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Mandates And Wherewithals: The Research-Teaching Nexus In Gender Mainstreaming In The Msu-Iligan Institute Of Technol- ogy, Philippines

CHANDA PEARL B. SIMEON, MIH

simeonchandapearl@gmail.com

MSU -Iligan Institute of Technology, Iligan City, Philippines

HILTON J. AGUJA, PH. D.

hiltonaguja@yahoo.com

MSU-Iligan Institute of Technology, Iligan City, Philippines

ABSTRACT

The Philippines is a State party to various legal instruments to address gender concerns, particularly to the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Subsequently, the Philippines has maneuvered a capillary effect of its commitment to gender equality through various domestic legislations. Gender and Development (GAD) has thus become a matter of State policy. Pursuant to a mandated policy on gender equality, this study focuses on the experience of MSU-Iligan Institute of Technology (MSU-IIT) in mainstreaming GAD in the curriculum. The aim is to evaluate policy implementation, upon which this study derives its significance. Basically descriptive, this study employs the Research and Teaching (R-T) nexus as the theoretical frame. Purposive sampling was done for respondents among the faculty and students and data were gathered through in-depth interviews and Focus Group Discussion (FGD). Findings reveal that the Institute's College of Arts and Social Sciences (CASS) have integrated GAD in two ways - through the incorporation of a subject in its programs, or as an approach to teaching through faculty initiative corroborating what [Annala and Makinen \(2011\)](#) referred as "personified curriculum". The findings further reflect the crucial nexus between the conduct of GAD researches to teaching and the subjectivity in the process, contingent as it was on the competence of the teacher. The R-T Nexus having seen as existent in both ways, the study found a deeper impact of GAD on courses that incorporated it as a subject as manifested on its number of researches, extension activities and student learnings. The study recommends the provision of the wherewithal for teachers through a retooling process involving trainings and the devel-

opment of a common GAD module. A required GAD subject for all students is likewise recommended to ensure the delivery of a certain level of uniformity in imparting the basic minimum.

Keywords: *Gender and Development, mainstreaming, wherewithal, implementation, re-tooling, R-T Nexus.*

ABSTRAK

Filipina merupakan Negara dengan pihak yang memiliki berbagai instrument hukum untuk menangani masalah gender, khususnya Konvensi PBB tentang penghapusan segala bentuk diskriminasi terhadap perempuan atau biasa disebut dengan Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Selanjutnya, Filipina telah memaanuver pengaruh kapiler dari komitmennya terhadap kesetaraan gender melalui berbagai peraturan perundang-undangan dalam negeri. Gender dan Pembangunan (GAD) telah menjadi masalah kebijakan sebuah Negara. Berdasarkan kebijakan yang diamanatkan mengenai kesetaraan gender, penelitian ini berfokus pada pengalaman MSU-Illigan Institute of Technology (MSU-IIT) dalam mengutamakan GAD dalam sebuah kurikulum. Tujuan penelitian ini untuk mengevaluasi implementasi kebijakan, dimana studi ini mendapatkan signifikansinya. Pada dasarnya deskriptif, penelitian ini menggunakan Research-Teaching (R-T) sebagai kerangka teoretis. Sampling Purposive dilakukan untuk responden di antara fakultas dan mahasiswa dan data dikumpulkan melalui wawancara mendalam dan Focus Group Discussion (FGD). Temuan mengungkapkan bahwa Institut Senidan Ilmu Sosial Institut (CASS) telah mengintegrasikan GAD dalam duacara-melalui penggabungan subjek dalam programnya, atau sebagai pendekatan untuk mengajar melalui inisiatif fakultas yang menguatkan apa yang disebut [Annala dan Makinen \(2011\)](#) sebagai “Kurikulum yang dipersonifikasikan”. Temuan lebih lanjut mencerminkan hubungan penting antara pelaksanaan penelitian GAD untuk mengajar dan subjektivitas dalam proses, bergantung pada kompetensi guru. Research-Teaching R-T Nexus telah dilihat sebagai ada dalam kedua cara, studi ini menemukan dampak yang lebih mendalam dari GAD pada kursus yang dimasukkan sebagai subjek yang dimanifestasikan pada jumlah penelitian, kegiatan penyuluhan dan pembelajaran siswa. Studi ini merekomendasikan penyediaan sarana untuk guru melalui proses retooling yang melibatkan pelatihan dan pengembangan modul GAD yang umum. Subjek GAD yang dipersyaratkan untuk semua siswa juga disarankan untuk memastikan penyampaian tingkat keseragaman tertentu dalam memberikan minimum dasar.

