the institution.

In terms of committee membership, the majority of GFPS members (79.55%) belong to the Technical Working Group, with smaller numbers in the Secretariat (11.36%) and Executive Committee (9.09%). This distribution suggests that most GFPS members are engaged in the operational aspects of gender mainstreaming, focusing on implementing and monitoring gender equality initiatives. The Technical Working Group's role is essential, as it is responsible for translating gender policies into actionable plans and ensuring their successful execution. Garcia (2017) asserts that the Technical Working Group plays a critical role in the practical aspects of gender mainstreaming, making its prominent representation in the GFPS of Apayao State College a key factor in the successful implementation of gender-related policies.

Regarding years of service, a significant portion of GFPS members (38.64%) have been in the system for more than five years, followed by those with one year (25%), two years (20.45%), and three years (9.09%) of service. This distribution indicates that the majority of GFPS members are seasoned professionals with substantial experience in gender mainstreaming. Their long tenure allows them to develop expertise and institutional memory, which enhances the effectiveness and sustainability of gender

initiatives. According to Solomon (2018), experienced members of gender-related teams bring leadership skills that contribute to the continuity and success of gender mainstreaming efforts.

Finally, in terms of campus distribution, the majority of GFPS members are stationed at Luna Campus (52.27%), while 47.73% are assigned to Conner Campus. This slight concentration of members at Luna Campus indicates a near-even distribution of GFPS members across the College's two campuses, which ensures that gender mainstreaming initiatives are well-represented and implemented across the institution. Medina and Juanillo (2020) argue that effective gender mainstreaming requires equal participation from all campuses to ensure that gender equality is promoted throughout the entire institution.

## 2. Level of familiarity of the GFPS members on GAD concepts; GAD mandates; and GAD tools.

Table 2.1 *Familiarity Level of GFPS members on GAD concepts*

GAD Concepts	Mean	Verbal Interpretation
GAD Planning and Budgeting	1.89	Know little about it
Gender Analysis	1.84	Know little about it
Gender and Development (GAD)	2.57	Familiar with it
Gender Discrimination	2.61	Familiar with it
Gender Equality	2.48	Know little about it
Gender Equity	2.30	Know little about it
Gender Mainstreaming	2.16	Know little about it
Gender Perspective	1.45	No idea
Gender Stereotypes	2.27	Know little about it
Sex and Gender	3.16	Familiar with it
Over-all Weighted Mean	2.27	Know little about it

Table 2.1 illustrates the level of familiarity of Gender and Development Focal Point System (GFPS) members at Apayao State College with various Gender and Development (GAD) concepts. The overall weighted mean score of 2.27, which corresponds to the interpretation "know little about it," suggests that while GFPS members are somewhat familiar with certain GAD concepts, there are substantial gaps in their knowledge. This indicates the need for targeted capacity-building efforts to increase their understanding of key GAD principles and frameworks.

The concept that scored the highest mean is "Sex and Gender" with a mean of 3.16, which falls under the category "Familiar with it." This result suggests that GFPS members have a reasonable understanding of the distinction between sex and gender, an essential concept in gender mainstreaming. Knowledge of this concept is critical as it forms the foundation for addressing gender-related issues in various contexts. According to Moser (2019), understanding the differences between sex (biological differences) and gender (socially constructed roles and identities) is fundamental to identifying gender inequalities and informing effective policy responses.

On the other hand, several key concepts related to gender mainstreaming received lower familiarity scores, particularly "GAD Planning and Budgeting" (mean = 1.89), "Gender Analysis" (mean = 1.84), "Gender Equality" (mean = 2.48), "Gender Equity" (mean = 2.30), and "Gender Mainstreaming" (mean = 2.16). These concepts scored below the threshold of "familiar with it," indicating that the majority of GFPS members have only a limited understanding of how to integrate gender considerations into planning, budgeting, and institutional programs. The lower scores for gender equality and gender equity suggest a gap in understanding the fundamental principles of ensuring fair treatment and opportunities for all genders. Dolan (2020) notes that effective gender mainstreaming requires a solid grasp of both gender equality (treating all genders equally) and gender equity (recognizing and addressing the different needs and

challenges faced by individuals based on their gender). The lack of familiarity with these concepts may hinder the GFPS members' ability to implement gender-responsive actions in their roles.

