

Mainstreaming Gender Equality and Development in the University of Bohol

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ABSTRACT

Gender mainstreaming is an effective strategy of reducing if not eliminating the inequality between men and women in an organization. The particular study looked into the gender mainstreaming and gender statistics in the whole organization of the University of Bohol and was initiated to answer the need to establish gender sensitive statistics within the organization. It aimed to reflect the situation of women and men within the university and opened opportunities to understanding issues specific to women and men using gender lens. A desk review on gender-related policies and came up with sex disaggregation of data within the university. It qualitatively probed and determined that the gender fair policies are translated into programs and are practiced at all levels in the university. Furthermore, the gender analysis showed more women than men held top and middle managerial positions in the university and so with student leaders. This is also true on enrollees on different courses, women outnumbered men in majority of courses except for CET Management, Criminology and CAFA. Hopefully, recommendations will be drawn to guide appropriate actions as Gender and Development programs are works in progress. This will enhance the university's direction and commitment in moving towards full blown implementation of gender mainstreaming in the whole organization.

KEYWORDS

Gender and Development, Gender Mainstreaming, Gender Statistics, Sex Disaggregation, Asia

“Gender equality is more than a goal in itself. It is a precondition of meeting the challenge of reducing poverty, promoting sustainable development and building good governance.”

Kofi Annan, former UN Secretary-General

INTRODUCTION

Gender Mainstreaming is defined as a process of transforming, inclusive but goes beyond individual rights for equal treatment, and positive actions to address group disadvantage, and involves *‘identifying how organizational systems and structures cause indirect discrimination and altering or redesigning them as appropriate’* (Rees, 2002). United Nations led and national governments endorsed these agreements on gender mainstreaming at Beijing Platform for Action in 1995 as a strategy of institutionalizing women’s interests in all areas and sectors of policy at all levels (Rai, 2003). It ensures that the concerns and experiences of women and men are concretely and holistically addressed in the design, implementation, evaluation, monitoring in policies and programmes in the political, economic and social milieu that all will be equally benefited, thus, inequality will not be perpetuated. The end goal is the advocacy of gender equality will be observed at all times.

As mentioned on the UNESCO report on Our Creative Diversity, *“Gender rights must become an integral part of basic human and cultural rights. And this lesson must be learnt by all human beings, irrespective of their gender, right from their childhood (UNESCO, 1996).”* This is its way of expressing its commitment in response to the expectation of the global community as the UN’s arm in education, science and culture areas. This basic dignity and human worth was affirmed by the Convention on the Elimination of All Forms of Violence against women when it openly stipulated, *“...the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields.”*

As recurrently reported, women do not have an equal situation in the field of science. Vertical and horizontal segregation have been universally reported and continuously revealed on this “masculinized” field. As UNESCO, 2007 and European Commission, 2006 reported that women have difficulty in gaining access

to top positions specifically on the area of engineering. In a comprehensive report entitled *Women for Science* published by the Inter Academy Council (2006), this area of concern is introduced as follows: *“But while women constitute half of humanity, even in countries where they have ready access to higher education, the number of women studying mathematics, physical science, and engineering remains drastically below parity with that of men.”*

The essential means of promoting gender equality and have the potential for relevant impact in sustainable and economic growth are gender statistics. As Murgatroyd (2000) pointed out, gender statistics refer to statistics relating to people or activities with a significant gender dimension where a lack of such would lead to risk and inadequacy that the process to inform and monitor the policies are evident.

The process of coming up with gender statistics entails disaggregating data by sex, hence, sex disaggregation is the backbone of the statistical system. The utilization of sex disaggregation is the springboard to gain a deeper understanding on gender issues of women and men. The Bureau of Public Information of UNESCO (2007) defined sex-disaggregated data as qualitative or quantitative data collected and presented concerning both women and men.

In line with this widespread of global advocacy on gender equality, the Philippines made its progress in implementing enhanced and equal opportunities and welfare for women and men. After having two women presidents, the country might be ahead of other neighboring countries in terms of gender equality. As reported by the Global Gender Gap Index 2008 Rankings, the Philippines retained its 6th status on the top ten countries with the narrower gap in terms of gender equality with the indicator that the higher the ranking, the lower the gap as mentioned by Chapman and West-Burnham 2010. The Philippines ranked higher in gender equality indicators compared to its neighboring ASEAN countries, such as Singapore (84th), Vietnam (68th), Indonesia (93rd) and Malaysia (96th) (Hausmann et al., 2008).

