

GAD's Influence on Women Literacy in the Philippines

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Abstract

This research focuses on the issue regarding GAD's influence on women literacy in the Philippines. Important issues are discussed on the factors and the contributions of GAD in women literacy rate. To address the influences of GAD on women literacy rate, tables will be presented and discussed. Contributions of GAD on women literacy rate and the factors will be analyzed and discussed. Probable contributing factors are: (1) cultural background, (2) economic factor, (3) girls are smarter than boys, (4) knowledge on population growth and mortality rate and (5) educated parents. Women having higher literacy rate than men is due to the implementation of the United Nation's millennium goals of promoting gender equality and development. Based on the findings, it is concluded that women in most regions in the Philippines have high literacy rate, millennium development goal contributed a significant role in the high literacy rate of women, and there are five factors which contributed to the high literacy rate of women (1) cultural background, (2) economic factor, (3) girls are smarter than boys, (4) knowledge on population growth and mortality rate and (5) educated parents.

Key Words: Gender and Development, Women Literacy

1. Introduction

Women literacy has progressed around the world. In many countries, girls and young women outnumber and outperform boys and men at all levels of schooling for decades. In the Philippines, Filipino females have fared consistently better than males. In the recent years, women have become more empowered through political and economic participation. Women have become visible leaders and this time, are involved in decision making.

Aligned with the Millennium Development Goals of the United Nations and the Gender and Development Program of the Philippine government, this paper heeds the need to promote gender equality in the Philippines. Education is one of the important aspects an individual should have. This gives opportunity for upward and social and economic mobility. This paper focuses on the analysis as to why women's literacy rate in the present generation is higher compared to men. It examines the possible reasons pertaining to women empowerment

which in turn leads to more women participating in higher positions in business leaderships.

A Gender and Development (GAD) mandate for government agencies, Sec. 4. States that the National Economic Development Authority (NEDA), with the assistance of the National Commission on the Role of Filipino Women, shall ensure that the different government departments, including its agencies and instrumentalities which, directly or indirectly, affect the participation of women in national development and their integration therein: (1) Formulate and prioritize rural or countryside development programs or projects, provide income and employment opportunities to women in the rural areas and thus, prevent their heavy migration from rural to urban or foreign countries; (2) Include an assessment of the extent to which their programs and/or projects integrate women in the development process and of the impact of said programs or projects on women, including their implications in enhancing the self-reliance of women in improving their income; (3) Ensure the active participation of women and

women's organizations in the development programs and/or projects including their involvement in the planning, design, implementation, management, monitoring and evaluation thereof; (4) Collect sex-disaggregated data and include such data in its program/project paper, proposal or strategy; (5) Ensure that programs and/or projects are designed so that the percentage of women who receive assistance is approximately proportionate to either their traditional participation in the targeted activities or their proportion of the population, whichever is higher. Otherwise, the following should be stated in the program/project paper, proposal or strategy; (a) The obstacle in achieving the goal; (b) The steps being taken to overcome those obstacles; and (c) To the extent that steps are not being taken to overcome those obstacles, why they are not being taken. (6) Assist women in activities that are of critical significance to their self-reliance and development (<http://www.dof.gov.ph/GAD>).

In theory, it is reasonable to presume that early gains in gender equality take the form of women's greater equality with men in skill development and standard of living. These gains untie women from traditional household activities, setting them free to participate in greater rates in civic activities such as petitions and boycotts. In turn, a more strongly female civil society helps pave the way for more women to achieve power positions. Finally, when women enter power positions in greater numbers at a broader front, it also becomes likely that more women enter national parliaments (Alexander and Welzel, 2010). Women before are cut off from education. Parents prefer men to pursue education due to strong social norms. In many developing countries, women get married early and education is replaced by the responsibilities of motherhood. This issue changed through time. Women of today are into schooling compared to males. Literate women are more likely to send their children, especially, their girls, to school. By acquiring literacy, women become more economically self-reliant and more actively engaged in their country's social, political and cultural life.

