



# Bridging Policy and Practice: Measuring GAD Implementation Levels as a Basis for Policy Recommendation

Bernie O. Montero 

International Journal of Interdisciplinary Viewpoints, (2)7, 23-29, 2026

<https://doi.org/10.64612/ijiv.v2i7.190>

Correspondence: [bernie.montero@deped.gov.ph](mailto:bernie.montero@deped.gov.ph)  
Sibagat Central Elementary School, Philippines

## Abstract

This study assessed the implementation of Gender and Development (GAD) programs in public elementary and secondary schools in Sibagat District II, Division of Agusan del Sur. Specifically, it examined the level of GAD implementation in terms of policy implementation, programs, projects and activities (PAPs), organizational support, enabling mechanisms, and monitoring and evaluation. It also determined whether significant differences existed in the respondents' evaluation of GAD implementation when grouped according to age, gender, civil status, educational attainment, position, and length of service. The study employed a quantitative descriptive-comparative research design involving school personnel from 38 public schools during the School Year 2024–2025. Data were collected using a validated researcher-developed questionnaire and analyzed using frequency, percentage, mean, standard deviation, and the Kruskal–Wallis H test. The findings revealed that the overall implementation of GAD programs was highly implemented, with policy implementation and programs, projects, and activities obtaining the highest ratings, while organizational support, enabling mechanisms, and monitoring and evaluation were moderately implemented. Moreover, no statistically significant differences were found in the respondents' evaluation of GAD implementation across all demographic variables. The study concludes that participating schools have established a strong foundation for gender mainstreaming but require continuous strengthening of institutional support systems, enabling mechanisms, and monitoring processes to sustain effective implementation. It recommends enhancing capacity-building programs, improving evidence-based planning and monitoring, strengthening stakeholder collaboration, and continuously reviewing institutional GAD policies to promote inclusive, gender-responsive educational governance.

## Keywords

Gender and Development, gender mainstreaming, public schools, educational governance, policy implementation

## How to Cite

Montero, B. (2026). Bridging Policy and Practice: Measuring GAD Implementation Levels as a Basis for Policy Recommendation. International Journal of Interdisciplinary Viewpoints, 2(7), 23–29. <https://doi.org/10.64612/ijiv.v2i7.190>

Received: 10 May 2026

Accepted: 15 June 2026

Published: 30 July 2026

## Copyright and License

© 2026 The Authors. Published by Edukar Publishing. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## Peer Review Statement

This article underwent a double-anonymous peer review process in accordance with the editorial policies of the International Journal of Interdisciplinary Viewpoints. Both authors and reviewers remained anonymous throughout the review process.

## Open Access Statement

The International Journal of Interdisciplinary Viewpoints is a fully open-access, peer-reviewed journal. All articles are freely available online immediately upon publication without subscription or access fees.

## Funding Statement

The authors received no financial support for the research, authorship, and/or publication of this article.

## Conflict of Interest

The author declared no conflicts of interest.

## Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

## Author Contributions

The authors contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The authors approved the final manuscript.

## Ethics Statement

This study was conducted in accordance with ethical standards.

## INTRODUCTION

Gender equality has become a fundamental component of sustainable development and effective governance because equitable participation of women and men contributes to social inclusion, institutional effectiveness, and national development. Recognizing its importance, governments and educational institutions worldwide have increasingly adopted gender mainstreaming strategies to integrate gender perspectives into policies, planning, budgeting, and service delivery. Sustainable Development Goal 5 emphasizes that achieving gender equality requires not only the formulation of gender-

responsive policies but also their systematic implementation, monitoring, and institutional accountability across sectors (Leal Filho et al., 2023). Moreover, contemporary gender equality frameworks emphasize that meaningful assessment should extend beyond policy compliance by examining institutional practices, organizational culture, and measurable outcomes that demonstrate genuine gender responsiveness (Camilletti, 2024). Consequently, the effectiveness of Gender and Development (GAD) initiatives depends on institutions' capacity to operationalize gender-responsive policies through sustained organizational commitment, adequate resources, and evidence-based implementation mechanisms.

