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Master's Thesis of International Studies

**Gender and E-learning:
An Exploratory Study on the Institutionalization
of Online Gender and Development (GAD)
Capacity Building Program in the Philippines**

**젠더와 e-러닝: 필리핀 온라인 젠더와 개발 역량강화
프로그램 제도화 방안에 대한 연구**

August 2023

**Development Cooperation Policy Program
Graduate School of International Studies
Seoul National University
International Cooperation**

Kim Harold Tamayo Peji

Gender and E-learning:
An Exploratory Study on the Institutionalization
of Online Gender and Development (GAD)
Capacity Building Program in the Philippines

A thesis presented by

Kim Harold Tamayo Peji

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Master of International Studies

Graduate School of International Studies
Seoul National University
Seoul, Korea

Gender and E-learning:
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Professor Lee, Soohyung

Submitting a master's thesis of
International Cooperation

August 2023

Graduate School of International Studies
Seoul National University
International Cooperation

Kim Harold Tamayo Peji

Confirming the master's thesis written by
Kim Harold Tamayo Peji
August 2023

Chair	Jeong, Hyeok_(Seal)
Vice Chair	Semee, Yoon_(Seal)
Examiner	Lee, Soohyung_(Seal)

Abstract

Gender and E-Learning: An Exploratory Study on the Institutionalization of Online Gender and Development (GAD) Capacity Building Program in the Philippines

Kim Harold Tamayo Peji
International Cooperation
Graduate School of International Studies
Seoul National University

Building the capacities of civil servants on gender mainstreaming is a social imperative in order to advance gender justice. The COVID-19 pandemic has dramatically shifted the delivery mode of capacity building from face-to-face into electronic learning. There is a dearth of study when it comes to gender and e-learning. Existing literatures have not provided the kind of e-learning platform that is most efficient, effective, and responsive in the conduct of gender training programs. What sets GAD capacity building programs apart from other interventions is that the scope of these capacity development programs impact and transcend the individual, institutional, and community levels. This broad scope and approach requires a change of mindset and behavior from the individual level to the societal level and, as such, it can be argued that capacity building programs on gender are after all challenging to conceptualize, organize and deliver. It necessitates holistic planning, especially that the target stakeholders are not a homogenous group of individuals. Aside from sex and gender, other social factors and variables such as age, language, and culture should also be accorded important consideration in employing various approaches in designing the program. Further, examining the digital skills of the target stakeholders is incumbent to make the prospective e-learning program suitable to their ability and readiness. Hence, this exploratory study will try to determine the appropriate e-learning platform which includes the technology and pedagogy needed to contribute in building the capacities of civil servants in the Philippines of mainstreaming and integrating gender across their agency policies, plans, and programs.

Keyword : Gender and Development (GAD), Capacity Building, E-learning, Information and Communications Technology (ICT)
Student Number : 2021-22258

국문초록

젠더와 e-러닝: 필리핀 온라인 젠더와 개발 역량강화

프로그램 제도화 방안에 대한 연구

김 해롤드 타마요 페지

국제협력전공

국제대학원

서울대학교

젠더 주류화에 대해 공무원의 역량을 키우는 것은 젠더 정의의 발전을 위한 사회적 필수조건이다 (COVID-19) 팬데믹은 역량 구축의 전달 방식을 극적으로 대면에서 전자 학습으로 전환했다. 성별과 이러닝에 관한 연구가 부족하다. 기존 문헌은 젠더 트레이닝 프로그램을 수행하는 데 있어 가장 효율적이고 효과적이며 대응력이 뛰어난 이러닝 플랫폼을 제공하지 못했다. GAD 역량 강화 프로그램을 다른 개입들과 차별화하는 것은 이러한 프로그램의 범위가 개인, 기관 및 지역사회 수준에 영향을 미치고 초월한다는 것이다. 이러한 넓은 범위와 접근은 개인 수준에서 사회적 수준으로 사고방식 및 행동의 변화를 요구하며, 따라서 성별에 대한 역량 강화 프로그램은 결국 개념화, 구성 및 전달이 어렵다고 주장할 수 있다. 특히 대상 이해관계자가 동질적인 개인 그룹(집단)이 아니라는 점에서 전체적인 계획이 필요하다. 성별 외에도 연령, 언어, 문화와 같은 다른 사회적 요소와 변수도 프로그램을 설계할 때 다양한 접근 방식으로 쓰일 수 있도록 중요하게 고려되어야 한다. 또한, 대상 이해관계자들의 능력과 준비성에 적합한 잠재적 e-러닝 프로그램을 만들기 위해서 그들의 디지털 기술을 조사하는 것이 중요하다. 따라서 본 탐색적 연구는 기관 정책, 계획 및 프로그램에서 젠더 주류화와 통합을 위해 필리핀 공무원들의 역량 구축에 필요한 기술과 교육학을 포함하는 적절한 이러닝 플랫폼을 파악하고자 한다

키워드 : 성별과 발전역량강화, 이러닝, 정보 통신 기술

학생번호 : 2021-22258

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Abbreviations

ADB	Asian Development Bank
CSI	Civil Service Institute
GAD	Gender and Development
GFPS	GAD Focal Point System
ICT	Information and Communications Technology
KIGEPE	Korea Institute for Gender Equality Promotion and Education
MCW	Magna Carta of Women
NGRP	National GAD Resource Program
PCW	Philippine Commission on Women
SDG	Sustainable Development Goals
TAM	Technology Acceptance Model
UN-APCICT	United Nations-Asia and Pacific Training Centre for ICT for Development
UPOU	University of the Philippines – Open University
WBG-OLC	World Bank Group’s-Open Learning Campus

Chapter 1. Introduction

Capacity building is essential in strengthening the abilities of individuals and organizations to perform their functions as well as develop their strategies, initiatives, and interventions in an efficient, effective and sustainable way. It is crucial for all the stakeholders working in the field of gender and development (GAD), especially policymakers and development planners, to possess substantial knowledge and appropriate skills in order to contribute in addressing the prevailing gender gaps and issues. Acquiring the right knowledge, values and behavior as well as right policies, instruments, and procedures will ensure that gender is mainstreamed in different stages of the development process from problem identification until program evaluation and, eventually, ensure scalability and sustainability. Hence, GAD capacity building or any development intervention for that matter should be integral and at the core of organizational reform to advance gender equality and women empowerment as means of advancing sustainable and inclusive development. The capacity of the organizations to integrate gender perspectives is the cornerstone of the gender mainstreaming strategy.