The concept of "Gender Perspective" received the lowest mean score of 1.45, corresponding to the interpretation "No idea." This finding is particularly concerning, as understanding gender perspective is crucial for evaluating policies, practices, and behaviors through a gender lens. Kabeer (2019) emphasizes the importance of adopting a gender perspective, which allows individuals and institutions to identify and challenge gender biases and power dynamics within society. The lack of awareness in this area signals a significant gap that needs to be addressed through further training.

Additionally, "Gender Stereotypes" scored a mean of 2.27, indicating that GFPS members possess only a limited understanding of gender stereotypes. These stereotypes often perpetuate gender inequalities by reinforcing rigid roles and expectations for individuals based on their gender. According to Ridgeway (2021), challenging gender stereotypes is essential for promoting gender equality and breaking down barriers that prevent individuals from reaching their full potential.

The findings suggest that while GFPS members at Apayao State College are familiar with certain GAD concepts such as gender and development, gender discrimination, and sex and gender, there are notable gaps in their knowledge of more complex concepts such as gender planning, analysis, mainstreaming, and perspective. These gaps highlight the need for a comprehensive and targeted capacity-building program that focuses on enhancing the understanding of these crucial concepts. According to Chant (2016), strengthening the capacity of GFPS members to understand and apply GAD concepts will significantly improve their ability to integrate gender considerations into the policies, programs, and activities of the institution, thereby contributing to greater gender equality and empowerment.

Table 2.2 *Familiarity Level of GFPS members on GAD mandates and policies*

GAD Mandates and Policies	Mean	Verbal Interpretation
Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW)	2.00	Know little about it
Beijing Platform for Action (BPfA)	1.11	No idea
Sustainable Development Goals (SDGs)	1.80	Know little about it
Philippine Plan for Gender-Responsive Development, (1995- 2025)	1.40	No idea
Section on GAD in the General Appropriations Act	1.89	Know little about it
Republic Act 7192 (Women in Development and Nation Building Act of 1992)	1.39	No idea
Republic Act 7877 (Anti-Sexual Harassment Act of 1997)	2.25	Know little about it
Republic Act 8353 and 8505 (Anti-Rape Law of 1997 and Rape Victims Assistance and Protection Act of 1998)	2.16	Know little about it
Republic Act 9262 (Anti Violence against Women and their Children Act of 2004)	2.39	Know little about it
Republic Act 9710 (Magna Carta of Women)	2.11	Know little about it
Republic Act 10354 (Responsible Parenthood and Reproductive Health Act of 2012)	2.25	Know little about it
Republic Act 10364 (Expanded Anti-Trafficking against Persons Act of 2012)	1.91	Know little about it
Republic Act 10398 (AntiVAW Consciousness Day of 2012)	2.14	Know little about it
Republic Act 11313 (Safe Spaces Act or "Bawal Bastos Law" 1997)	2.39	Know little about it
PCW Memorandum Circular 2009-01 (Gender and Development Code)	1.34	No idea

Creation, Strengthening and Institutionalization of the Gender and Development (GAD) Focal Point System)	1.41	No idea
Joint Circular 2012-01: (Guidelines for the Preparation of Annual Gender and Development (GAD) Plans and Budgets and Accomplishment Reports to Implement the Magna Carta of Women)	1.52	Know little about it
Joint Memorandum Circular 2013-01: (Guidelines on the Localization of the Magna Carta of Women)	1.43	No idea
Joint Memorandum Circular 2016-01: Amendments to JMC NO. 2013-01: (Guidelines on the Localization of the Magna Carta of Women)	1.41	No idea
Joint Memorandum Circular 2016-01: (Guidelines for the Creation, Strengthening and Institutionalization of a Regional Gender and Development Committee under the Regional Development Council)	1.52	Know little about it
COA Circular 2014-001: (Revised Guidelines in the Audit of Gender and Development (GAD) Funds and Activities in Government Agencies)	1.61	Know little about it
CHED Memorandum Order 2015-01: (Establishing the Policies and Guidelines on GAD in the Commission on Higher Education and Higher Education Institutions)	1.59	Know little about it
Over-all Weighted Mean	1.77	Know little about it

