



Philippine Normal University  
The National Center for Teacher Education

# Policy Brief Series

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## Towards developing a University Gender and Development (GAD) Code



<https://justicegroup.org/courses/gender-and-development/>

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**Research shows that inclusion and differentiation in academic institutions promote better learning outcomes for all students because it ensures that the potential of every student is developed to the fullest regardless of their sexual orientation and gender identity.**

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Higher education institutions, as agents of social change and relevance, have a social responsibility to provide a fair and equitable education for all students through inclusion and differentiation. One of the thrusts of inclusion and differentiation is respecting, protecting, and celebrating human rights and gender equality in the curriculum as well as in instruction. As a premier institution for the training of teachers in the country, the Philippine Normal University (PNU) is duty-bound to promote and epitomize inclusion and differentiation in the curriculum.

Recent research, however, reported that a good number of students, faculty members, and academic and support staff, across campuses had been subjected to various gender-related violence, such as stereotyping, bullying, discrimination, and harassment (see Faculty of Behavioural and Social Sciences, 2018; Miranda,



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Rungduin, Abulon, & Nalipay, 2018), which are clear violations of one’s human rights. Identified gender-related issues in PNU are presented in tables 1 and 2.

Table 1

*Gender-related issues at PNU as perceived by PNU Manila students, faculty, and administrative staff*

Areas of concerns	Gender Issues
<b>Human-related issues</b> <ul style="list-style-type: none"> <li>• Student-student</li> <li>• Faculty-student</li> <li>• Employee-Student (Employee includes PNU Staff, janitor/janitress/security guards)</li> <li>• Faculty-Faculty</li> <li>• Employee-Employee</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotyping, bullying and discrimination</li> <li>• Harassment               <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Physical</li> </ul> </li> <li>• Special Treatment</li> <li>• Biased/Special Treatment</li> <li>• Bullying/malicious jokes</li> <li>• Bullying/malicious jokes</li> </ul>
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• Poor lighting condition</li> <li>• Dark and secluded spaces</li> <li>• Comfort rooms               <ul style="list-style-type: none"> <li>• Shortage of comfort rooms for men</li> <li>• Comfort rooms for LGBT</li> </ul> </li> </ul>

Adapted from Faculty of Behavioural and Social Sciences (2018)

Table 2

*Distribution of responses according to the manner the harassment was done by the perpetrator*

Manner of harassment	Frequency	Rank
Malicious touching of any body part	19	1
Pinching	14	2.5
Being sent unwelcome sexual comments, ones or pictures or having someone post them about/or of you	14	2.5
Unwanted brushing against a victim’s body	12	3
Unwanted touching of private body parts (genitalia, buttocks, and breasts)	11	4.5
Intrusive questions or insinuations of a sexual nature about a person’s private life	11	4.5
Unwelcome sexual flirtation, advances, propositions	11	4.5
Making offensive hand or body gestures to others	11	4.5
Being called gay or lesbian in a negative way	10	5



Secretly looking or staring a look at a person's private part or worn undergarments	9	6.5
Malicious leering or ogling	9	6.5
Verbal abuse with sexual overtones	8	7.5
Being shown sexy or sexually offensive pictures, materials or graffiti that you did not want to see	8	7.5
Being called gay or lesbian in a negative way	7	8.5
Having someone spread unwelcome rumours about you	7	8.5
Having someone flash or expose themselves to you or masturbate in front of you	5	9.5
Unwanted massage	5	9.5
Derogatory or degrading remarks or innuendos directed toward the members of one's sex	5	9.5
Unwelcome phone calls with sexual overtones causing discomfort, embarrassment, offense or insult to the receiver	5	9.5
Touching or fiddling with a person's clothing (e.g. lifting up skirts or shirts)	4	10
Requesting for sexual favor in exchange for a passing grade.	1	11

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Adapted from Miranda et al. (2018)

Despite the creation of the University Center for Gender and Development (UCGAD) in 2013, it seems that the University has no clear policies to address gender-related issues. Thus, a call to develop a University Gender and Development (GAD) Code has been the battle cry of current research in GAD to protect human rights and respect individual differences of all stakeholders of the University. The GAD Code will be a consolidation of existing practices and policies in GAD that will be readily available for all students, faculty members, and administrative staff.

