

Structural (Dis)Locations: A Quantitative Analysis of Gender Mainstreaming in a Philippine Private University

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This study, an offshoot of a 2016 gender mainstreaming project, examined the state of gender and diversity in the Ateneo de Manila University, a private higher education institution in the Philippines. It measured gender responsiveness and sensitivity via research, curriculum development and extension and identified structures, mechanisms and processes that support gender mainstreaming. Informed by Oxfam's Practicing Gender Analysis in Education, it adopted the Harvard Framework to identify the activities of different gender categories within the university as productive, reproductive, and community activity and their access to resources. The study focused on four broad categories of men and women in the university. These included faculty, non-teaching personnel, utility workers, and students.

Keywords: gender analysis, gender mainstreaming, diversity, survey, Ateneo de Manila University

1. Introduction

In 2020, CHED NCR released a series of CRMs instructing Universities in the National Capital Region (NCR) to conduct GSTs, online forums and orientations as well as collect sex disaggregated data to better understand the content of gender in the educational setting. Prior to this the Ateneo de Manila's Institute of Philippine Culture collected data through a mainstreaming study in 2016, that gave decision makers a better understanding of the adjustments that needed to be made to respond to the needs of stakeholders. Since the study, the institution created new offices and added a new Code to comply with the Safe Spaces Act to University Structures and Processes.

1.1. Gender analysis and mainstreaming in schools

A major concern of both local and international organizations invested in promoting gender equality involves the institutionalizing mechanisms that equally advance the interests of women and men in all areas and sectors of policy. Gender mainstreaming or the examination and assessment of the ramifications for women and men of any deliberate action, including legislation, policies, or programs in any area and at all levels, counts as a relevant strategy for addressing this issue (Moser and Moser, 2005; see also UN, 1997). This potentially groundbreaking process sees women's and men's experiences and concerns as integral to the design, implementation, monitoring, and evaluation of policies, programs, and practices in all societal spheres. More importantly, the ultimate goal of gender mainstreaming is the transformation of structures of inequality. Attempts to establish "national machineries" for gender

equality in Ecuador (Ugalde, 2003), the Philippines (Honculada and Ofreneo, 2003), and Uganda (Kwesiga, 2003; Kwesiga and Ssendiwalu, 2006), while never bereft of occasional setbacks, attest to its transformative potential and have shown promise in interrogating socially constructed and culturally legitimated categories that maintain inequalities (Staudt, 2003).

In making sense of the link between schools and the urgency of gender mainstreaming, this paper attempts to identify institutional impediments and cultural barriers as well as avenues or platforms that could provide the impetus for engendering a nuanced appreciation of gender inequality and gender relations in schools. Educational institutions, after all, can reproduce structures of inequality (Apple, 1979; Anyon, 1981; Bourdieu and Passeron, 1977) on the one hand and serve as engines of social justice and change (Fernandes, 2018; Mirra and Morrell, 2011; Yogev and Michaeli, 2011). Academic departments, and by implication, universities and colleges, are considered Communities of Practice (CofPs) where gender is continuously produced and reproduced (Ivanic, 1998). Subjecting these institutions to context-specific gender analysis allows closer scrutiny of the performativity involved in the continuous construction/deconstruction of existing gender norms. Furthermore, such an analysis would also bring to the surface the many forms of precarity experienced by individuals with different gender identities.

Morley (2007, 2010), for instance, interrogates enablers and impediments to gender equity in South Africa, Nigeria, Sri Lanka, Uganda, and Tanzania and examines how the principles of gender mainstreaming have informed curriculum transformation. By the same token, Mama (2003), in exploring gender politics of higher education in Africa, discloses that there is adequate evidence to suggest that “despite institutional and managerial claims to administrative neutrality, the institutional and intellectual cultures of African institutions are, in fact, permeated with sexual and gender dynamics” (p. 101). Meanwhile, moves to empower Afghan women, writes Yacoobi (2008), begin with an education program that “operates within the culture of Afghan communities, respects Afghan history, and focuses efforts for change at the grassroots” (pp. 189-190). Asking communities, particularly women, to help develop this program is likewise important as unarticulated experiences and perspectives from the customarily marginalized are considered. This paper builds on previous work and argues that the need for gender analysis in educational institutions is urgent, especially in light of efforts to establish more democratic and inclusive academic spaces.

2. Method

2.1. Study setting

The study systematically examined the relationships between women and men at the Ateneo de Manila University (ADMU), including forms of inequalities and power differences between them. It studied the state of gender and diversity in the Ateneo de Manila Loyola Schools, measured gender responsiveness and sensitivity in the Loyola Schools (LS) via research, curriculum development, and extension, and identified structures, mechanisms, and processes that support gender mainstreaming in ADMU. Informed by Oxfam’s Practicing Gender Analysis in Education, the study adopted the Harvard Framework to identify the activities of different gender categories within the university as productive, reproductive, and

community activity and their access to resources. The study focused on four broad categories of men and women in the university. These included faculty, non-teaching personnel, utility workers, and students.

2.2. Data collection, processing, and analysis

The research team administered an online survey to a representative random sample of men and women in each of the four categories of social actors in ADMU. The research team requested the Office of the Registrar, the Human Resource Management and Development Office (OHRMOD), and the Office of the Associate Dean for Student and Administrative Services (ADSAS) to provide data on students, employees, and maintenance staff. Students, faculty members, and non-teaching staff responded to the online survey. The research team sent the survey link and formal letters in two phases, but the response rates remained very low (12.7%, 16.7%, and 25.5%, respectively). A different modality was used for the maintenance workers. Prior permission was sought from their direct supervisors, and they were invited to a venue where they answered a printed version of the survey questionnaire. As a result, the maintenance workers registered a much higher response rate of 72%. The results of the online survey provide a crucial input to the status of gender and gender mainstreaming within the LS. Without attempting to generalize, the results provided a broad understanding of the status of each group using selected mainstreaming with Ateneo. These include access to resources, gender and diversity in instruction and research, gender and diversity policies and knowledge thereof, and institutional structures to handle gender and diversity.

Table 1. Categories of Respondents, Targeted Sample Size and Actual Response Rate

Social Actor	Population	Sample Size (95%, +/-5)	Number of Responses
Students	7549	403	51
Faculty Members	901	270	45
Non-teaching Staff	869	271	69
Maintenance Workers	83	68	49

All survey respondents were asked for their consent. Online survey respondents were requested to indicate implied consent before the actual start of the questionnaire, whereas maintenance workers were given an information sheet and consent form that they were asked to sign. The results of the survey were encoded and analyzed using Statistical Package for Social Sciences (SPSS). Results were presented by summarizing the statistical highlights per group, beginning with the student groups, the faculty group, the non-teaching group, and the maintenance group.

3. The “gender” context in the Ateneo de Manila Loyola Schools

The overall gender distribution (Table 2) shows that the Loyola Schools is generally a male-dominated institution. The data is also statistically significant, meaning that there are significantly more men in the Loyola Schools than women.

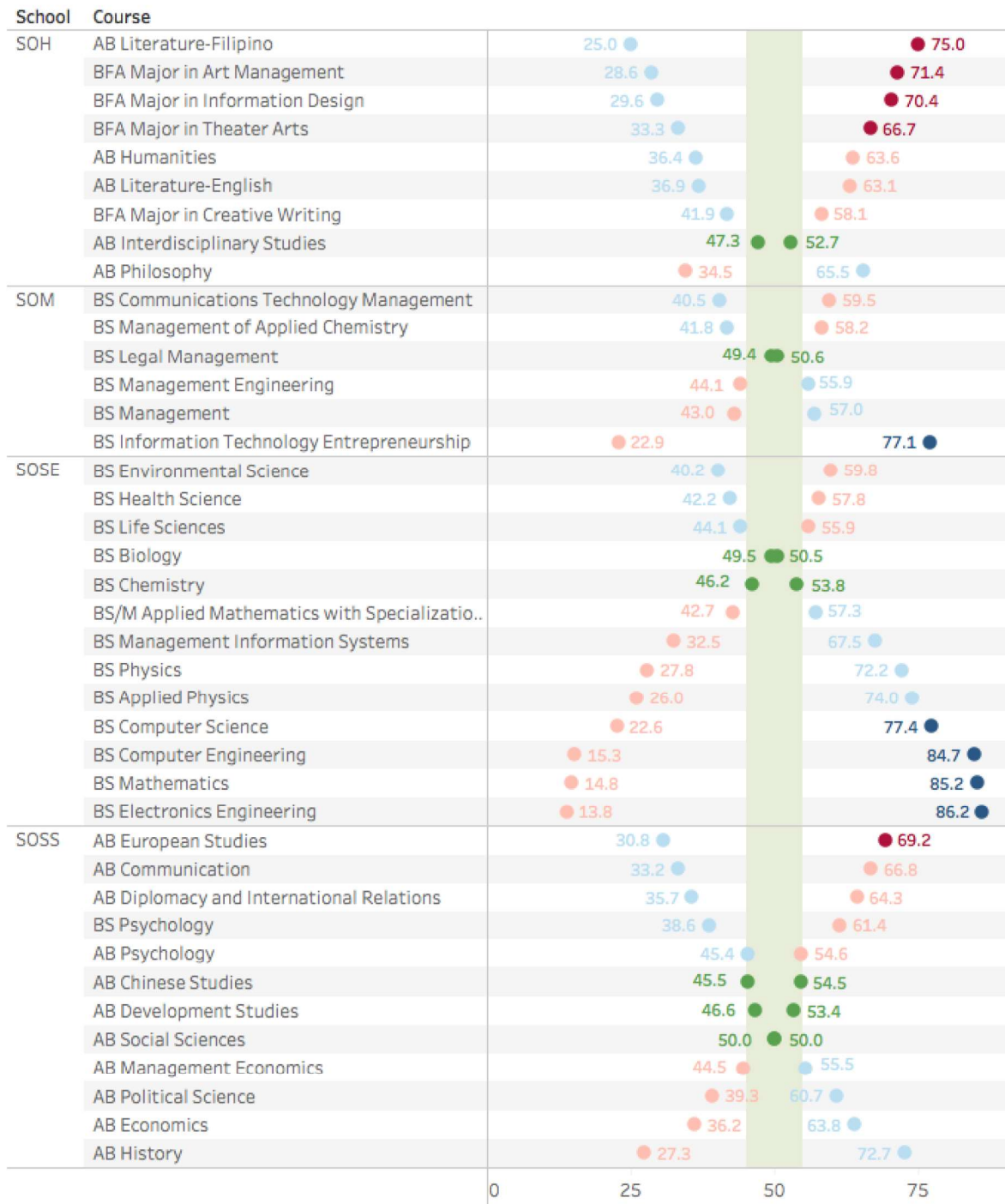
Table 2. Social Actors by Gender

Social Actor	Male	Female	Total
Students	3894	3763	7549
Faculty members	540	361	901
Non-teaching employees	411	458	869
Maintenance workers	63	20	83

3.1. *Students*

In general, men are from the Sciences and Engineering and women are from the Humanities. The School of Social Sciences (SOSS) and the John Gokongwei School of Management (JGSOM) are both gender-balanced schools, with a male-to-female ratio of 1.1:1 and 0.9:1, respectively. The School of Humanities (SOH) is female-dominated (with a male-to-female ratio of 0.7:1), and the School of Science and Engineering (SOSE) is male-dominated (with a male-to-female ratio of 1.5:1). Figure 1 below shows the gender distribution of males and females among courses offered in the Loyola Schools.

Figure 1. Gender Distribution by Course/Degree Program (in percentages)



The top five male-dominated courses are mainly from SOSE, except for one from SOM: BS Electronics Engineering (86.2% of students in the course are males), BS Mathematics (85.2%), BS Computer Engineering (84.7%), BS Computer Science (77.4%), and BS Information Technology Entrepreneurship (77.1%). Meanwhile, the top five female dominated

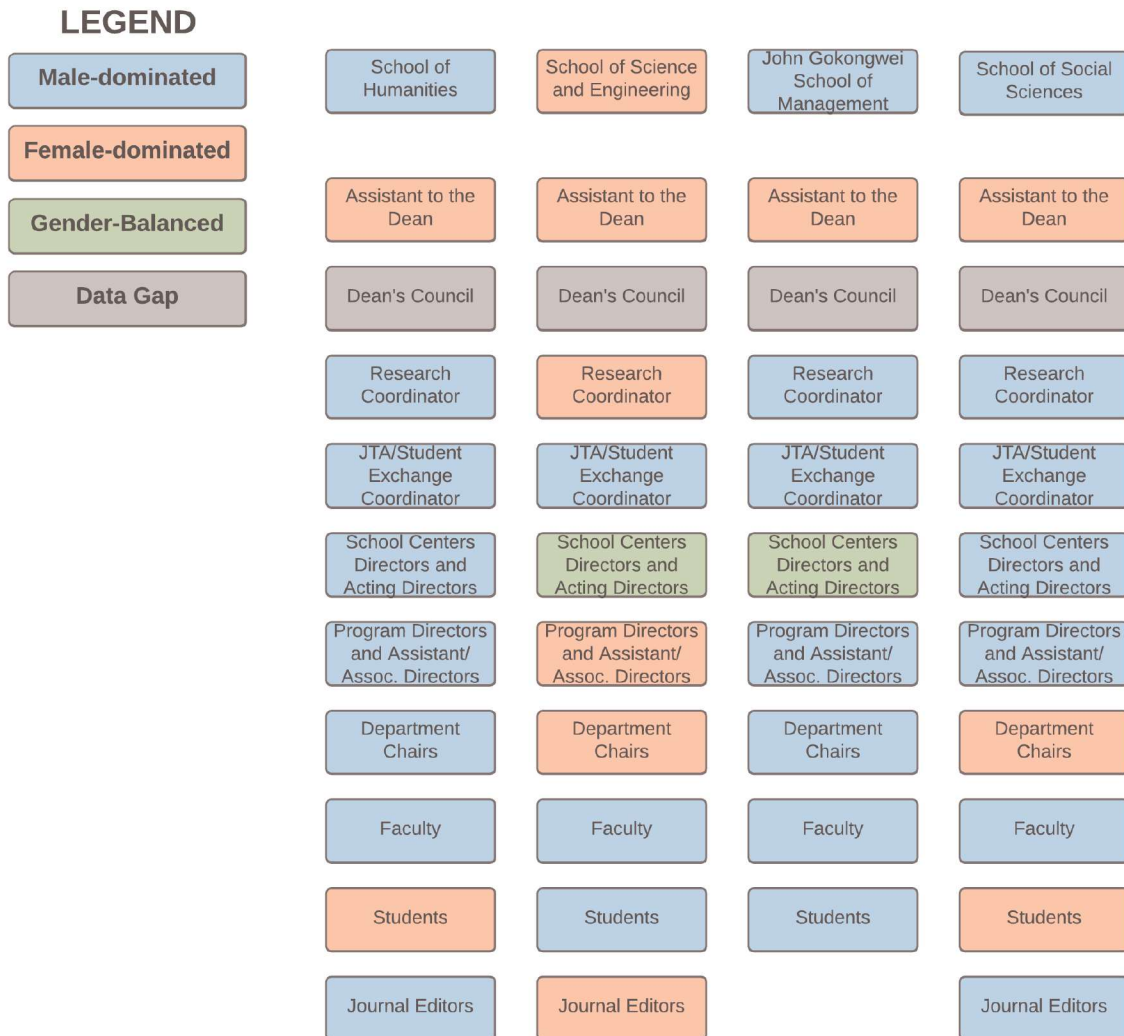
courses are mainly from SOH, except for one from SOSS: AB Literature-Filipino (75.0% of students in the course are females), BFA Major in Arts Management (71.4%), BFA Major in Information Design (70.4%), AB European Studies (69.2%), and BFA Major in Theater Arts (66.7%).

The reference band shows convergences of male and female percentages per course. We consider a school “gender-balanced” when ratios of both males and females students fall between 45% and 55%. The most gender-balanced courses (with 1:1 male-to-female ratio) are AB Social Sciences (SOSS), BS Biology (SOSE), and BS Legal Management (SOM). Other gender-balanced courses are: BS Chemistry (SOSE), AB Interdisciplinary Studies (SOH), AB Development Studies (SOSS), and AB Chinese Studies (SOSS). The correlation between school and gender and course/degree program and gender are also both statistically significant. This strengthens our aforementioned findings on male- and female- dominated courses, implying that females are more likely to take courses in the Humanities (particularly in literature and the arts) while males are more likely to take Science and Engineering courses.