In the Philippines, gender mainstreaming has been institutionalized through Executive Order No. 273, the Magna Carta of Women (Republic Act No. 9710), and the Gender and Development Budget Policy, which mandate government agencies, including public schools, to integrate gender-responsive programs into organizational planning and allocate at least five percent of their annual budgets for GAD initiatives. Despite these comprehensive policy frameworks, variations in implementation continue to exist across educational institutions because of differences in organizational capacity, leadership commitment, monitoring systems, and resource availability. Previous studies have shown that although many institutions demonstrate compliance with GAD requirements, disparities persist in organizational support, policy implementation, monitoring mechanisms, and stakeholder participation, limiting the effectiveness of gender mainstreaming initiatives (Bascos et al., 2023). Similarly, institutional barriers within educational settings continue to impede the translation of gender-responsive policies into consistent organizational practices and inclusive learning environments (Rivas & Purewal, 2024).

Although previous studies have examined gender equality policies and institutional gender mainstreaming, important empirical and contextual gaps remain. Existing research has primarily focused on policy compliance and national gender indicators, with limited attention to the comprehensive assessment of GAD implementation across policy implementation, organizational support, enabling mechanisms, and monitoring systems in public basic education institutions. Moreover, empirical evidence from local Philippine school divisions, particularly in geographically distinct municipalities, remains scarce, underscoring the need for localized evidence to support evidence-based policy enhancement (Bedford & Brosio, 2026; Camilletti, 2024).

This study assessed the implementation of Gender and Development programs among public elementary and secondary schools in Sibagat District II, Agusan del Sur. Specifically, it examined policy implementation, programs, projects and activities, organizational support, enabling mechanisms, and monitoring and evaluation, and determined whether significant differences existed in respondents' evaluations based on selected demographic characteristics. The findings provide evidence to strengthen institutional gender mainstreaming and support the development of more inclusive and gender-responsive educational governance (Guthridge et al., 2022; Leal Filho et al., 2023).

## **METHODOLOGY**

### **Design**

This study employed a descriptive-comparative quantitative research design to assess the implementation level of Gender and Development (GAD) programs in public elementary and secondary schools in Sibagat District II, Agusan del Sur. The descriptive aspect of the design was used to determine the extent of implementation across five domains, namely policy implementation, programs, projects and activities (PAPs), organizational support, enabling mechanisms, and monitoring and evaluation, while the comparative component examined whether significant differences existed in respondents' evaluations when grouped according to selected demographic characteristics. This design was considered appropriate because it systematically describes existing conditions and compares group perceptions without manipulating the study variables, thereby providing empirical evidence for institutional assessment and policy recommendations.

### **Locale**

The study was conducted in Sibagat District II under the Schools Division of Agusan del Sur, Philippines, during the School Year 2024–2025. The locale comprised 32 public elementary schools and six public secondary schools implementing Gender and Development programs in accordance with national gender mainstreaming policies and Department of Education guidelines. The district was selected because it provides an appropriate setting for evaluating institutional compliance with Gender and Development mandates and identifying implementation practices that may inform policy enhancement within the public basic education sector.

### **Sampling**

A complete enumeration or census sampling technique was employed in the study to ensure that all schools within Sibagat District II were represented in the assessment. Respondents consisted of school personnel occupying various professional positions, including teachers, master teachers, head teachers, and school administrators with diverse educational backgrounds and years of service. The inclusion of all participating schools provided comprehensive institutional representation, minimized sampling bias, and strengthened the reliability of the findings by capturing the perceptions of personnel directly involved in the implementation of Gender and Development programs.

### **Collection**

Prior to data collection, the researcher secured permission from the District Supervisor and school heads through formal letters requesting approval to conduct the study. After obtaining the necessary authorization, respondents were informed of the objectives, significance, and voluntary nature of their participation before completing the structured survey questionnaire designed to assess the implementation of Gender and Development programs. The accomplished questionnaires were subsequently retrieved, checked for completeness, and prepared for statistical analysis while ensuring confidentiality and anonymity throughout the data collection process.

## Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Frequencies, percentages, means, and standard deviations were computed to describe the respondents' demographic profile and determine the level of implementation of Gender and Development programs across the five implementation domains. To determine whether significant differences existed in the respondents' evaluations when grouped according to demographic characteristics, the Kruskal–Wallis H test was employed at the 0.05 level of significance because it is appropriate for comparing the responses of independent groups using ordinal data without assuming normal distribution.

## Ethical Considerations

The study adhered to established ethical standards in educational research. Permission to conduct the study was obtained from the appropriate educational authorities and participating school heads before the administration of the research instrument. All respondents were provided with informed consent explaining the purpose of the study, the voluntary nature of participation, their right to withdraw at any stage of the research, and the assurance that all responses would be treated with strict confidentiality. Participant identities were not disclosed, and all collected information was used exclusively for academic purposes to protect privacy and uphold research integrity.

## Limitations and Rigor

The study was limited to public elementary and secondary schools in Sibagat District II during the School Year 2024–2025; therefore, the findings may not be generalized to other school divisions with different organizational contexts. In addition, the study relied on self-reported responses, which may have been influenced by respondents' personal perceptions and experiences. Despite these limitations, methodological rigor was strengthened through complete population coverage, the use of a standardized survey instrument, consistent data collection procedures, and appropriate statistical analyses, thereby enhancing the credibility, consistency, and trustworthiness of the findings.

## RESULTS AND DISCUSSION

Table 1 presents the level of Gender and Development (GAD) policy implementation among public elementary and secondary schools in Sibagat District II. The findings reveal an overall mean score of 3.56 (SD = 0.66), indicating that GAD policy implementation was highly implemented. This finding suggests that the participating schools have effectively institutionalized gender-responsive policies and integrated them into their governance, planning, and administrative systems. The highest-rated indicator was the existence of clear and updated GAD policies, indicating that schools have established formal policy frameworks that guide gender mainstreaming initiatives. Likewise, the high ratings for policy alignment with national laws and guidelines, dissemination of GAD policies, integration into institutional procedures, gender-responsive decision-making, and implementation of laws addressing violence against women, safe spaces, and anti-sexual harassment demonstrate that gender equality principles have become embedded in institutional practices. Although the establishment of reporting and referral pathways for gender-based concerns received the lowest mean score, it remained within the highly implemented category, indicating that schools have already established mechanisms for addressing gender-related concerns while recognizing opportunities for further enhancement.

The findings indicate that participating schools have progressed beyond policy compliance by integrating gender-responsive principles into institutional governance and organizational processes. Institutionalizing GAD policies strengthens accountability, promotes equitable decision-making, and provides an enabling environment where gender considerations are consistently incorporated into educational planning and service delivery. This finding is consistent with previous research indicating that effective GAD implementation depends on the systematic integration of gender-responsive policies into institutional systems rather than the existence of policy documents alone (Bascos et al., 2023). Likewise, integrating gender equality into institutional policies has been identified as a fundamental strategy for achieving Sustainable Development Goal 5 because organizational commitment provides the foundation for inclusive governance and equitable development (Leal Filho et al., 2023). Furthermore, contemporary gender equality frameworks emphasize that institutional performance should be evaluated through actual implementation practices and organizational outcomes instead of policy adoption alone (Camilletti, 2024). The relatively lower rating assigned to reporting and referral mechanisms nevertheless indicates the need to strengthen institutional support systems by improving reporting procedures, increasing stakeholder awareness, and ensuring timely responses to gender-related concerns to sustain effective gender mainstreaming.

Table 1  
Level of Gender and Development (GAD) Policy Implementation

| Indicator                                                                      | M    | SD   | Interpretation     |
|--------------------------------------------------------------------------------|------|------|--------------------|
| The institution has clear and updated GAD policies.                            | 3.81 | 0.40 | Highly Implemented |
| GAD policies are aligned with national laws and guidelines.                    | 3.65 | 0.69 | Highly Implemented |
| GAD policies are disseminated to staff and stakeholders.                       | 3.62 | 0.70 | Highly Implemented |
| GAD policies are integrated into institutional systems and procedures.         | 3.42 | 0.70 | Highly Implemented |
| Decision-making processes consider gender impacts.                             | 3.35 | 0.98 | Highly Implemented |
| Policies on VAWC, Safe Spaces Act, and Anti-Sexual Harassment are implemented. | 3.73 | 0.45 | Highly Implemented |
| Reporting and referral mechanisms for gender-based concerns are established.   | 3.31 | 0.68 | Highly Implemented |
| Overall                                                                        | 3.56 | 0.66 | Highly Implemented |

Note. M = Mean; SD = Standard Deviation. Interpretation: 3.26–4.00 = Highly Implemented; 2.51–3.25 = Moderately Implemented; 1.76–2.50 = Partially Implemented; 1.00–1.75 = Not Implemented.