Table 2.2 illustrates the familiarity level of GFPS members at Apayao State College regarding various Gender and Development (GAD) mandates and policies. The results reveal an overall weighted mean of 1.77, indicating that most members are only minimally familiar with the key national and international GAD mandates and policies. This suggests that significant gaps exist in their awareness of these vital legal frameworks designed to eliminate gender inequality and promote gender mainstreaming. Several critical mandates such as the *Convention on the Elimination of All Forms of Discrimination Against Women (UN CEDAW)* (2.00), *Sustainable Development Goals (SDGs)* (1.80), and *Republic Act 9710 (Magna Carta of Women)* (2.11) were recognized as areas where GFPS members have limited knowledge. Moreover, a majority of the policies and circulars, such as the *Beijing Platform for Action* (1.11), *Republic Act 7192 (Women in Development and Nation Building Act of 1992)* (1.39), and various joint circulars (ranging from 1.34 to 1.61), were unfamiliar to the respondents, with most members indicating that they had "no idea" about these mandates. This highlights a clear need for enhanced education on the legal instruments and frameworks that support GAD mainstreaming.

The finding that GFPS members are only marginally familiar with these policies and laws is consistent with studies showing that awareness of GAD policies remains low among professionals in various sectors, including higher education. For instance, *Moser (2019)* points out that despite the existence of robust GAD frameworks globally, many institutions, including universities, still lack the necessary mechanisms to properly disseminate information on policies like the *Magna Carta of Women* or *CEDAW*. Similarly, *Kabeer (2019)* discusses how policies that mandate gender equality, while essential, are often underutilized due to gaps in the understanding and implementation of these frameworks by institutional members.

In particular, the lack of awareness regarding critical documents like the *Beijing Platform for Action* and the *Joint Memorandum Circulars* underscores the need for institutional efforts to improve training and policy awareness. *Chant (2016)* emphasizes the necessity of institutionalizing continuous education on international and national GAD mandates, especially in educational settings, to ensure compliance and foster a gender-sensitive environment. The results also align with the findings by *Dolan (2020)*, who argues that a lack of knowledge of legal frameworks and mandates leads to weak policy implementation and gender equality outcomes within organizations.

Overall, the data indicates a clear need for targeted capacity-building interventions within the GFPS. As highlighted by *Ridgeway (2021)*, the familiarity of institutional members with gender-related mandates is crucial for the successful integration of gender considerations into policies, programs, and activities. It is imperative that Apayao State College’s Gender and Development Office focus on enhancing the knowledge of GFPS members regarding these mandates through focused training programs, so they can better support gender mainstreaming and the implementation of relevant GAD policies.

Table 2.3. *Familiarity Level of GFPS members on GAD tools*

GAD Tools	Mean	Verbal Interpretation
24-hour Activity Profile	1.27	No idea
Harmonized Gender and Development Guidelines (HGDG)	1.59	Know little about it
Gender Mainstreaming Evaluation Framework (GMEF)	1.41	No idea
Gender Gap Analysis Tool at the Community Level	1.43	No idea
International Labor Organization (ILO) - Participatory Gender Audit	1.09	No idea
Over-all Weighted Mean	1.36	No idea

Table 2.3 highlights the familiarity of GFPS members at Apayao State College with various GAD tools. The overall weighted mean score of 1.36 indicates that, in general, the respondents have little to no knowledge regarding the utilization of GAD tools. The tools assessed include the *24-hour Activity Profile*, *Harmonized Gender and Development Guidelines (HGDG)*, *Gender Mainstreaming Evaluation Framework (GMEF)*, *Gender Gap Analysis Tool at the Community Level*, and the *International Labor Organization (ILO) – Participatory Gender Audit*. While the *Harmonized Gender and Development Guidelines (HGDG)* scored relatively higher (1.59) indicating that members have minimal knowledge of it, the rest of the tools, such as the *24-hour Activity Profile* (1.27), *GMEF* (1.41), *Gender Gap Analysis Tool* (1.43), and *ILO Participatory Gender Audit* (1.09), were unfamiliar to most respondents.

These findings suggest that there is a significant gap in the GFPS members' ability to apply GAD tools effectively, which are essential for conducting gender analysis and ensuring the success of gender mainstreaming initiatives. The limited familiarity with these tools could hinder the institution's capacity to develop evidence-based, gender-responsive policies and programs, as gender analysis is central to understanding and addressing gender disparities within the workplace or community. *Jütting and de laiglesia (2019)* note that tools such as gender analysis frameworks, like the GMEF, play a critical role in assessing gender gaps, understanding gender dynamics, and integrating gender considerations into policies. This lack of familiarity with these tools at Apayao State College highlights a need for targeted interventions and training programs aimed at enhancing the technical knowledge and practical skills of GFPS members in using these tools.