3.2. Schools, departments/programs and faculty members

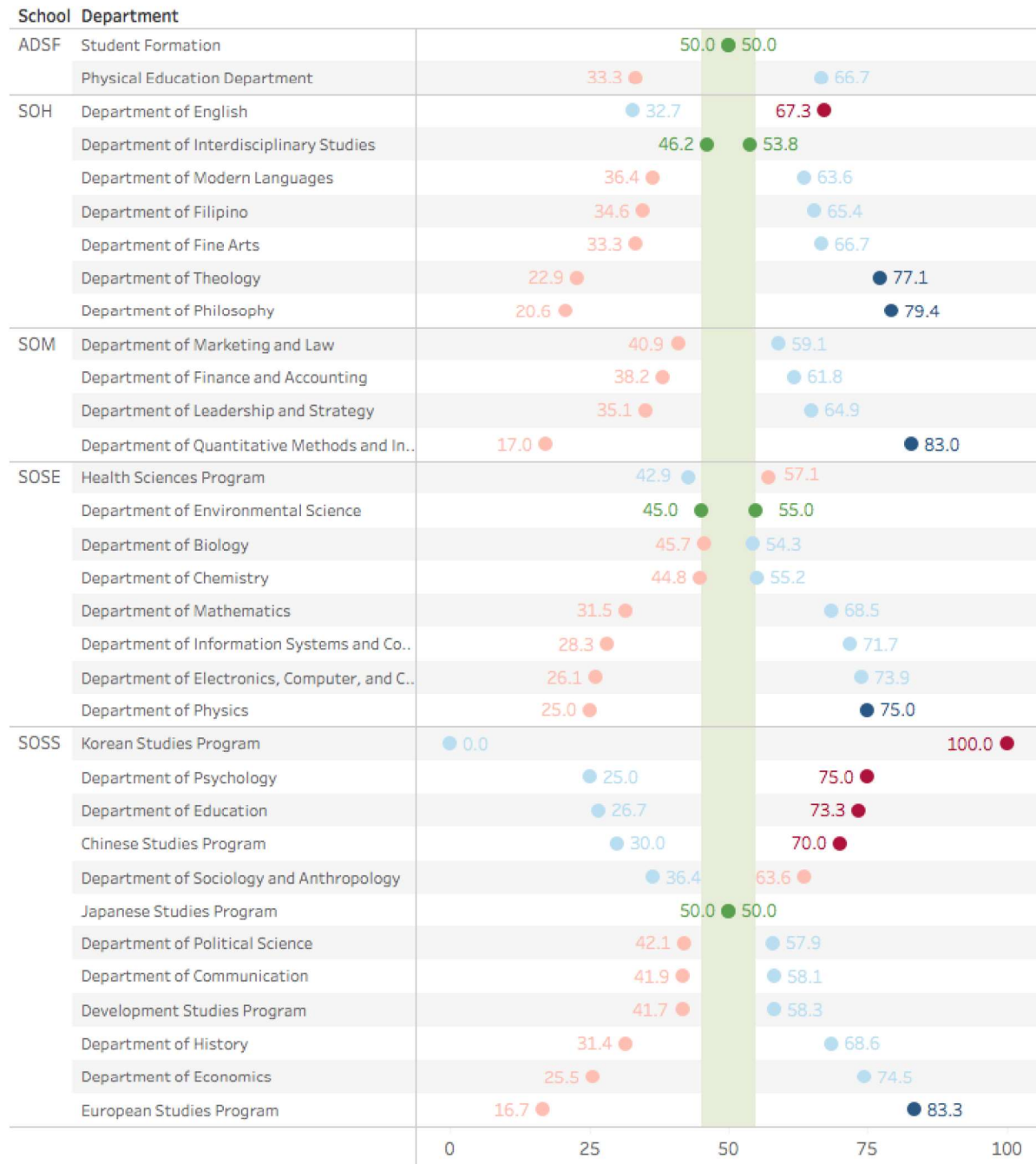
An examination of the structure and leadership of each school (refer to Figure 2) suggests that the Loyola Schools, in general, is male-dominated: while there is a significant number of women in each of the schools in LS, there are more men in key leadership positions (e.g., Deans, Research Coordinators, JTA/Student Exchange Coordinators, School Center Directors and Acting Directors, Department Chairs, Program Directors and Assistant/Associate Directors, and Journal Editors and Managing Editors). Only the School of Science and Engineering can be considered female-dominated; while the composition of the school is quantitatively male-dominated (e.g., more male faculty members and more male students), key leadership positions are given to women.

Figure 2. Loyola Schools Structure by Gender



In general, there are more male than female faculty members in the Loyola Schools. Observing only the number of faculty members per department/program, our data from OHRMOD suggests that, once again, the School of Social Science is the most gender-balanced school (with a male to female ratio of 1.1:1), while the John Gokongwei School of Management is male-dominated. None of the schools is particularly female-dominated. Figure 3 below shows the gender distribution of male and female faculty members among departments/programs in the Loyola Schools.

Figure 3. Gender Distribution of Faculty Members by Department/Program (in percentages)



The top five male-dominated departments/programs are European Studies Program (83.3% of faculty members in the department are males), Department of Quantitative Methods and Information Technology (83.0%), Department of Philosophy (79.4%), Department of Theology (77.1%), and Department of Physics (75.0%). Interestingly, aside from one, these

departments are from SOH and JGSOM — departments whose student sectors are female-dominated and gender-balanced, respectively.

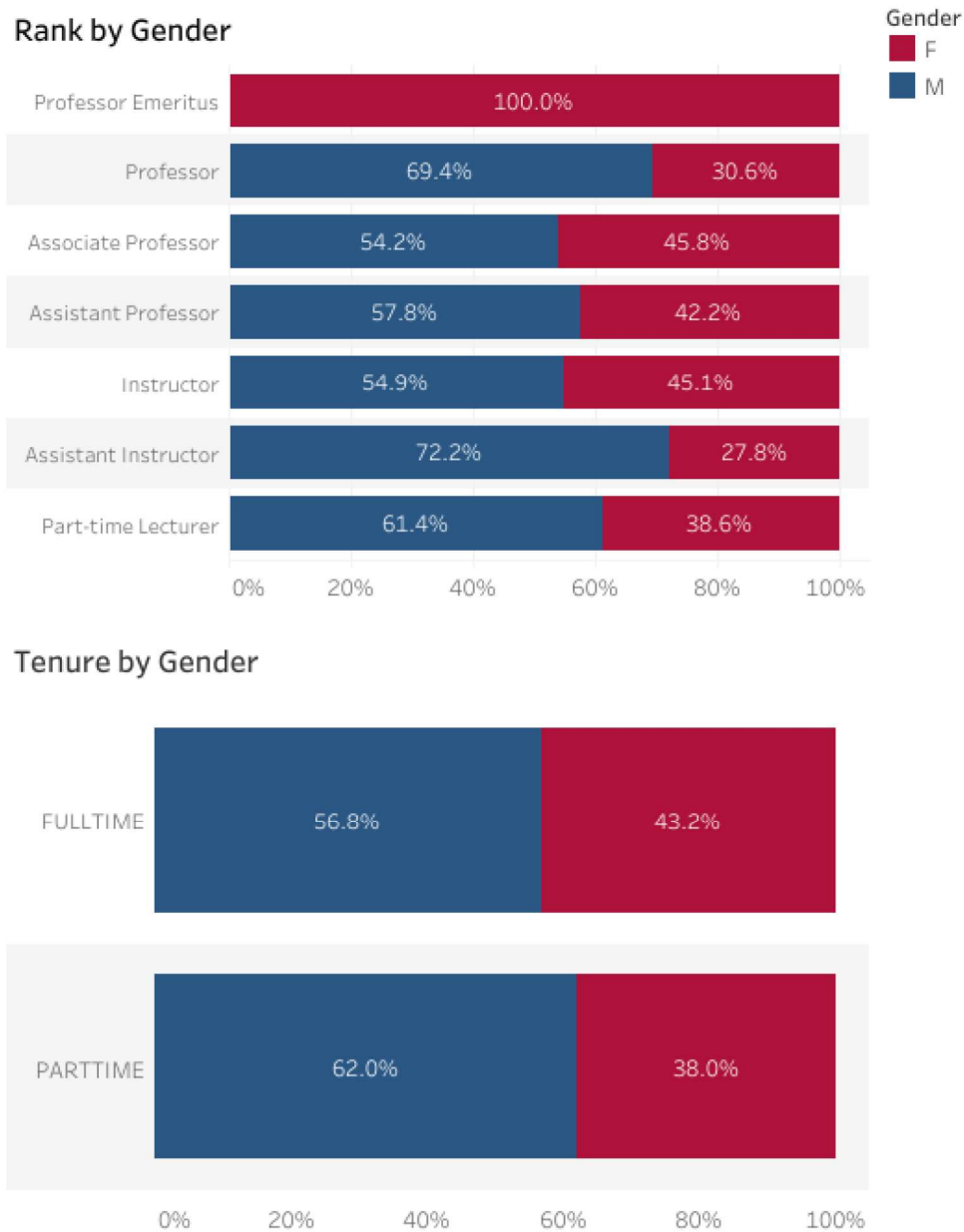
The top five female-dominated departments/programs are Korean Studies Program (100% of faculty members in the department are females), Department of Psychology (75.0%), Department of Education (73.3%), Chinese Studies Program (70.0%), and Department of English (67.3%). Note however that the Korean Studies Program and Chinese Studies Program are relatively small departments/programs (KSP with only 2 faculty members listed in the OHRMOD, both female; Chinese Studies Program with only 10 faculty members, 3 are women), which means that the percentages might present a slightly conflated statistic of their gender profile. As expected, these departments/programs (aside from one) are from SOSS.

The most gender-balanced departments/programs are Japanese Studies Program and Student Formation (under the Assistant Dean for Student Affairs), but the number of faculty members under these departments/programs are small (less than 5). Other gender balanced departments/programs are the Department of Environmental Science (with 0.8:1 male-to-female ratio) and Department of Interdisciplinary Studies (1.2:1 male-to-female ratio).

There is also a statistically significant correlation between gender and department/program. This suggests, based on our findings, that males are most likely to be hired in SOH and JGSOM departments/programs, and females are most likely to be hired in SOSS departments/programs.

The apparent male-dominated-ness of the faculty sector in the Loyola School is also evident in terms of rank and tenure (please refer to Figure 4 below). There is, however, no statistically significant correlation between gender and either rank or tenure of faculty members. This means that there are more males in each of the categories of rank and tenure only because there are more male faculty members in the Loyola Schools in general. This also could also imply that there is no obvious gender-based bias in hiring and promoting faculty members.

Figure 4. Rank and Tenure of Faculty Members by Gender¹ (in percentages)

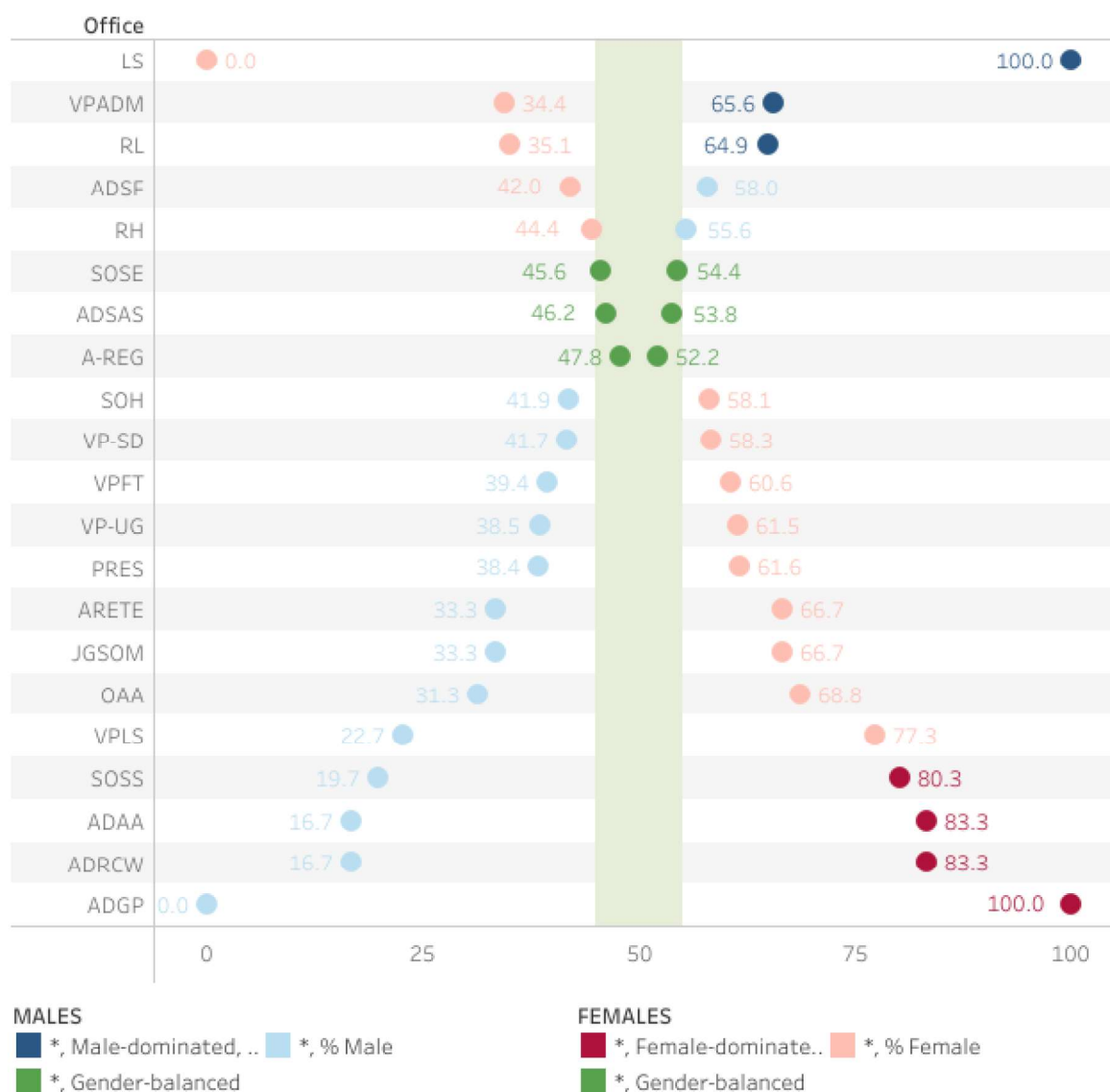


¹ This data is from the Office of Human Resource Management and Organization Development (OHRMOD). Only one (1) faculty member is assigned as “Professor Emeritus” in their database, although there have been a few other faculty members who have been awarded with the said rank. The data was not adjusted to reflect this.

3.3 Non-teaching employees

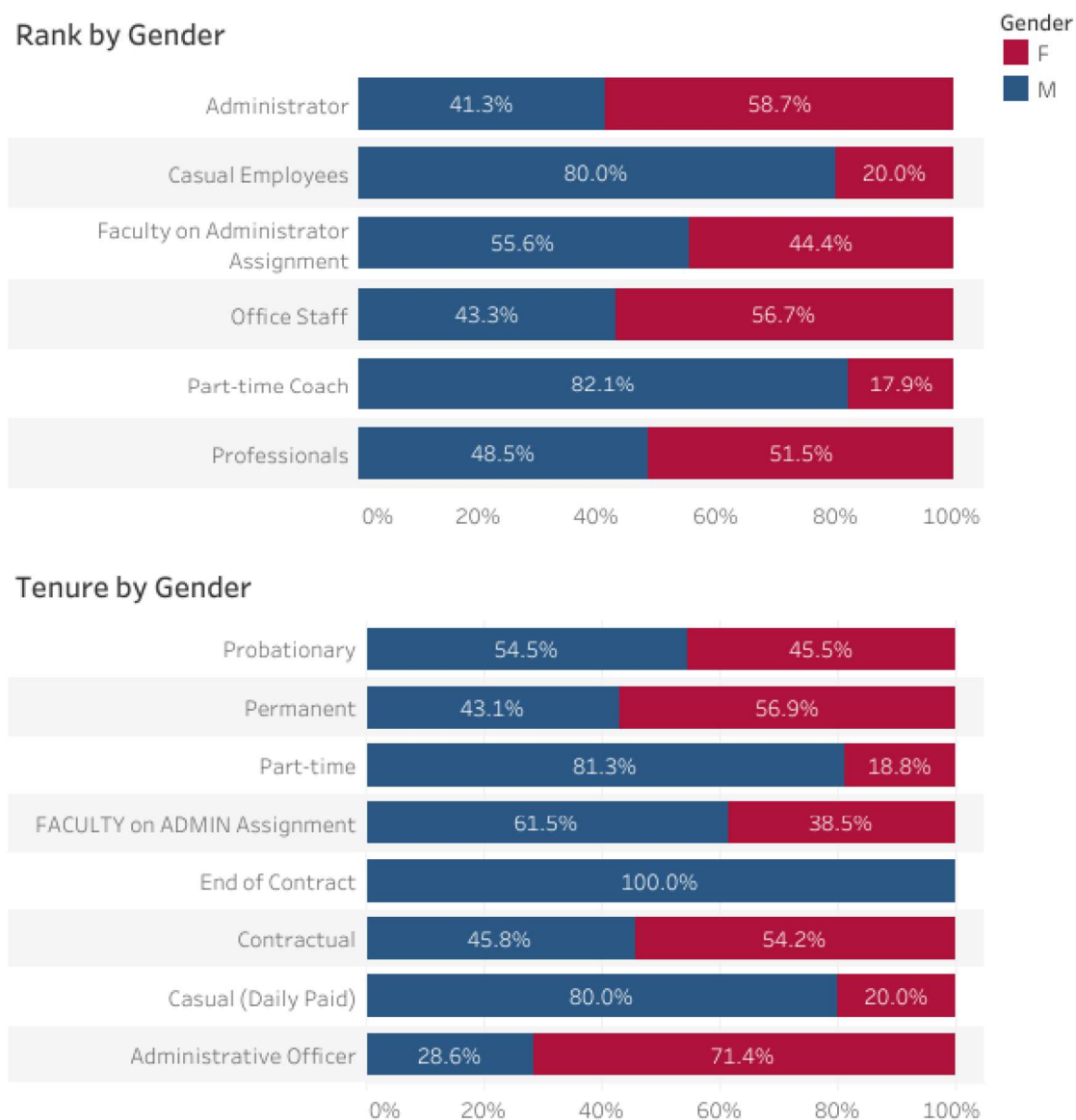
According to the OHRMOD data, most office units in the Loyola Schools and the Central Administration are female-dominated. In total, 52.7% (or 458 out of 869) of non-teaching employees are females and 47.3% are males (or 411 out of 869). The top three (3) maledominated offices/units (in dark blue dots on Figure 5 below) are LS (separate to the Vice President for Loyola School's office, with only 1 male "part-time coach" considered as a non-teaching employee), the Office of the Vice President for Administration (65.6% of non-teaching employees from this office are males), and the Rizal Library (64.9%).