Table 2 presents the level of implementation of Gender and Development (GAD) programs, projects, and activities among the participating schools. The findings indicate an overall mean score of 3.42 (SD = 0.71), corresponding to a highly implemented level. The results demonstrate that schools have effectively translated gender-responsive policies into institutional programs that promote gender equality, inclusivity, and stakeholder participation. The promotion of inclusivity among women, men, LGBTQ+ individuals, persons with disabilities, and youth obtained the highest mean score, indicating that schools actively encourage equitable participation across diverse sectors of the school community. Similarly, the regular implementation of GAD activities, responsiveness to identified gender issues, accessibility of programs, active stakeholder participation, and the visibility of advocacy campaigns demonstrate that Gender and Development has become an integral component of school operations. In contrast, the availability of support services, including lactation stations, gender-neutral restrooms, and counseling services, received the lowest mean score and was interpreted as moderately implemented, suggesting that improvements in institutional facilities remain necessary.

The findings presented in Table 2 demonstrate that participating schools have operationalized gender mainstreaming by implementing programs that foster participation, inclusivity, and awareness of gender-related concerns. These initiatives reflect an institutional commitment to creating educational environments where diverse groups have equitable opportunities to participate and benefit from school programs. The findings support previous evidence that successful GAD implementation depends on the consistent execution of gender-responsive activities that address stakeholder needs while strengthening institutional participation (Bascos et al., 2023). Similarly, comprehensive reviews have shown that gender equality interventions are more effective when organizations implement coordinated programs supported by stakeholder engagement and inclusive institutional practices (Guthridge et al., 2022). Educational interventions that address gender-related barriers likewise contribute to improving participation and learning outcomes among women and marginalized populations (Psaki et al., 2022). The comparatively lower implementation of institutional support facilities indicates that schools should complement existing advocacy and educational programs with investments in gender-responsive infrastructure to ensure that physical environments fully support the objectives of Gender and Development initiatives.

Table 2  
Level of Gender and Development (GAD) Programs, Projects, and Activities (PAPs) Implementation

| Indicator                                            | M    | SD   | Interpretation         |
|------------------------------------------------------|------|------|------------------------|
| GAD programs and activities are regularly conducted. | 3.38 | 0.90 | Highly Implemented     |
| Programs address identified gender issues.           | 3.46 | 0.76 | Highly Implemented     |
| GAD activities are accessible to all stakeholders.   | 3.50 | 0.86 | Highly Implemented     |
| Programs promote inclusivity.                        | 3.62 | 0.50 | Highly Implemented     |
| Stakeholders actively participate in GAD activities. | 3.46 | 0.71 | Highly Implemented     |
| Advocacy campaigns are visible and well organized.   | 3.46 | 0.65 | Highly Implemented     |
| Gender-responsive support services are available.    | 3.08 | 0.63 | Moderately Implemented |
| Overall                                              | 3.42 | 0.71 | Highly Implemented     |

Note. M = Mean; SD = Standard Deviation.

Table 3 presents the level of organizational support for Gender and Development (GAD) implementation among the participating schools. The findings reveal an overall mean score of 3.22 (SD = 0.77), indicating that organizational support was moderately implemented. This finding suggests that although schools have established organizational structures that facilitate gender mainstreaming, further improvements are needed to strengthen institutional leadership, employee engagement, and management support. Among the indicators, regular GAD-related training and orientation, as well as gender-responsive hiring, promotion, and human resource practices, obtained the highest mean scores, indicating that schools recognize the importance of developing employee competencies and promoting equitable personnel practices. In contrast, the functionality of the GAD Focal Point System (GFPS), management support for GAD focal persons, and employees' awareness of gender sensitivity received relatively lower ratings, suggesting that institutional support systems require further enhancement to maximize the effectiveness of Gender and Development initiatives.

