PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

GENDER AND DEVELOPMENT
RESEARCH THRUST
2025-2027

EDITORIAL BOARD

PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Gender and Development Research Thrust

2025-2027

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Foreword

As the Philippine Normal University, the country's National Center for Teacher Education, we recognize that our leadership in the field of education must extend into the broader domains of equity, inclusion, and social transformation. In this light, the development of the PNU Gender and Development (GAD) Research Thrust 2025–2027 is a timely and essential step in deepening our institutional commitment to fostering a more inclusive and gender-responsive future.

Guided by our mandate to lead transformative teacher education, this inaugural GAD Research Thrust serves as a formal framework through which our researchers and academic leaders can engage with pressing gender issues in education and society. It directly responds to the call of the Commission on Higher Education (CHED), as articulated in CMO No. 1, series of 2015, to prioritize gender-responsive research across higher education institutions. It also reflects the findings of our 2023 Participatory Gender Audit (PGA), which highlighted the need for a more visible, coordinated, and impactful approach to GAD-related research across the PNU system.

This GAD Research Thrust was thoughtfully developed through a participatory process involving faculty, staff, students, and external experts in gender and development. Their collective insights ensured that the thrust is not only evidence-based and contextually grounded but also reflective of the lived experiences of diverse communities both within and beyond the University.

With eight thematic areas spanning gender and socio-economic challenges, education, health, law, policy, and community engagement, the thrust sets a clear direction for impactful research that supports inclusive, equitable, and transformative education.

I extend my sincere gratitude to the Core Committee, the Research Management Office, and our partners from the Women's and Gender Studies Association of the Philippines and other institutions for their invaluable expertise and commitment to this endeavor. May this GAD Research Thrust serve as a guide, an inspiration, and a collective call to advance justice, gender equality, and inclusive excellence in teacher education and nation-building.

Mabuhay ang PNU! *Mabuhay ang pananaliksik para sa* gender and development!

BERT J. TUGA, PhD
President

Preface

This Gender and Development (GAD) Research Thrust of the Philippine Normal University is not merely a strategic document; it is a declaration of our collective intent to make education an instrument of equality, voice, and empowerment. As the country's premier teacher education institution, PNU upholds its responsibility to ensure that our research agenda is rooted in inclusive praxis, speaks truth to power, and generates impact at the grassroots.

The 2025–2027 GAD Research Thrust is the first of its kind in our institution's history. It emerges from an urgent need to bridge policy and practice, confront gendered disparities in education and society, and amplify the lived realities of women, LGBTQIA+ individuals, and vulnerable groups. Crafted through participatory processes involving diverse stakeholders, this research thrust is grounded in the conviction that inclusive education must be informed by inclusive research.

Aligned with SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities), and responsive to the aspirations of *Ambisyon Natin* 2040, this document also advances PNU's vision of producing future-ready education leaders who champion justice and inclusivity. It defines a coherent research direction that cuts across gender roles, education, health, law, culture, and community engagement—providing scholars, educators, and students with the scaffolding to pursue relevant, transformative inquiries.

As Vice President for Research, Extension, and Quality Assurance, I affirm that this GAD Research Thrust is both a blueprint and a moral compass. It guides our collective efforts to make research a tool for change—toward classrooms that nurture dignity, policies that promote equity, and communities where no one is left behind.

TERESITA T. RUNGDUIN, PhD
Vice President for Research, Extension, and Quality Assurance

THE PHILIPPINE NORMAL UNIVERSITY
VISION, MISSION, AND QUALITY POLICY

VISION

A leading future-ready teacher education university responsive to national and global development goals and directions

MISSION

Philippine Normal University is committed to lead innovative, responsive, and sustainable teacher education programs that set the standards of future-ready teachers and education leaders.

QUALITY POLICY

As the National Center for Teacher Education, the Philippine Normal University commits to provide inclusive, innovative, impactful, and sustainable teacher education programs that produce future-ready teachers and education leaders imbued with the values of truth, excellence, and service. Furthermore, PNU shall ensure the continual improvement of its Quality Management System through compliance with International Quality Standards and statutory and regulatory requirements. PNU shall achieve these commitments through its core functions of instruction, research, extension, and production.