The absence of familiarity with tools like the *International Labor Organization’s (ILO) Participatory Gender Audit* and the *Gender Gap Analysis Tool at the Community Level* further emphasizes the challenge of applying a gender-sensitive approach to planning, monitoring, and evaluating programs. As *Chant (2016)* explains, gender analysis tools allow organizations to collect and interpret data that reflect gender-specific challenges and opportunities. Without knowledge of how to use these tools, the GFPS at Apayao State College may struggle to design effective gender mainstreaming strategies that address the distinct needs of both male and female members of the college community.

The lack of understanding of tools for gender analysis could also impede the ability of the institution to align its gender equality strategies with broader national and global objectives, such as the *Sustainable Development Goals (SDGs)*, which call for the integration of gender-sensitive practices into all levels of governance and organizational operations. As *Kabeer (2019)* argues, organizations that lack gender analysis capacities often fail to design interventions that tackle the root causes of gender inequality. In light of these

challenges, there is a clear need for capacity-building initiatives that equip GFPS members with the knowledge and skills required to effectively apply GAD tools, as these tools provide vital data for the development and implementation of gender-responsive actions.

Last, the findings suggest that Apayao State College’s GFPS members must undergo comprehensive training and workshops that specifically focus on the practical application of GAD tools. Such capacity-building initiatives will improve their ability to conduct gender analysis and support the college in achieving its gender equality goals.

### 3. Significant Difference on the level of familiarity of GFPS members to GAD concepts; GAD mandates; and GAD tools when grouped according to demographic profile variables

Table 3. *Significant Difference on the level of familiarity of GFPS members to GAD Concepts, Mandates and Policies, Tools when grouped according to Demographic Profile Variables*

Demographic Profile	p-value	Computed F - value	Decision on Ho	VI
<b>GAD Concepts</b>				
Sex	0.0002	15.07	Rejected	S
Age	0.00565	4.588	Rejected	S
Educational Attainment	0.001	32.71	Rejected	S
Position	0.0018	4.25	Rejected	S
GFPS Committee	0.0134	4.38	Rejected	S
Number of years a GFPS member (regardless of designated position in the GFPS)	0.0153	3.31	Rejected	S
Campus	0.00002	18.74	Rejected	S
<b>GAD Mandates</b>				
Sex	0.001	4.56	Rejected	S
Age	0.0001	3.41	Rejected	S
Educational Attainment	0.0001	7.7614	Rejected	S
Position	0.13	1.34	Failed to Reject	NS
GFPS Committee	0.0578	3.73	Failed to Reject	NS
Number of years a GFPS member (regardless of designated position in the GFPS)	0.0001	6.46	Rejected	S
Campus	0.0002	3.01	Rejected	S
<b>GAD Tools</b>				
Sex	0.335	0.94	Failed to Reject	NS
Age	0.243	1.4	Failed to Reject	NS
Educational Attainment	0.202	1.63	Failed to Reject	NS
Position	0.656	0.66	Failed to Reject	NS
GFPS Committee	0.009	4.93	Rejected	S
Number of years a GFPS member (regardless of designated position in the GFPS)	0.054	2.25	Failed to Reject	NS
Campus	0.271	1.14	Failed to Reject	NS

NS = Not Significance, S = Significance, \*t-value

Table 3 presents the results of a training needs assessment conducted to examine the differences in the familiarity of GFPS members with GAD concepts, mandates, and tools, based on their demographic profile variables. The findings indicate that there are significant differences in the level of understanding of GAD concepts and mandates with respect to sex, age, educational attainment, GFPS committee membership, number of years as a GFPS member, and campus location, as all these variables show p-values

below 0.05. This means that the level of familiarity with GAD concepts and mandates varies according to these demographic characteristics, and the null hypothesis for each of these variables is rejected.

In terms of GAD concepts, the data suggests that factors such as sex, age, educational attainment, and experience within the GFPS (number of years as a member) influence the degree of familiarity members have with these key concepts. For experience in the GFPS tend to be more familiar with GAD concepts. Similarly, members from different campuses and those occupying different positions in the GFPS also display varying levels of knowledge, indicating that certain demographic groups may be more exposed to training or more actively engaged in gender mainstreaming initiatives. *Chant (2016)* asserts that familiarity with gender concepts often correlates with education and experience, as individuals with more knowledge or experience are more likely to have a deeper understanding of these issues. This is in line with the results, which suggest that more experienced and highly educated members are more likely to be familiar with GAD concepts and mandates.