Kata kunci: *Gender dan pengembangan, mainstreaming, wherewithal, pelaksanaan, re-tooling, R-T Nexus.*

INTRODUCTION

Longstanding notions on gender equality or lack of it has historically been embedded in the country’s pre-colonial and colonial experiences and has, from there, developed into what seemed like a never-ending struggle for a woman’s rightful place in society. The status of women during the pre-Spanish Philippines was predicated on the equality and partnership dictated by the social roles played by both women and men. Spanish conquest and colonization of the Philippines caused drastic alter-

ations to the hitherto existing domestic social order. Spanish colonialism brought along with it the culture, religion and value system which unfortunately did not augur well for women ([Aguja, 2013](#)).

[Aguja \(2013\)](#) further asserts that the colonially imposed religion in the country had with it so much misogynistic ideas that demean women. Centuries of Spanish colonialism has disfigured the local social landscape and the beacon of Spanish glory, Catholicism, brought about the doctrine of female inferiority ([Editorial, Balai Asian Journal, 1985](#)). Church misogyny was reinforced by Spanish laws of the colonial state that were equally oppressive to women ([Feliciano, 1996](#)). The woman under the Spanish Civil Code is a non-person, enjoying equal rights with idiots and the mentally deranged ([Nolasco, 1991](#)).

Despite constant efforts on domesticating the Filipino woman, there were heroines who broke the „glass ceiling“ and challenge the repression. Among those who spoke in behalf of the fearful were Gabriela Silang, Teodora Agoncillo, Gregoria de Jesus, Melchora Aquino, Agueda Kahabagan, Trinidad Tecson, Maria Dizon and many other women of the *Katipunan* (the Filipino revolutionary movement) as well as the women of Malolos, Bulacan ([Santos, 1991](#)). In the face of the colonial efforts to subjugate them, the women of the Philippines proved to be resilient, even stubborn in holding on to the native values which accorded them respect. The movement to reassert themselves easily found a groundswell of support for it simply reaffirmed Filipino womanhood in its pristine and unadulterated form ([Aguja, 2013](#)).

RESEARCH OBJECTIVES

In pursuing its movement towards gender equality, the Philippines became a State Party to the United Nations (UN) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) on July 15, 1980. The Convention paved the way for signatories to create areas where objectives

would be met. The pioneering document to this effect was the Beijing Platform for Action (BPFA), a result of the Fourth UN World Conference on Women held in Beijing on September 1995.

In keeping with its international commitments, the Philippines has already provided in its 1987 Constitution the principle of the „fundamental equality before the law of men and women” (Article II, Section 14). Further, the Philippines enacted the Magna Carta of Women (MCW) or Republic Act (RA) No. 9710 in September 2009. It addresses gender discrimination and highlights the government’s commitment to ensure gender equality. All these efforts are subsumed as the Gender and Development (GAD) policy of the government. Pursuant to a pronounced policy, this study focuses on the experience of MSU-Iligan Institute of Technology in mainstreaming GAD in the curriculum. The aim is to evaluate the implementation process.

The identified agency responsible for the implementation of the MCW is the Commission on Higher Education (CHED). It is tasked on the administration of mainstreaming Gender and Development (GAD) within CHED, its stakeholders, clientele and in all Higher Education Institutions (HEIs). The Mindanao State University – Iligan Institute of Technology (MSU-IIT), as a higher education Institution under CHED is thus bound by it. Consequently, it adopted the formulation of its own GAD Focal Point System (GFPS) in carrying out the GAD policy of the government.