This paper investigates the contributions of UNDP goal of promoting gender equality and development to the high literacy rate of women in

the Philippines. This is done through a data mining procedure wherein data is gathered using the internet. Data gathered is from the different regions in the Philippines with women having high literacy rate. Factors such as economy and culture are also discussed.

Theoretical Background

This paper assumes that in the Philippines, women's higher literacy rate than men is due to the implementation of gender millennium and development goals. This is anchored on the theories of Inglehart and Norris 2003; Inglehart, Norris, & Welzel 2002; Inglehart and Welzel 2005; Welzel 2003: (1) cultural background, (2) economic factor, (3) girls are smarter than boys, (4) knowledge on population growth and mortality rate and (5) educated parents.

In relation to gender equality, socioeconomic development is central to increasing the pool of women eligible for positions of social power. These scholars establish that increased economic development associates with a more broad based distribution of educational and occupational resources. Greater access to educational and occupational resources increases women's chances of professional development, creating a larger pool of women eligible for power positions such as political office.

Cultural Modernity, a more recent theory, emphasizes the conversion of economic development into a cultural process of human development that gives rise to an emancipative worldview, reflected in self-expression values that emphasize human choice and autonomy, including the choices and autonomy of women (Inglehart and Welzel 2005; Welzel 2003; Welzel, Inglehart and Klingemann 2003).

Historical Legacies, as a theory, explains about the human development perspective and the classical modernization perspective which both offer theories to explain why modern societies are more conducive to gains in gender equality. This section on cultural and institutional path dependency presents 8 historical legacies potentially capable of affecting the improvement modernization brings to women's social and political status. The developmental trends of social modernization may face legacies of path

dependent cultural and institutional organization that affect societies' abilities to improve women's lives (Krasner 1984; Skocpol 1992).

While theories of modernization emphasize the impact of economic resources and values on women's empowerment in society and historical legacies emphasize the impact of cultural and political traditions, researchers typically stress other factors to explain the representation of women in government. These researchers highlight the relevancy of the

Schematic Diagram

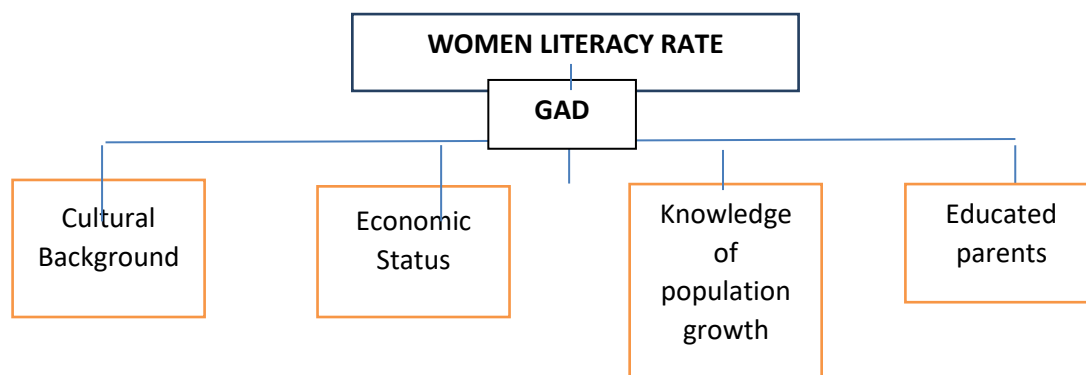


Figure 1. Conceptual Framework of the Study

2. Methods and Materials

This is a quantitative study that analyzes and describes high literacy rate of women in the Philippines. The data is taken from the National Statistics Office. It also discusses the factors that contribute to the high literacy rate of women.

The subjects of the study are Filipino women. A table is shown to present the literacy rate of women. Doing so, factors are also presented to show the contributions of in relation to gender and development goals.