There are four categories that made up the Gender Gap Index, namely, the educational attainment that the Philippines reached the gender parity on the three levels: primary, secondary and tertiary; health survival that the main indicator is life expectancy, upon which women and men are of the same life expectancy; economic participation and opportunity, upon which work participation, remuneration and advanced opportunities were found to be relatively narrow in gender gaps, it is ranked 8. According to the latest survey conducted by the Grant Thornton International, that Philippines is the only country in the world where approximately 97% of business establishments were managed by women (Ang, R., 2011).

The University of Bohol responded to the call for gender equality and equity. It is a non-sectarian school and strongly adheres in preparing future professionals for a great tomorrow. It is steadfast on its commitment to provide quality education anchored on its trinity of virtues, scholarship, character and service. To further define its quest for educational excellence, it promotes gender equality and development in the workplace. It is evidently shown on the gender mainstreaming efforts in its policies and programs that help create a good working environment to enhance productivity and motivation among its workers and the clients it serves. It strategizes policies and programs that make inequality between men and women not being perpetuated.

Laws and Policies on Gender Mainstreaming

The Philippines is one of the signatories of international human rights advocacy and successfully mandated laws and policies for protection and promotion of women's rights. It is stipulated in Article II Section 14 of the 1987 Constitution that the state recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men.

Republic Act 7190, an act providing for the Magna Carta of Women in the Philippines. It served as the Philippines' gender equality law which is part of the Philippine government's pledge of commitment to the CEDAW Committee.

Republic Act No. 7192 promulgates the women in development and nation building law. It is an act promoting the integration of women as full and equal partners of men in development and nation building and other purposes.

Republic Act No. 8187, the Paternity Leave Act that grants paternity leave of 7 days with full pay to all married male employees in the private and public sectors for the first 4 deliveries of the legitimate spouse with whom he is cohabiting and for other purposes.

Republic Act No. 7877, the Anti-Sexual Harassment Act of 1995. All forms of sexual harassment in the employment, education or training environment in these perspectives are pronounced as unlawful.

METHODOLOGY

The researchers made use of documentary analysis. From secondary data gathering/desk review of gender-related policies of the university comparing the old and new policies and examining the impact of the well-being of women and men in the University of Bohol. Did those policies promote gender mainstreaming efforts being an educational institution? The primary data were gathered on all lists of Board Trustees, administrative and academic officials of the said university, enrollment data, members of the curricular, co-curricular and extra-curricular organizations of 1st semester, School Year 2012-2013. The data being generated were sex-disaggregated and cross-classified that separately provided information for women and men, boys and girls. The sex-disaggregation process reflected the general conditions of men and women in every aspect of the university. It is one of the best ways to point out the authentic contributions and participations of women and men in the university's institutional programs. Furthermore, it can have a ripple effect to enhance the development of effective school policies.

RESULTS AND DISCUSSIONS

Gender Sensitive Policies for Employees. The university crafted policies that uphold and promote gender equality. It took into consideration the differences in the life situations and needs of both sexes particularly during the round-table discussions of the Collective Bargaining Agreement (CBA). It imbedded the gender- fair policies for employees.

It included the maternity leave privileges. Upon being properly notified, the university shall grant to any expectant female employee, in addition to the benefits granted by the SSS, 1/2 of the benefits given by the SSS for the first four childbirths. From the 5th to the 8th childbirths, the university shall assume ½ of the benefits granted by the SSS for the first four childbirths. It also provided full implementation of paternity leave of 8 days and special leave benefits for women employees being in the private sector. Apart from that, the school considers schedule of work adjustments to mothers who just delivered. Another privilege among teaching and non-teaching is the family leave of 5 days every year. Aside from those mentioned, a monthly rice allowance is also given. Furthermore, it allocates P10,000 for hospitalization and allows emergency loans for serious illnesses. It grants Sabbatical and Educational Leaves to employees and teachers. These benefits are enjoyed by employees and teachers regardless of gender. These policies and provisions crafted by the school is in pursuant under the Magna Carta of Women.

Gender Sensitive Policies for Students. The University made a paradigm shift on policies handling pregnancy problems among students. The traditional approach was, when students were found pregnant, they were suspended or not allowed to join graduation ceremonies/rights.

On the case when male students were subject to complaints about the pregnancy of girlfriend, they were asked to explain to school authorities, and worse, their official school records were not released. Currently, the school does not put records on hold anymore for male students who are subject of complaints. He is advised to face the consequence of his acts on a personal level.

Upon deliberations of the administrative and academic officials, such policies were changed because those lead to multiplying the wrong decisions and not enabling both genders to manage the problematic situations.