In effect, MSU-IIT took on the responsibility of implementing CHED Memorandum Order No. 01 Series of 2015. It directed the “Establishing the Policies and Guidelines on Gender and Development in the Commission on Higher Education and Higher Education Institutions (HEIs)”. In effect, it mandates the dissemination of the gender and development perspective through gender mainstreaming.

In the context the GAD policy mandate, this paper explores the integration of Gender and Development in the program of-

ferings of the College of Arts and Social Sciences by ascertaining if it has integrated Gender and Development into the curriculum; conducted gender-related researches to supplement integration; and whether or not it has provided training in the making of Gender and Development learning materials. This would reflect the Institute's state of affairs in gender mainstreaming. Further, the study looks at the differences in views on Gender and Development (GAD) among students who have acquired knowledge on the perspective either by taking a specific subject on the matter or by the integration GAD through teacher initiative as an approach in classroom instruction.

SIGNIFICANCE OF THE STUDY

Mainstreaming Gender and Development (GAD) is a function of policy. Policies are anchored on mandates that need implementation. The quality of implementation is contingent on front-line implementers having the wherewithal to carry them out. This is the general thrust of this paper upon which it derives its significance.

By providing actualities, the Institute may take cue on crafting gender mainstreaming strategies germane to the development of a gender-responsive curriculum. Through this, institutional development plans on gender mainstreaming are founded on the existing needs. This, then, would make possible for the conduct of utilitarian gender-related researches through the development of a gender-responsive and gender-sensitive curriculum in compliance with the CHED memorandum.

It is the thrust of this study that the development of a gender-responsive curriculum is possible upon the incorporation of Gender and Development and its researches into the academic programs. The link between research and education could not be underestimated since the incorporation of researches in the curriculum enables the broader impact of the research to instruction which then would lead to the conduct of more researches on the subject. The need to determine research priorities is a

consequence of the duty to comply with a policy mandate.

CONCEPTUAL FRAMEWORK

There is undeniable link between research and curriculum. In fact, [Annala and Makinen \(2011\)](#) label this relationship as the “research-teaching nexus” or R-Tnexus which “refers to how research in all its aspects interacts with teaching and learning within the specific context of curriculum design.”

In integrating GAD in the curriculum, the purpose of the researches is directed to a larger audience who are the desired recipients of the mandate. The fulfilment of this initial step is crucial to attaining the goals of the mandate. [Barnett and Coate \(2005\)](#) proposed that “through the curriculum, the core of the discipline and the field of research are put into practice i.e., teaching and learning. Therefore, the curriculum should be one of the main concepts in the discourse on the purposes and functions of Higher Education Institutions.”

The integration of research ideas and knowledge in the curriculum would facilitate the educational engagement of students in the academe, thereby giving them the practicality of the curriculum and its applicability to the world outside the university. [Annala and Makinen \(2011\)](#) has conceptualized the term “personified curriculum” which reflects the “the history of teachers, their research areas and interests and it was often equated with a static syllabus of knowledge to be transmitted to students.” The personified curriculum “seemed to be based on the academics” preferred knowledge-content, appropriated theories or individual research interests, it follows the Humboldtian idea of academic freedom in teaching, but lacks the idea of discovering knowledge by integrating research, teaching and mutual learning.”

Hence, in order to effectively execute the GAD mandate of CHED, the integration of gender and development perspective to research and curriculum, either in the form of formal incorporation or personified curriculum, is a requisite of gender mainstreaming. To facilitate the understanding of the theoreti-

cal framework to the statements of the problem anchored on the objectives of the study, below is a diagram showing the relationship.

