**Developing Gender Mainstreaming Plan for Gender-Responsive Public Schools in the DepEd-Division of Quezon Province**

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**Research Objectives.** This study sought to develop gender mainstreaming plan for gender-responsive public schools in the Department of Education (DepEd)-Division of Quezon Province. Specifically, the extent of gender mainstreaming practices among public schools was assessed in terms of the four entry points such as programs, projects and activities (PPAs), policies, people and enabling mechanisms. The study also investigated the hindering factors for implementing gender mainstreaming among public schools.

**Methodology.** Descriptive method of research was employed to investigate the posed objectives in this study. Using purposive and random sampling techniques, 282 school heads participated in the research. Data collection was done through survey-questionnaire and statistically treated using weighted arithmetic mean (WAM).

**Findings.** Gender perspectives are less mainstreamed in the policies and PPAs of public schools in the DepEd-Division of Quezon Province. Meanwhile, gender perspectives are fully integrated in terms of developing and structuring people while enabling mechanisms are used to support the integration of gender perspectives. However, lack of gender analysis and gender mainstreaming plan, as well as insufficient knowledge and trainings of internal and external clients, are hindering factors among public schools to implement gender mainstreaming.

**Research Outcomes.** Gender mainstreaming plan was developed to serve as framework among public schools in the DepEd-Division of Quezon Province in mainstreaming gender perspectives on their PPAs, policies, people and enabling mechanisms.

**Future Scope.** This study highly recommends the utilization of the developed gender mainstreaming plan for gender-responsive public schools and examine its acceptability and feasibility to improve their gender mainstreaming practices.

**Keywords.** *Gender mainstreaming plan; gender-responsive public schools*