The goal of achieving gender equality and empowerment for all women and girls is laid out in the Sustainable Development Goal (SDG) 5. In addition to the comprehensive targets specified in SDG 5, gender as a *cross-cutting issue* and as a *transformative stand-alone goal* is also mainstreamed in other targets and relevant indicators. Meanwhile, SDG 17 which focuses on strengthening the means of implementation and revitalizing the Global Partnership for Sustainable Development has identified the importance of capacity development, particularly increasing technology and innovation in implementing and achieving the SDGs. Moreover, it

is also identified in one of the targets of SDG 5 the use of enabling technology, in particular information and communication technology, to promote the empowerment of women. Bridging these two goals, the issues on gender, capacity development and technology are interrelated and complementary to each other in achieving not just the SDGs but also the promotion of the co-constitutive objectives of gender equality and women empowerment.

Nowadays, the rapid advancement in technology has pushed organizations to explore alternative ways and platforms in developing the capacities of both its internal and external stakeholders. Although online learning or e-learning already started and became an emerging trend in the 1990s, the COVID-19 pandemic became the tipping point when almost all organizations, especially the government, has utilized and adopted this mode of learning delivery. The COVID-19 pandemic has further shifted the delivery of conducting capacity building interventions from the traditional face-to-face set-up into an online delivery.

Considering a multitude of socio-economic and cultural factors, each country has peculiar and different approaches when it comes to the design of its capacity building programs on GAD. While there are many existing literatures already on tackling the effectiveness of e-learning, there are dearth of studies that explores the relations of gender, e-learning and capacity building. Bringing a gender lens or perspectives will ensure a gender-sensitive approach in the design and delivery of e-learning programs.

The aim of this paper is to explore the type of e-learning platform including the technology and pedagogy that is appropriate for GAD capacity building program. It focuses on examining the components needed in order to ensure that e-learning is gender-sensitive to the needs of the target stakeholders. Different organizations that

offer e-learning programs on GAD were interviewed in order to learn from their experiences, especially in terms of challenges and facilitating factors in the delivery of its online capacity building programs. Further, the paper also assesses if conducting online capacity building is better than traditional face-to-face kind of learning. Using the Technology Acceptance Model (TAM), this paper will check if the target stakeholders of the Philippine bureaucracy can adopt to the introduction of an e-learning in its GAD capacity building program.

The results of this paper show that using a learner-centered approach is crucial in designing a gender and e-learning capacity building program. Considering the needs of the target participants or stakeholders is important so that the platform that will be used is effective and responsive to them.

The rest of the paper is organized as follows: the following section explains the Philippines' case of conducting capacity building programs on GAD, specifically the operationalization of Philippine Commission on Women's National Gender and Development Resource Program (NGRP). It provides a brief overview also on the existing literatures on gender, capacity building and e-learning and how the latter is expected to contribute in building the capacities of civil servants on gender mainstreaming. Next, this study presents data and methodology that were used for this exploratory study. After the qualitative analysis, the paper demonstrates results. Following that, this research discusses findings, with the final section devoted to concluding remarks and recommendations.

Chapter 2. Background

2.1 GAD Capacity Building Program in the Philippines

The Magna Carta of Women (MCW) or Republic Act 9710 is a comprehensive women's human rights law in the Philippines. Enacted in 2009, the law mandated all government agencies to adopt gender mainstreaming as a strategy to implement the MCW. As the national machinery on gender equality and women empowerment in the Philippines, the Philippine Commission on Women (PCW) is mandated to provide GAD technical assistance to its clients, particularly the national government agencies as well as the local government units, to build its capacities on gender mainstreaming. GAD technical assistance refers to the provision of GAD-related support services to clients in the forms of consultation, advice, capacity building, information and referral, or knowledge products provided by PCW to agencies in order to build their institutional capacities for gender mainstreaming and guide their efforts in pursuit of gender equality and women empowerment.

In the Philippines, all government agencies are duty-bound to establish the GAD Focal Point System (GFPS) that are tasked to catalyze and accelerate gender mainstreaming within their respective organizations. One of the major functions of the GFPS is to lead the annual preparations of the agency GAD plans and budgets that address the gender issues and concerns of their organization and clients.

In 2021, the Philippines has documented some of the highest cases of COVID-19 infections in Asia, thus the pandemic has greatly affected the lives of Filipino people and has exhausted the resources of its government and people. As of December 2021, the Philippines accounts for a total of 2.8 million COVID-19 cases and around 51,000 COVID-19 deaths. As the Philippine government continuously

impose localized lockdowns, border restrictions and quarantine measures, this health crisis has changed the way of living of the Filipinos. It has affected the operations of the government, as well as the private sector, in providing its services to its stakeholders. In order to fulfill its mandate, government agencies have adopted different strategies and interventions in battling this global pandemic without sacrificing the health and welfare of its workforce. For instance, the PCW has shifted the delivery of its GAD technical assistance, specifically its capacity building provision from face-to-face or physical conduct to e-learning or scheduled webinar series on different GAD topics such as GAD Orientation, Gender Analysis, GAD Planning and Budgeting, GAD Agenda, among others. This GAD technical assistance delivery is anchored to the Component Number 3 of PCW NGRP on the conduct of online GAD web-based seminars or webinars.