Figure 5. Gender Distribution by Office/Unit (in percentages)



The top three (3) female-dominated offices/units (in red dots) are the Office of the Associate Dean on Graduate Programs (100% of non-teaching employees from this office are females), Office of the Associate Dean for Research and Creative Work and the Office of the Associate Dean for Academic Affairs (83.3%, respectively), and the School of Social Sciences (80.3%). Note that percentages of top female-dominated offices/units are farther from the gender balanced range (of 45-55%) than percentages of top male-dominated offices/units, which are closer to the middle. The most gender-balanced office/unit (in green dots) is the Office of the Registrar (with a 1:1.1 male-to-female ratio). Other gender-balanced offices are the Office of the Associate Dean for Student and Administrative Services (0.9:1), and the School of Science and Engineering (0.8:1).

Figure 6. Rank and Tenure of Non-Teaching Employees by Gender



There is a statistically significant correlation between gender and rank of non-teaching employees. There are more male casual employees (80.0% of casual employees are males; however, the total number of casual employees is small at 5 employees only) and part-time coaches (82.1%) while there are more female administrators (58.7%) and office staff (43.3%). There are also slightly more male faculty members who are given administrator assignments (55.6%).

There is also a statistically significant correlation between gender and tenure of non-teaching employees. There are more male casual (80.0% of casually/daily paid employees are males), part-time (54.5%), and probationary employees (54.5%), while there are more female administrative officers (71.4% of administrative officers are female), permanent (56.9%), and contractual employees (54.2%).

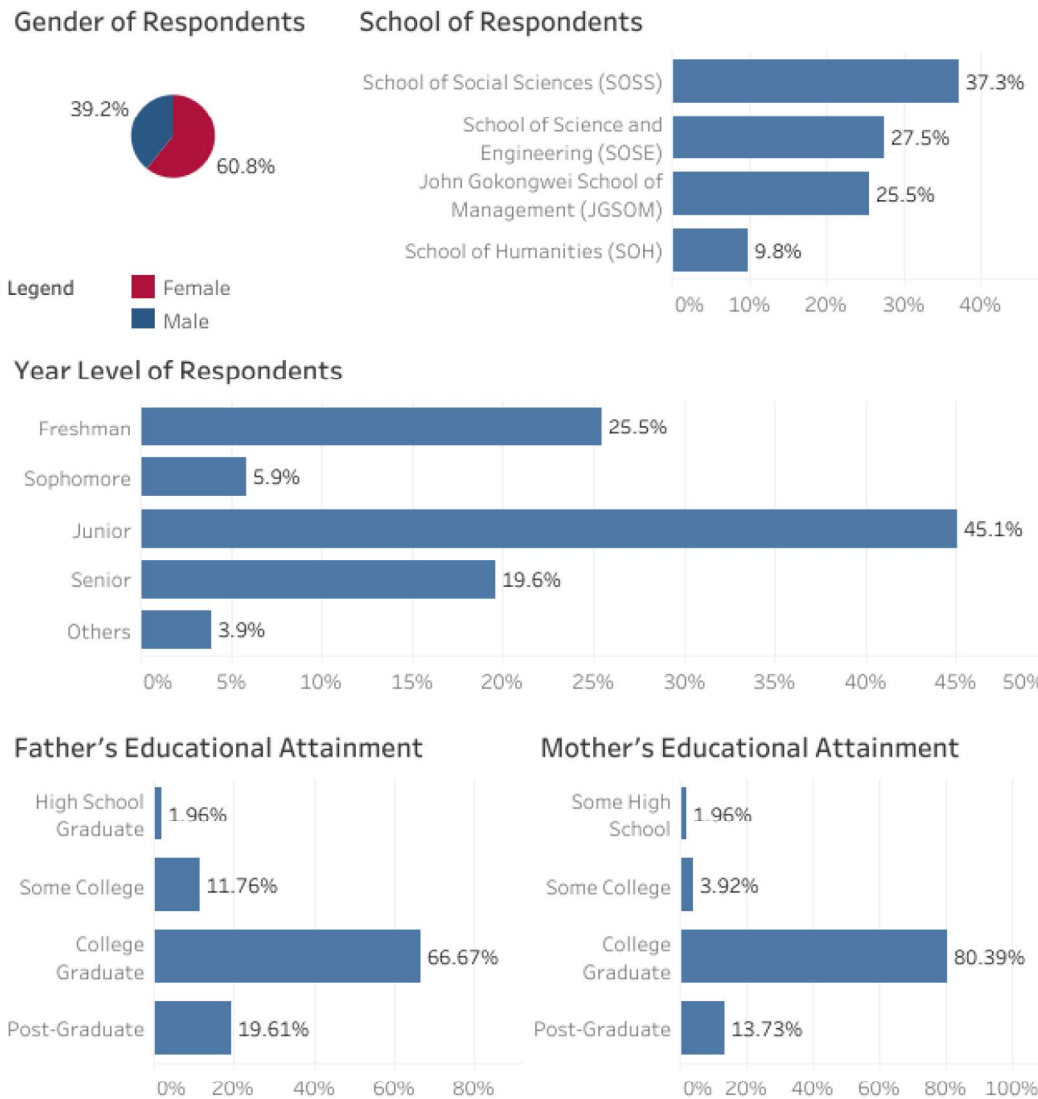
4. Results

4.1. Students

4.1.1. Sociodemographic profile

Most student respondents were from the School of Social Sciences (37.3%), female (60.8%) and in their junior year (45.1%). The average age of the student respondents was 20 years old. They mainly came from households where mothers (80.4%) and fathers (66.7%) are college graduates.

Figure 9. Socio-demographic Profile of Student Respondents



The survey asked separate questions on sex and gender identity while recognizing that gender is not synonymous with the respondents' gender identity. Only 3 out of 51 students (5.9%) disclosed that their gender identity and biological sex are different. Some of the words used to describe gender identity were *gender-fluid/- neutral*, *non-binary*, and *queer*.

4.1.2. Political Participation

Almost all student respondents (96.1%) were members of various organizations. Most common were those affiliated with 2 (32.7%), 1 (30.6%), and 3 (24.5%) organizations. While the majority (54.9%) previously assumed a leadership position, less than half (41%) were carrying

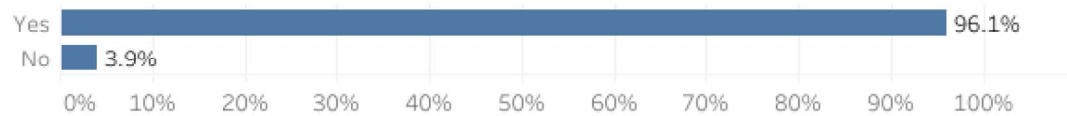
out leadership roles at the time. Few (9.8%) either ran for a position or actually held one with the Sanggunian (Student Council).

Further probing of the students' political participation indicated that they spent an average of 1.1 hours per week on activities defined as such. In their own assessment, gender stereotyping was not as rampant in student organizations. However, a small but nevertheless relevant percentage (15.7%) mentioned that some student-led organizations' activities reinforced gender stereotyping.

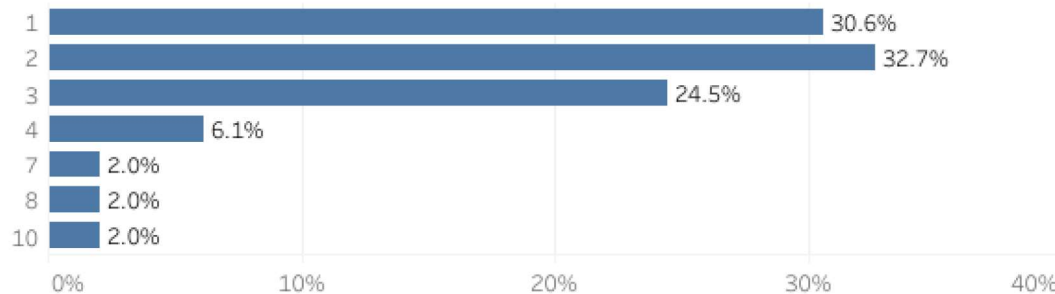
Membership, leadership in organizations, and even the average amount of time spent on political participation did not significantly differ based on gender. This means that regardless of gender, students at the Loyola Schools had generally been provided with opportunities for social and political participation.

Figure 10. Political Participation of Students

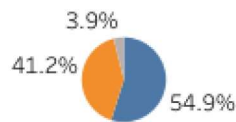
Are you a member of an organization?



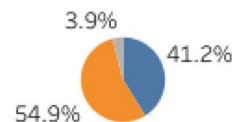
How many organizations are you currently a member of?



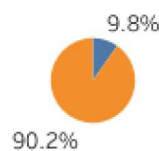
Have you previously held leadership in your organization?



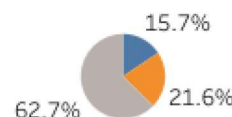
Do you currently hold leadership in your organization?



Have you previously been elected in the Sanggunian?



Are there student- or organization- led activities that reinforce gender stereotypes?

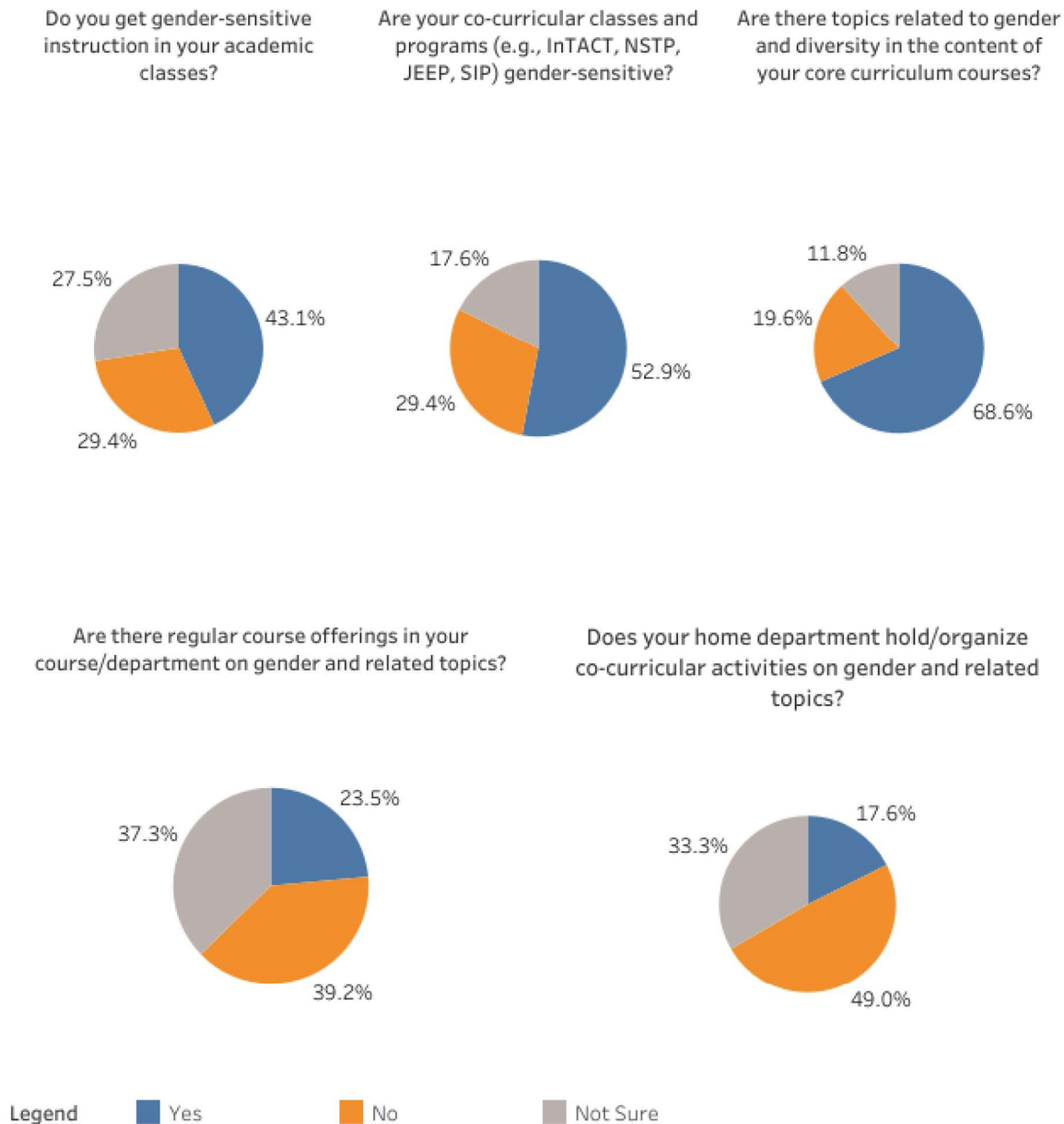


Legend ■ Yes ■ No ■ Not Applicable /..

4.1.3. Gender mainstreaming in classes

Overall, there appeared to be a good level of awareness about gender and gender-related concerns in the activities students participated in. Almost half (43%) experienced gender sensitive instruction in class, and more than half (52.9%) had gender sensitive co-curricular classes. The majority (68.6%) also confirmed that topics related to gender and diversity were covered in their respective core courses.

Figure 11. Gender in Classes



In the School of Social Sciences, spaces that encouraged in-depth discussion of gender and diversity had been present at the time this study was conducted. The Department of Sociology and Anthropology, for instance, offered gender related courses and proposed along with other academic departments in the Schools of Social Sciences and Humanities the creation of a minor program in gender studies. Promoting equality in the status of men and women, asserted its proponents, counted as the main rationale for creating a gender studies program. Curricular integration can likewise be gleaned from the teaching of SA 21, the introductory core

course on Sociology and Anthropology at the time this study was conducted. It was taught across all schools, Departments and Programs, as part of the core curriculum with gender, class, and ethnicity as key analytical variables in interrogating sociocultural issues.

In the Department of Political Science, the case for gender studies was most apparent at the graduate level. A dual degree program it offered in partnership with the University for Peace in Costa Rica at the time, for instance, carried a strong gender theme. A general executive course on Women, Peace and Security, which trained and required output from representatives of 16 government agencies was another notable example.