The findings presented in Table 3 indicate that organizational support remains a critical component in sustaining gender mainstreaming within educational institutions. Although schools have invested in capacity-building activities and equitable human resource practices, the moderate implementation of institutional support mechanisms suggests that leadership commitment and organizational structures should be further strengthened to ensure effective program coordination and long-term sustainability. Previous studies have emphasized that organizational leadership plays a significant role in promoting gender equality by fostering inclusive workplaces, supporting gender-responsive decision-making, and providing equitable opportunities for professional growth (Smith & Sinkford, 2022). Similarly, effective implementation of gender equality initiatives requires institutional commitment that extends beyond policy adoption to include continuous capacity-building, management support, and organizational cultures that promote gender equity (Burkhard, 2022). Evidence from a systematic review further indicates that gender equality interventions are more likely to succeed when organizations invest in employee development, strengthen institutional governance, and establish supportive organizational systems that reinforce gender-responsive practices (Guthridge et al., 2022). Strengthening the functionality of the GFPS, expanding gender sensitivity programs, and increasing management support for GAD focal persons may therefore enhance institutional capacity and improve the overall effectiveness of Gender and Development implementation.

Table 3  
Level of Organizational Support for Gender and Development (GAD) Implementation

| Indicator                                              | M    | SD   | Interpretation         |
|--------------------------------------------------------|------|------|------------------------|
| The GAD Focal Point System is functional.              | 3.15 | 0.88 | Moderately Implemented |
| Management supports GAD focal persons.                 | 3.15 | 0.73 | Moderately Implemented |
| Management demonstrates commitment to GAD initiatives. | 3.19 | 0.75 | Moderately Implemented |
| Staff receive regular GAD training and orientation.    | 3.38 | 0.57 | Highly Implemented     |
| Employees demonstrate gender sensitivity.              | 3.04 | 1.00 | Moderately Implemented |
| Human resource practices promote gender equality.      | 3.38 | 0.70 | Highly Implemented     |
| Overall                                                | 3.22 | 0.77 | Moderately Implemented |

Note. M = Mean; SD = Standard Deviation.

Table 4 presents the level of implementation of Gender and Development (GAD) enabling mechanisms among the participating schools. The findings indicate an overall mean score of 3.03 (SD = 0.72), corresponding to a moderately implemented level. This result suggests that schools have established the basic institutional mechanisms necessary to support gender mainstreaming; however, these systems have not yet been fully optimized. The functionality of the Committee on Decorum and Investigation (CODI) received the highest mean score, indicating that schools have established mechanisms to address complaints related to sexual harassment and maintain safe educational environments. Likewise, the availability of GAD information hubs and the collection of sex-disaggregated data demonstrate institutional efforts to support evidence-based planning. However, the accessibility of GAD implementation tools and forms received the lowest mean score, indicating that schools may encounter challenges in accessing standardized resources needed for effective planning, implementation, monitoring, and evaluation of Gender and Development programs.

The findings presented in Table 4 highlight the importance of strengthening institutional systems that facilitate evidence-based gender mainstreaming. Reliable enabling mechanisms, particularly the collection and utilization of sex-disaggregated data, provide institutions with the information necessary to identify gender gaps, prioritize interventions, and evaluate program outcomes. Contemporary gender measurement frameworks emphasize that institutional performance should be supported by comprehensive data systems capable of generating reliable evidence for planning and policy development (Camilletti, 2024). Similarly, multidimensional gender indicators improve organizational decision-making by enabling institutions to monitor progress and assess the effectiveness of gender-responsive interventions (Quisumbing et al., 2023). Recent evidence also demonstrates that strengthening gender measurement systems enhances organizational accountability and supports more responsive institutional policies (Ballering et al., 2024). The moderate implementation observed in this study suggests that participating schools should improve access to standardized GAD tools, maximize the use of sex-disaggregated data in planning and budgeting, and strengthen partnerships with local government units and other stakeholders to enhance the effectiveness and sustainability of Gender and Development initiatives.