PNU Gender and Development (GAD) Research Thrust 2025-2027

Creating the First PNU Gender and Development (GAD) Research Thrust 2025-2027

The major imperative for the development of the first PNU GAD Research Thrust stemmed from a comment made by the Commission on Higher Education (CHED) regarding a recent PNU GAD Accomplishment Report. CHED stated that there was a lack of GAD-focused research and creative work accomplished at the institution (CMO 1 series of 2015, Part VI Gender Responsive Research Program). Although research work on gender and development has been part of the broader University Research Agenda, this has not been sufficient to establish a focused effort centered on GAD. Hence, developing a GAD research thrust with accompanying funding or allocation can help motivate researchers to undertake GAD-focused projects.

Another imperative for crafting the university's GAD Research Thrust is based on the results of PNU's Participatory Gender Audit (PGA) (2023). The PGA noted that, while "there is ongoing GAD-funded research and completed research on GAD, many lack knowledge about these projects and how they have been utilized within the University and by external stakeholders." This is the issue that the PNU GAD Research Thrust aims to address.

The process of crafting the GAD Research Thrust involved both internal and external stakeholders of the University. Its participatory nature ensures all stakeholders are knowledgeable about the perceived outcome (the final form of the GAD Research Thrust) as well as the implications of the GAD research that will arise from it, especially how such research will impact their institutions, organizations, or communities. The final form of the GAD Research Thrust will also be disseminated to the PNU system and its external stakeholders.

Phase One: Preparatory Online GAD Research Capability Building

On September 11, 2024, a preparatory online GAD Research Capability Building session was conducted by GAD research experts from the Women's and Gender Studies Association of the Philippines (WSAP), Dr. Excelsa Tongson (WSAP President), and Dr. Helen Dayo (WSAP Representative to the CHED Technical Panel on Gender and Women's Studies). The session aimed for the Core Committee on the GAD Research Thrust 2025-2027 to capacitate core committee members in GAD research.

The Core Committee on the PNU GAD Research Thrust 2025-2027 is composed of the following members:

Name	Designation
Dr. Praksis Miranda	*Faculty Researcher, RMO (Chairperson)*
Committee Members	
Prof. Iona Ofelia Zanoria	*Director, GIDEO*
Dr. Maryfe Roxas	*Faculty Member, SASO*
Prof. Ma. Concepcion Raymundo	*Faculty Member, FLL*
Prof. Jeffrey Ginez	*Faculty Member, FGEEL*
Prof. Nancy Ramores	*Faculty Member, CALL*
Dr. Leonora Varela	*Faculty Member, CAS*
Dr. Ma. Lorella Arabit-Zapatos	*Faculty Member, FBeSS*
Dr. Aurora Gonzales	*Faculty Member, FSTeM*
Dr. Rosanna Diana	*Faculty Member, ICHEME*
Dr. Princess Zarla Raguindin	*Faculty Member, FEIS*
Prof. Sammy Dolba	*Faculty Union representative*
Ms. Rachel Evangelista	*Administrative Employee Association representative*
Mr. Nero Yap	*Administrative Employee Association representative*
Ms. Alexandra Kate Amador	*President, PNU Kabataang Urduja*
Ms. Sistinas Mercado	*Punong Katalonan, PNU Katalonan*
PNU North Luzon	
Dr. Raquel Geronimo	*Head, GEDIU*
Dr. Jane N. Cariaga	*Faculty Member representative*
Ms. Jan Ella Victoria Bravo	*Student representative*
PNU South Luzon	
Prof. Brenda O. Bua-ay	*Head, GEDIU*
Prof. Veverle D. San Juan-Masaganda	*Faculty Member representative*
Mr. John Kenneth C. Llacona	*Student representative*
PNU Visayas	
Dr. Emylin T. Batulat	*Head, GEDIU*
Prop. Ramea M. Romero	*Faculty Member representative*
Mr. Jinmer H. Babata	*Student representative*
PNU Mindanao	
Dr. Lallen B. Quismundo	*Head, GEDIU*
Dr. Aileen C. Park	*Faculty Member representative*
Mr. Francis John Pascual	*Student representative*

The members of the Core Committee who led the crafting of the PNU GAD Research Thrust 2025-2027 are GAD advocates and/or researchers of the PNU system. The Core Committee's inputs were imperative in setting the direction of GAD research at the University for the next three years and catalyzing GAD innovations, GAD institutional research, GAD pedagogical approaches and curriculum integration, as well as in promoting a GAD culture of research in the context of the University as both a higher education institution (HEI) and teacher education institution (TEI).