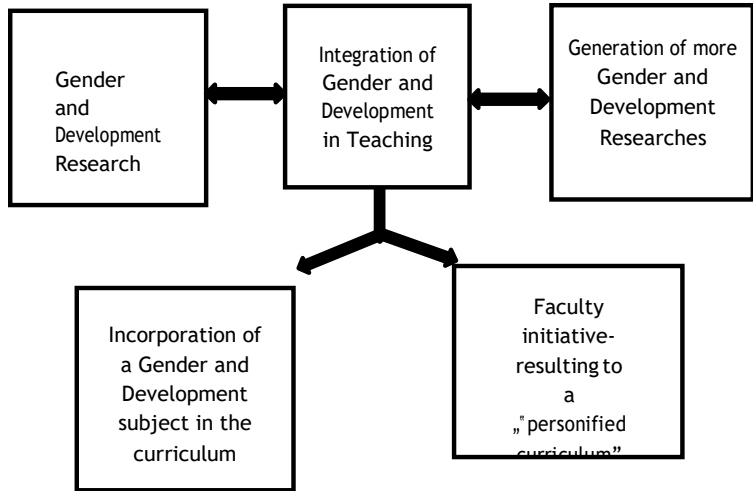


FIGURE 1. DIAGRAM SHOWING THE INTEGRATION OF GENDER AND DEVELOPMENT IN THE RESEARCH-TEACHING NEXUS AS USED IN THE CONTEXT OF THIS STUDY.

RESEARCH-TEACHING NEXUS

[Neumann \(1992\)](#) depicts three types of connection between research and teaching, “tangible nexus which relates to the transmission of factual information and disciplinary advances; intangible nexus which relates to the progress in students’ inclination, attitude and commitment to knowledge and discovery; and global nexus which describes the departmental R–T activities and directions given to study courses arising from the total research involvement of the community.” He argues that “only actively researching academics are able to convey these equites subtle and diffuse nexuses in their teaching. Hence, the strong impacts of the R–T nexus in curriculum design.”

In Neumann’s line of thinking, the R-T nexus in curriculum design is a product of many factors needing conscious effort in order to be effectual. The institutional factor, for example, would mean that the administration is heedful of the need to integrate

gender and development in the curriculum, thereby employing faculty members who are research-equipped on the subject matter or to subsequently equip them. The dichotomy of the R-T nexus in curriculum design could be traced back from the Humboldtian model of higher education. In the early 19th century, Wilhelm von Humboldt, a Prussian philosopher, conceptualized a holistic approach to academic education where research and curriculum come together.

The Humboldtian model borne the Humboldtian University and its three main principles. [Kwiek \(2006\)](#) elaborated that “the first principle is the unity of research and teaching; the second is the protection of academic freedom and; the freedom to teach and the freedom to learn”. In a nutshell, the model is saying that researches on gender and development are integrated with teaching or teaching is integrated with gender and development researches. Either way, the R-T nexus in curriculum design is existent. [Boyer \(1990\)](#) in [Jenkins \(2004\)](#) supported the model, emphasizing the “role of scholarship as bridging teaching and research, and saw the work of the university and its staff as demonstrating four scholarships: of discovery, of integration, of application and teaching.” In integrating research and curriculum, the role of the university and its impact to the society is seen. According to [Brew \(2003\)](#) in [Jenkins \(2004\)](#), “bringing teaching and research together centrally involves developing a conception of teaching as being student focused, and concentrating on conceptual change.”

GENDER-RESPONSIVE PEDAGOGY

Once GAD has been integrated in the curriculum, a gender-responsive pedagogy for classroom use must likewise be nurtured. This is necessary to bridge the gap and in dealing with the fact that “the major obstacle facing teachers today is an apparent lack of gender skills for instruction, yet the ability of the teacher to use gender responsive pedagogy effectively can be strengthened if the teacher is well grounded in gender responsive teaching

skills” ([Mlama et al., 2005](#)). Designing a gender-responsive curriculum and pedagogy would entail faculty members who are knowledgeable on what reference materials to use and what topics to discuss. To this effect, equally crucial in crafting a gender-responsive curriculum to make possible the existence of a gender-responsive pedagogy is the equipping of faculty members with skills and knowledge prior to their classroom engagement. The need for Gender and Development trainings substantiates the point of the provision of a Gender and Development manual to faculty members. The manual would serve as a guide for the teachers in delivering the desired outcome.