This study makes use of the data taken from the National statistics Office. The data retrieved in 2013 present percentages of male and female literacy for both basic and functional areas. It includes all the regions in the Philippines. The same data is used to find out its

factors and contributions on the high literacy rate of women to the economy.

The research went through a data mining procedure to obtain statistics regarding the

characteristics of political institutions as causal factors.

This literature holds that variation in institutional characteristics mediates mass support for women's empowerment and the pool of women eligible for political office in ways that either enable or constrain women's attainment of political leadership. Three aspects of the political system find support in this literature: the strength of democracy, the electoral system, and gender electoral quota systems (Alexander and Welzel, 2010)

literacy rate women in the Philippines. Data is obtained from the National statistics Office. A further analysis of the data's content is shown in graphs namely basic and Functional Literacy Rate of Female by Region. These same graphs are used to find out the factors and answers as to why women have high literacy rate. Further, data on the indicators of factors that contribute to high literacy rate are mined. These are the Philippine Poverty Index per Region, Percentage of Voting Population per Region, and Predominant Religion of each Region

3. Results and Discussion

Literacy Rate of Women in the Philippines (NSO 2013)

Table 1. This table shows actual data of the high literacy rate of women in the Philippines, both basic and functional, in the different regions in the Philippines.

LITERACY GAP DATA (NSO 2013) Men and Women in the Philippines				
REGION	BASIC LITERACY		FUNCTIONAL LITERACY	
	MALE	FEMALE	MALE	FEMALE
NATIONAL CAPITAL REGION	99.0	99.4	93.1	94.8
I-ILocos	98.1	98.2	90.3	92.2
II-CAGAYAN VALLEY	94.5	95.6	83.7	88.5
III-CENTRAL LUZON	97.7	97.8	90.4	93.8
IV-A CALABARZON	97.7	98.2	91.9	95.1
IV-B MIMAROPA	94.4	95.9	81.2	86.8
V-BICOL	96.1	97.1	76.2	83.8
VI-WESTERN VISAYAS	93.2	95.8	78.8	86.6
VII-CENTRAL VISAYAS	94.6	95.6	84.4	88.8
VIII-EASTERN VISAYAS	92.2	95.0	67.8	78.2
IX-ZAMBOANGA PENINSULA	93.3	94.8	77.6	81.5
X-NORTHERN MINDANAO	92.6	95.3	83.5	88.4
XI-DAVAO	93.1	94.3	79.7	83.8
XII-SOCSESKSARGEN	91.9	92.3	75.4	81.3
CORDILLERA ADMIN REGION	95.2	94.3	87.8	90.5
CARAGA	93.2	96.3	81.8	89.8
ARMM	82.8	80.3	70.8	72.4

source: nso.gov.ph

It is evident that the literacy rate of women in the Philippines in most regions is high both basic and functional. In the basic literacy rate, only the Cordillera Region and the ARMM show low literacy rate. In the functional literacy rate, women, in all regions have the high literacy rate. Basic Literacy pertains to the ability of a person to read and write. It means understanding a simple message in language or dialect. In a war prone area like ARMM, schooling would be less of a concern than survival. In fact, in the current year, 2014, over 30,000 children in remote and poor communities in the Autonomous Region in Muslim Mindanao (ARMM) received formal education this school year. For many, this is the first time (armm.gov). This implies that residents of the region were not previously educated, even with basic literacy skills.

Contribution of gender and development to the high literacy rate of women

UN's millennium development goal of promoting gender and development in the Philippines is influential in literacy rate of the female members of the society while there is substantial evidence that points towards educational achievement among women. As

shown in the 2010 Philippines millennium development progress report, the country has gained significant advances toward achieving gender equality and women's empowerment. In as much, the country scored high in eliminating gender equality in education (Illo, 2010). Investing in women's education is generally linked to improve economic opportunities of women and their increased decision-making roles in their households and communities. Through the promotion of gender development in the Philippines, some significant branches of government were established that contain key provisions for granting women with equal access to education.