After the online GAD Research Capability Building conducted by WSAP, the Core Committee, during an online meeting on October 2, 2024, developed initial GAD Research Thrust themes and subthemes. These initial themes and subthemes were further refined by the Research Management Office (RMO) in preparation for the consultation meeting with GAD external stakeholders.

Phase Two: Consultation Meeting with GAD External Stakeholders for the Development of the PNU GAD Research Thrust 2025-2027

The initial draft of the GAD Research Thrust was examined further by the University's GAD external stakeholders during a consultation meeting held on December 10, 2024. Below is the list of GAD external stakeholders who attended the consultation meeting.

GAD External Stakeholders

Name	Designation
Ms. Ma. Alexandra Beatrice D. Rabe	*Punong Babaylan, University of the Philippines Babaylan*
Ms. Gina Rose L. Chan	*GAD Specialist, University of the Philippines Center for Women's and Gender Studies*
Mr. Jaztine A. Calderon	*GAD Officer, University Gender and Development Office, Ateneo de Manila University*
Mr. Jan David S. Salvador	*GAD Specialist II, Philippine Commission on Women*

The stakeholders were first oriented regarding the importance of creating a PNU GAD Research Thrust and their roles in its development. They were given Individual Worksheets, which they filled out, providing more detailed insights on the latest trends in GAD research based on their institution's and/or organization's GAD experiences. This was followed by a focus group discussion (FGD) in which the stakeholders elaborated on their insights as written in their worksheets. A summary of the key insights from the FGD was presented at the end of the consultation meeting. Emerging gendered contexts were unearthed based on the GAD experiences of other HEIs, government institutions, and university-based organizations, which necessitated a review of PNU's existing GAD policies, among other new GAD research endeavors.

Phase Three: Data Consolidation, Analysis, and Framework Design

The last phase consisted of consolidating the data by coding, deriving emerging themes and subthemes, and finalizing the framework. Content analysis was utilized to code and extract emerging themes and subthemes from the: a) initial themes and subthemes as conceptualized by the GAD Research Thrust Core Committee; b) insights in the Individual Worksheet; and c) FGD transcriptions and summary. Internal validation of the emerging themes and subthemes was undertaken through discussions among RMO faculty researchers until a framework was crafted to visually illustrate the relationship of the concepts in the GAD Research Thrust.

PNU Gender and Development (GAD) Research Thrust 2025-2027

There are eight thematic areas in the GAD Research Thrust 2025-2027. Each thematic area with its corresponding description is listed below.

Thematic Area	Description of Thematic Area
1. Gender and Socio-**E**conomic Challenges	Refers to analytical inquiries on the hindrances towards the empowerment of women, girls, and individuals of diverse SOGIESC that are brought about by the intersection of gender and social class, as well as the interventions that can address these.
2. Gender and Health	Refers to research on various medical services for faculty members, students, and staff in relation to their gender and gendered contexts. It also explores gender in relation to the overall well-being of an individual, including mental health.
3. Gender and Law	Refers to investigations on how laws on gender and related laws are implemented at the institutional level and integrated into institutional policies, norms, and practices. It also pertains to research that explores the lack of new laws or policies based on emerging gendered contexts and rights-based analyses.
4. Gender in Teacher Education and/or **E**ducation	Refers to analytical engagements on gender issues and challenges in basic education schools, HEIs, and TEIs, as well as entry points or avenues for gender mainstreaming.

5. Gender Roles, Cultural Contexts and Intersectionality Narratives	Refers to research on the lived experiences of faculty members, students, and staff as a result of the intersections of gender, cultural context, linguistic background, diversity in SOGIESC, disability, and more.
6. Gender and Gender-Based Policy Development	Refers to investigative approaches on how gender-responsive school and/or university policies and guidelines on gender are, as well as the review or audit of existing policies and guidelines on gender through data generation.
7. Gender-Based Violence (GBV) and **E**xploitation	Refers to analytical inquiries on the processes, procedures, policies, guidelines, and monitoring and evaluation mechanisms to address sexual harassment, GBV, and exploitation in schools, HEIs, and TEIs.
8. Gender and the Community	Refers to research on GAD service-learning initiatives and/or extension programs of schools, HEIs, and TEIs, as well as their extension projects with a GAD component.