Regarding GAD mandates, significant differences were observed based on sex, age, educational attainment, number of years as a GFPS member, and campus location, with p-values below 0.05. This implies that the level of awareness about national and international gender mandates, such as the Magna Carta of Women and the Sustainable Development Goals (SDGs), varies across demographic groups. *Moser (2019)* notes that gender knowledge is often influenced by exposure to training programs and professional networks, which may differ across various groups within an organization. These differences highlight the importance of providing targeted training to specific groups, particularly those who may not have had sufficient exposure to these mandates, such as younger members or those with fewer years of experience.

In contrast, the familiarity level with GAD tools, such as the *Gender Mainstreaming Evaluation Framework* and *Harmonized Gender and Development Guidelines*, did not show significant differences based on sex, age, educational attainment, number of years as a GFPS member, or campus location. However, there was a significant difference when grouped according to the GFPS committee membership, with members from different committees showing varying levels of familiarity with these tools. The significant difference for the GFPS committee underscores the impact of specific training opportunities provided to these members. For instance, members of the Technical Working Group Committee may have had more opportunities to engage with GAD tools as part of their duties. This finding aligns with *Kabeer (2019)*, who argues that organizational roles and responsibilities significantly influence exposure to gender analysis tools and the capacity to use them effectively.

The lack of significant differences in familiarity with GAD tools based on sex, age, position, and campus suggests that these tools are less likely to be influenced by these demographic characteristics, possibly due to the fact that GAD tools are more technical and require specific training to be properly understood and utilized. This finding suggests that there is a need for more focused, comprehensive training programs for all members of the GFPS, regardless of their demographic background, to ensure that everyone has the same level of competency in using these tools. As *Jütting and de la Iglesia (2019)* emphasize, familiarity with gender analysis tools requires not just theoretical knowledge but also practical training to effectively apply them in real-world settings.

In conclusion, while there are significant variations in the familiarity of GFPS members with GAD concepts and mandates based on demographic variables, the findings also point to the need for more comprehensive and inclusive capacity-building programs that address the gaps in understanding GAD tools. Training should be tailored to the specific needs of different demographic groups to maximize effectiveness, ensuring that all GFPS members are equipped to apply gender analysis in their work.

#### 4. Capability-building program for GFPS members

Table 4. *The Five-Year GAD Capacity-building Program of Apayao State College*

Year	Focus Area	Training/ Activity	Objectives	Expected Outcome	Indicators
1	Introduction to GAD Concepts	<ul style="list-style-type: none"> <li>◆ GAD Concepts Orientation (Gender Equality, Gender Equity, etc.)</li> <li>◆ Gender Sensitivity Workshop</li> <li>◆ Understanding Gender Roles</li> </ul>	<ul style="list-style-type: none"> <li>◆ To introduce GFPS members to basic GAD concepts</li> <li>◆ Raise awareness of gender sensitivity and inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increased understanding of GAD concepts</li> <li>◆ Heightened gender sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre- and post-training assessment scores</li> <li>◆ Participant feedback surveys on knowledge improvement</li> </ul>
	Familiarization with Key International & National GAD Mandates	<ul style="list-style-type: none"> <li>◆ Workshop on International Mandates (CEDAW, BPfA, SDGs)</li> <li>◆ Training on National GAD Mandates (RA 9262, RA 9710, Magna Carta of Women)</li> </ul>	<ul style="list-style-type: none"> <li>◆ To familiarize members with key international and national GAD frameworks and policies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Enhanced knowledge of GAD mandates</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post-training quiz on national/international mandates</li> <li>◆ Number of members demonstrating the application of mandates in work contexts</li> </ul>
2	Deepening Knowledge of Gender Analysis & Gender Mainstreaming	<ul style="list-style-type: none"> <li>◆ Workshop on Gender Analysis Tools (GMEF, HGDG)</li> <li>◆ Gender Mainstreaming Orientation</li> </ul>	<ul style="list-style-type: none"> <li>◆ To deepen knowledge of gender analysis frameworks and mainstreaming strategies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increased proficiency in gender analysis and mainstreaming</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre- and post-training assessments</li> <li>◆ Increased usage of gender mainstreaming tools in department planning</li> </ul>
	Gender Budgeting & Planning	<ul style="list-style-type: none"> <li>◆ Training on Gender-Responsive Budgeting</li> <li>◆ Workshop on Gender-Responsive Project Planning</li> </ul>	<ul style="list-style-type: none"> <li>◆ To integrate gender perspectives into planning and budgeting processes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to design and implement gender-sensitive projects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Percentage of GFPS members incorporating gender budgeting in their units</li> <li>◆ Increased number of gender-responsive projects at ASC</li> </ul>
3	Advanced Training on	<ul style="list-style-type: none"> <li>◆ Training on advanced GAD tools (Gender</li> </ul>	<ul style="list-style-type: none"> <li>◆ To equip GFPS members with advanced GAD</li> </ul>	<ul style="list-style-type: none"> <li>◆ Enhanced capacity to apply</li> </ul>	<ul style="list-style-type: none"> <li>◆ Number of members trained on</li> </ul>