The PCW has harnessed the role of the information and communications technology (ICT) as a medium in improving its GAD technical assistance delivery. The offerings on ladderized webinar series, which are being conducted online through Zoom and Facebook streaming, were well attended by civil servants and policymakers in the Philippine bureaucracy, mostly members of agency GFPS. For years 2020 and 2021, the webinar series offered by PCW were attended by around 6,774 participants. These accomplishments added more to the clamor of offering more online GAD trainings for the Philippine bureaucracy.

The Executive Branch alone of the Philippine government has a total of approximately 186 offices (departments, attached agencies and bureaus). Given the limited staff complement of the Commission that caters to the needs of the entire bureaucracy in ensuring a gender-responsive governance, there is a need to strategize and identify a long-term approach to come-up with a more relevant and sustainable

e-learning platform that would cater to the volume of requests for GAD technical assistance. Currently, almost all the information is available with the click or flick of a finger. Technologies have demanded different sectors and institutions to scale up the services provided to its clientele. It is within this framework that this study aims to maximize the use of ICT in building the capacities on GAD and catalyze the shift from a trainer-centered pedagogy to a learner-centered pedagogy.

Through the identification and development of an appropriate e-learning platform on GAD capacity building program, the members of the GFPS as well as the general public will have an access to different GAD trainings in their convenience. This said platform is envisioned to have a dedicated website that will serve as a web-based and or mobile-based training platform offering ladder GAD training programs. This will provide alternative venue for GAD practitioners and other individuals to learn and understand the GAD concepts, process and tools. The platform also aims to systematize and help in augmenting the delivery of online GAD technical assistance offered by PCW. Furthermore, in the long-run the e-learning platform is envisioned to open the doors for PCW in expanding the conduct of online gender trainings with other interested organizations.

2.2 Academic Research on Gender, Capacity Building and E-learning

The study on *Gender Budgeting in the Philippines (2018)* prepared by Lucita Lazo, Philippines Gender Equality Consultant, found that the lack of capacity of the agency GFPS to identify activities to address their organization and client's gender issues as well as the lack of capacity to conduct gender-based analysis are the challenges in the low allocation and utilization of GAD Budget in the Philippines from 2010 to 2017. The study also found out that PCW has conducted training

programs on GAD including gender analysis, gender sensitivity, and gender tools for many years. However, due to staff turnover and attrition (transfer, promotion, resignation, retirement), there has been some flux in the membership of the GFPS and the staff in the bureaucracy. As a result, there is a continuing need to conduct GAD capacity building programs. She then recommended in her study that there is a need to continue capacity building and staff development. This is needed in both the line and oversight agencies. Ownership of GAD at the highest level of organizational leadership needs to be promoted. PCW can organize and design more GAD-related capacity building programs, which can help agencies not just in increasing the level of awareness but understanding deeply the GAD-related concepts and tools which will be very helpful in gender mainstreaming.

There is a dearth of literature on the relevance of gender, capacity-building and e-learning. In the paper *Bringing relevance to e-Learning – a gender perspective* (2018), Ann Wallace & Niki Panteli emphasized the need to discuss e-learning from a gender perspective is derived from the viewpoint that all spaces, whether offline or online, are gendered. The paper presented that the idea of e-learning is to share knowledge, by education and/or capacity building to people at any given time and space. The paper further argued that most of the literature on e-learning platforms only focus on the quality and security in the design and little attention is made on the relevance of the platform and contents of program to the needs of the target stakeholders.

Meanwhile in the paper *Gendered Space: The Digital Divide between Male and Female Users in Internet Public Access Sites* (2014), the authors argued that agents of gender socialization such as the home and school have impacted both women and men on how they perceive technology as a gendered space. Gender

divide is considered to be one of the most technological inequalities at present. Women are still lagging behind men in terms of ownership of technology and development of digital skills. This study will try to address this issue by identifying an appropriate e-learning platform that is deemed suitable to the digital skills of both women and men.

Many organizations and institutions are increasingly using technology to deliver learning. An online report produced by the *United Nations Climate Change – Paris Committee on Capacity Building (PCBB) Network on Capacity-Building for recovering better together* (2020) has echoed that the COVID-19 pandemic has dramatically shifted the means or delivery of capacity building through e-learning. The use of internal capacity in an organization, be it may technical or digital knowledge, is becoming a new normal when it comes to providing direct technical assistance and capacity building support. In this regard, e-learning is deemed helpful in improving the GAD technical assistance delivery in the Philippines. One advantage in using e-learning is its potential for providing a good return on investment.

In *E-learning methodologies: A guide for designing and developing e-courses produced by the Food and Agriculture Organization of the United Nations* (2011), Beatrice Ghirardini highlighted that developing an e-learning program is quite expensive than a face-to-face or physical training, given that multimedia, learning management systems and highly interactive methods will be used to deliver the capacity building. However, delivery costs for e-learning which include the expenditures for web servers and technical support are lower than the other investment on training facilities, instructor's time, participants' travel and job time lost to attend face-to-face sessions. Furthermore, while traditional methods can reach

a limited number of individuals per year, e-learning can reach thousands of people, thereby resulting in a highly cost-effective method in the longer term. In this regard, extensive and collaborative efforts shall be employed in the design of an appropriate e-learning program on gender capacity building programs, especially if the investment will be funded using taxpayer's money.

Due to the continuous evolution of technology, there is no single consensual definition of e-learning. In the paper *The Use of E-Learning in Social Work Education* (2015), James E. Phelan highlights that e-learning involves the use of electronic media and information and communication technologies and includes various forms of educational technology in learning and teaching. E-learning technologies transform learning so it can be synchronous or asynchronous or blended. E-learning can also be regarded as a tool to improve women and men's skills and capacities.