Figure 1 illustrates the PNU GAD Research Thrust 2025-2027. The figure presents the various drivers of the GAD Research Thrust at the international, national, and institutional levels, along with the thematic areas that define the research focus and priorities of the University.
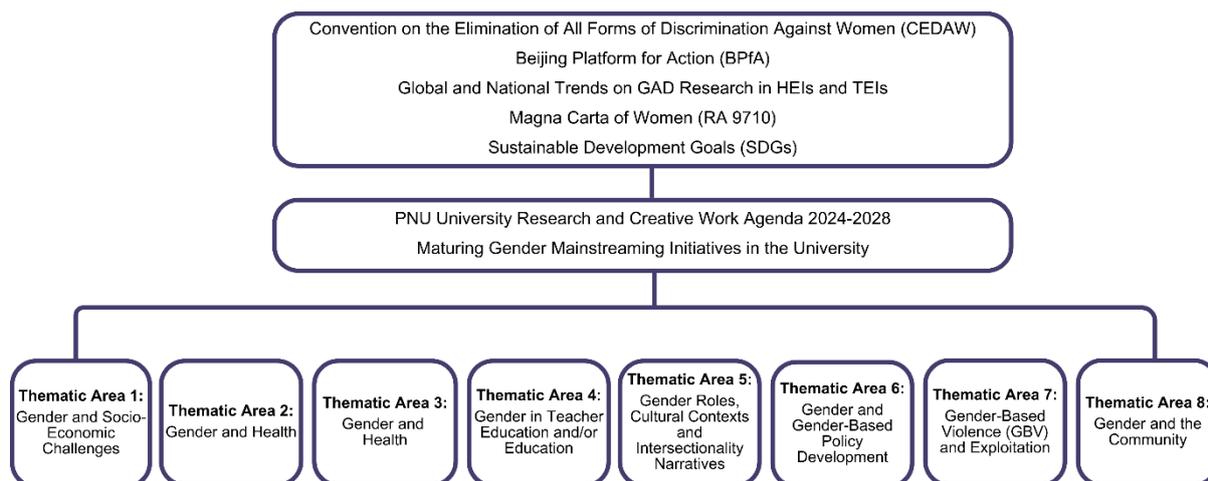
There are eight thematic areas in the GAD Research Thrust 2025-2027. For each of the eight thematic areas, specific sub themes and topics were determined. The thematic areas serve as overarching frames from which researchers can formulate their GAD research proposals as aligned with the thematic areas.

Thematic Area	Subtheme	Suggested Topic
Gender and Socio-Economic Challenges	Institutional Support Provided for Female Educators and Students	Impact assessment of PNU Meals and Empowerment Grants; Tracer Study on achievements of PNU alumni who triumphed over socio-economic challenges; gender balance in scholarship grants; criteria for granting scholarships, early childcare, and aging facilities within and around universities
Gender and Health	Reproductive Health Services for Faculty Members, Staff, and Students	Identification of government health services available, availed, and received; health facilities; issues in availing reproductive health services Socio-demographic profiling of those who avail of the following: a. reproductive health services b. mental health services c. benefits and leaves
	HIV/AIDS-related Services for Faculty Members, Staff, and Students Mental Health Services and Trauma-Informed Care Services for Women and LGBTQIA+ Individuals Who Have Experienced Gender-based Violence (students,	Privacy and confidentiality of clients and data