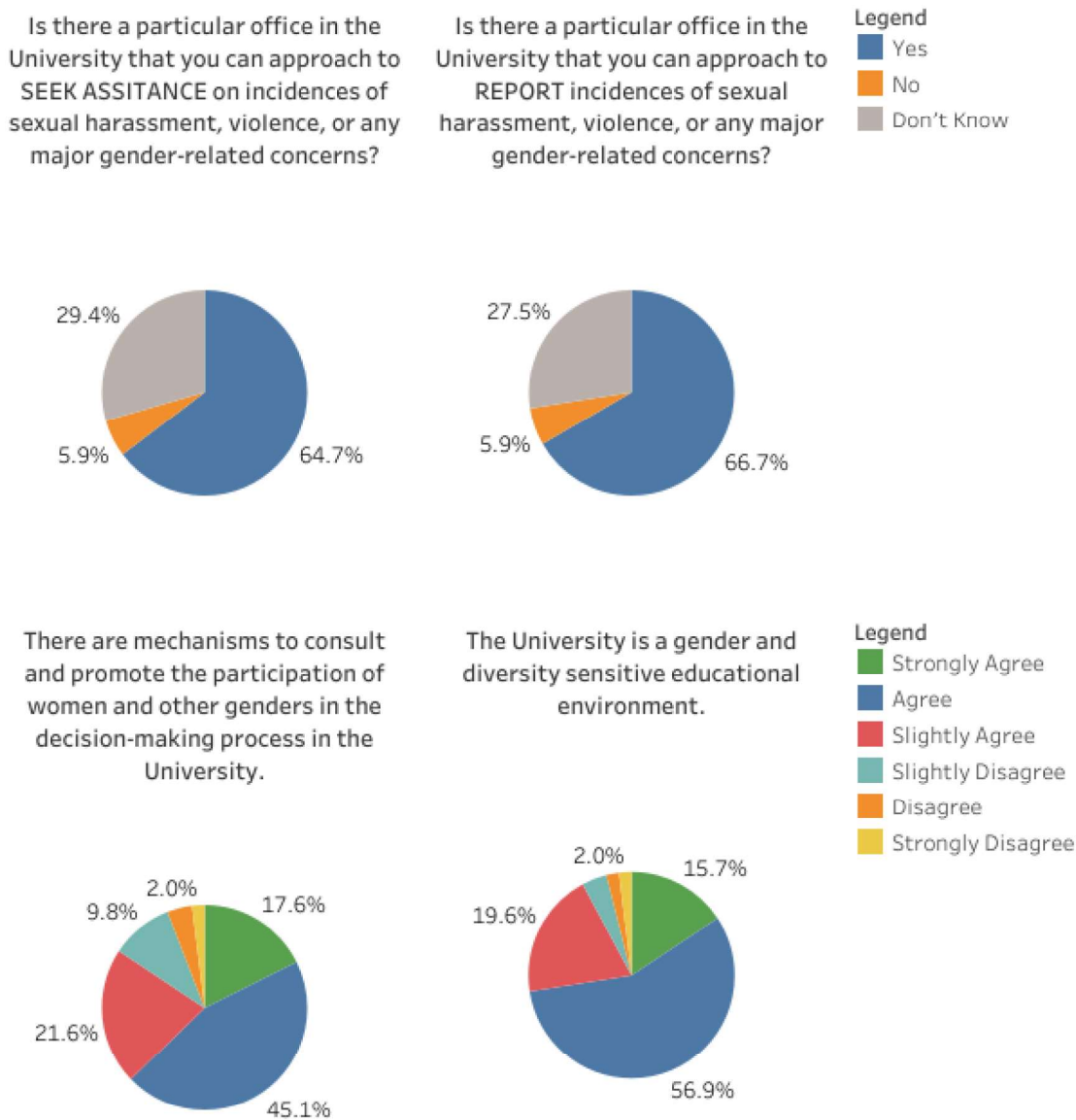
Furthermore, the research produced by class required projects and papers, as well as thesis and dissertations counted as an additional teaching and mentoring output.

While there was a seemingly high level of gender mainstreaming in academic and non-academic activities students participated in, the actual variety of courses offered by the students' home departments told a different story. According to the students, their home departments did not offer courses on gender and related topics (39.2%), and that their home departments did not hold/organize co-curricular activities that promote gender awareness and sensitivity (49%). This inconsistency with the assessment of the students and the actual menu of choices related to gender and diversity provided by their home departments was most telling. There was an apparent disjoint in the idealized view of the students on the practices pertaining to gender and diversity, and the actual academic practices within each department.

4.1.4. Institutional structures on gender and gender-related matters

The student respondents were generally aware of the existence of a university office that they can report to (66.7%) or seek assistance from (64.7%) in cases of sexual harassment, violence, or any other major gender and diversity concerns. Most agree that there are mechanisms in ADMU to consult and promote the participation of women and other genders in the decision-making process (45.1%), and that the university is a gender and diversity sensitive educational environment (56.9%).

Figure 12. Students' Opinions on Institutional Structures on Gender in the LS

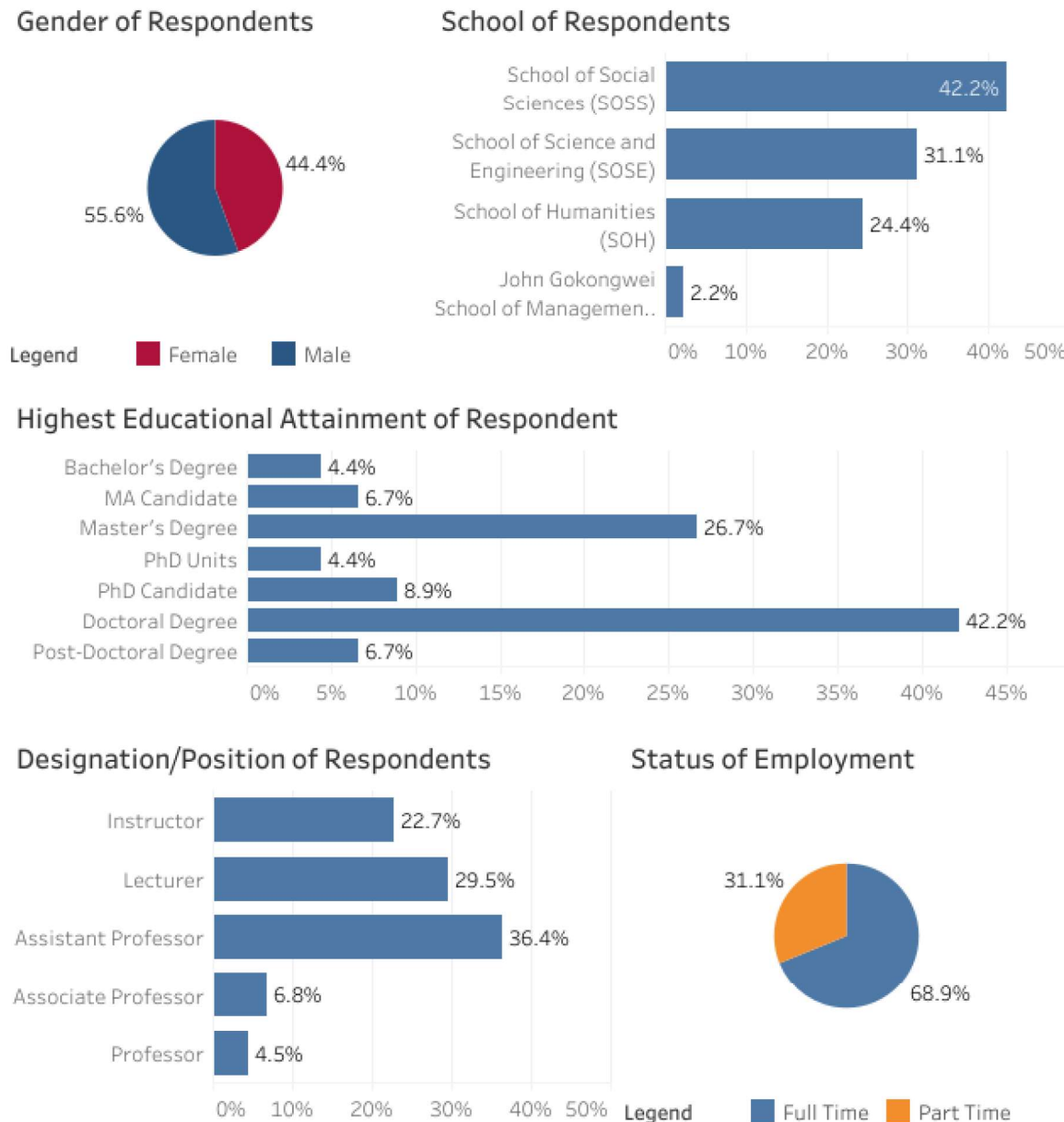


4.2 Faculty members

4.2.1. Socio demographic profile

Most respondents are from the School of Social Sciences (42.2%) and are assistant professors (36.4%), lecturers (29.5%), and instructors (22.7%). The majority are full-time employees (68.9%) and are married (51.1%). More than a quarter have masters degrees (26.7%) but most common are those with doctoral degrees (42.2%).

Figure 13. Socio-demographic Profile of Faculty Respondents

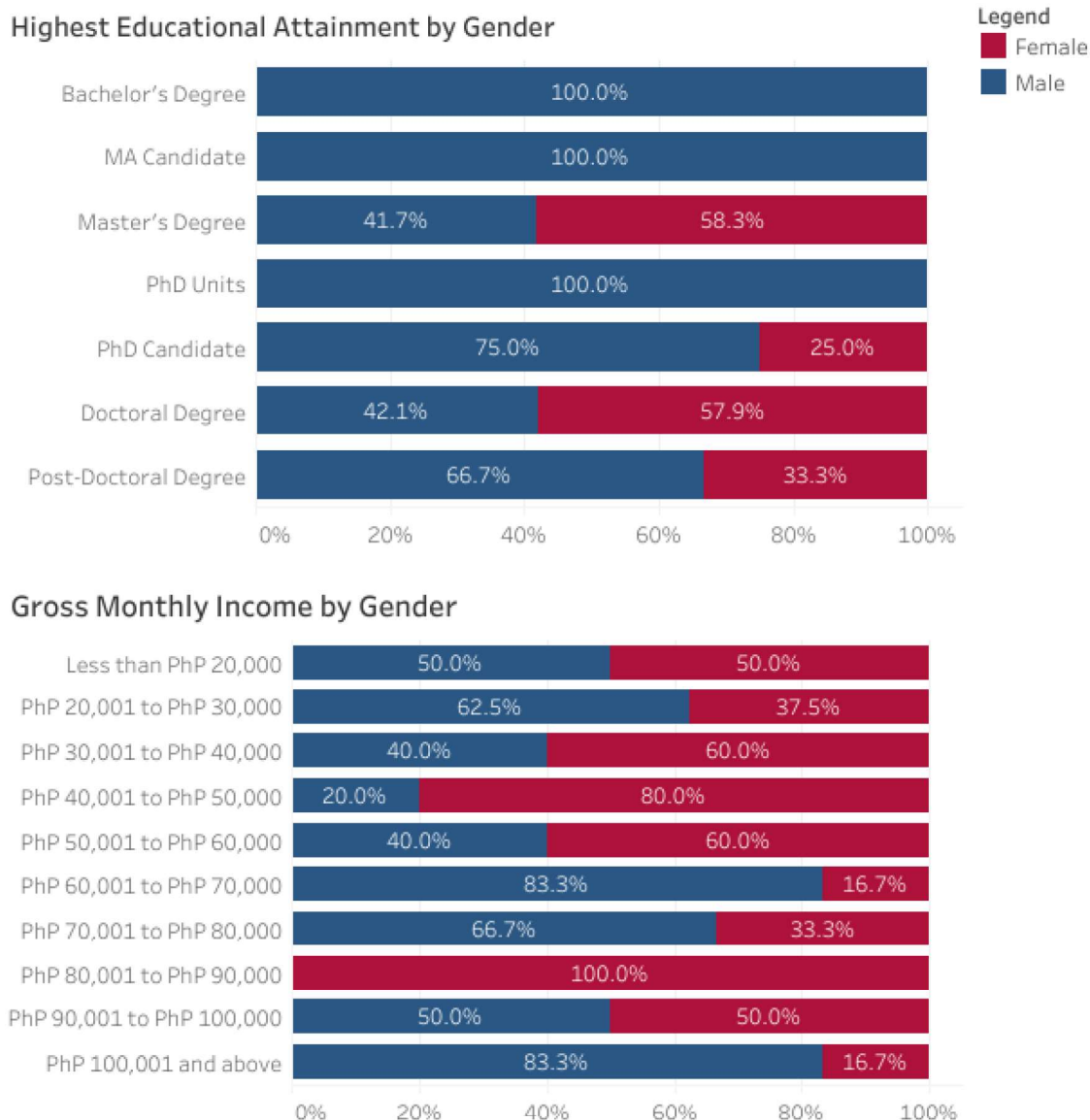


There were more male respondents (55.6%), but only by a small margin. Only 3 respondents have indicated a gender identity that is different from their biological sex. Among words used to describe their gender identities are: queer, neither, and homosexual orientation.

Statistical comparison of male and female faculty respondents indicated that the highest educational attainment does not significantly differ based on gender. In fact, there are more female respondents who have masters and doctoral degrees. Also, gross monthly income does

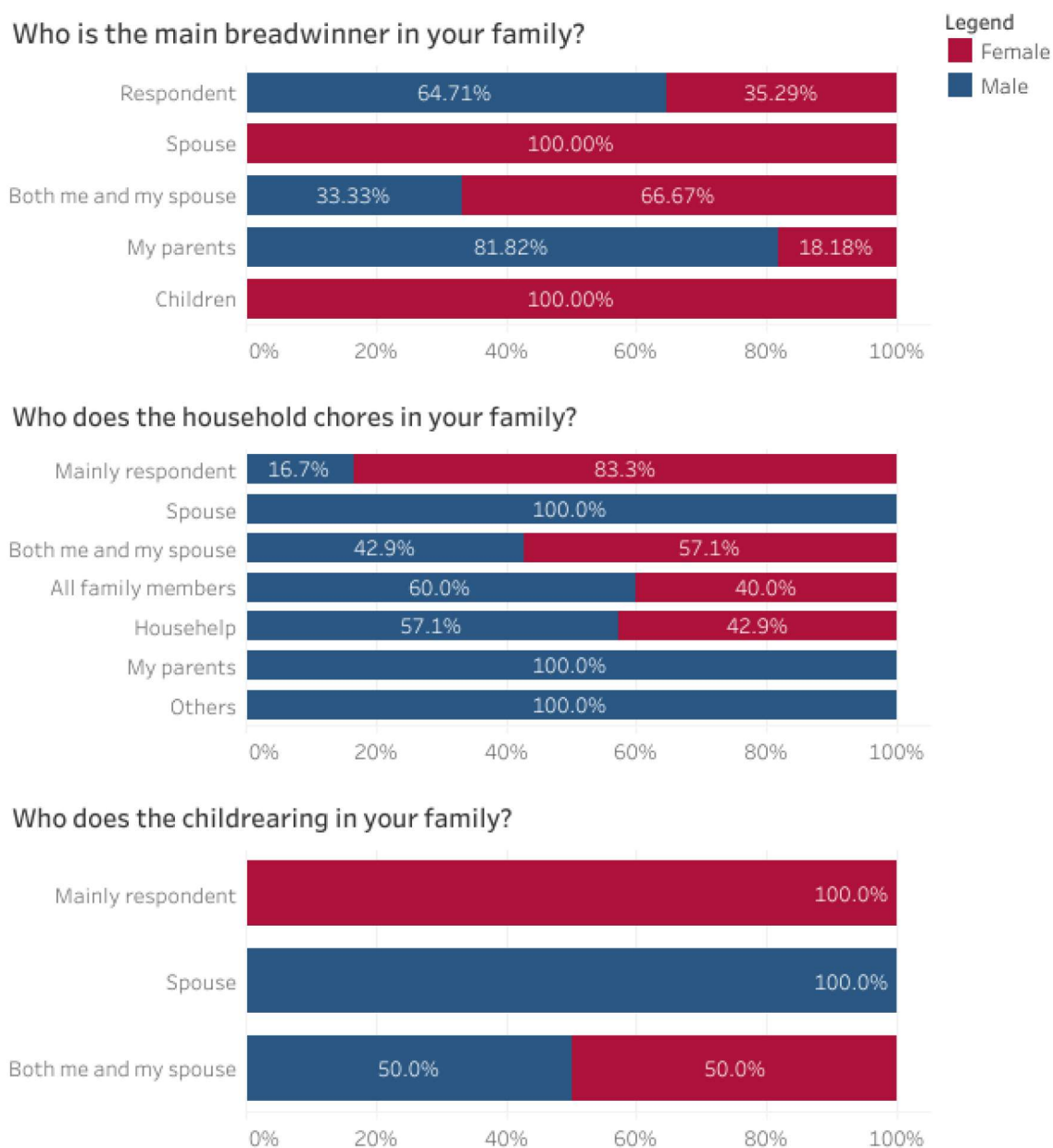
not significantly differ according to gender. It is notable, however, that most respondents, earning PhP 60,000 and above are males.

Figure 14. Highest Educational Attainment and Gross Monthly Income by Gender



There are slightly more male respondents who reported being breadwinners of their families. With or without household help, slightly more female respondents reported doing household chores. Although the correlation remains insignificant, these gender-segregated activities can be further examined in future gender studies at the Loyola Schools. Meanwhile, child rearing responsibilities remain mostly with female faculty members.