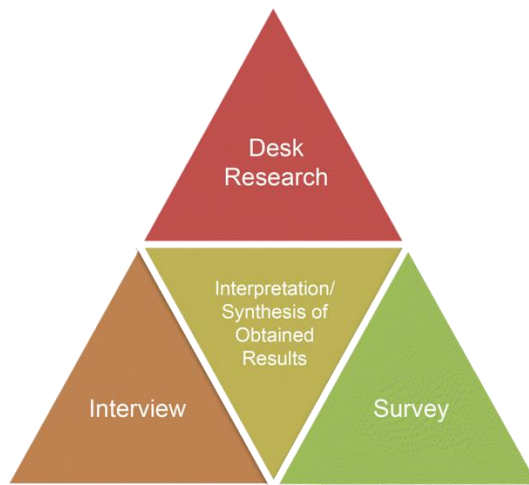
Existing literatures have not provided the kind of e-learning platform that is most efficient, effective, and responsive in the conduct of gender training programs. What sets GAD capacity building programs apart from other interventions is that the scope of these capacity building programs impact and transcend the individual (gender sensitivity and awareness), institutional (gender analysis and tools), and community levels (gender agenda). This broad scope and approach requires a change of mindset and behavior from the individual level to the societal level and, as such, it can be argued that capacity building programs on gender are after all challenging to conceptualize, organize and deliver. It necessitates holistic planning, especially that the target stakeholders are not a homogenous group of individuals. Aside from sex and gender, other social factors and variables such as age, language, and culture should also be accorded important consideration in employing various approaches

in designing the program. Further, examining the digital skills of the target stakeholders is incumbent to make the prospective e-learning program suitable to their ability and readiness. Hence, this exploratory study will try to determine the appropriate e-learning platform which includes the technology and pedagogy needed to contribute in building the capacities of civil servants in the Philippines of mainstreaming and integrating gender across their agency policies, plans, and programs.

This study will identify the needed components of the e-learning platform based on the experiences of different learning organizations, GAD experts as well as the preferences of the target stakeholders. It will also explore the effectiveness of the traditional face-to-face kind of learning compared to e-learning.

Chapter 3. Methodology

This study aims to determine the appropriate e-learning platform including the technology and pedagogy for the conduct of GAD capacity building program. It will also explore if e-learning is more effective than traditional face-to-face kind of learning in building the capacities on gender mainstreaming. A qualitative approach using methodological triangulation was used as research methodology for this study. Using this method, this study was able to validate the essential elements needed in order to determine the appropriate e-learning platform and its components in delivering capacity building program on GAD through the conduct of desk research, interviews with e-learning organizations and GAD experts, and surveys to the target stakeholders that will benefit for the prospective gender and e-learning platform.



Primary data were obtained through the conduct of online interviews with the different organizations that offer gender-related capacity building programs namely the following:

- World Bank Group's Open Learning Campus (WBG-OLC);

- United Nations - Asian and Pacific Training Center for Information and Communication Technology (UN - APCICT);
- Asian Development Bank (ADB);
- Korea Institute for Gender Equality Promotion and Education (KIGEPE);
- Civil Service Institute (CSI) of the Philippines; and
- University of the Philippines - Open University (UPOU)

It is noteworthy to highlight that key or strategic people in the said organizations agreed to do the interview, hence, their inputs and opinions were deemed valuable and significant in the conduct of this study. These organizations were chosen as they are offering online gender-related trainings. Three organizations, namely, the ADB, CSI and UPOU are based in the Philippines, the UN-APCICT and KIGEPE are based in South Korea and lastly the WBG-OLC is stationed in NW Washington, USA. A structured interview was employed and interviews for each organization lasted for about twenty minutes to one hour. Only the UN-APCICT chose to do the interview via e-mail. The interviews were able to capture the types and nature of gender trainings that these organizations offer, the gains and challenges in offering online trainings as well as some recommendations in designing an online program.

Second, an online focused-group discussion (FGD) with GAD experts who are certified by the PCW was also conducted. Participants during the FGD were Atty. Eric Paul Peralta, Dr. Jedidia Aquino, Dr. Rowena Navera, Ms. Reniffer Francisco and Ms. Arra Bayubay. These members of PCW GAD resource pool were selected as they have rich experiences in delivering online learning on GAD. Their views and inputs were crucial from the viewpoint of resource persons or GAD experts, specifically their experiences in delivering e-learning during gender trainings, their

methodologies, as well as the comparison of doing gender trainings online versus the traditional face-to-face delivery. The FGD lasted for about an hour and a half. Zoom and Webex were used as platforms for the conduct of the interviews with the learning organizations and GAD experts.

Third, as GAD is a participatory process, an online survey with the target stakeholders to get their perspectives as end-users of the e-learning platform, assess their e-readiness and get data on the effectiveness of attending online versus face-to-face GAD capacity building programs based on their experience were also conducted. Inputs gathered from the interviews conducted with the e-learning organizations and GAD experts served as reference in crafting the questions for the online survey. It was divided into four parts namely: Personal Information, Experience on E-learning, Gender and E-learning Platform and Technology Acceptance Model (TAM). Part 1 inquires about personal details including their organization, region, position and membership in the GFPS. Part 2 asks questions about digital skills, internet connectivity, number of times attending online trainings, and gadget/s that are being used in e-learning. Meanwhile, Part 3 seeks to answer related questions in the identification of the appropriate e-learning platform such as the e-learning methodology, security, contents and types of trainings participants want to access online. The last part of the online survey is dedicated to questions on TAM with regards to the respondents' perception on perceived usefulness, perceived ease of use, perceived risk, attitude and behavioral intention in using the gender and e-learning platform. The survey was accessed via the Google Form and was conducted from August 18, 2022 to August 23, 2022 using a convenience sampling method. The researcher asked for an assistance with the PCW-Technical Services and Regional Coordination Division in farming out the survey across government

organizations. There was a total of 561 respondents coming from government organizations and all the regions in the Philippines. Lastly, a desk research was also conducted to get secondary data and check on existing literatures that examines gender, e-learning and capacity-building.