Among few are the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and Beijing Platform for Action (neda.gov). The CEDAW reports that enrolment in the middle level human resource development via technical and vocational education and training (TVET) increased by 27-28 percent, from 1.68 million in 2004 to 2.1 million in 2007. Although it declined to 2 million in 2008 and 1.98 million in 2004 to 2.1 million in 2009, as a result of efforts to improve quality assurance.

Table 2. This table shows the Basic Education Indicators (in percent), School Year 2007-2008)

Indicators*	Elementary			Secondary		
	Total	Male	Female	Total	Male	Female
Gross Enrolment Ratio	102.0	102.9	101.1	81.4	78.7	84.2
Participation Rate	84.8	84.0	85.7	61.9	57.4	66.6
Cohort Survival Rate (Gr. VI/Yr. IV)	75.4	70.9	80.1	79.9	75.2	84.5
Completion Rate	73.1	68.4	78.3	75.4	70.2	80.5
Average Drop-out rate	6.0	7.2	4.7	7.5	9.3	5.6
Achievement Rates (Gr. VI/Yr. II)	64.5	64.0	66.1	49.3	47.9	50.5
Share/Ratio of Male to Female	100.0	52.0	48.0	100.0	49.0	51.0

Source: neda.gov.ph

Enrolment in higher education rose moderately from 2.4 million in 2004 to 2.62 million in 2009. Based on the 2008 Impact Evaluation Study (IES) commissioned by TESDA, the absorption rate of TVET graduates (as a percentage of the labour force) was 55 percent, which is less than the 2005 figure of 64.6 percent. Increased access to higher education and middle level skills development was made possible through the provision of various scholarships and student financial assistance programs by Ched and TESDA, as influenced by the multiplier effect of gender-specific interventions. According to neda.gov., despite educational outcome favoring women, the

Philippine Plan for Gender Responsive Development (PPRD) still notes issues that need to be resolved. These are, but not limited to, lack of gender perspective in teacher training, sexual harassment experienced by teachers and students, lack of funds for gender-related programs, weak GAD focal point system, prevalence to societal stereotypes and gender bias in learning concepts. To address these, PPGD identified key objectives of the education sector, and suggested reforms in the areas of teacher training, education, literacy, networking and advocacy, national network of focal points in the education departments, research and standards and legislature.

Table 3. This table shows the Higher Education Enrolment and Graduates by discipline Group Gender (Public+Private), Academic Year 2005/6 – 2009/10.

Discipline Group	Male	Female	TOTAL
GENERAL	5,493	8,705	14,198
EDUCATION SCIENCE AND TEACHER TRAINING	91,678	260,368	352,046
FINE AND APPLIED ARTS	8,656	8,026	16,682
HUMANITIES	12,416	15,673	28,089
RELIGION AND THEOLOGY	5,469	1,474	6,943
SOCIAL AND BEHAVIORAL SCIENCES	26,315	50,231	76,546
BUSINESS ADMINISTRATION AND RELATED	272,509	451,706	724,215
LAW AND JURISPRUDENCE	10,943	9,201	20,144
NATURAL SCIENCE	9,176	14,951	24,127
MATHEMATICS	5,060	7,094	12,154
IT-RELATED	181,218	167,244	348,462
MEDICAL AND ALLIED	134,030	306,305	440,335
TRADE, CRAFT AND INDUSTRIAL	2,192	1,641	3,833
ENGINEERING	256,473	88,189	344,662
ARCHITECTURAL AND TOWN-PLANNING	13,213	7,228	20,441
AGRICULTURAL, FORESTRY, AND FISHERIES	31,299	28,393	59,692
HOME ECONOMICS	947	4,202	5,149
SERVICE TRADES	7,714	28,641	36,355
MASS COMMUNICATION AND DOCUMENTATION	8,451	22,543	30,994
OTHER DISCIPLINES	85,111	32,337	117,448
MARITIME	87,476	974	88,450
Total	1,255,839	1,515,126	2,770,965

Source: CHED

Factors that contribute to the high literacy rate of women

Different factors affect the high literacy rate of women in the Philippines but only five rose to the top. The following are: (1) cultural background, (2) economic factor, (3) girls are smarter than boys, (4) knowledge on population growth and mortality rate and (5) educated parents.