Now, the policy was totally changed, both male and female are informed of their responsibility of motherhood, childbearing and childrearing as imbedded in the Guidance Program. They are allowed to continue attending classes and join graduation rights/ceremonies. They are given special arrangements to take special tests if necessary. Their classmates or friends are given debriefing activities on risk situations of teen pregnancy; but also informed rights of pregnant women in school.

Gender Statistics

Table I. Sex Disaggregated Data of the Board of Trustees.

Board of Trustees				Total
F	%	M	%	
6	60	4	40	10

Among the members of the Board of Trustees, 60% are females and the remaining forty percent are males. The succeeding tables affirm the findings of the survey conducted by the Grant Thornton International (Cuvusgil et al., 2008, p. 569) that Philippines tops women leaders with an approximation of 97% businesses (Ang, R., 2011).

Table 2. Sex-disaggregated Data of the Administrative and Academic Officials.

Administrative and Academic Officials				
F	%	M	%	Total
41	60%	27	40%	68

Majority which comprised 60% of the administrative and academic officials are females and the remaining 40% are males. Statistics shows that no doubt, women are entrusted with key positions as decision-makers, and policy-makers of the educational and leadership fronts of the university.

Table 3. Sex Disaggregated Data of Teachers.

Summary of Teachers	F	%	M	%	Total
Allied Medical Sciences	6	67	3	33	9
Architecture & Fine Arts	5	42	7	58	12
Business And Accountancy	14	58	10	42	24
Criminology	4	29	10	71	14
Teachers College	12	71	5	29	17
Engineering	10	33	20	67	30
Law	3	43	4	57	7
Arts And Sciences	23	72	9	28	32
Midwifery	4	100	0	-	4
Nursing	35	92	3	8	38
Pharmacy	5	100	0	-	5
Professional Studies	8	57	6	43	14
Tourism \ Hospitality	7	58	5	42	12
High School	18	64	10	36	28
VDT-ALC	46	82	10	18	56
Grade School	7	58	5	42	12
VP ACAD	4	100	0	-	4
TOTAL	211	66	107	34	318

The university has a total of 318 teachers in all departments. Female teachers comprised two-thirds (211) of the total number and only a third (107) were males. The top three female-dominated departments are Midwifery (100%), Pharmacy (100%) and the Office of the Vice-President for Academics (100%). These are followed by Allied Medical Sciences (67%), Business and Accountancy (58%), Teachers College (71%). On the other hand, the departments that the males outnumbered the females are Criminology (71%), Engineering (67%)Architecture and Fine Arts (58%).

Table 4. Sex-Disaggregated Data of Non-Teaching Personnel.

Summary of Non-Teaching Personnel	F	%	M	%	Total
VP ADMINISTRATION	2	50	2	50	
REGISTRAR	8	73	3	27	11
MIS	1	33	2	67	3
LIBRARY	6	86	1	14	7
SPEECH	0	0	1	100	1
MEDICAL/DENTAL CLINIC	4	67	2	33	6
TREASURER'S OFFICE	17	85	3	15	20
PROPERTY CUSTODIAN	0	0	2	100	2
PURCHASING	0	0	2	100	2
COMP. LAB	0	0	1	100	1
UB PLAZA	2	100	0	0	2
CHEMISTRY/PHYSICS. BOTANY/ LABORATORIES	2	67	1	33	3
INTERNET	0	0	2	100	2
MAINTENANCE	1	5	18	95	19
ALUMNI	0	0	1	100	1
SECURITY OFFICE	0	0	1	100	1
MARKETING	0	0	2	100	2
TOTAL	31	41	44	59	75

There are 75 non-teaching staff of the university and 59% are occupied by the males. The top three offices with majority of male-personnel are in the Speech Laboratory (100%), Property Custodian Office (100%), Purchasing Department

(100%), Computer Laboratory (100%), Internet (100%), Alumni (100%), Security and Marketing Offices (100%). It is followed by the Maintenance office (95%) and MIS office (67%). The offices where the females outnumbered the males are the UB Plaza (100%), Library (86%) and Treasurer's office (85%).

Table 5. Sex Disaggregated Data on Enrollment Summary
(1st Semester, School Year 2012-2013).