Table 4  
Level of Gender and Development (GAD) Enabling Mechanisms Implementation

| Indicator                                                      | M    | SD   | Interpretation         |
|----------------------------------------------------------------|------|------|------------------------|
| Sex-disaggregated data are collected and maintained.           | 3.00 | 0.69 | Moderately Implemented |
| Sex-disaggregated data are utilized in planning and budgeting. | 3.00 | 0.69 | Moderately Implemented |
| The Committee on Decorum and Investigation is functional.      | 3.19 | 0.75 | Moderately Implemented |
| A GAD information corner is available.                         | 3.12 | 0.71 | Moderately Implemented |
| GAD implementation tools and forms are accessible.             | 2.88 | 0.65 | Moderately Implemented |
| Partnerships with LGUs and NGOs are established.               | 3.00 | 0.80 | Moderately Implemented |
| Overall                                                        | 3.03 | 0.72 | Moderately Implemented |

Note. M = Mean; SD = Standard Deviation.

Table 5 presents the level of Gender and Development (GAD) monitoring and evaluation implementation among the participating schools. The findings reveal an overall mean score of 3.25 (SD = 0.76), indicating that monitoring and evaluation were moderately implemented. This finding suggests that schools have established institutional mechanisms for monitoring the implementation of Gender and Development programs, although opportunities remain to strengthen the systematic utilization of monitoring results for continuous improvement. Among the indicators, the preparation and submission of GAD Accomplishment Reports obtained the highest mean score, followed by the use of clear indicators for assessing program outcomes and the application of evaluation tools aligned with the standards of the Philippine Commission on Women (PCW) and the Commission on Audit (COA). These findings indicate that schools recognize the importance of documenting accomplishments and assessing program performance. However, the communication of monitoring results to staff and stakeholders received the lowest mean score, suggesting that dissemination of evaluation findings and stakeholder engagement in the evaluation process require further enhancement to maximize institutional learning and accountability.

The findings presented in Table 5 emphasize that effective monitoring and evaluation are essential components of sustainable gender mainstreaming because they provide institutions with evidence needed to improve policies, programs, and resource allocation. Comprehensive monitoring systems enable organizations to assess implementation progress, identify operational gaps, and strengthen accountability through data-informed decision-making (Camilletti, 2024). Likewise, robust monitoring frameworks facilitate institutional learning by ensuring that evaluation findings are translated into practical improvements and policy adjustments rather than serving solely as compliance requirements (Bedford & Brosio, 2026). Institutional efficiency is also enhanced when monitoring results are integrated into planning, budgeting, and

organizational decision-making processes, thereby promoting more effective governance and resource utilization (Benbitour et al., 2024). The moderate level of implementation observed in this study therefore suggests that participating schools should strengthen feedback mechanisms, improve the dissemination of evaluation results, and encourage greater stakeholder participation in monitoring activities to ensure that Gender and Development programs continuously evolve in response to institutional needs and emerging gender issues.

Table 5  
Level of Gender and Development (GAD) Monitoring and Evaluation Implementation

| Indicator                                                     | M    | SD   | Interpretation         |
|---------------------------------------------------------------|------|------|------------------------|
| Regular monitoring of GAD PPAs is conducted.                  | 3.23 | 0.76 | Moderately Implemented |
| GAD accomplishment reports are prepared and submitted.        | 3.38 | 0.75 | Highly Implemented     |
| Monitoring feedback is utilized to improve GAD interventions. | 3.23 | 0.82 | Moderately Implemented |
| Clear indicators are used to assess GAD outcomes.             | 3.35 | 0.75 | Highly Implemented     |
| Evaluation tools comply with PCW and COA standards.           | 3.27 | 0.78 | Highly Implemented     |
| Monitoring results are communicated to stakeholders.          | 3.04 | 0.72 | Moderately Implemented |
| Overall                                                       | 3.25 | 0.76 | Moderately Implemented |

Note. M = Mean; SD = Standard Deviation.