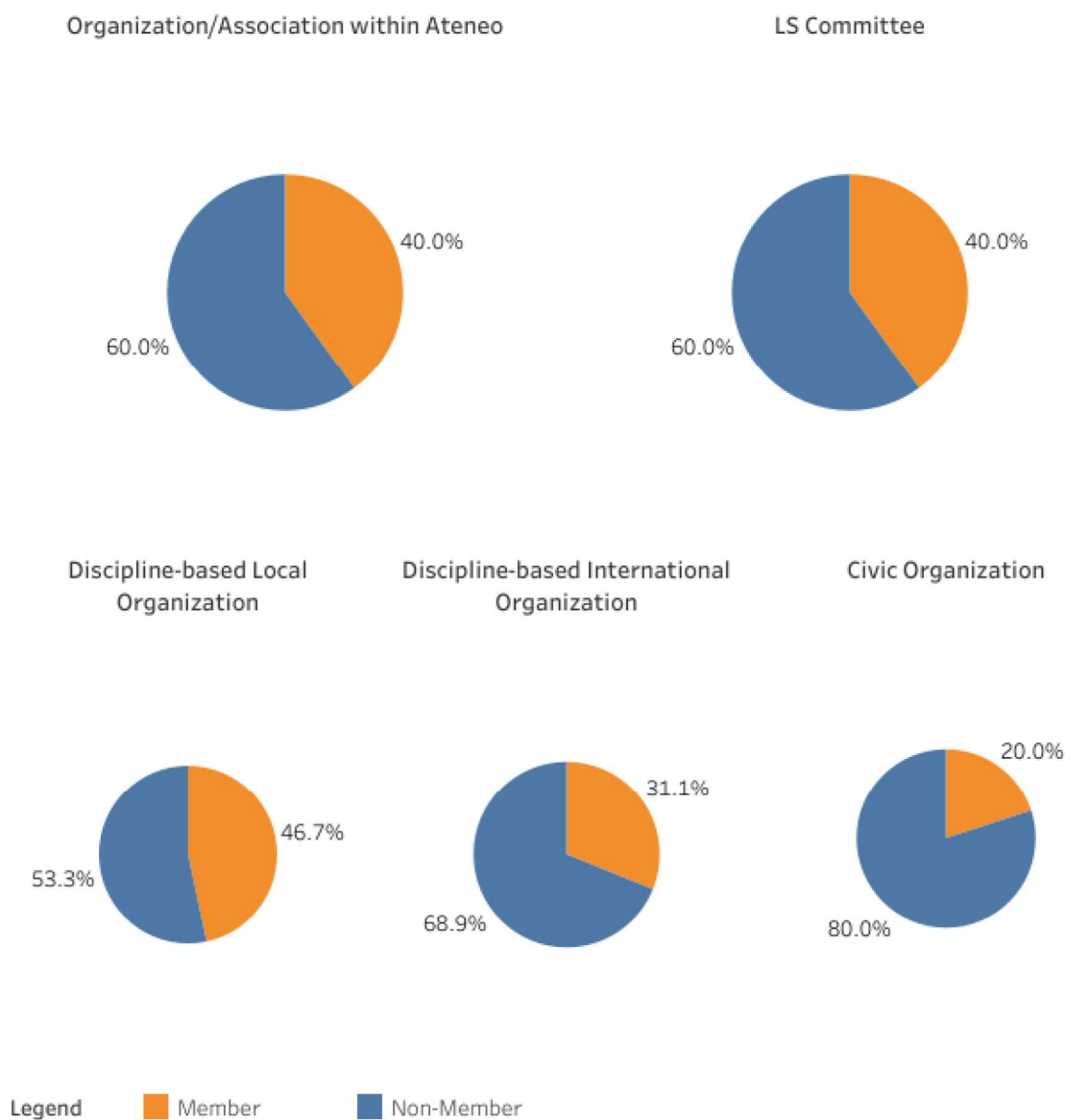
Figure 15. Roles and Responsibilities in the Household by Gender



4.2.2. Leadership and participation in various LS Committees, groups and other non-academic functions

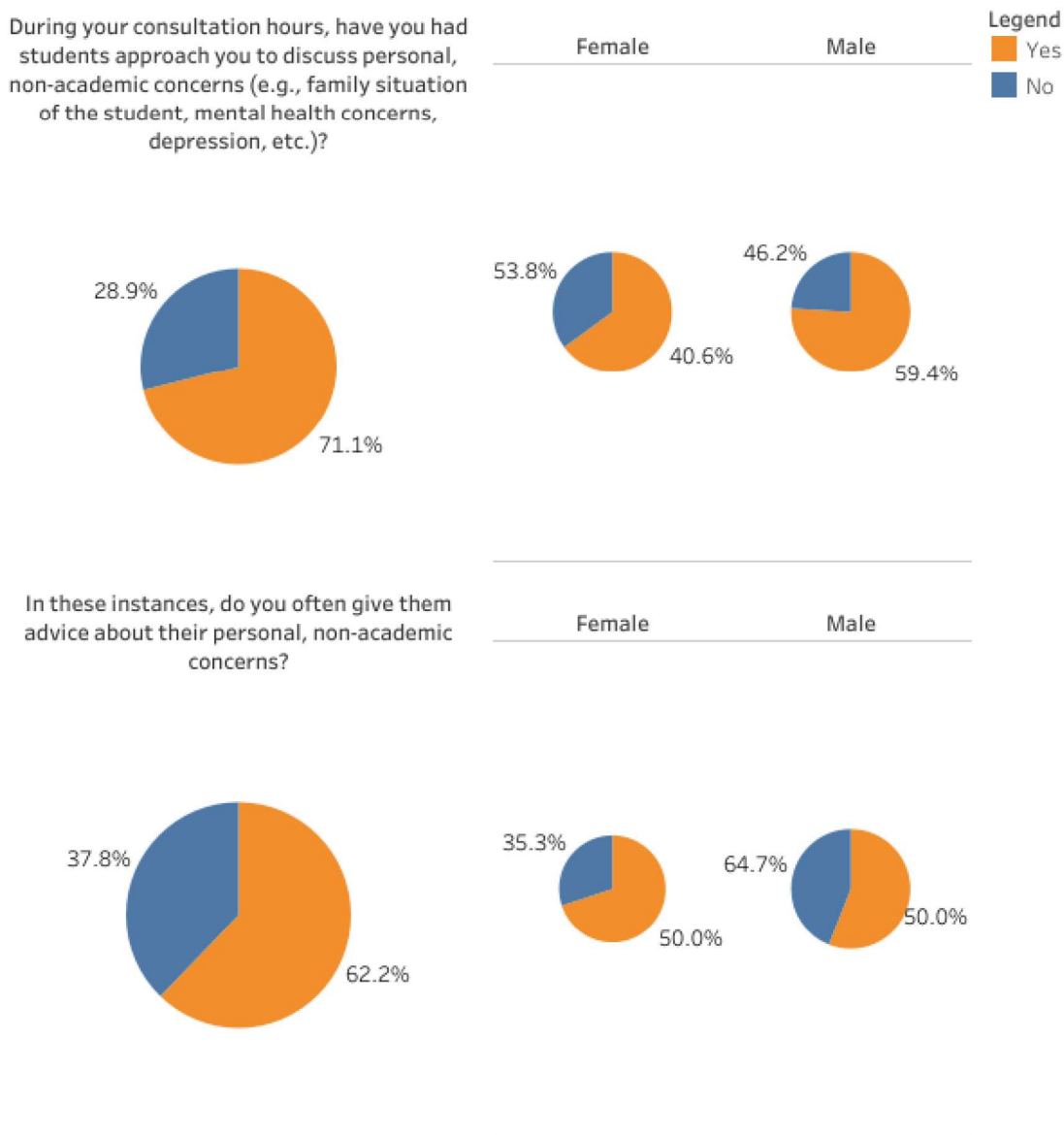
Gender was not a statistically significant factor in membership to and leadership in organizations/associations within Ateneo, LS committees, local and international discipline and non-discipline- based organizations.

Figure 16. Membership in Organizations



Most respondents also reported being approached by students during consultation hours (71.1%) and consequently gave advice (62.2%) on personal, non-academic concerns (e.g., family situation of the student, mental health concerns, depression, etc.). Interestingly, however, there were more male (59.4%) faculty members approached by the students on these non-academic matters

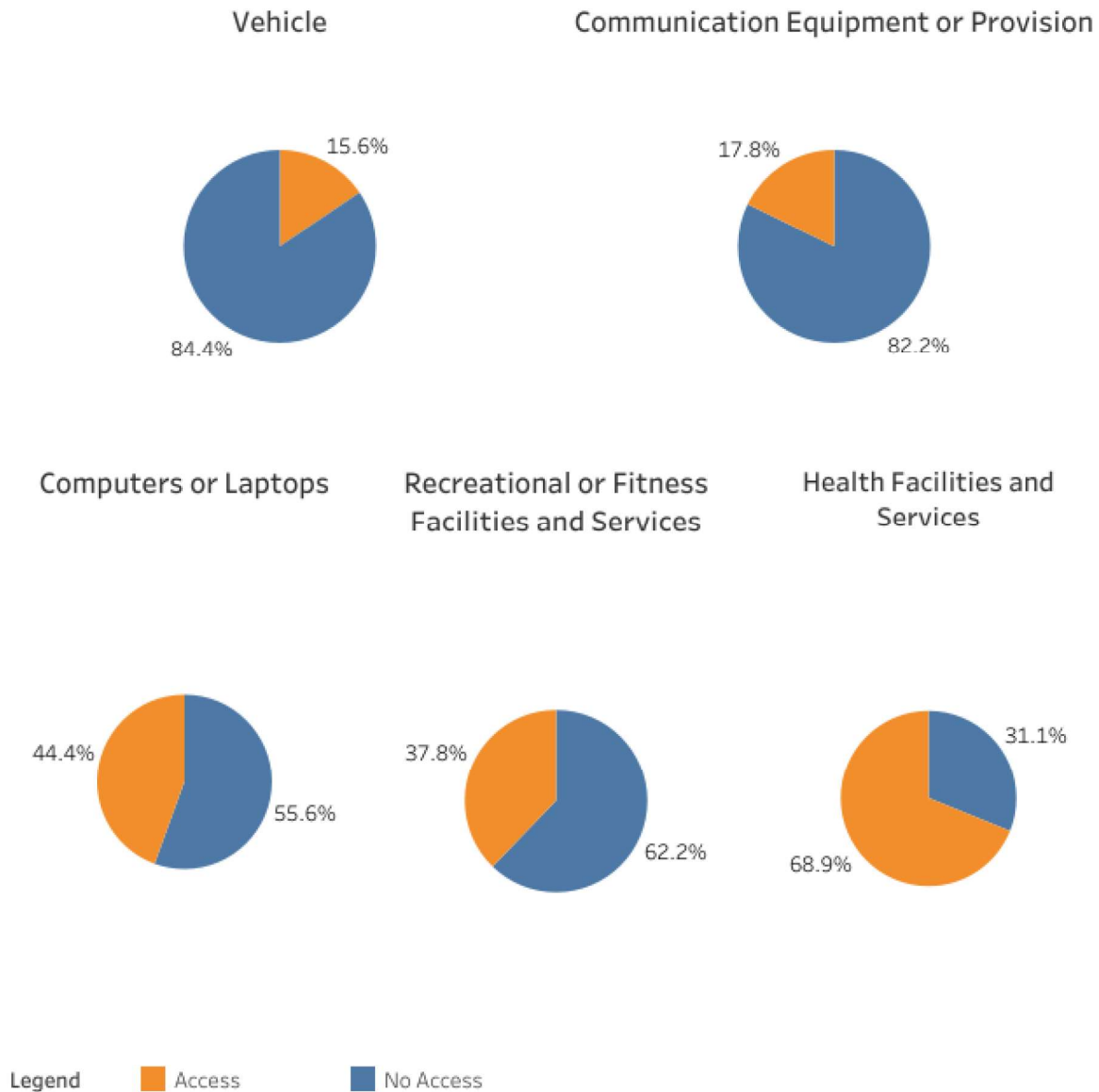
Figure 17. Faculty Members and Non-Academic Concerns of Students



4.2.3. Access to resources

While most faculty respondents acknowledged regular access to health facilities and services (68.9%), the majority do not have regular access to other resources that are directly and/or indirectly needed in the execution of their responsibilities as members of the faculty in ADMU. These are the following: vehicle or provision for transportation (84.4%), communication equipment or provision for communication (82.2%), computers or laptops (55.6%), and recreational or fitness facilities and services (62.2%).

Figure 18. Access to Resources



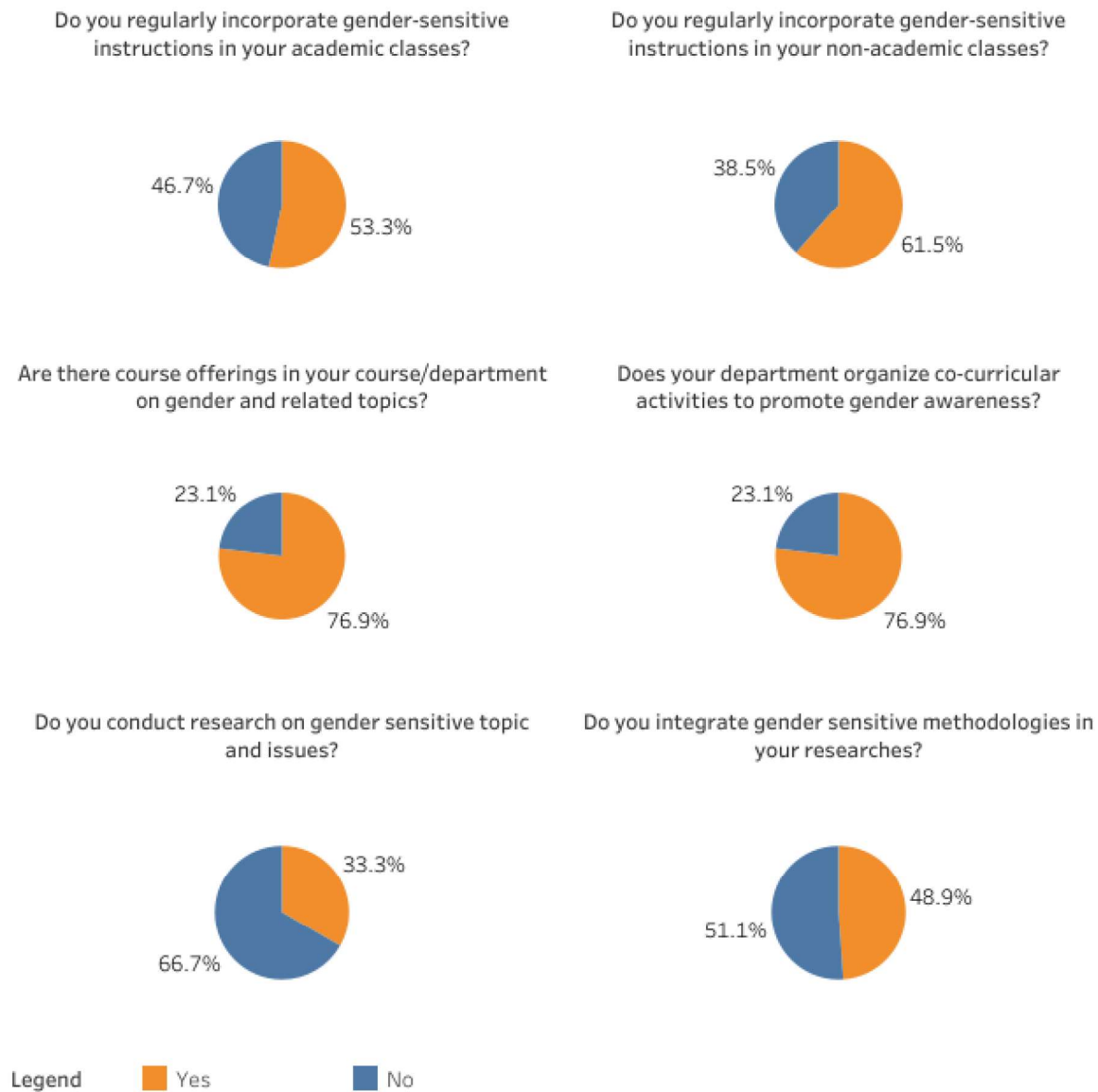
4.2.4. Gender in teaching and research work

The pattern of answers provided by the faculty-respondents reflects a good integration of gender in the materials and curriculum/course content taught and presented to the students at the Loyola Schools, within and outside the classroom.

Most respondents regularly incorporate gender sensitive instructions in academic classes (53.3%) and non-academic classes (61.5%). Similarly, the majority (55.6%) confirmed that their department offers courses on gender and related topics. Most respondents also reported not knowing any University (48.9%) sponsored gender and diversity sensitivity

training/workshops. For research work, the majority of the faculty respondents are also not doing research on gender-sensitive topics and issues (66.7%) and have not integrated any gender-sensitive methodologies in their own research (51.1%).