Given the data collected using the approach of methodological triangulation, a qualitative analysis was made and presented in the Chapter 4 of this paper. This exploratory study was able to devise a Gender and E-learning Framework which examines the technology and pedagogy of conducting online gender trainings. Among the challenges that were encountered in the data collection for this study include the unavailability of literatures that examines GAD capacity building and e-learning as well as the scheduling of interviews with e-learning organizations since key people participated in the interview. Hence, the researcher had to adjust on the availability of the schedule of the interviewees. There was also a low participation rate in the FGD due to conflict in schedules of GAD experts. A larger number of participants would have been ideal in order to draw more perspectives and opinions from the point of views of GAD experts. Another method like survey could have been devised and employed to get a bigger picture of the experiences of GAD experts of providing online capacity building on gender. A limited number of survey respondents was also a challenge due to the time period allocated for this study.

Due to the challenges mentioned, the findings for this study are limited in scale and will not generalized the type of capacity building programs on gender. Future research can further explore and examine deeply the applicability of the results of this study into specific trainings on gender. Moreover, since implementing capacity building programs on gender may vary as gender issues and concerns are not quite similar across cultures as well as considering other variables that may affect

online learning such as digital skills and internet connectivity, the application of the results of this study should be further contextualized based on the resources and capacities of the learning organizations/providers and GAD capacity building program implementers. Likewise, the needs and preferences of the target stakeholders should also be considered.

The researcher ensured that data collection and analysis for the conduct of this study adhered to the ethical rules of the Seoul National University-Graduate School of International Studies (SNU-GSIS). Ethical consideration was observed by asking for consent to the interviewees to participate in this study and informing them about the main purpose of the research and the background of the researcher as a scholar under the Korea International Cooperation Agency (KOICA)-SNU-GSIS - Development Cooperation Policy Program (DCPP). Survey respondents were also guaranteed anonymity and personal details were treated with utmost confidentiality. The researcher has also ensured the survey respondents that the results of this survey is only for academic purpose and the information gathered will not be shared to any other party.

Chapter 4. Results

4.1 E-learning Organizations

Six organizations namely the World Bank Group's Open Learning Campus (WBG-OLC), UN Asian and Pacific Training Center for Information and Communication Technology (UN-APCICT), Asian Development Bank (ADB), Korean Institute for Gender Equality Promotion and Education (KIGEPE), Civil Service Institute (CSI) of the Philippines and University of the Philippines – Open University (UPOU) were interviewed in order to get their perspectives and insights in developing an e-learning platform and offering online gender trainings. The highlights of the interview were the following:

World Bank Group's Open Learning Campus (WBG-OLC)

The WBG-OLC provides the latest and cutting-edge information and knowledge across different development complex topics and issues. It has become the global repository of knowledge for development. Building the capacities on GAD in the developing countries and emerging countries is one of the thrusts of the WBG-OLC. The primary target of their e-learning are the policymakers and practitioners from the developing countries and emerging countries so they can make better policies on gender. They are also catering to individuals working in non-government organizations (NGOs), the private sector working in developing country issues as well as academia.

The platform offers different contents from bite-sized lessons to full-length courses to peer to peer conversations. Some of their offerings include gender and smart investing, gender and universal health, gender-based violence, gender and the environment, gender and the energy, gender data tools to measure country level

gender gaps, among others. The WBG-OLC was launched in 2016 and was funded by the Ministry of Economy and Finance of South Korea.

The WBG-OLC has capacitated over a million participants worldwide and is using its own learning management system which is a homegrown drupal-based portal. The platform offers both synchronous and asynchronous sessions and most courses that are being offered are for free. Some of the key features of the e-learning platform include a learning mode delivery where participants can search what type of learning delivery is applicable for a certain course like webinar, self-paced, podcast, among others. It also features quizzes, case studies and infographics.

Ms. Sheila Jagannathan, the Director of WBG-OLC, stressed the importance and benefits of e-learning in delivering capacity building interventions. She believes that the COVID-19 pandemic made e-learning to be ultimately the new normal blended with some face-to-face or some synchronous sessions. Given geographical distances and the fact that WBG-OLC deals with the participants all over the globe, e-learning has a lot of benefits but it could be blended with face to face as well in small parts.

In designing an e-learning platform, the WBG-OLC believes that the most important thing is to keep the learner in mind and design in a learner-centered way, keeping their objectives and their needs. Secondly, to make the platform as simple and intuitive to use. And lastly, to use the data generated whenever an organization offering an e-learning program decides to improve the platform.

UN - Asian and Pacific Training Center for Information and Communication Technology (UN-APCICT)

The UN-APCICT was established in 2006 with the goal of harnessing the

use of ICT for the purpose of socio-economic development. In 2016, the UN-APCICT launched its online gender training called the Women ICT Frontier Initiative (WIFI) programme. The target stakeholders are policymakers and women entrepreneurs in the Asia-Pacific region. The WIFI programme offers three courses which aim to enhance the capabilities of women entrepreneurs in Asia and the Pacific, and to equip them with the relevant skills on ICT-enabled entrepreneurship so that they and their enterprises can become more productive. Further, their courses also aim to inform policymakers and contribute to developing their gender-related policymaking skills and know-how to create an enabling environment and ecosystem for women entrepreneurs.

The UN-APCICT uses a learning management system called iLearn for their offerings. Each of its gender-related training courses is estimated to take about an hour and a half to complete and is free of charge. Data as of July 2022 shows that there are 31 enrollees that are active on their platform. In offering their e-learning programs, some challenges that they have encountered include ensuring learner engagement and course completion. The UN-APCICT offers an online and asynchronous learning modality, hence, one of the challenges for them was it is easier to drop out of an online self-paced course (asynchronous learning), in comparison to synchronous learning (virtual or face-to-face) due to the self-monitored nature of e-learning.