METHODOLOGY

The qualitative nature of this study entailed a descriptive and narrative approach. In advancing the idea of integrating Gender and Development into the curriculum, the Research-Teaching nexus was used as the theoretical thrust. Anchoring on the theory, the researcher outlined the topics and questions for the interview and during the purposive collection of information, the answers and data served as corroborations.

The study looks into the existing program curriculum of the College of Arts and Social Sciences, namely Bachelor of Arts in English, Bachelor of Arts in Filipino, Bachelor of Arts in History, Bachelor of Arts in Political Science, Bachelor of Arts in Sociology, and Bachelor of Science in Psychology of MSU-IIT. It is noteworthy that researches done on Gender and Development in the institute from years 2011 to 2015 are conducted by researchers that hail from the College of Arts and Social Sciences, hence, the scope’s focus. During interviews, the level of enthusiasm at the same time restraint and reservations on the part of the respondents in answering the questions were beyond the researcher’s control. Due to the sensitivity of the subject matter and since the topic touches on the efforts exerted by the Institute management, the respondents were giving out calculated answers to not risk any debatable and contestable remarks; all

these factors were considered and respected by the researcher.

In addition, since this study involved interviews with key informants and these people had multiplicity of roles to function, limited time was allocated to the researcher and the latter had only asked enough from the former. Data gathering timeframe of this study was from August 2016– December 2016. The data gathered for information on researches on GAD are from the Department of Research through the survey of their Annual Accomplishment Reports from 2011-2015 which contained the title of the research, its proponents, and its implementing unit. Since through initial survey, majority of the Gender and Development researches originated from the efforts of faculty members of the College of Arts and Social Sciences, the researcher deemed it logical to narrow down the scope focus in the said college. The integration of Gender and Development in each program curriculum was determined through surveying the prospectus of each program offering in the College of Arts and Social Sciences.

Purposive sampling was utilized through conducting interviews with the respondents, key informants, them being the past and present department chair, faculty members, GAD Center and GAD Focal Point System secretariat. Purposive sampling was also used in the determination of students interviewed in a Focus Group Discussion (FGD), them being students enrolled in a program offering in CASS when this study was conducted. In addition, AB Political Science and AB Sociology graduates have been interviewed to know how their acquisition of GAD knowledge has influenced their perspective outside the university and in the workplace. The College of Arts and Social Sciences, as the focus of this study, offers service courses. Dubbed as the “Soul and Conscience of the Institute”, CASS is the college expected to deliver programs, researchers, and activities on Gender and Development.

After culling out the gender-related researches from the Annual Accomplishment Reports at the Office of the Vice Chan-

cellor for Research and Extension (OVCRE), the researcher arranged the data in a tabular form, presenting the researches and researchers for every year. The proponents of the gender-related researches originated from CASS, specifically from the Department of Political Science and Department of Sociology. Consequently, the researcher surveyed the prospectus of each program offering in CASS and presented gender-related courses of each curriculum in a table below.

TABLE 1. GENDER AND DEVELOPMENT COURSES IN THE CURRICULUM OF THE EXISTING PROGRAM OFFERINGS OF THE COLLEGE OF ARTS AND SOCIAL SCIENCES.

PROGRAM	COURSE NUMBER	DESCRIPTIVE TITLE
ABEnglish	none	none
ABFilipino	none	none
ABHistory	none	none
ABPoliticalScience	PolSci 156	Gender, Peace-building and Development
BSPsychology	none	none
ABSociology	Socio 148	Gender and Development

The formulation of the statements of the problem was a result of the grasp that Gender and Development should be integrated into the curriculum as this encourages production of researches on the area, alongside the comprehension that research-oriented and knowledgeable faculty members could effectively carry out the information dissemination on the subject matter.