Figure 19. Gender in Teaching and Research Work



4.2.4.1 Research centers as vanguards of gender research

The Institute of Philippine Culture (IPC), Ateneo Library of Women's Writings (ALIWW) and the now defunct Gender Studies Committee (GSC) constitute the institutions in Ateneo that

have tackled and raised awareness on gender issues via research. These institutions have provided the impetus for the emergence of gender research in the University.

The Institute of Philippine Culture is a research center founded in 1960 by Jesuit anthropologist Frank Lynch. It aims to generat[e] knowledge that helps deepen the understanding of cultures and societies; improve the quality of life of disadvantaged groups; and build a more peaceful, just, and equitable society in the Philippines, Southeast Asia, and the world. Notable social scientists Mary Racelis, Patricia Licuanan, Jean Illo, Emma Porio, and Anna Miren Gonzalez-Intal worked closely with Fr. Lynch to produce a notable collection of studies that included an IPC-DSA Professional Training for Social Science Professionals in Southeast Asia and studies that focused on gender and development issues.

The Ateneo Library of Women's Writings (ALIWW), the first of its kind in the Philippines, was envisioned to be a permanent archival facility in the Ateneo de Manila for the Collection, Preservation and Promotion by Filipino Women Writers in the field of literature both in the vernacular and foreign languages. It honored women by creating a repository of their works and related materials for the subsequent generations of women to understand the context/challenges of their creative/productive impetus. Noted women writers in what is now the School of Humanities such as Edna Manlapaz, Soledad Reyes, and Benilda Santos spearheaded these efforts. ALIWW also looked towards the sciences by honoring the work of Fe Del Mundo and enlisting support from former Arts and Sciences Dean Marijo Ruiz, Academic Vice President Antoinette Angeles, and Vice President for the Loyola Schools Assunta Cuyegkeng. Gender issues were highlighted in ALIWW not just via archives but also in exhibits, symposia, workshops, special lectures and production of plays.

Patricia Licuanan, Academic Vice President of the Ateneo de Manila in the 1990s, spearheaded the creation of the Gender Studies Committee. Elizabeth Eviota served as chair from 1989-1992 and Emma Porio from 1996-2002. Licuanan was Chairperson of the Main Committee of the United Nations (UN) Beijing Women Conference and sent all members of the Gender Studies Committee to the 1995 Beijing UN Women Conference. This led to other opportunities for the Gender Studies Committee to exert influence beyond Ateneo. For example, Porio, as a result of her participation in the Conference, became the resource expert for Asia in the Huairou Commission, New York (1998-2002).

From 1990 to 2002, the GSC and ALIWW articulated Ateneo's commitment for gender justice. The GSC and ALIWW along with the Rizal library also published a bibliography of Filipiniana Books on Women's studies from 1998-2002.

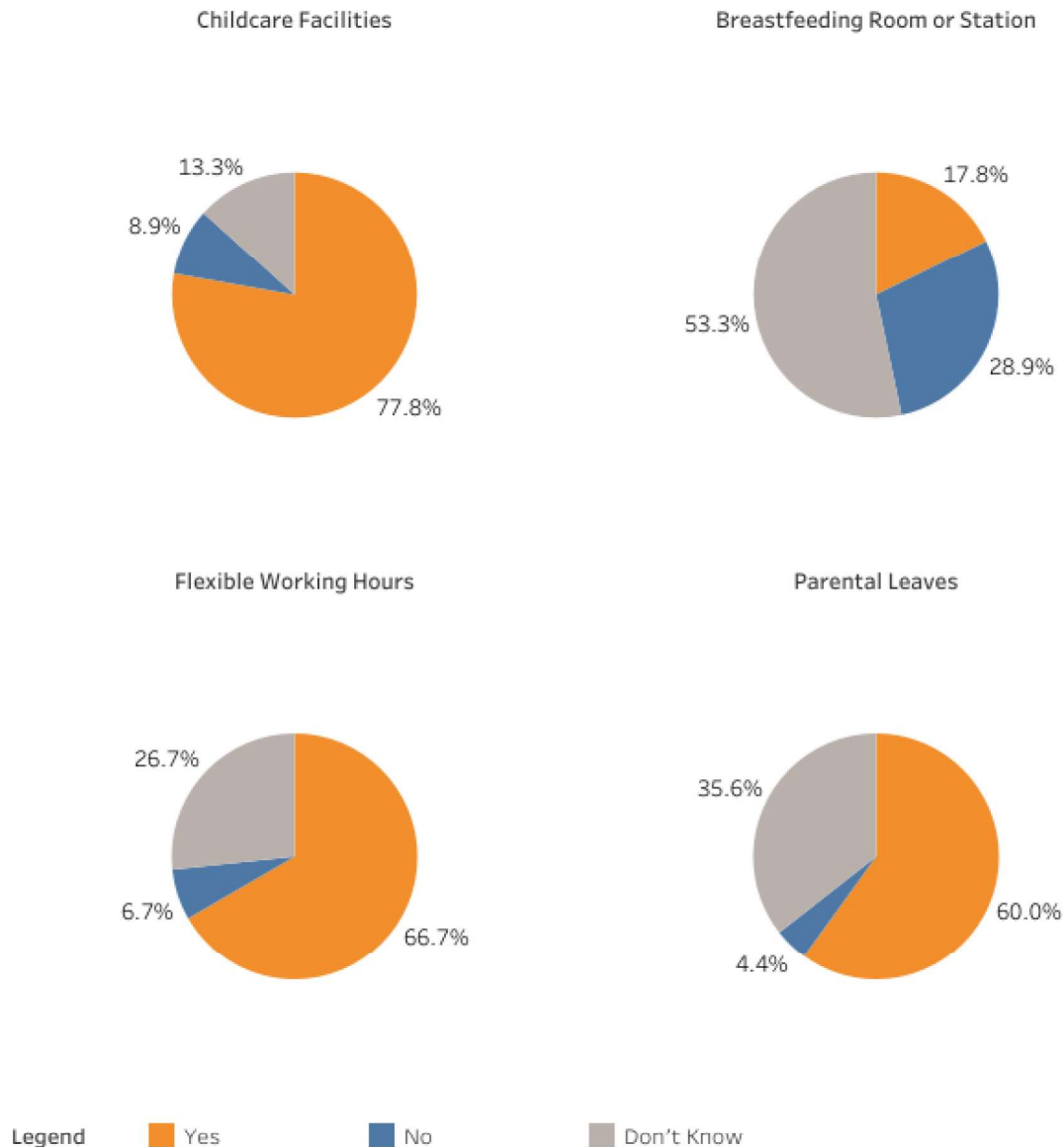
4.2.5. Institutional structures on gender and gender-related matters

Though most respondents are aware of the presence of childcare facilities (77.8%) at the Loyola Schools, the majority (53.3%) are not aware if there are any designated breastfeeding rooms or stations in the LS (53.3%). As employees of the ADMU, most believe that they can have flexible working hours (66.7%) and that parental leave is an option available to them (60.0%).

Majority believed that the university does not have a specific gender and diversity equality policy in hiring (63.6%), does not have a specific gender and diversity equality policy in

attendance to professional trainings and workshops (63.6%), and does not have a specific gender and diversity equality policy in provisions of incentives and bonuses (70.5%).

Figure 20. Existing Structures in the LS



They noted, however, that there is an office within the Loyola Schools that they can approach to report incidences of (79.5%) and seek assistance from (72.7%) on incidents of sexual harassment, violence, or any major gender and diversity concerns. Without citing anything specific, most respondents agree that gender and diversity sensitivity is integrated in the medium-term and long-term plans of the University (66.7%) and that there are mechanisms to consult and promote the participation of women and other genders in decision-making

processes in the University (82.2%). Overall, the University is a gender diversity-sensitive educational environment (77.8%). While this is the general view of the surveyed faculty members, the next step should be the examination of the gender provisions in these plans, and to measure the extent of its responsiveness to the actual gender-specific needs of the members of the ADMU community.

4.2.5.1. The gender and development focal committee

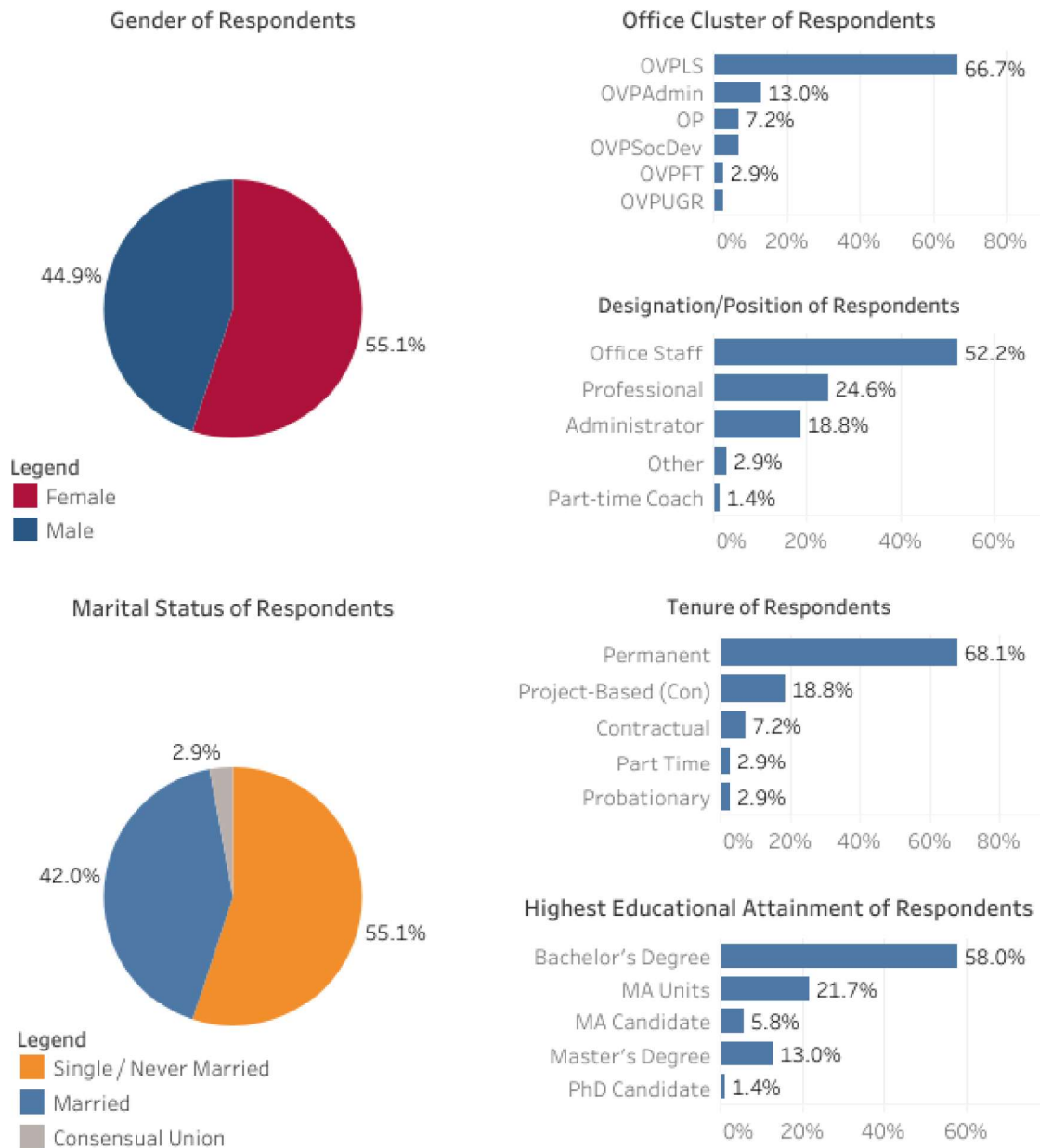
In 2016, under the leadership of Dr. Maria Luz Vilches, Vice President for the Loyola Schools, two initial meetings (September 21, 2016 and February 16, 2018) were called to organize the Gender and Development Focal Committee at the level of the Loyola Schools in order to “revive and re-engineer the Gender and Development Studies Committee” organized by Dr. Licuanan in the 1990s and complied with the CHED Memo which would require the committee to “organize a database of courses, research projects and output, as well as extension programs/projects that are gender-focused”. The initial committee members included stakeholders from the different schools and functional offices.

4.3. Non-teaching employees

4.3.1. Socio demographic profile

Majority of the respondents are office staff (52.2%) from various offices under the Vice President of LS (66.7%). Most are permanent employees (68.1%), single and never been married (55.1%) and with at least a Bachelor’s degree (58%).

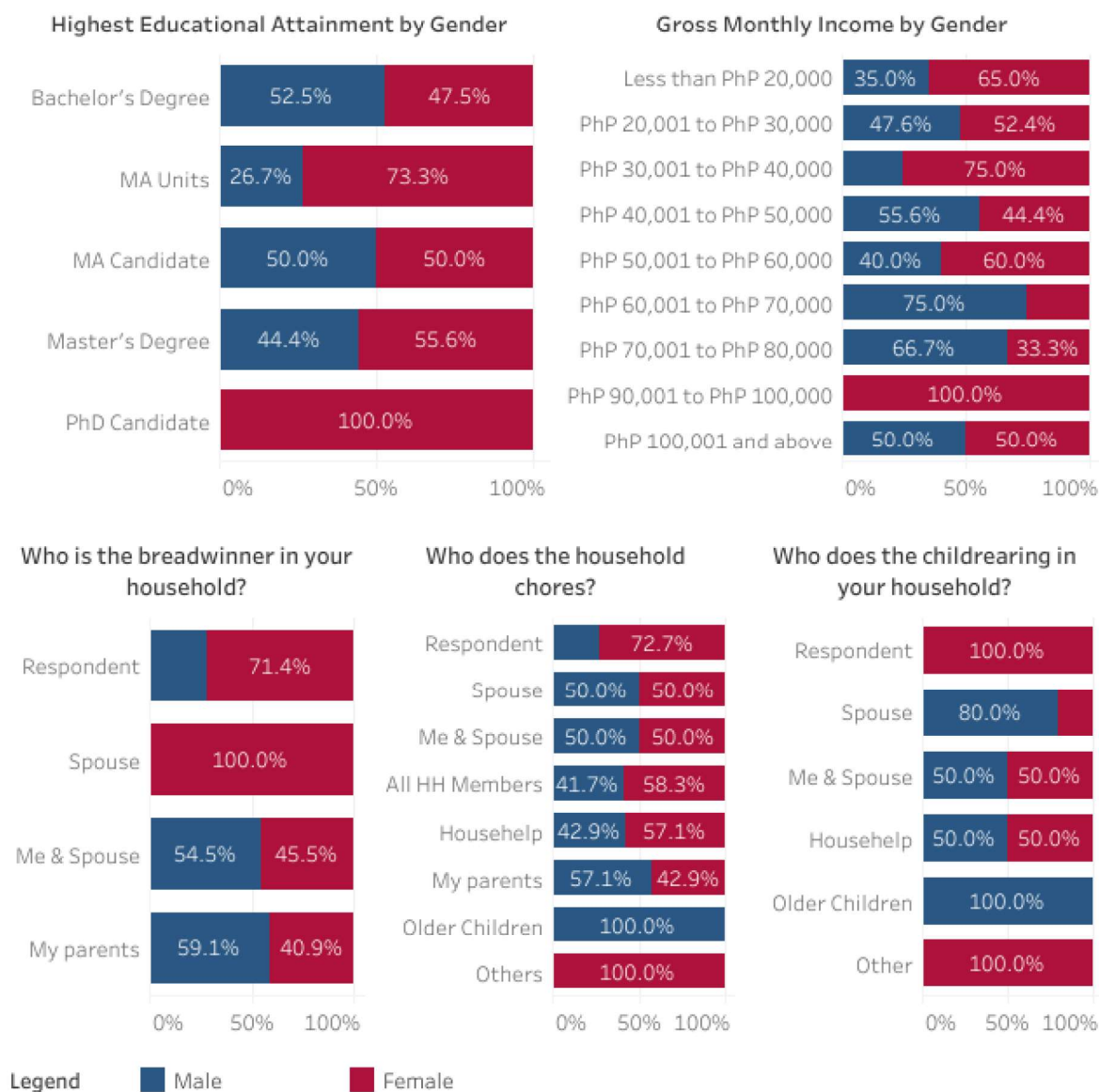
Figure 21. Socio-demographic Profile of Non-Teaching Employees (Respondents)



Most are females (55.1%), and similar to the respondents from the student and faculty groups, very few (3) indicated a gender identity that is different from their biological sex. Among words used to describe their gender identities are: lesbian, bisexual, and bakla.

Initial statistical comparisons indicated that there is no significant gender difference in terms of highest educational attainment and gross monthly income. This time, however, more female respondents indicated being the breadwinners of their families, and at the same time, are mostly in charge of child-rearing.

Figure 22. Highest Educational Attainment and Gross Monthly Income by Gender; Roles and Responsibilities in the Household



Similar to the faculty members, gender is not a significant factor related to membership to, and leadership in organizations/associations within Ateneo, LS committees, as well as, local and international civic organizations.