The following is a summary of policy recommendations towards the development of a University GAD Code adapted from Miranda et al. (2018) and Faculty of Behavioural and Social Sciences (2018):

1. 'A separate Anti-Sexual Harassment Office (ASHO) must be established aside from the existing University Center for Gender and Development (UCGD) in PNU Manila. The ASHO must have two plantilla positions: an administrative staff and a licensed psychologist. The ASHO can be managed under the Office of the University President. For the PNU Campuses, the GAD Office must have three plantilla positions: a GAD Head, an administrative staff and a licensed psychologist.'
2. The Implementing Rules and Regulations (IRR) of the University GAD Code/Manual should include the following state laws: Anti-Sexual Harassment Law or RA 7877, Anti-Rape Law or RA 8353, Anti-Trafficking in Persons Act of 2003 or RA 9208, and Anti-Photo and Video Voyeurism Act of 2009 or RA 9995.
3. 'Annual Gender Sensitivity Trainings for undergraduate students, faculty and staff. All other personnel in the university (e.g. security, janitorial) must be subjected to Gender Sensitivity Trainings before and during employment in the university.'
4. Suggested interventions to sustainably address gender-related issues at PNU:



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## ***Infrastructure and services at PNU***

### Classrooms

- Better classrooms (bigger, well-lighted and well-ventilated)
- Lock classrooms not in use

### Restrooms

- Gender neutral or separate comfort rooms for males, females and LGBT
- Increase number of CR for men (with tissue vendo and cubicles)
- Clean, bigger, comfortable and more comfort rooms
- Only female janitors must be allowed to enter female CR

### Whole PNU

- Installation of monitored CCTVs (in classrooms also, if possible)
- Sufficient lighting in classrooms, grasslandia, corners of the university, open courts, hallways, bridge, classrooms, cafeteria, libraries, offices, pathways and the whole campus, including street lights
- Neutral colors in the campus to to advocate gender inclusiveness
- Classrooms, faculty rooms and offices must have glass doors and more windows for visibility
- Posts and signs that will remind the community about gender issues
- Increased security, more roving personnel especially at night
- Centralized emergency buttons
- Make offices that respond to gender issues more accessible
- Bulletin boards about gender sensitivity that is visible to all students
- Equal opportunity to use infrastructures in PNU
- PNU must be vacated at 9pm
- Faculty should also be monitored
- Fix door locks (CR and classrooms)
- Online page
- Hotline
- Murals around the campus with gender components

### ***Curriculum and syllabi***

- Gender-fair and inclusive curriculum and content (language)
- Include a subject on gender and development
- Gender sensitivity in the general education
- Gender related topics (in the prof.ed. Subjects, values ed & gen.ed.)
- Values integration/must not be included in the curriculum
- Include gender/queer/women studies
- Eradicate bias on feminism alone and radical feminism
- Sex education
- Integration of gender issues and gender sensitivity in all faculty departments/disciplines/courses/subjects/syllabi

### ***Teaching Practice***

- Equal opportunities in the classroom
- Use of gender-fair references and non-biased materials in activities and gender-based examples in exams and classroom activities
- Gender-fair activities
- Include gender in the teaching of professors



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- More open discussion about gender in classrooms
- Discussion on how to avoid potential harassment

#### **Capacity building for PNU Community**

- Gender sensitivity trainings and seminars for faculty, students and other stakeholders
- Faculty should be role models to students on gender sensitivity Students organizations
- Equal treatment and opportunities to all
- Conduct of research

#### **Services of PNU Offices**

- OSASS, GAD Office and janitors should be proactive about GAD issues in the campus
- Counselling should be accessible to all genders
- Faster response from the concerned offices
- Approachable and trustworthy personnel
- Equal treatment to all types of students of the services provided

#### **Other suggestions**

- Create an organization student for GAD
- More programs and activities on GAD
- CCTV Installation in the campus
- Bulletin board for GAD, Freedom Wall for LGBT and Suggestion box and student desk
- Invite speakers who have authentic experiences on GAD issues
- Teach future teachers on how to teach GAD
- Teach preventive measures and signs of potential gender-related harassment and abuse
- GAD-related outreach program in the communities
- Freedom to wear gender-free clothing
- Equal opportunities in giving activities to all
- Effective rules and regulation implementation

#### **REFERENCES**

- Faculty of Behavioural and Social Sciences. (2018). *Documentation and analysis of gender issues at Philippine Normal University towards developing its Gender and Development (GAD) Code*. Manila: Philippine Normal University.
- Miranda, P., Rungduin, T., Abulon, E. L., & Nalipay, J. (2018). *Sexual harassment victimization in the academe: Basis for policy development and formulation of intervention programs*. Manila: Philippine Normal University.