RESULTS AND DISCUSSIONS

MANNER OF INTEGRATING GENDER AND DEVELOPMENT INTO PROGRAM OFFERINGS

Interview results show that there have been two modes of integrating Gender and Development – by the faculty member’s initiative on incorporating the perspective resultant to valuing its relevance to the subject matter at hand, and by incorporating a specific subject on Gender and Development designed for the obtainment of major students, like in the case of AB Political

Science and AB Sociology.

The incorporation of Gender and Development in the four programs – AB English, AB Filipino, AB History, BS Psychology - was done by its application on courses that called for the relevance of discussing gender. Here, Gender and Development is a resulting topic, an application of the perspective, dependent on the subject matter in study.

In AB English and AB Filipino, gender comes from the context of Language and Literature, these fields being the programs' forte. The discussion on gender is seen from the lens of the power of the language used by different sexes and through determining gender roles as portrayed in various literatures. In AB History, the treatment on gender was on the participation of women in the civil rights movement in a patriarchal society and their part on the development of nationalism. In BS Psychology, gender was tackled through studying the type of gender violence ensuing from the psychology of Filipinos.

Interestingly, interviews with male and LGBT faculty members showed passion and enthusiasm in integrating GAD in their class discussions akin to the responses of their female counterparts.

The "personified curriculum" referred by Annala and Makinen (2011) is applicable on this case. The analysis on the details of *Richard Cory* is close to the attention of the respondent since he relates to the gender identity of the literary character. This factor is something that is not common to all who teach Literature since not everybody could connect to the story at a personal level.

Being an LGBT poses an added value on the discussion of the work. The emphasis on the significance of subjectivity is heavily proved in the statements of faculty members who have declared themselves as members of the LGBT community. They show more zeal and passion. At a personal level, they could relate to the necessity of the integration. They have felt that as members of the third sex, their issues need to be addressed as

equally important as women's.

Having integrated Gender and Development as a subject, the Political Science and Sociology programs have taken steps on conducting researches on the area, holding forum on women's rights, seminar and lecture series on R.A. 9262 or the "Anti-Violence Against Women and their Children Act of 2004" and R.A. 7877 or the "Anti-Sexual Harassment Act of 1995".

Here, Gender and Development as a course catalysed the furtherance of gender mainstreaming. The integration of the course in the program curriculum encouraged for the generation of researches on gender, expanding the extent of mainstreaming – from the classroom to the field – and benefiting from the expansion through the faculty's knowledge empowerment.

The existence of the R-T nexus in these programs supports the Humboldtian ideal wherein "the unity of research and teaching should result in learning on the part of the teacher as well as the student; learning should be valued for its own sake, as a goal itself, without dependence." Here, because the integration of Gender and Development is through making it a course in the curriculum, the nexus is a given.

Either way, whether the integration of Gender and Development is a resulting consequence taken from the context of the subject matter or through implementing it as a curricular course, Gender and Development is discussed and the R-T nexus have found its way in the program offerings of the college.

GENDER AND DEVELOPMENT RESEARCHES TO SUPPLEMENT INSTRUCTION

Interviews with faculty members showed how such subjectivity was influenced by their different backgrounds on Gender and Development. Their prior engagements of gender-related researches have contributed to their approach in teaching and integrating Gender and Development in the curriculum. Here, we could see how the Research-Teaching Nexus is existent.

Even undergraduate researches of the faculty members have

brought an impact on their integration of the Gender and Development perspective in class. This initial and preliminary awareness on gender issues, struggle for equality, and empowerment movements have seemed to replicate the domino effect—from instilling personal experience as materials into class discussions to conducting more research on the topic. The profound knowledge of faculty members on Gender and Development has been imparted to their students. A personal experience on the field has paved the way for the generation of research ideas on the subject. Theory and practice has found its nexus. The subjectivity of gender discussion across different courses proves the inseparability of the effect of research to teaching. The faculty member's exposure to a certain area of study is manifested in the discussion, hence, cultivating a different approach and understanding.