4.3.2. Access to resources

Access to resources remains a challenge for this group with most not having regular access to vehicles or provision for transportation (60.9%). They, however, indicated regular access to communication equipment or provision for communication facilities (50.7%), computers or laptops (84.1%), recreational or fitness facilities and services (69.6%), and health facilities and services (84.1%).

Figure 23. Access to Resources

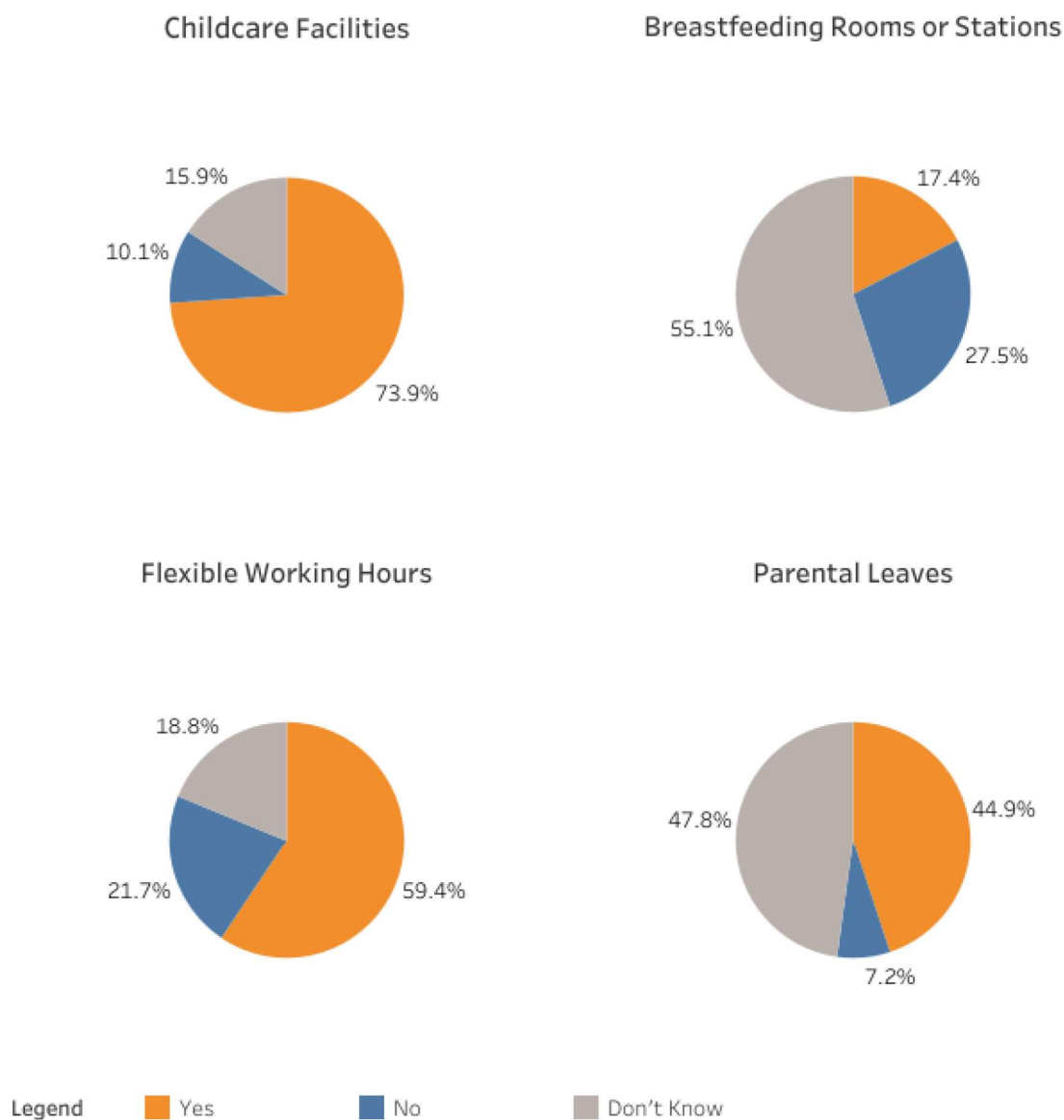


4.3.3 Institutional structures on gender and gender-related matters

Most respondents reported not knowing any gender and diversity sensitivity training/workshops sponsored/hosted by the University (55.1%) and as such, have not attended any (60.9%).

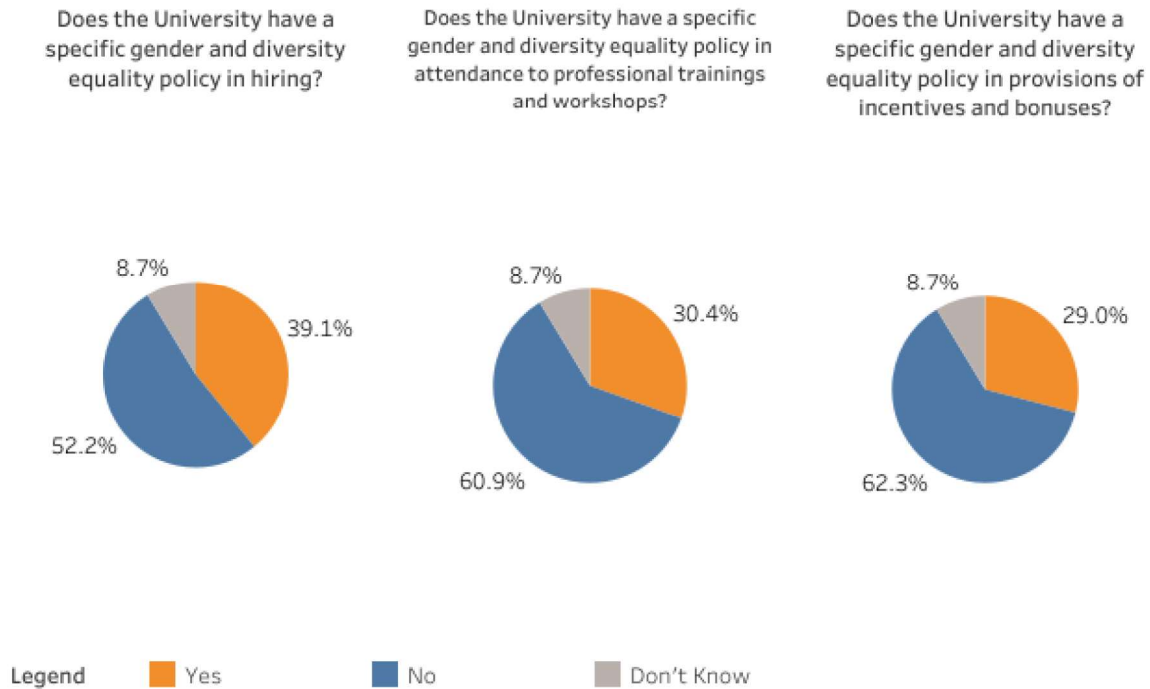
There is a high awareness of available childcare facilities (73.9%), but they are not sure if there are any breastfeeding rooms or stations in the LS (55.1%). Most also reported that certain leeway is available in their work conditions such as flexible working hours (59.4%) but almost half (47.8%) were unsure whether parental leaves are available to them.

Figure 24. Access to Facilities



Awareness of the University's policies specific to gender and diversity is quite low for this group. Most respondents believe that the University does not have: a specific gender and diversity equality policy in hiring (52.2%), a specific gender and diversity equality policy in attendance to professional trainings and workshops (60.9%), and a specific gender and diversity equality policy in the provisions of incentives and bonuses (62.3%).

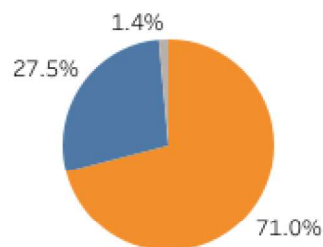
Figure 25. Awareness of Policies in the University



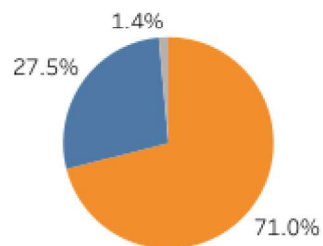
Meanwhile, most respondents were aware that there is an office within the Loyola Schools that they can approach to report incidences (71%) of and seek assistance (71%) on incidents of sexual harassment, violence, or any major gender and diversity concerns. In addition, most respondents agreed that gender and diversity sensitivity is integrated in the medium-term and long-term plans of the University (73.9%), that there are mechanisms to consult and promote the participation of women and other genders in decision-making processes in the University (78.2%), and that the University is a gender and diversity sensitive educational environment (85.5%). While no specific policies pertaining to gender and diversity matters can be mentioned by the members of this group, there was still a strong belief that the ADMU gender mainstreaming and gender-sensitivity is well entrenched in their working environment.

Figure 26. Gender Mainstreaming Efforts from the Administration

Is there a particular office in the University that you can approach to REPORT incidents of sexual harassment, violence, or any major gender and diversity concerns?

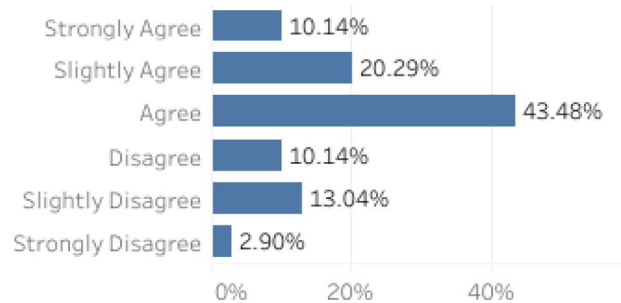


Is there a particular office in the University that you can approach to SEEK ASSISTANCE on incidents of sexual harassment, violence, or any major gender and diversity concerns?

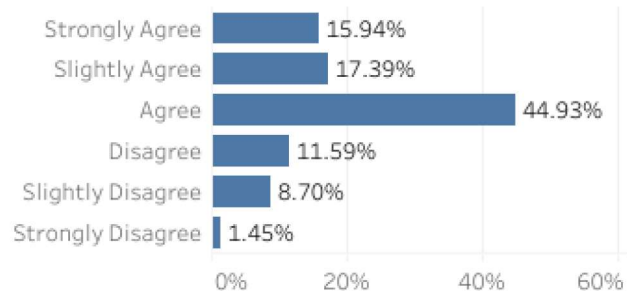


Legend
■ Yes
■ No
■ Don't Know

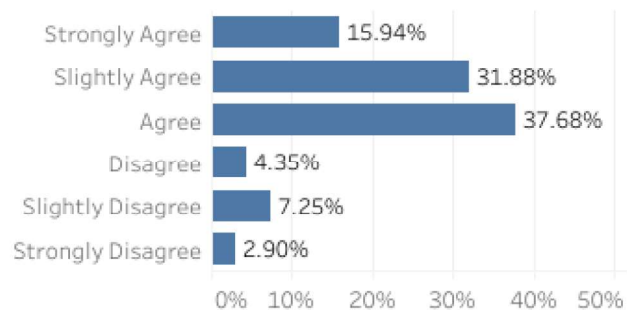
Gender and diversity sensitivity is integrated in the medium term and long term plans of the University.



There are mechanisms to consult and promote the participation of women and other genders in decision-making processes in the University.



The University is a gender and diversity sensitive educational environment.



Professionals from the formation office expressed needs for training particularly on how to handle mental health concerns of students. Training also entails additional skills in gathering and interpreting data, which happens alongside the guidance of students while in communities.

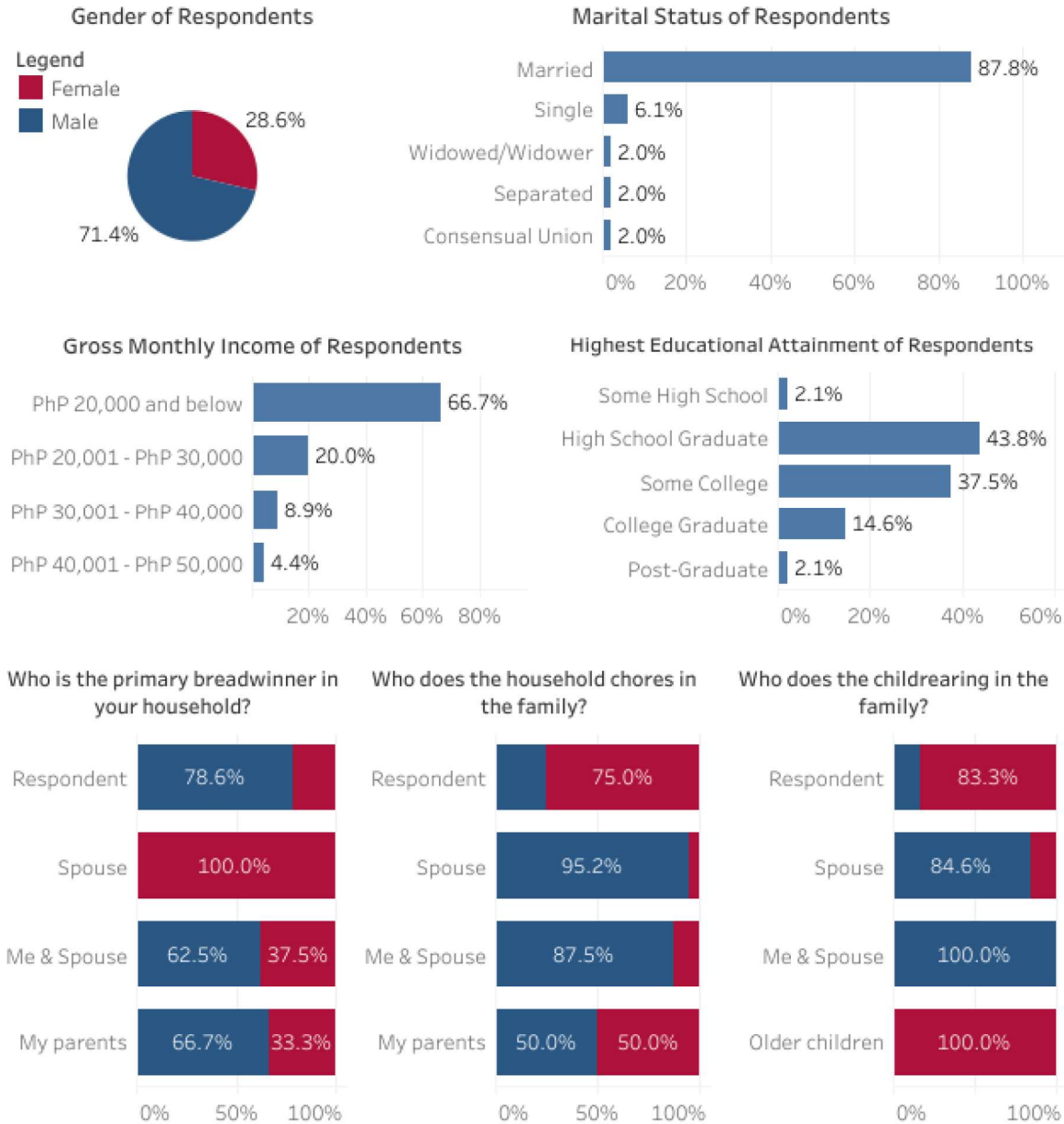
4.4. Maintenance workers

4.4.1. Socio demographic profile

For the maintenance workers, most are: permanent employees (100%), married (87.8%), and are mostly high school graduates (43.8%). All (100%) received their salaries on a weekly (100%) and most common registered earnings of less than PhP 20,000 a month (66.7%). There were more male respondents (71.4%), and no respondent declared a gender identity that is different from their biological sex. Whether this group is indeed more homogeneous is a possible point of further explorations in future research pertaining to gender at the Loyola Schools.

Initial comparisons of the socio-demographic characteristics of male and female maintenance workers did not yield any statistically significant difference. For example, highest educational attainment and gross monthly income do not significantly vary by gender. Division of tasks at home and at the office remains gendered: more male respondents reported being the breadwinner of their families, while more female respondents reported doing household chores and child rearing tasks at home. Consequently, more male respondents reported that their spouses do the household chores and child-rearing tasks at home with the coefficients reaching statistical significance.