The key features of their e-learning platform include the following: 1) View sample available courses, course descriptions and other necessary details. 2) Search glossary for terms. 3) View content of the courses. 4) Download the content of the courses for offline viewing. 5) Take quizzes in order to pass each step and the courses. 6) Access a help function on how courses function, how to enroll and other

functionalities of APCICT Virtual Academy. 7) Email the APCICT Virtual Academy administrator on any issue or inquiries.

For UN-APCICT, the face-to-face method has its own benefits and drawbacks. In a face-to-face setting, there is the benefit of having real-life interactions where questions or any clarifications may be answered more immediately by the resource person or learning provider. However, with e-learning, users are allowed to learn at their chosen pace. Gender-related training may not be easily accessible in the country where a learner resides; e-learning provides accessibility.

Asian Development Bank (ADB)

ADB is a regional and multilateral development institution that helps developing countries in the Asia Pacific region addresses development problems through grants, loans and advisory services. The ADB houses an e-learning portal which they call ADB eLearn and offers various courses to its stakeholders which are mainly the government officials of its member countries. Their online courses are open to the public and can be accessed for free.

ADB is currently using an open-source learning platform which is called the Modular Object-Oriented Dynamic Learning Environment Learning Management System or MOODLE LMS version 3.10.5. They started offering online GAD trainings in 2016. After reviewing its old modules this 2022, they decided to update it to a shorter course so that it is more easily digestible to the participants. Currently they are offering two types of courses namely: Module 1 which is called Gender Mainstreaming in ADB Operations and then Module 2 which is called ADB Gender

Mainstreaming Tools. As of July 2022, their system has trained 426 participants already since inception in 2016.

The ADB eLearn has a modern and an easy to use interface with collaborative tools and activities, convenient file management, a simple and intuitive text editor, and can track progress. Each of its gender-related training courses is estimated to take at least one hour. The ADB eLearn program on gender is also offered online and in asynchronous learning modality. In terms of challenges in implementing the program, they cited only few such as errors in the technical side of the platform that their participants are experiencing and also the drop-out rates of the participants who enrolled in the course. This assessment has enabled them to review the old module and update it to make it more interesting and substantive.

For ADB, offering gender trainings highly depends on the circumstances, needs and the target participants. ADB believes that e-learning has its own advantages such as wider reach which is a limitation of face-to-face training. On the other hand, the latter involves real human interaction which is a limitation of e-learning. Hence, the ADB eLearn platform is more geared towards the general public as well as the ADB community. The traditional face to face learning is reserved mainly for its ADB staff and ADB community as it is easier to organize for them.

Korean Institute for Gender Equality Promotion and Education (KIGEPE)

KIGEPE is a government institution in South Korea that has provided online capacity building sessions on GAD for its civil servants since 2016. Although its main target stakeholders are the civil servants and teachers, the general public who are interested can still enroll in its online trainings. Around 150,000 individuals annually are being trained on numerous topics ranging from a personal to technical

level on GAD such as gender sensitivity in everyday life, eradicating stereotypes, gender sensitive and gender-responsive communication, gender sensitive statistics, gender statistics, gender policies and also gender budgeting. Enrollment to these gender courses are not free of charge. The cost of enrollment for a certain course ranges from 7,500 KRW (10 USD) to 50,000 KRW (35 USD) which is the most expensive for their program course offering.

KIGEPE's online platform is quite tailor-made. Some of its features include course search, a detailed overview of course, tracking progress, answering quizzes, frequently asked questions and sending an email and note through the KIGEPE e-learning platform. The system has the feature of curating similar keywords for the training so that the learner can easily choose to take another course related to the one she or he took. Simply, it has a custom-made recommendation service by using the learner's previous course tracking record right. This will help the learners choose to take the next training customized or more personalized to their needs. KIGEPE offers an online and asynchronous modality when it comes to gender trainings. Finishing a course varies from one hour to thirty hours depending on the scope of the topic. One of the major challenges experienced by KIGEPE in offering its online programs include production of eighty new contents every year as it requires a lot of content developers but they were very short of human resources. They were also receiving complaints from the participants about technical issues such as lagging of the website since there were many individuals accessing the site, and others would also call asking for certificates even though they did not pass the quiz. For KIGEPE, content is king as they produce new videos annually as they believe that their audience group or target stakeholder changes. While producing and delivering content is essential in an e-learning platform, KIGEPE also highlights the

importance of effectiveness of these contents in personal and professional application.

Given its numerous advantages and even though the KIGEPE has institutionalized its online gender trainings for around 6 years already, the Director of KIGEPE's International Cooperation Dr. Haelim Cho believes that conduct of gender trainings still depends on the content and motivation of the participants. Given her rich experience in providing GAD capacity building sessions, she personally believes that face-to-face is still advantageous in delivering gender trainings as one can directly engage and monitor the participants which cannot be done in an online and asynchronous modality of e-learning.

Civil Service Institute (CSI) of the Philippines

Under the turf of the Civil Service Commission of the Philippine government, CSI is mandated to provide training and development interventions to government officials and employees. CSI has shifted its capacity building sessions on GAD from the traditional face-to-face to online because of the COVID-19 pandemic.

The CSC is using the Zoom Webinar as the e-learning platform in the conduct of its GAD capacity building sessions. Their offering on GAD is about Gender, Diversity and Social Inclusion (GDSI) which is being conducted twice a year. The course is divided into 4 sessions which are: Session 1: Introduction: Gender, Diversity and Social Inclusion Online Course, Session 2: Appreciating the Value of Diversity and Inclusiveness, Issues and Concerns of Diversity and Inclusion, Session 3: Leadership roles in managing diversity, approaches and strategies for social inclusion and Session 4 on Gender and Leadership and

Integration or Action Planning. Since this is a gender and leadership course, the main target of their offering are supervisors, managers and leaders of government organizations. Lower positions are not barred in enrolling in their program but CSI checks on the nature of their functions as they consider applicability of learning and the expected outputs for their program.