With onset of modernization, the Maria Clara is being replaced with the modern women. Although some of the women are still manifesting the Maria Clara traits but most are already in the modern side. The culture of the Philippines was women used to be staying at home, serve the family and not allowed to go to school had changed. Women are realizing that they can do household chores and at the same time be educated. Even with a lot of women being educated, they are still doing their duty in the house. Being educated made them serve properly both the workplace and the household (UNDP).

With the observance of the economic instability of the country, the women realized that going to school and be educated can help not only them but the family as well (UNESCO). If a person is educated, especially women, there is high respect on their part. Educated women tend to be given more high profiled works in the society compared to those who were not able to finish or did not even go to school (UNICEF Philippines).

According to the United Nations 2012, the findings of a research revealed that girls are smarter than boys but mostly overpowered because of the male dominating society. The voice of the male tends to read smart but in the real sense girls think smarter than boys. With that, girls became more interested with educating themselves than boys.

Table 4. This Table shows the mean percentage score of females surpassing males' intellectual ability

Subject	SY2006-2007		SY 2007-2008	
	Male	Female	Male	Female
English	58.69	63.10	60.64	63.08
Math	58.41	61.47	63.11	65.14
Science	51.47	52.99	57.56	58.75
Filipino	65.04	68.98	72.05	74.77
Hekasi	59.33	62.53	66.53	68.84
Overall	58.59	61.81	63.98	66.12

Source: neda.gov.ph

Population growth and mortality rate in the Philippines is very imminent. Although the contributory factor of growth in population are from both men and women. The role of women in population growth is very significant because they are the one who carry and deliver the baby. Child bearing is a dangerous thing and most of the mortality rate comes from this activity. Women are placed in danger during the pregnancy and delivery of the baby. With this, women became literate in anyways. Being literate would lower down these instances as women will realize things because of being educated, population is controlled and mortality is lowered (Philippine EFA 2015).

Parents of children who are educated will always prefer their kids to be sent to school. With these, literacy rate will increase. Parents especially will give importance to their female kids because it is already imprinted in their minds that girls should finish because they can bring more help to the family if they will finish college or even high school, thus, making literacy rate for women higher than men.

Table 5. This table shows the Higher Education Enrolment and Graduates by discipline Group Gender (Public+Private), Academic Year 2005/6 – 2009/10.

Discipline Group	Male	Female	TOTAL
GENERAL	5,493	8,705	14,198
EDUCATION SCIENCE AND TEACHER TRAINING	91,678	260,368	352,046
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Summary of Findings

Based on the analysis and interpretation of data, the following finds are arrived at:

1. Women in most regions in the Philippines have high literacy rate.
2. Millennium development goal contributed a significant role in the high literacy rate of women.
3. There are five factors which contributed to the high literacy rate of women (1) cultural background, (2) economic factor, (3) girls are smarter than boys, (4) knowledge on population growth and mortality rate and (5) educated parents.

4. CONCLUSION

Based on the foregoing findings, it is concluded that the United Nation's promotion of gender equality and development provided men and women equal access to education, and yielded educational outcomes favoring women, thus promoting a literacy rate which is higher than men. This significant literacy rate of women in the Philippines are governed by several factors - (1) cultural background, (2) economic factor, (3) girls are smarter than boys, (4) knowledge on population growth and mortality rate and (5) more educated parents, especially mothers seeking equal education opportunities for their children, whether male or female. This proves that gender-specific interventions of GAD

programs create a multiplier effect in eliminating gender inequality in literacy.

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