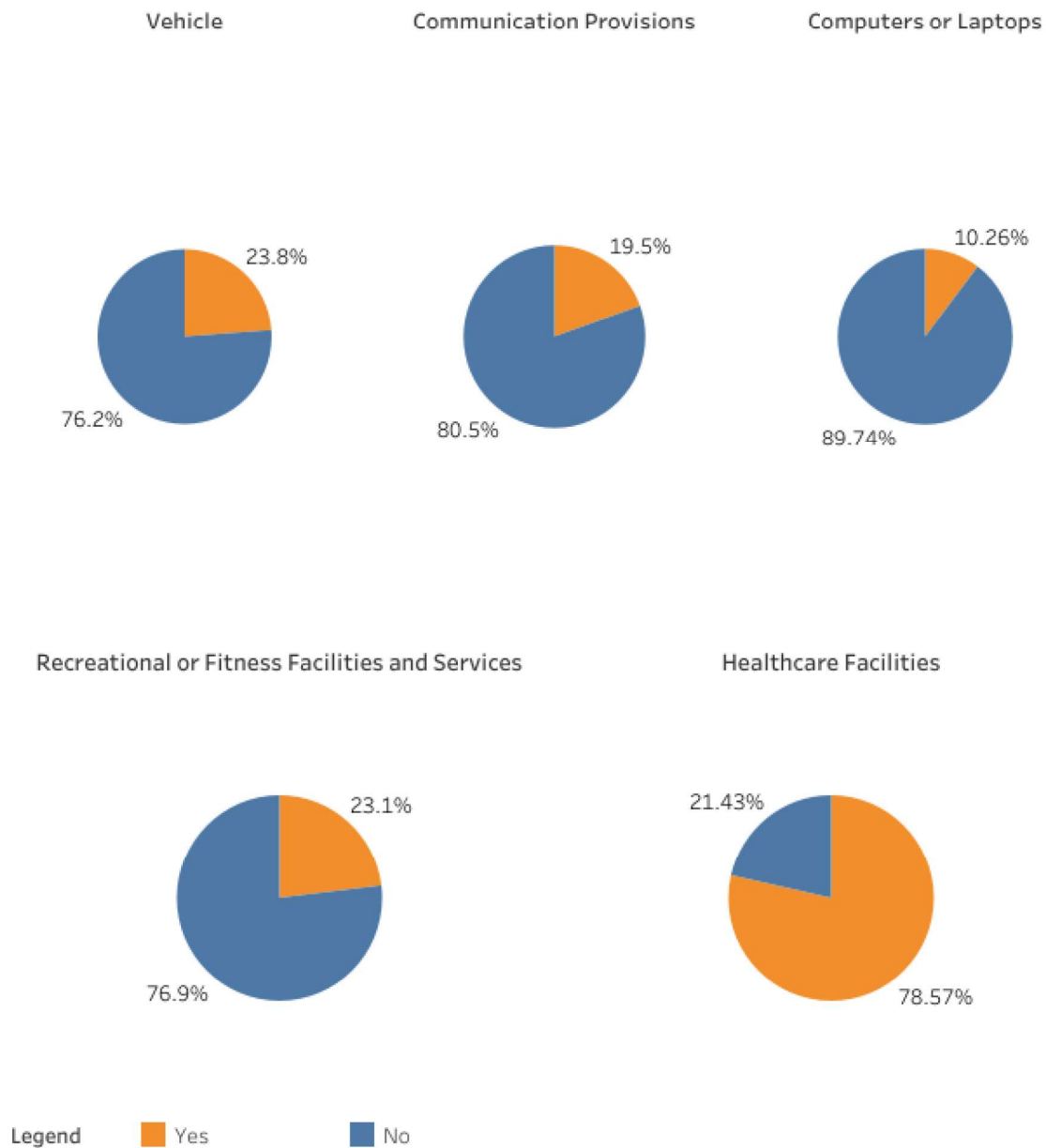
Figure 27. Socio-demographic Profile of Maintenance Workers (Respondents)



4.4.2. Access to resources

Access to basic office facilities remains a challenge for this group of respondents. Most respondents reported no regular access to the following facilities: vehicle or provision for transportation (76.2%), communication equipment or provision for communication (80.5%), computers or laptops (89.7%), and recreational or fitness facilities and services (76.9%). However, most respondents report having regular access to health facilities and services (78.6%).

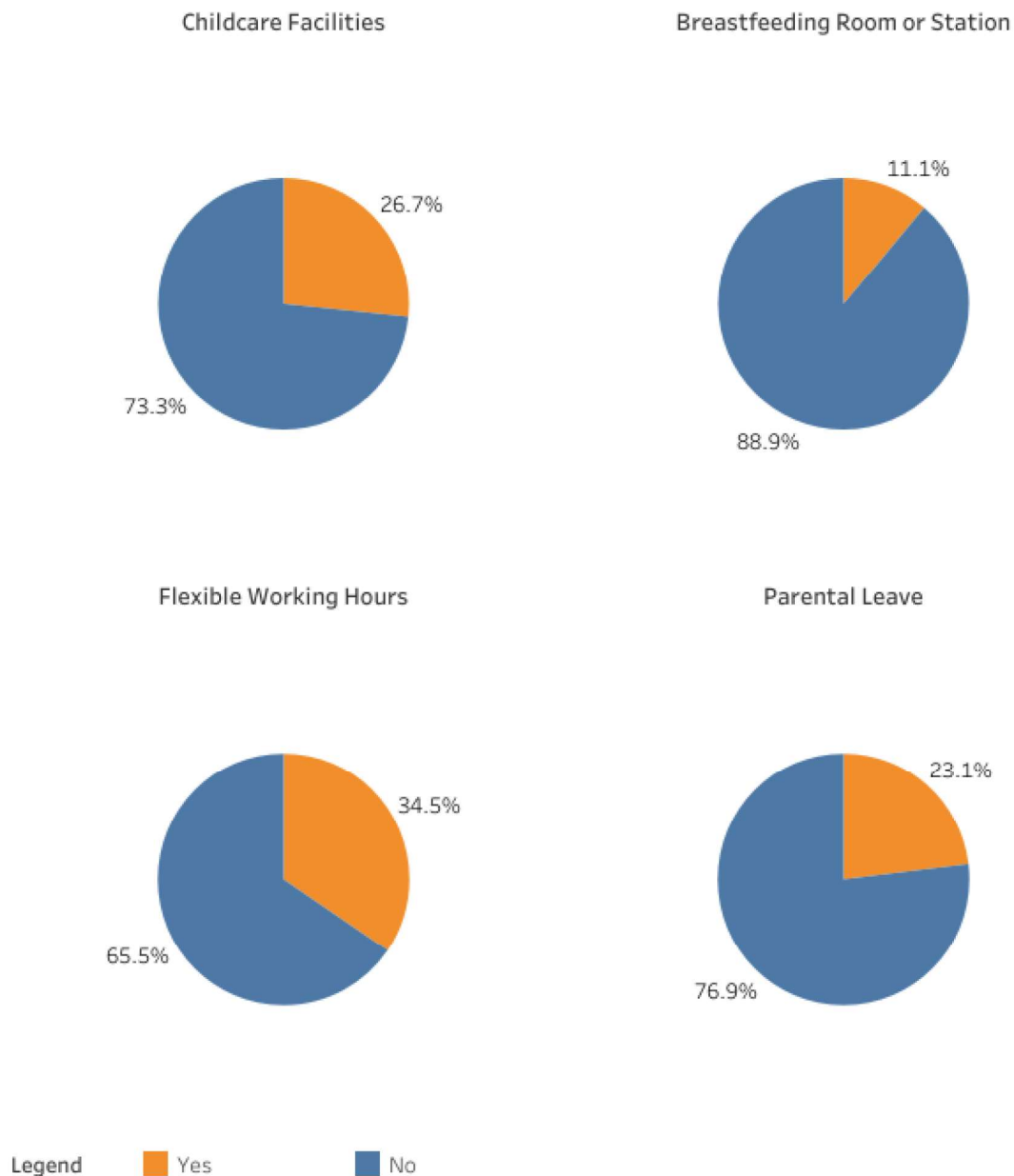
Figure 28. Access to Resources



4.4.3. Institutional structures on gender and gender related matters

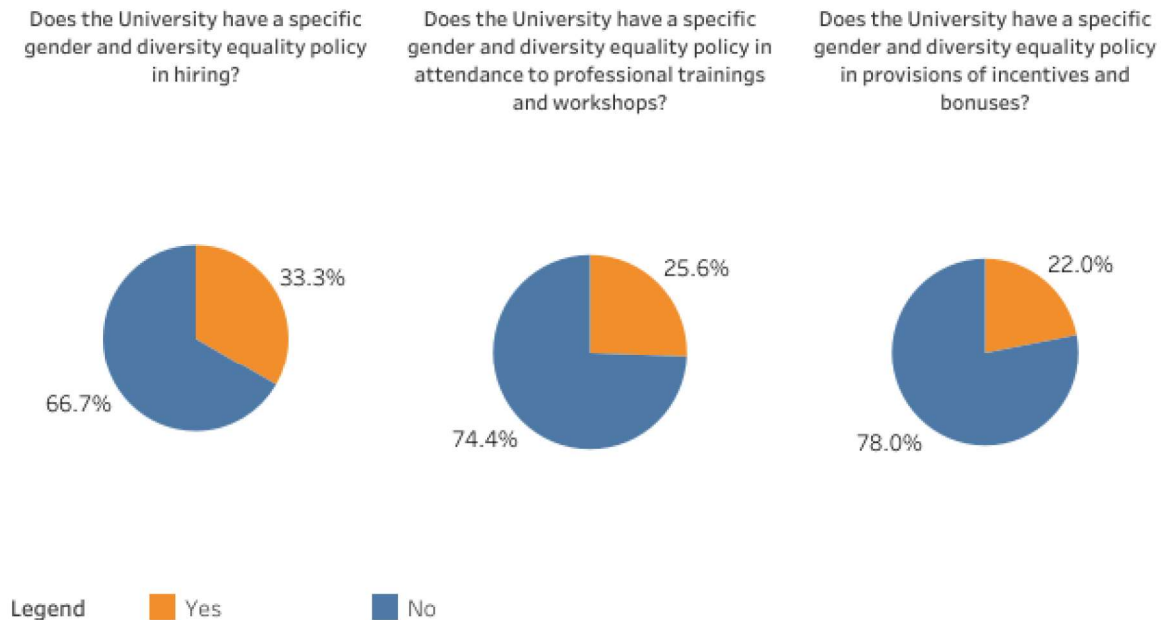
As opposed to the other group of respondents, most respondents from the maintenance group are not aware that there are childcare facilities (73.3%) and breastfeeding rooms or stations (88.9%) in the LS. In addition, respondents are not aware if they can have flexible working hours (65.5%) and if they can take parental leave (76.9%).

Figure 29. Access to Facilities



Similar to the other groups, most respondents in this group believe that the University has no specific gender and diversity equality policy in hiring (66.7%), no specific gender and diversity equality policy in attendance to professional trainings and workshops (74.4%) and no specific gender and diversity equality policy in provisions of incentives and bonuses (78%).

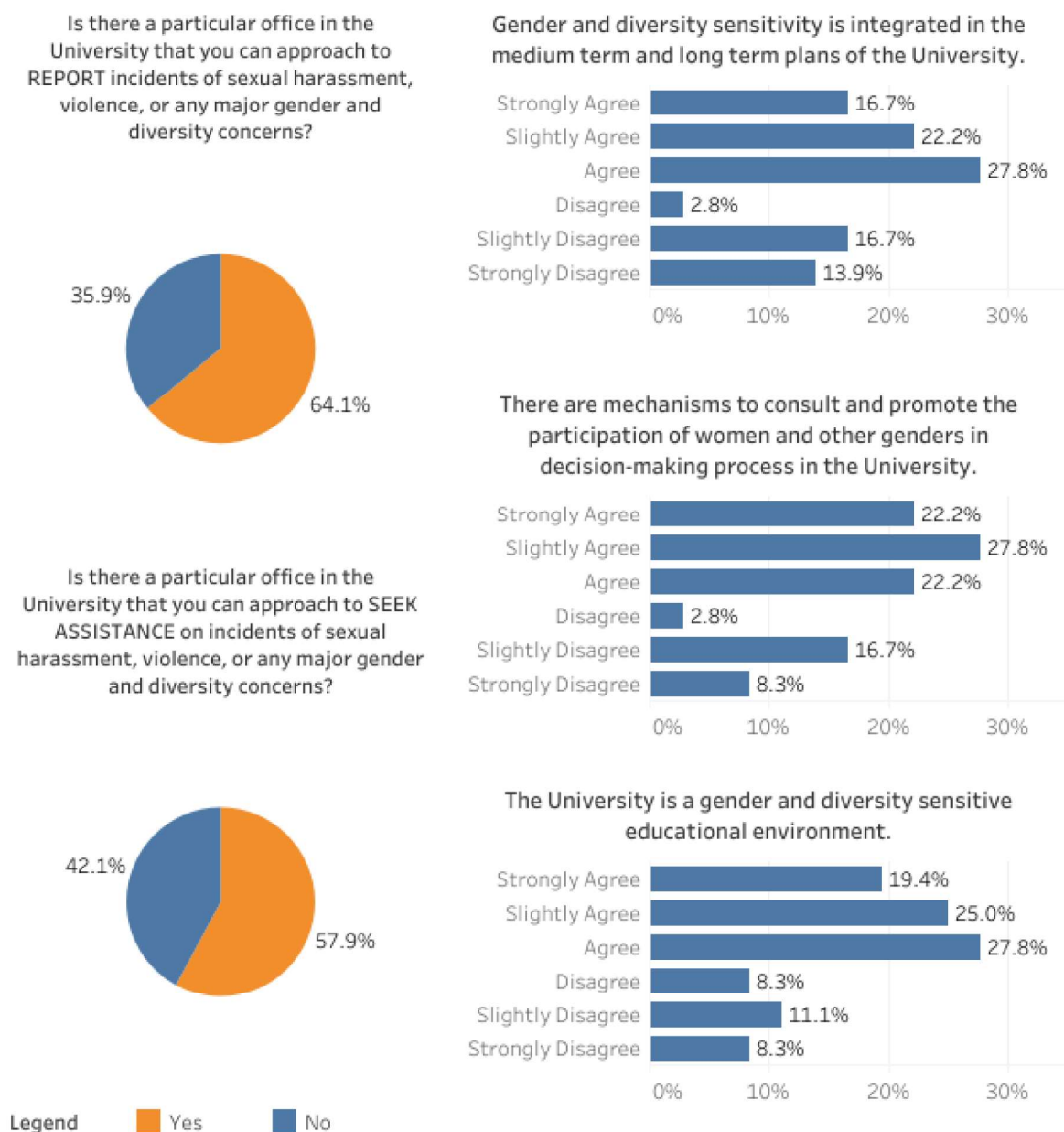
Figure 30. Awareness of Policies in the University



With regard to cases pertaining to social misconduct and harassment, most respondents are aware of an office within the Loyola Schools that they can approach to report incidences of (64.1%) and seek assistance from (57.9%) on incidents of sexual harassment, violence, or any major gender and diversity concerns.

For the maintenance workers surveyed, gender and gender-related issues seem to be in the consciousness of the University as they believe such is integrated in the medium and long term plans of the university (66.7%). Furthermore, there are mechanisms to consult and promote the participation of women and other genders in decision-making processes in the University (72.2%), and that the University is a gender and diversity sensitive educational environment (72.2%).

Figure 31. Gender Mainstreaming Efforts from the Administration



5. Conclusion and recommendations

The composition of the Loyola Schools is female-dominated, although leadership is slightly male-dominated. Regardless of the occupational category of survey respondents within the Loyola Schools, participation and holding of an actual leadership position remains very low. The only exception to this observed pattern was the maintenance workers' group where an overwhelming majority (95.9%) are members of an association or organization within the Loyola

Schools. A closer analysis revealed that it was mostly the male respondents from the group signified membership and were actually occupying a leadership position within these associations. Specifically mentioned was the Ateneo Workers' Union.

Survey results suggest that, without doubt, supportive physical infrastructure to mainstream gender concerns is already in place within the LS. The facilities mentioned include the childcare facilities, although, for the maintenance group, knowledge about the availability of such a facility remains limited. The knowledge of a breastfeeding room in the Loyola Schools remains limited across all respondent groups. Knowledge about flexible hours and parental leaves is relatively high for all groups except for the maintenance groups. Unlike the other groups, there is minimal flexibility in the working hours of these service workers as they are needed when the university is busiest. Knowledge and attendance to gender sensitivity training (GST) are also very low across all survey respondent groups. This is somehow expected as GSTs have only recently been mainstreamed in the LS. In addition, employees are only encouraged to attend these GSTs, and attendance is not strictly required.

All survey respondent groups are generally aware of the offices to report to and seek assistance from in cases of sexual harassment, violence, or any related issues pertaining to gender and diversity. Despite what appears to be a common perception among the respondents that there is an absence of gender and diversity, all respondent groups generally agree or strongly agree that the ADMU has integrated gender and diversity sensitivity in both its medium and long-term plans and that there are mechanisms to consult and promote the participation of women and other genders in the decision-making processes of the university.

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CRM 27 series of 2020 Conduct GST to address low levels of awareness on gender related laws

CRM 28 series of 2020 Online forum to end violence against women (VAW); to improve low levels of awareness on GAD programs and laws

CRM 30 series of 2020 Conduct online orientation on gender related laws

CRM 32 series of 2020 directing higher education institutions to utilize sex-disaggregation in the collection of data on enrollment, scholarship and other pertinent data on student support and services

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