In its GDSI offering, the CSI is using a blended mode of capacity building where three sessions are being delivered in synchronous and one session is in asynchronous. The course is also spread for up to one month, with two-hour sessions per week. The COVID-19 pandemic has prompted CSI to fast track its plans on digital transformations when it comes to delivering capacity building sessions. For CSI, offering online gender training is better than face-to-face because of 4C's: Cost-effective, Coverage, Convenient and Competitiveness. E-learning is cost-effective since the participants will not shoulder any expenses on food and accommodation. In terms of coverage, CSI is now capturing 300 or more participants compared to the fifty participants in the face-to-face training. It is also convenient for the participants since they can attend the training anywhere and some participants in the regions don't need to travel a day ahead before the training starts. CSI is also embracing the digital transformation when it comes to training delivery as they want to be competitive given that the world is changing rapidly.

University of the Philippines - Open University (UPOU)

The UPOU is the leader of open learning and distance education in the Philippines and was established in 1995. It offers the most comprehensive distance education in the Philippines, with three undergraduate programs, thirteen post-baccalaureate certificate and diploma programs, twelve master's programs, two

doctoral programs and non-formal courses. It offers a Diploma in Women and Development which is a flagship program of UOPU when it comes to GAD and also non-formal courses related to GAD in the form of Massive Open Distance E-learning Courses (MODEL) with similarities from the Massive Open Online Courses (MOOCs).

The UPOU has shifted to full online delivery since 2011. The university is using a modular object-oriented dynamic learning environment (MOODLE) for its learning management system. The courses being offered in MODEL are usually free. There is no specific course on gender as of July 2022 but UPOU mainstreams the gender component in its existing MODEL courses such as Institutional Mechanism Towards Child's Rights Protection and Promotion and Implementing and Evaluating Program for Child Rights. The UPOU is planning to launch its gender-focus or gender-specific MODEL courses towards the end of the year 2022. Specific topics will include basic concepts on GAD, GAD-related laws and gender mainstreaming. One of the challenges for UPOU on why there is still no gender-focus MODEL course was the limited human resources of the university. Putting up a certain course requires deliberate planning, execution, as well as resources in both financial and human.

Some of the key features of the UPOU's MODEL include: Profile, Dashboard, Preferred Language, Course, Calendar and Notifications Preferences, Course Progress, Direct messaging feature that is connected to e-mail address and Badge. One interesting highlight is that the UPOU Model requires its learners to answer the Distance Education Readiness Module to assess the readiness and fitness of the learners to e-learning. Once passed, he or she will earn the DE Readiness Badge and start enrolling for MODEL course.

In terms of reach, e-learning has a wider benefit as some of the students or enrollees of UPOU are based abroad. When it comes to the appropriate methodology in delivering gender trainings, UPOU believes that the prime consideration should be on the learners or the target participants. Second consideration would be the learning provider to ensure that the instructional design, content and its delivery will suit the target participants. The Training Needs Assessment (TNA) is recommended to determine the appropriate learning methodology.

4.2 GAD Experts

Critical to identify the appropriate e-learning platform and effectiveness of online gender training are the perspectives and inputs of the GAD resource persons. As experts in the field of GAD and capacity building, they can provide concrete examples based on praxis. The members of PCW GAD resource pool were tapped as they have rich experience in delivering online learning on GAD. The GAD experts that participated in the FGD were the following:

- Atty. Eric Paul Peralta, Professor and Director of Human Resource and Development Office, University of the Philippines Los Baños;
- Dr. Jedidia Aquino, Independent GAD Consultant and former Assistant Regional Director of National Economic and Development Authority of the Cordillera Administrative Region;
- Dr. Rowena Navera, Vice-President for Administration and Finance, Philippine State College of Aeronautics;
- Ms. Reniffer Francisco, Education Supervisor of the Commission on Higher Education of CALABARZON Region; and
- Ms. Araceli B. Mercado, Independent GAD Consultant and former

Technical Officer of the Philippine Commission on Women

The FGD assessed the experiences of the resource persons in using online platforms, advantages and disadvantages of delivering online gender trainings as well as recommendations in developing an online platform on GAD. The highlights of the FGD are as follows:

Zoom Meeting and Webinar are the top platforms that resource persons or GAD experts are using in the delivery of online GAD trainings

The resource persons are more adept in using Zoom as the main online platform in conducting capacity building sessions on GAD. Other resource persons have also experienced using the Google Meet, MS Teams and Webex and a specific learning management system that was used by the requesting agency. The GAD experts have agreed that Zoom is more convenient for them as it is easy to use and they are already familiar with its interface as most government agencies are using it. They experienced difficulties and confusion in using other platforms and found that these platforms have limited functions for instance when it comes to screen sharing, viewing of participants lists and recording of sessions. Further, the Zoom platform is mostly requested or provided by the requesting agencies. Lastly, resource persons highlighted the importance of using engagement tools such as mentimeter, kahoot, poll questions and conversational chat box to engage with the participants. A breakout rooms in Zoom is also recommended in order for participants to have peer to peer discussions during workshops.

Conducting online gender training is advantageous to resource persons and requesting agencies

All resource persons that participated in the FGD have no experience of

providing online capacity building on GAD before the onset of COVID-19 pandemic. The heightened restrictions of the COVID-19 pandemic has prompted them to shift from the traditional face-to-face to online delivery of providing capacity building. One of the advantages is the convenience for resource persons as they don't need to travel if the training is conducted online. There are no geographical constraints as they can provide trainings outside their localities or regions. Since they don't need to travel, it is also advantageous for them as they can accept more engagements in providing GAD capacity building. Prior to the pandemic, engagements are more limited in scale as they need to factor in the schedule of pre and post-travel. One GAD expert shared that preparation for online training is a lot easier in terms of gathering materials and the things needed as compared to face to face trainings. In the face-to-face trainings, venue, essential equipment such as a good sound system, and atmosphere to achieve desired learning outcome are considered critical to having a successful training.