Table 6 summarizes the overall level of Gender and Development (GAD) implementation across the five assessment domains. The findings indicate an overall mean score of 3.30 (SD = 0.72), corresponding to a highly implemented level. Among the domains, Policy Implementation obtained the highest mean score, followed by Programs, Projects, and Activities (PAPs), indicating that participating schools have effectively institutionalized gender-responsive policies and translated these policies into inclusive institutional programs. In contrast, Organizational Support, Monitoring and Evaluation, and Enabling Mechanisms were all assessed as moderately implemented, suggesting that although the schools have established the institutional structures necessary to support gender mainstreaming, additional improvements are needed to strengthen organizational capacity, leadership support, technical resources, and evidence-based management systems. Overall, the results indicate that Gender and Development initiatives have been successfully integrated into school operations while highlighting specific institutional areas that require continued enhancement.

The findings presented in Table 6 demonstrate that effective Gender and Development implementation extends beyond policy formulation and requires a balanced integration of institutional governance, program implementation, organizational support, enabling mechanisms, and continuous monitoring. The stronger performance in policy implementation and program delivery reflects sustained institutional commitment to gender mainstreaming and compliance with national Gender and Development mandates. These findings are consistent with previous research indicating that successful gender mainstreaming depends on the integration of gender-responsive policies, organizational commitment, and systematic implementation across institutional processes (Bascos et al., 2023). Similarly, promoting gender equality requires institutions to embed gender perspectives within governance systems, organizational culture, and management practices to achieve sustainable and inclusive development (Leal Filho et al., 2023). Moreover, evidence from systematic reviews indicates that gender equality initiatives are most effective when leadership support, stakeholder participation, organizational capacity, and monitoring systems function collectively to sustain institutional change (Guthridge et al., 2022). The overall findings therefore suggest that participating schools have established a strong foundation for Gender and Development implementation; however, continued investment in organizational strengthening, institutional capacity-building, and evidence-based monitoring will further enhance the effectiveness and long-term sustainability of gender-responsive educational governance.

Table 6  
Summary of the Level of Gender and Development (GAD) Implementation

| Domain                             | M    | SD   | Interpretation         |
|------------------------------------|------|------|------------------------|
| Policy Implementation              | 3.56 | 0.66 | Highly Implemented     |
| Programs, Projects, and Activities | 3.42 | 0.71 | Highly Implemented     |
| Organizational Support             | 3.22 | 0.77 | Moderately Implemented |
| Enabling Mechanisms                | 3.03 | 0.72 | Moderately Implemented |
| Monitoring and Evaluation          | 3.25 | 0.76 | Moderately Implemented |
| Overall                            | 3.30 | 0.72 | Highly Implemented     |

Note. M = Mean; SD = Standard Deviation. Interpretation: 3.26–4.00 = Highly Implemented; 2.51–3.25 = Moderately Implemented; 1.76–2.50 = Partially Implemented; 1.00–1.75 = Not Implemented.

## Conclusion and Recommendations

The study concluded that the implementation of Gender and Development (GAD) programs among public elementary and secondary schools in Sibagat District II was generally highly implemented, indicating that gender-responsive policies and practices have been effectively institutionalized within participating schools. The findings demonstrated that policy implementation and programs, projects, and activities achieved the highest levels of implementation, reflecting strong compliance with national GAD mandates and the successful integration of gender-responsive initiatives into school operations. In contrast, organizational support, enabling mechanisms, and monitoring and evaluation were only moderately implemented, suggesting that although these institutional components have been established, further improvements are

needed to strengthen leadership support, technical capacity, resource availability, and evidence-based management systems. The study further concluded that respondents' evaluations of GAD implementation did not significantly differ when grouped according to age, gender, civil status, educational attainment, position, and length of service. This finding indicates that Gender and Development initiatives have been implemented consistently across the participating schools, resulting in relatively uniform perceptions among school personnel regardless of their demographic characteristics. Overall, the study provides empirical evidence that participating schools have established a solid foundation for gender mainstreaming; however, continuous institutional enhancement remains necessary to strengthen organizational systems, improve program sustainability, and promote more inclusive, equitable, and gender-responsive educational governance.