	GAD Policies and Tools	<ul style="list-style-type: none"> <li>◆ Gap Analysis, Participatory Gender Audit)</li> <li>◆ Workshop on GAD-Related Policies in Higher Education</li> </ul>	tools and methodologies	gender analysis in programs and projects	<ul style="list-style-type: none"> <li>◆ advanced GAD tools</li> <li>◆ Practical applications of these tools in projects</li> </ul>
	Monitoring & Evaluation of GAD Programs	<ul style="list-style-type: none"> <li>◆ Gender Mainstreaming Evaluation Framework (GMEF) Workshop</li> <li>◆ Training on Developing Gender-Responsive M&amp;E Frameworks</li> </ul>	<ul style="list-style-type: none"> <li>◆ To build skills in monitoring and evaluating gender-responsive programs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Strengthened M&amp;E skills for GAD-related goals</li> </ul>	<ul style="list-style-type: none"> <li>◆ Creation of gender-responsive M&amp;E frameworks for new programs</li> <li>◆ Number of GAD projects successfully evaluated using gender-responsive M&amp;E frameworks</li> </ul>
4	Leadership Development in GAD Advocacy	<ul style="list-style-type: none"> <li>◆ Leadership &amp; Advocacy Training for GFPS members</li> <li>◆ Gender Advocacy Strategies in Higher Education</li> </ul>	<ul style="list-style-type: none"> <li>◆ To enhance leadership and advocacy techniques for promoting gender equality</li> </ul>	<ul style="list-style-type: none"> <li>◆ Stronger leadership and advocacy for gender equality</li> </ul>	<ul style="list-style-type: none"> <li>◆ Number of GFPS members assuming leadership roles in gender initiatives</li> <li>◆ Number of advocacy campaigns on gender equality</li> </ul>
	Institutionalizing GAD in ASC	<ul style="list-style-type: none"> <li>◆ Creating a Gender-Responsive Institutional Culture Workshop</li> <li>◆ Integrating GAD into ASC Policies and Practices</li> </ul>	<ul style="list-style-type: none"> <li>◆ To institutionalize GAD within ASC's structures and culture</li> </ul>	<ul style="list-style-type: none"> <li>◆ GAD integration into ASC's policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Incorporation of GAD in ASC's strategic plans</li> <li>◆ Evidence of institutional culture changes towards gender inclusivity</li> </ul>
5	Sustainability and Capacity Building for Future GAD Leaders	<ul style="list-style-type: none"> <li>◆ Training of Trainers (TOT) for GFPS members</li> <li>◆ Development of a GAD Resource</li> </ul>	<ul style="list-style-type: none"> <li>◆ To ensure sustainability of GAD capacity-building efforts</li> <li>◆ To develop a GAD resource hub for</li> </ul>	<ul style="list-style-type: none"> <li>◆ Empowered GFPS members capable of training future cohorts</li> </ul>	<ul style="list-style-type: none"> <li>◆ Number of new trainers developed</li> <li>◆ Establishment and usage of the GAD</li> </ul>

		Center within ASC	continued learning		Resource Center
	Final Evaluation and Program Assessment	<ul style="list-style-type: none"> <li>◆ End-of-Program Evaluation</li> <li>◆ Development of an Action Plan for Continued GAD Integration</li> </ul>	<ul style="list-style-type: none"> <li>◆ To assess the progress of the program and develop future action plans for GAD integration</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comprehensive program evaluation and continuous improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ Final program evaluation report</li> <li>◆ Development of an action plan for future GAD initiatives</li> </ul>