Enrolment Summary				
1st Semester 2012-2013				
N=5658				
	FEMALE	%	MALE	%
ALLIED MEDICAL SCIENCES	61	74	21	25
ARCHITECTURE & FINE ARTS	38	21	139	78
BUSINESS AND ACCOUNTANCY	781	78	210	21
CRIMINOLOGY	190	33	374	66
TEACHERS COLLEGE	591	81	110	16
ENGINEERING	173	22	605	74
LAW	28	56	22	44
LIBERAL ARTS	76	66	39	34
MIDWIFERY	55	98	1	2
NURSING	557	81	130	18
NUTRITION & DIETETICS	20	100	0	0
PHARMACY	204	90	21	9
PROFESSIONAL STUDIES	284	73	101	26
TOURISM\HOSPITALITY	506	61	321	38
TOTAL	3564	67	2094	33

The university has no gender biases in accepting enrollees. Basing on the first semester enrollment summary, it has a student population of 5,658 students. 67% are females and 33% are males. Nutrition and Dietetics are top of the list of 100% female enrollees, followed by Midwifery (98%), Pharmacy (91%) and Teachers College (84%). Men outnumbered the women in Architecture and Fine Arts (79%), Engineering (78%) and Criminology (66%).

These findings affirmed the global gender gap report 2008 on the World Economic Forum that on the educational attainment, the Philippines attained the gender parity on the three levels: primary, secondary and tertiary levels. In fact, women outnumbered men in the overall enrollment of School Year 2012-2013.

In colleges of Architecture, Engineering and Fine Arts, Engineering and Criminology, men outnumbered women and this runs parallel with the recurrent reports on the European Commission, 2006 and UNESCO 2007 that women do not have an equal situation in the field of science have difficulty in gaining access to top positions in engineering as well. As universally reported and persistently revealed, there is vertical and horizontal segregation, in the case of the University of Bohol, lesser women enroll in these courses.

Table 6. Sex Disaggregated Data on the Provincial Officials

PROVINCIAL OFFICERS SUMMARY																			
	GOV.		V-GOV.		SEC.		TREAS.		AUDITOR		BOARD MEMBER		COA		BOOKKEEPER		TOTAL	MALE	%
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			FEMALE
ALLIED MEDICAL SCIENCES	1	1	1	1	1	1	1	1	1	1	4						9	5	55.56
ARCHITECTURE & FINE ARTS																			
BUSINESS AND ACCOUNTANCY	1	1	1	1	1	1	1	1	1	1	3	1					9	2	22.22
CRIMINOLOGY	1	1	1	1	1	1	1	1	1	1	2	2					9	4	44.44
EDUCATION	1	1	1	1	1	1	1	1	1	1	1	3					9	5	55.56
ENGINEERING	1	1	1	1	1	1	1	1	1	1	4						9	8	88.89
LAW																			
LIBERAL ARTS																			
MIDWIFERY	1	1	1	1	1	1	1	1	1	1	3						8	0	0
NURSING	1	1	1	1	1	1	1	1	1	1	2	3					10	7	70
NUTRITION & DIETETICS																			
PHARMACY	1	1	1	1	1	1	1	1	1	1	4						9	1	11.11
PROFESSIONAL STUDIES																			
TOURISM \ HOSPITALITY	1	1	1	1	1	1	1	1	1	1	4						9	6	66.67
HIGH SCHOOL	1	1	1	1	1	1	1	1	1	1	3	1					9	1	11.11
UBSSG	1	1	1	1	1	1	1	1	1	1			3	1	1		10	6	60
TOTAL	4	7	5	6	9	2	8	3	7	4	18	22				0			
AVERAGE PERCENTAGE	36%	64%	45%	40%	82%	18%	73%	27%	64%	36%	45%	55%	75%	25%	100%	0		44.00%	56.00%

Among the student-provincial officials, 56% are females and 44% are males. Two among the eight positions are occupied predominantly by males, the gubernatorial seat as well as the board members. Positions like secretaries, treasurers and COAs are occupied mostly by women.

Table 7. Sex-Disaggregated Data of Student Memberships
Among Town Organizations.

	M	%	F	%	TOTAL
ALICIA	4	57.14%	3	42.86%	7
ANDA	3	42.86%	4	57.14%	7
BATUAN	2	28.57%	5	71.43%	7
LOAY	1	14.28%	6	85.72%	7
LOBOC	5	71.43%	2	28.57%	7
MABINI	6	85.72%	1	14.28%	7
BILAR	0	0.00%	7	100.00%	7
CANDIJAY	4	44%	5	55.56%	9
CARMEN	2	28.57%	5	71.43%	7
GUINDULMAN	4	44%	5	55.56%	9
LILA	2	28.57%	5	71.43%	7
JAGNA	3	42.86%	4	57.14%	7
DIMIAO	2	28.57%	5	71.43%	7
DUERO	4	57.14%	3	42.86%	7
GARCIA-HERNANDEZ	3	42.86%	4	57.14%	7
ALBURQUERQUE	3	42.86%	4	57.14%	7
ANTEQUERA	2	29%	5	73.43%	7
VALENCIA	5	71%	2	28.57%	7
PILAR	3	43%	4	57.14%	7
SEVILLA	1	14.29%	6	85.71%	7
SIERRA BULLONES	3	42.86%	4	57.14%	7
TOTAL	62	41.06%	89	58.96%	151