	faculty, and staff); Mental Health and Gender (e.g., LGBTQIA+ individuals as they are more prone to depression, anxiety, and suicide) Different or Diverse Medical Needs of the LGBTQIA+ Community (e.g., intersex visibility, intersex children who need lifelong medication) Insurance/HMO, Annual Physical Examination, School/University Health Services	
Gender and Law	Sexual and Reproductive Health Rights (SRHR) Integration of Enacted Laws into the Policies Transhealth; Trans-Informed Rights to Healthcare (e.g., gender-affirming hormone therapy)	Perception on RA 109354 or The Responsible Parenthood and Reproductive Health Act of 2012 and Comprehensive Sexuality Education Integration of the Safe Spaces Act into the Anti-Sexual Harassment (ASH) policy, as well as other acts and conventions such as the Magna Carta of Women (RA 9710), Convention on the Elimination of All Forms of Discrimination Against Women, and Beijing Platform for Action
Gender in Teacher Education and/or Education	Gender Equality Index in Schools (GEIS) and Other Indices/Indicators Gender-Fair Education/Gender Equality for Inclusive Education Gender-Responsive Curriculum	Development of tools to measure gender-responsiveness in TEIs; Gender-related barriers to education; Gendered experiences of faculty/students/staff of diverse SOGIESC in TEIs; Educational technology; availability of books and materials in the library/ies and online; gender sensitive pedagogy; evaluation of existing pedagogies; feminist research; development and evaluation of instructional materials; language use; readiness of teachers for non-binary teaching frameworks; gender fair language Integration of GAD concepts in the curriculum; integration of Online Sexual Abuse and Exploitation of Children (OSAEC); monitoring, evaluation, and

		assessment of GAD integration in the curriculum, evaluation of the gender-responsiveness of the curriculum,
	GAD in Early Childhood Education	Introducing GAD to children, integration of GAD into children's literature
	Teacher Competencies	Teacher's knowledge and skills in relation to culture and GAD; training of teachers on GAD; Gender Sensitive Training for faculty members, staff, and students; GST learning resources
	Women in Science, Technology, Engineering, and Mathematics (STEM)	Tracer Study on the challenges and barriers that women face in entering STEM industries or fields; Science, Technology, Engineering, Arts and Mathematics (STEAM); STEM/STEAM for women; research on how students choose their courses in relation to their perceptions about STEM/STEAM
	Women in Education	Leadership, Role of IP Women in Eco pedagogy, Women and Sustainable Education/Education for Sustainable Development; Ecofeminism; Tracer Study of PNU alumni leadership roles/positions;
	Evaluation Studies	Utilization of 5% GAD budget in universities; Utilization of research data for GAD policy development; GAD needs assessment of teachers; Alignment of PNU GAD Accomplishment Reports on the thematic areas of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Beijing Platform for Action (BPfA), Magna Carta of Women (RA 9710)
	Special Population	LGBTQIA+ students; Practical and strategic needs of women, girls and Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA+) individuals

	GAD Research/Gender-Related Research	GAD concepts taught in schools and GAD concepts as understood by students; Gender Identity, Expression and Sex Characteristics (SOGIESC); Post feminism and sexism; Research ethics in doing GAD research; Participatory research with teachers; budget allocation for GAD research
	Gender and Environmental Education	Queering of green spaces
	Lived Experiences	Faculty members, staff, students, single mothers, and solo parents in the university
		Participation of female students in the student organizations
Gender Roles, Cultural Contexts and Intersectionality Narratives	Gender and Language, Gender and Cultural Studies	Gender fair language; queerspeak / gay lingo from an academic or linguistic perspective, regional differences); Everyday feminism; role of men in GAD; critical masculinities; religion and gender
Gender and Gender-Based Policy Development	Institutionalization of Gender Equality	Gender audit; annual Pride activities
	Transgender and Gender Non-Conforming Policies	Gender-neutral uniform; lived names; preferred pronouns as part of official records; misgendering; deadnaming;
	Cultural Resistance and/or Unconscious Biases to GAD Policies	Policies on trans students; haircut; uniforms; all-gender restrooms
	GAD Policy Development	Representation of stakeholders in crafting GAD policies; utilization of the Harmonized Gender and Development Guidelines (HGDG); utilization of the Gender Mainstreaming Evaluation Framework (GMEF)
	GAD Data for Policy-Making and Decision	Sex-disaggregated data; gender statistics; mechanisms for collecting gender data; inclusive indicators specific to the university/campus
	Evaluation Studies	Review of university-wide policies and their implementation; inclusive and