The five-year Capability-Building Program for Gender and Development (GAD) for GFPS members is designed to progressively enhance understanding and application of gender equality concepts within the organization. Year 1 focuses on introducing fundamental GAD concepts and raising gender sensitivity, with assessments to measure understanding. In Year 2, the program delves into gender analysis and mainstreaming, equipping members with tools like the Gender Mainstreaming Evaluation Framework (GMEF) and training on gender-responsive budgeting. This phase aims to integrate gender perspectives into planning, budgeting, and project design, with success gauged by the incorporation of gender-sensitive practices in ASC's operations. Year 3 builds on this by offering advanced training on GAD tools and monitoring and evaluation (M&E), empowering members to apply these methodologies in evaluating gender-responsive projects.

Years 4 and 5 focus on leadership development and sustainability. Year 4 emphasizes strengthening advocacy skills and institutionalizing GAD within ASC's policies and culture, aiming to integrate GAD principles into the organization's strategic direction and foster leadership roles for gender equality. The final year centers on developing a sustainable model through Training of Trainers and the creation of a GAD Resource Center, ensuring that GAD capacity-building efforts continue beyond the program. Success will be measured by the establishment of the resource center, the creation of new trainers, and the development of a long-term action plan for GAD integration, leading to sustained improvements in gender equality within ASC.

## CONCLUSION AND RECOMMENDATION

The assessment of the GFPS members at Apayao State College revealed significant patterns in both demographic profiles and levels of familiarity with gender-related concepts, laws, and tools. The majority of respondents were female, aged 41 to 50, with master's degrees, and serving as associate professors—many of whom were part of the Technical Working Group (TWG) and had more than five years of experience in the GFPS. While these attributes suggest a capacity for leadership in gender initiatives, the study found that familiarity was largely limited to basic GAD concepts such as sex and gender, gender discrimination, and gender and development.

In contrast, there was limited knowledge of national and international legal mandates such as the *Magna Carta of Women* (Republic Act No. 9710), the *Women in Development and Nation Building Act* (Republic Act No. 7192), the *Safe Spaces Act* (Republic Act No. 11313), and international frameworks like CEDAW and the *Beijing Platform for Action* (UN Women, 2015; PCW, 2021). Furthermore, majority of members were not familiar with essential gender tools such as the *Gender Mainstreaming Evaluation Framework* (GMEF), *Harmonized Gender and Development Guidelines* (HGDG), *Gender Gap Analysis Tool*, and *Participatory Gender Audit* (PCW & NEDA, 2012).

These findings affirm the relevance of Gender Mainstreaming Theory, which argues that meaningful institutional change requires both structural reform and individual capacity (Bacchi & Eveline, 2010; Moser, 1993). The theory highlights the need for institutional mechanisms, such as training and strategic planning, to ensure the successful integration of gender perspectives in policy-making, program development, and implementation (True, 2003). The limited technical knowledge of GFPS members observed in this study reflects a systemic gap that can hinder the college's gender mainstreaming efforts.

In response to these gaps, Apayao State College plans to implement a targeted capability-building program designed to strengthen the technical competencies of GFPS members. This initiative aligns with national mandates from the Philippine Commission on Women, which emphasize the importance of continuous learning and institutional capacity development to advance gender equality (PCW, 2016; PCW, 2021). By equipping GFPS members with a deeper understanding of GAD policies, legal frameworks, and analytical tools, the college will be better positioned to integrate gender perspectives across all levels of planning, budgeting, and governance.

Identify a comprehensive and tailored capacity building programme to catch up the gaps and gaps identified in this study regarding GFPS members' knowledge and skills on GAD concepts/policies/tools. The program must also be centered on strengthening awareness on important GAD mandates such as the Magna Carta of Women, CEDAW, and other applicable laws, and deepen tool trainings on GAD issues such as the Harmonized Gender and Development Guidelines

Moreover, training needs to be stratified by demographics (i.e., sex, age, educational attainment, and committee membership) to ensure that even at upper-body levels, all are equipped with a greater understanding of gender mainstreaming. This strengthens their dramatic evidence of technical competencies and help them to provide effective integration of gender-sensitive strategies in the College's programs and initiatives.

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