Based on the findings of the study, school administrators, the Department of Education, and the Gender and Development Focal Point System should sustain the high level of policy implementation by regularly reviewing institutional GAD policies and ensuring their continued alignment with national legislation and emerging gender-related concerns. Schools should also strengthen organizational support by expanding professional development programs, providing continuous gender sensitivity and gender responsiveness training, empowering GAD focal persons, and increasing management support for institutional gender mainstreaming initiatives. In addition, schools should improve enabling mechanisms by maximizing the use of sex-disaggregated data in planning and decision-making, ensuring the accessibility of standardized GAD tools and resources, and strengthening partnerships with local government units, civil society organizations, and other stakeholders to support the implementation of gender-responsive programs. Furthermore, schools should enhance monitoring and evaluation systems by institutionalizing regular program assessments, strengthening feedback mechanisms, improving the dissemination of evaluation findings to stakeholders, and utilizing monitoring results to support evidence-based planning and continuous program improvement. Future researchers are encouraged to replicate the study in other school districts or divisions using larger and more diverse samples, as well as mixed-methods or longitudinal research designs, to generate broader empirical evidence on Gender and Development implementation. Such studies may further examine institutional, organizational, and contextual factors influencing gender mainstreaming and contribute to the continuous refinement of gender-responsive educational policies and practices.

## References

- Bascos, M. C., Manalang, A. C., & Olua, E. F. (2023). Implementation of gender and development program. *International Journal of Advanced Multidisciplinary Studies*, 3(7), 270–291.
- Bedford, K., & Brosio, M. (2026). Measuring social norms for gender and development: Gaps and lessons. *Development in Practice*, 1–14. <https://doi.org/10.1080/09614524.2026.2656868>
- Benbitour, M. H., Jradi, S., & Ruggiero, J. (2024). Decoding worldwide efficiency: Linking government spending, corruption, gender inequality, and renewable energy practices. *Journal of Environmental Management*, 366, 121733. <https://doi.org/10.1016/j.jenvman.2024.121733>
- Burkhard, D. (2022). Achieving gender equality by implementing work-life balance measures in Swiss SMEs. *Journal of the International Council for Small Business*, 3(4), 350–358. <https://doi.org/10.1080/26437015.2022.2098080>
- Camilletti, E. (2024). Measuring gender equality: Review of existing measures and reflections for future research. UNICEF Innocenti.
- Guthridge, M., Kirkman, M., Penovic, T., & Giummarra, M. J. (2022). Promoting gender equality: A systematic review of interventions. *Social Justice Research*, 35(3), 318–343. <https://doi.org/10.1007/s11211-022-00398-z>
- Leal Filho, W., Kovaleva, M., Tsani, S., Țîrcă, D. M., Shiel, C., Dinis, M. A. P., Lange Salvia, A., Fritzen, B., Will, M., Platje, J., Doni, F., Anholon, R., Nagy, G. J., Orlovic Lovren, V., & Tripathi, S. (2023). Promoting gender equality across the sustainable development goals. *Environment, Development and Sustainability*, 25(12), 14177–14198. <https://doi.org/10.1007/s10668-022-02656-1>
- Psaki, S., Haberland, N., Mensch, B., Woyczynski, L., & Chuang, E. (2022). Policies and interventions to remove gender-related barriers to girls' school participation and learning in low- and middle-income countries: A systematic review of the evidence. *Campbell Systematic Reviews*, 18(1), e1207. <https://doi.org/10.1002/cl2.1207>
- Quisumbing, A., Cole, S., Elias, M., Faas, S., Galiè, A., Malapit, H., Meinzen-Dick, R., Seymour, G., Slavchevska, V., Ragasa, C., Rubin, D., & Twyman, J. (2023). Measuring women's empowerment in agriculture: Innovations and evidence. *Global Food Security*, 38, 100707. <https://doi.org/10.1016/j.gfs.2023.100707>
- Rivas, A. M., & Purewal, N. K. (2024). Disrupting the gender and development impasse in university teaching and learning spaces. *Development in Practice*, 34(7), 893–909. <https://doi.org/10.1080/09614524.2024.2332277>
- Smith, S. G., & Sinkford, J. C. (2022). Gender equality in the 21st century: Overcoming barriers to women's leadership in global health. *Journal of Dental Education*, 86(9), 1144–1173. <https://doi.org/10.1002/jdd.13059>