TRAININGS ON DESIGNING GAD INSTRUCTIONAL MATERIALS

The integration of the gender and development in the curriculum would require the equipping of faculty members on how to make gender-responsive learning materials and what gender-related topics will be mainstreamed into the courses. This would enable the teacher to effectively deliver the basic minimum. An interview with the informants revealed that they have not participated in any training on the making of the GAD curriculum and learning materials. Nonetheless, the Institute has been conducting Gender Sensitivity Trainings to develop a gender-sensitive constituency. The Institute-wide implementation of the participation of stakeholders on Gender Sensitivity Trainings was an initiative of the Office of the Vice Chancellor for Research and Extension through the GAD Center. Gender Sensitivity Trainings aimed at enhancing the level of gender awareness among student leaders, faculty members, Institute heads, cost center heads, and management and staff. Providing authority for this activity is Special Order No. 01085-IIT. The stated ex-

pected outcome is that “at the end of the activity, the participants are expected to understand the concept of gender and development to appreciate the value of integrating gender perspectives.”

As to the training on the making of the Gender and Development instructional materials, an interview with the Institute GAD Center Secretariat showed there has been no conduct of such. The conduct of these trainings would empower the faculty members in the delivery of the course in the curriculum. These would enable the effective actualization of the mandate as it would enable the teachers to teach the desired outcome at a basic level and from there, advance the discussion of the course according to the context of the subject matter at hand.

Hopefully, the plan on conducting such trainings, as stated by the GAD Secretariat, would materialize in the near future. In integrating Gender and Development into the curriculum, equally important to equipping faculty members with knowledge through trainings is the provision of a GAD Manual in their application. A gender-responsive curriculum would entail a gender-responsive pedagogy. This would assist in attaining a standard outcome, a certain uniformity in achieving the basics, in the dissemination and enhancement of gender awareness and gender-responsiveness across all programs. There is no question on the integration of the Gender and Development perspective in each program. The level of knowledge attained by the students, on the other hand, should be one of the primary areas of concern since it could be observed from their statements that generally, they know gender and development mainly as the existence of LGBT and the difference between sex and gender.

If the goal of the mandate is to mainstream gender and development in HEIs, students, the primary and direct recipients of the implementation, should be given wider and deeper knowledge and this is through equipping teachers with the relevant skills and materials. Most importantly, this could be possible when the provision of a GAD Manual to faculty members in

teaching be undertaken. This way, a gender-responsive curriculum would be delivered using a gender-responsive pedagogy and there would be a certain level of uniformity in the attainment of the mandate's desired outcome across all programs of the institute.

CONCLUSIONS AND RECOMMENDATIONS

The integration of Gender and Development in the existing curriculum of the program offerings in CASS has been through the following: 1) Incorporating it as a course, as in the case of AB Political Science having PolSci 156 (Elective) – Gender, Peace and Development, and AB Sociology having Socio 112 – Gender and Development, and: 2) Through the principle of integrating gender concepts and theories – Feminist Theory, Queer Theory, power in gender language, women empowerment in nationalism, gender inequality and equality – in courses that necessitate and call for such application, as in the case of AB English, AB Filipino, AB History, and BS Psychology programs.

The Research-Teaching nexus is existent in both ways of integrating Gender and Development though it is more apparent in the programs that have integrated the perspective as a program course. In AB Political Science and AB Sociology programs, mainstreaming gender has reached the further point through conducting gender-related researches, holding seminar and lecture series, forum, and extension activities on the matter. Here, the integration of Gender and Development in the curriculum is crucial for the generation of gender-related researches as the integration requires the faculty member to widen and deepen the scope of knowledge. The gaining of new knowledge would pave for the introduction of fresh materials in the classroom; a constant update on information requisite from a higher education institution.