		non-inclusive university policies; best inclusivity practices; synchronization of policy implementation
		Review of awareness and impact of GAD-related observances, e.g., Impact of the 18-day End VAWC Campaign Women's Month, Pride Month;
		Responsiveness of GAD services, equipment, facilities, infrastructure, e.g., retrofitting of infrastructure to address GAD issues, e.g., creation of all-gender restroom
		Relevance of GAD research or GAD-related research
Gender-Based Violence (GBV) and Exploitation	Mapping of Gender-Based Violence in Higher Education	Sexual harassment, safe online spaces
	Approaches to Addressing, Investigating, and Resolving Sexual Harassment Claims	Transformative justice (respondent care; care services; helps in referral for sexual misconduct incidents; current or existing mechanisms on Anti-GBV, e.g., referral system on care and counseling services; training or support for teachers; module for teachers on how to be first responders/counselors
	Integration of Anti-Sexual Harassment Policy into Manuals and Code of Conduct	Faculty members, staff, and students' manuals; Practice teaching manuals; handling of gender-based violence incidents
Gender and the Community	Gender-Responsiveness and Sustainability of Extension Programs	Needs and impact assessment of GAD/GAD-related extension programs; review of protocols/MOU or MOA; students' role in extension programs
	Political Participation of PWD, IPs, SOGIESC, LGBTQIA+ Communities	Voting behavior of women and LGBTQIA+ community; voter turnout; gender-responsiveness of the platforms of the candidates
	Gender and Disaster Risk Reduction and Management	LGBTQIA+ in vulnerable communities GAD concepts in schools and at home;

GAD in the Households	GAD acceptance at home or in the family; issues in same-sex couple family; distribution of unpaid care work; masculine jobs as overvalued; breadwinners in the family; Person with Disability
Gender, Technology, and Livelihood	Utilization of technology to promote gender equality
Gender Issues Among PWDs	PWDs transition to adulthood/work
Community-Based Interventions for Survivors of Gender- Based Violence	

GAD-Related Research in the PNU System
2022-2024

No	Title of Research	Author/s	PNU Unit	Year
1	Mapping of Gender Issues Among Students in the Context of the Covid-19 Pandemic: Toward the Development of a Gender-Responsive Program in Higher Education Institutions	Raquel R. Geronimo, Zenaida Q. Reyes, Minda I. Cabilao Valencia, Brenda B. Villamor, Emylin T. Batulat, Lallen B. Quismundo	PNU NL, FBeSS, PNU VIS, PNU MIN, PNU SL	2022
2	Awareness, Extent of Exposure, and Experiences on Online Sexual Abuse and Exploitation of Children and Youth with Special Needs in the Philippines	Denmark L. Yonson, Ruel T. Bonganciso, Gem Angeli T. Lozana, Noel S. Marañon, John Rey B. Java	PNU VIS	2022
3	The Lived Experiences of Counselors of Women who Attempted Suicide	Tito C. Baclagan, Armina B. Mangaoil, Teresita T. Rungduin, Marie Josell M. Visitacion	FBeSS, SASO	2022
4	Narratives of Pregnant Women in a Pandemic: Health Practices, Social and Emotional Dynamics, and Community Support	Teresita T. Rungduin, Patricia Anne F. Dayrit, Darwin C. Rungduin, John Ray B. Acopio	CAS	2023
5	Deriving Theonormativity from Heteronormativity:	Krizna Rei M. Palces	CAS	2023

	Parallel Concepts of Oppression			
6	On the Essential Aspects of Humanity: Implications of Sex-Disaggregated Teacher Data on National Policies	Praksis A. Miranda	CAS	2023
7	An Exploratory Assessment of GEDSI Issues Among Personnel and Students: Inputs for a Situationer Tool	Maryfe M. Roxas, Arlyne C. Marasigan, Ma. Laarni D. Buenaventura, Jayson L. De Vera, Bon Jovi Hajan, John Michael DR. Aquino, Mark Ponce C. San Juan, Starr Clyde L Sebial, Abegail Karen M. Lee	SASO, FSTeM, CAS	2023
8	Child Sexual Abuse History and Promiscuity Among Female Filipino Survivors	Armina B. Mangaoil, Teresita Rungduin, Faith Frances Miranda	FBeSS, SASO	2023
9	Life After Loss: A Case Study of Grief from Parent Loss After Being Separated for a Long Period of Time	Armina B. Mangaoil, Teresita Rungduin, Christyne Anne Canlas	FBeSS, SASO	2023
10	A Phenomenological Study of Ghosting on Queer Men in Dating Apps	Maryfe Roxas, Mark Jason San Luis C. Pedroches	SASO	2024