Among the town organizations, 59% of the membership are females and the remaining 41% are males. Only 4 among the 21 town organizations are found out

that the male members outnumbered the females.

Table 8. Sex-Disaggregated Data on Campus Organizations.

Campus Organizations	Female		Male		Total
ALPHA COSINE THETA(ALCOTHANS)	1	11%	8	89%	9
CENTER FOR INTELLECTUAL ADVOCACY	5	62%	3	38%	8
SPEECH AND DEBATE SOCIETY	4	67%	2	33%	6
JAM-SFC	8	62%	5	38%	13
JPMA	16	62%	10	38%	26
JFINEX	11	73%	4	27%	15
JPIA	15	65%	8	35%	23
UB MAPEH	7	54%	6	46%	13
DBFHS	7	78%	2	22%	9
UB PEER FACILITATOR CIRCLE	5	100%	0		5
PSALM	7	70%	3	30%	10
RED CROSS YOUTH	5	71%	2	29%	7
SACH	5	100%	0	-	5
PSYCHOLOGY SOCIETY	4	44%	5	56%	9
SCIENCE CONQUESTORS	6	67%	3	33%	9
SMCI	5	62%	3	38%%	8
CYCM	6	40%	9	60%	15
WORK SCHOLARS	146	60%	98	40%	244
ROTC	101	40%	151	60%	252
Total	Female		Male		Total

Looking into the campus and work scholar organizations, it was found out that 60% are led by women. UB peer facilitators and SACH are all managed by women. The males predominated in two organizations as ALCOTHANS (by 89%) and more than half (56%) in Psychology Society.

As part of the University of Bohol's social responsibility, it provides access to education to the marginalized sectors of the society. It allots budget for Student Assistants' Scholarship also known as the Strivers' Program. Presently, it has 244 work

scholars and more than half (61%) of that number are women.

The Reserve Officer Training Course (ROTC) of the University of Bohol has a population of 252. Women were not so left behind because they comprised 40% of the number. And not just that, what is remarkable is, women shared the limelight by getting half of the pie in the leadership and management. 50% of the ROTC cadet officers are women.

CONCLUSION

The University of Bohol is pulling ahead in terms of policies to promote gender mainstreaming within the organization. The provisions on benefits for birthing mothers exceeded the minimum requirements than were being mandated by law. And this holds true to the provision of one more day than was specified for the Paternity Leave.

The university has enforced what is right by correcting what was wrong on the traditional student policies on handling issues of untimely pregnancies. The new policies and practices of informed choice and taking on responsibilities are highly laudable because these tear down gender biases/inequalities.

Gender equality and equity are very apparent on the hiring, acceptance and promotion of employees in the academic institution. Women were given opportunities to lead, make decisions and carry-out reforms in the different departments.

Among the students, women were chosen as leaders and the figures show that they were given opportunities to lead curricular, co-curricular and extra-curricular organizations.

It is very glaring that some programs or courses are dominated by women such as Nutrition and Dietetics, Midwifery, Pharmacy and Teachers College. Men outnumbered the women in Architecture and Fine Arts, Engineering and Criminology.

RECOMMENDATIONS

There is an exigent need to:

1. to strengthen the awareness and internalize that men can be best teachers, nurses and pharmacists. Women can be best engineers and artists or even police officers.
2. to formulate modules on gender sensitivity and equality to reinforce its inputs on the general education subjects and imbedding such topics on the

major subjects in different fields.

3. to initiate and organize fora/ symposia within and interschool collaborative activities to strengthen academic discourse on issues pertaining to gender equality.
4. to integrate gender awareness on the university's corporate social responsibility (CSR) on empowering women in the communities.
5. to conduct further institutional researches on the effectiveness of women leaders as to the delivery of output in translating the VMG of the university and in line with its trinity of virtues: scholarship, character and service.
6. to conduct further researches on gender studies for course viability on gender studies.
7. to assess the leadership styles of female administrators who are dominant in number in the university and look into the leadership's implications and impact in the organization.

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