Since there have been no training in the making of learning materials to be used in the integration of gender and development in the curriculum, the discussion on the perspective is rela-

tive and subjective, depending on the prudence of the teacher – level of knowledge and awareness, research and areas of interests contributory to subjectivity. This subjectivity in the manner of discussing gender and development is what [Annala and Makinen \(2011\)](#) referred as “personified curriculum”. In addition, equally important to the equipping of skills and knowledge to faculty members through trainings is the provision of a Manual in delivering a gender-responsive pedagogy. No Manual has been developed for the faculty members to this effect, hence, the differences in the acquired knowledge of students on the perspective. For the 2018 curriculum, it is expected from all programs in the College of Arts and Social Sciences that it shall have already integrated Gender and Development as a course in its curriculum. Hence, integration is guaranteed.

GIVEN THE AFOREMENTIONED FINDINGS, THIS STUDY PROVIDES FOUR RECOMMENDATIONS.

First, it is ideal for the Institute come up with the formulation of a basic required course on Gender and Development to be taken up by all students. This way, there will be an assurance that every student graduates with knowledge on Gender and Development, equipping them with gender awareness and consciousness vital to their performance in the workplace and other societal engagement in general. The authority to offer this basic required course could be given to the Department of Political Science since they have already integrated Gender and Development as a subject in their curriculum and the gender-related researches conducted by its faculty members.

Second, the Department of History could offer in its AB Program a required course on the history of Gender and Development in the Philippines. This could come in various course descriptions: History of Women’s Movements and Liberation in the Philippines or Gender and Development History in the Philippines. The offering of this required course would enhance the level of aptitude of AB History graduates on the analysis of the

development of gender movements in the country.

Third, there should be continuity and sustainability in the conduct of Gender Sensitivity Trainings to the Institute constituency to further their knowledge on the perspective and to deepen their understanding on gender sensitivity. This way, the Institute would be confident that all its constituents are gender-friendly and gender-fair in all their dealings. Equally important to the continuity of the Gender Sensitivity Trainings is to make concrete the objectives of the mandate to incorporate gender-responsiveness and gender-sensitivity into the curriculum. In so doing, it is important that the Institute management equip faculty members on trainings in the making of learning materials and the mainstreaming of relevant and adequate gender-related topics into existing courses. Consequently important to the retooling of a gender-responsive pedagogy is the training of faculty members in the conduct of gender research methodology. This would satisfy the R-T nexus – teaching what has been researched and further research on what has been taught.

Fourth, a gender-responsive pedagogy is needed in the integration of Gender and Development. In order to effectively retool the teachers in their conduct of teaching Gender and Development through applying the learning materials they have crafted as a result of the trainings given them, the production and provision of a gender and development manual is imperative. The provision of a Manual would, at the very least, guide the teachers on what to teach and how to teach the perspective. To efficiently implement the mandate, this study recommends the conduct of trainings on the designing and crafting of Gender and Development instructional materials and the provision of a GAD Manual as essential to the integration of Gender and Development which must be institutionalized as a required subject in all the program offerings throughout the Institute.

ABOUT THE AUTHORS:

Chanda Pearl B. Simeon holds a Bachelor of Arts degree in

Political Science (*cum laude*) and a Master in History degree from the MSU-Iligan Institute of Technology, Philippines. After a brief stint as a lecturer in the Department of History of MSU-IIT, she took a leave to pursue her doctoral studies. She is currently a Ph.D. candidate at the Universitas Muhammadiyah Yogyakarta (UMY), Indonesia.

Dr. Hilton Joyo Aguja is a Political Science Professor at the MSU-Iligan Institute of Technology in the Philippines. He holds a Bachelor of Arts degree in Political Science (*cum laude*) and Bachelor of Arts in History (*cum laude*) from MSU-Iligan Institute of Technology. He acquired a Master of Arts degree in International Politics from the International University of Japan. He likewise earned his second master's degree and Doctor of Philosophy degree in International Political Economy from the University of Tsukuba, Japan.

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