11	Investigating SOGIE Disclosure as a Predictor of Gender Conformity and Self-Esteem Among Members of the LGBT Community	Armina Mangaoil	FBeSS	2024
12	Men's Virtual Self-Presentation in Online Dating App: A Case Study	Darwin Rungduin, Honey Lei A. Marabe, Maryfe Roxas	FBeSS	2024
13	*Pag-unawa sa Proseso ng Pagpapatawad ng Pilipinong Ama*	Ma. Laarni Buenaventura Storm Joy Gayatao	SASO	2024
14	*Bagito*: A Deep Dive into the World of Student Fathers	Rennie C. Saranza, Jovenal Dela Cruz, Cirera, MD, Gamayot, JB, Nieve, CP	PNU Min	2024
15	Parenting and Academic Experience: The Dual Roles of Motherhood and Student Life	Jovenal V. dela Cruz, Jr., Arlen G. Martin, Cyrus O. Arabejo, Roldan M. Egay, Glaydel U. Alferez	PNU Min	2024
16	Navigating Support Systems: A Life Narrative Study of Help-Seeking Behaviors and Barriers Among Filipino Gay Men in Grandparent-Headed Households	Armina B. Mangaoil, Darwin Rungduin, Philip Luis P. De Leon	FBeSS	2024

APPENDIX A

First Online Meeting of the Ad Hoc Committee
September 11, 2024
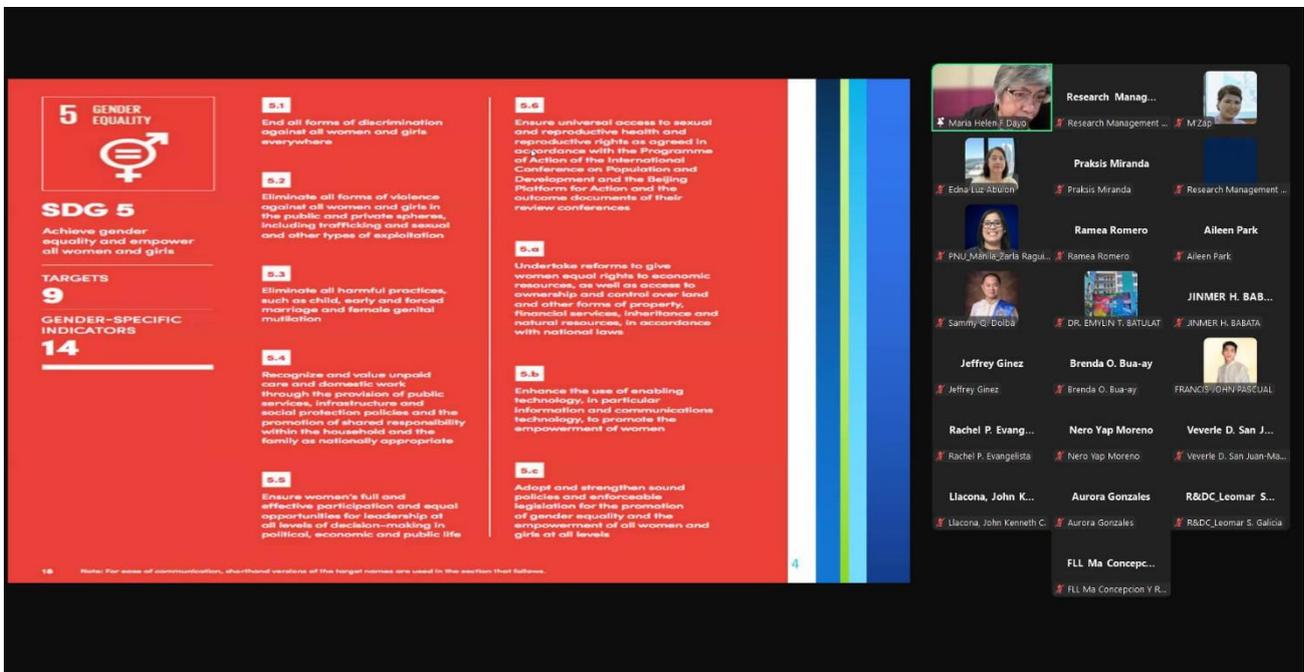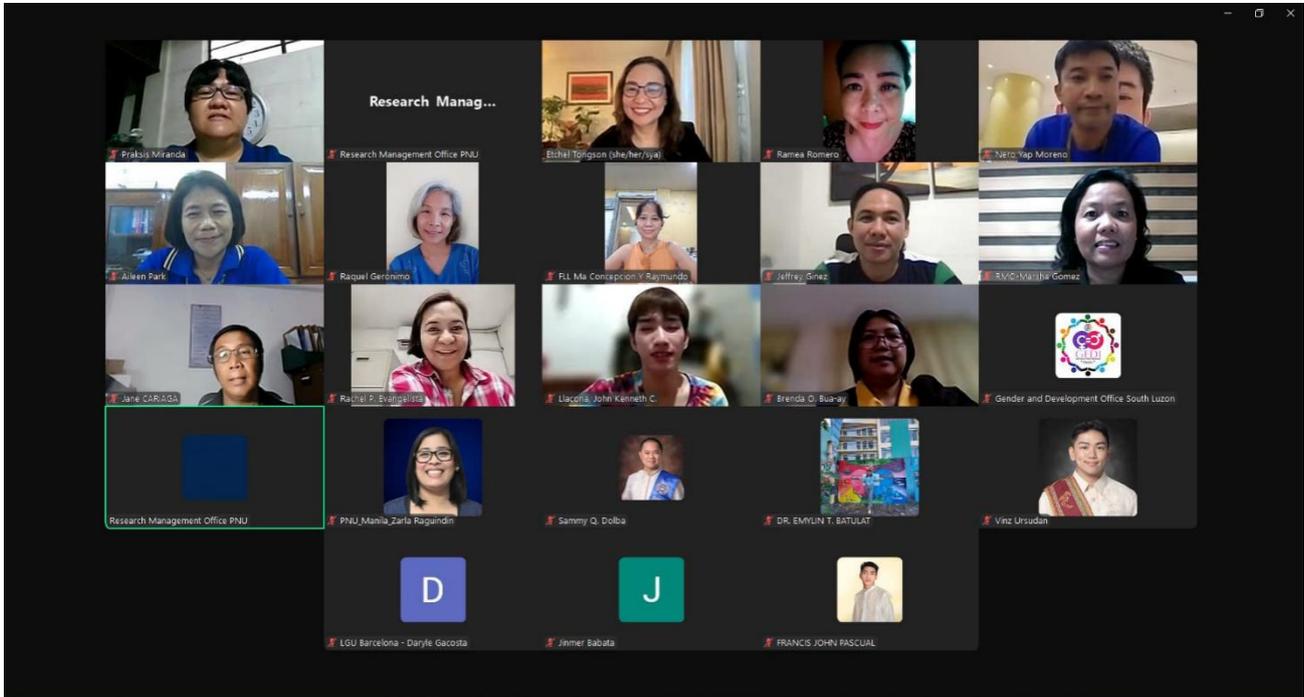
APPENDIX B

External GAD Stakeholders' Consultative Meeting
December 10, 2024

Name	Designation
Ms. Ma. Alexandra Beatrice D. Rabe	*Punong Babaylan, University of the Philippines Babaylan*
Ms. Gina Rose L. Chan	*GAD Specialist, University of the Philippines Center for Women's and Gender Studies*
Mr. Jaztine A. Calderon	*GAD Officer, University Gender and Development Office, Ateneo de Manila University*
Mr. Jan David S. Salvador	*GAD Specialist II, Philippine Commission on Women*
Dr. Praksis A. Miranda	*Faculty, Research Management Office*
Dr. Ma. Arsenia C. Gomez	*Director, Research Management Office*
Dr. Teresita T. Rungduin	*Vice-President for Research, Extension and Quality Assurance*
Ms. Angelica V. Delfin	*Admin Asst. II, Research Management Office*
Ms. Lorephil P. Carloman	*Admin Aide IV, Research Management Office*