For the part of requesting agencies, conducting online gender training is also advantageous since cost will be limited to the honorarium of resource persons and platform fees. Budget for food and accommodation of both the participants and resource persons will not be considered.

Internet connectivity and attention span of the participants are the two common challenges that they experience in delivering online gender training

The GAD experts have observed that internet connectivity remains a challenge, especially for the participants. From time to time, they were checking on the numbers of participants in the platforms to ensure that all participants were still present during the sessions. In order to address the low internet connectivity,

participants were requesting to turn off their camera and audio so that there will be a seamless attendance in the sessions. This set-up became a challenge for them as they cannot see the participants virtually to check if they were really listening to the sessions or not. With this, monitoring whether the participants were really present is difficult to confirm.

The attention span was also a challenge in a virtual setting compared if the participants are attending the training in one particular venue. Some GAD experts are using engagement tools to check on the participants' attention. It became a challenge also for them to sustain their discussion briefly and creatively. Most often, time allotted for the resource person is limited and when attended by large groups, the question & answer portion is also limited.

Attending online gender training is more effective if the participants are focused and the organizations provide the right technological equipment in attending the training

GAD experts have also observed that some participants are doing intervening tasks while attending the training, hence, focus on the discussions is compromised. Providing technological equipment such as a laptop or desktop is also crucial since some participants are just sharing one equipment in attending the sessions. This may further lessen the effectiveness of attending the trainings especially if the sessions need more interaction or engagement with the resource persons. These concerns must be addressed by organizations if they are serious in building the capacities of its human resources on GAD.

Synchronous sessions are ideal for online gender trainings but bichronous sessions are recommended especially if there are group workshops and

presentation

Based on the experiences of the resource persons, synchronous sessions are more ideal and effective when it comes to delivery of online gender trainings. The synchronous mode is the closest to face-to-face when it comes to training delivery. Bichronous session, combining the synchronous and asynchronous sessions, is recommended if there are group workshop activities and presentations as this will give enough time for the participants and for the delivery of highly technical trainings. The least modality that was chosen by the GAD experts are the asynchronous sessions.

Building an e-learning platform on gender and development training can help in building the capacities of civil servants on gender mainstreaming as they will have an easy online access but reinforcing the actual technical assistance provision is still necessary

A dedicated e-learning platform on GAD is a pleasant development for all PCW GAD Resource Pool members since it will help civil servants and policy makers in utilizing an online platform to learn gender mainstreaming. However, an actual technical assistance to further guide agencies on gender mainstreaming should still be reinforced to check on the participants' actual participation in the training and to fully guide agencies on gender mainstreaming. The e-learning platform may serve as an alternative form of learning gender mainstreaming.

4.3 Online Survey

An online survey to the target stakeholders using a convenience sampling method was also administered using a Google Form. The target stakeholders are the government employees of the Philippines, especially those who are members of the

GAD Focal Point System (GFPS) since they are the ones in-charge of facilitating gender mainstreaming in their respective organizations.

A total of 561 respondents participated in the said survey where 428 or 76.29% are female and 133 or 23.71% are male. A total of 369 (65.76%) out of 561 respondents are members of the GAD Focal Point System (GFPS). Specifically, 280 or 76% are female and 89 or 24% are male as can be seen in Table 1. The large composition of these members holds the positions as either GFPS Technical Working Group and GFPS Secretariat. They are relatively new as the majority of the total respondents have less than five years of experience (57.94%) as members of the GFPS. These positions are crucial in facilitating the gender mainstreaming efforts of organization through gender planning and budgeting as well as identifying and implementing capacity building programs on GAD. Majority of the respondents are also from the national government agencies and are based in the National Capital Region.

The survey assessed the following areas in the envisioned gender and e-learning platform: preferences in the modality of GAD trainings and type of GAD training delivery, digital skills, features of the e-learning platform, perception on the effectiveness of online learning compared to face to face learning, confidence of applying online learning to present work, advantages and disadvantages of online learning and interest in accessing the gender and e-learning platform.

For the purpose of this research, only responses from the members of the GFPS were considered in examining the relationships of the variables sex, age, digital skills, internet bandwidth and geographical location on the preferences in the modality of GAD trainings and type of GAD training delivery. The main reason was to get more accurate findings as they have more experience in attending gender

trainings and are more exposed in the processes in advancing gender mainstreaming in their respective organizations.

Tables 2 shows that the majority, both male (52.81%) and female respondents (50.71%), prefers a blended approach of attending to trainings and also a bichronous type (a combination of synchronous and asynchronous) of GAD training delivery. Table 3 shows that a blended form of capacity building is preferred for ages 20 to 60 years old. Only the majority of the age group 61 to 65 prefers an online mode of capacity building. This may be attributed to preferences of senior citizens, ages 61 and above, to attend gender trainings online as it minimizes their health risk exposure due to the COVID-19 pandemic. Age group 20 to 30 also prefers an online mode compared to face-to-face modality. Further, the table shows that bichronous mode of GAD trainings was preferred across all age groups. Asynchronous sessions were the least preferred across all delivery of GAD trainings.

Meanwhile, Table 4 shows that the majority of the survey respondents have basic digital skills. It means that they can use keyboards and touchscreen, do internet searches, email and word processing. On the other hand, having intermediate skills can do desktop publishing, digital graphic design, digital marketing or use professional software for presentations. Only five survey respondents have advanced digital skills which means they are familiar with artificial intelligence, big data, and cybersecurity. Across all digital skills types, blended modality was chosen for GAD trainings. The table also shows that across all digital skills, bichronous type of online GAD training was mainly chosen for the conduct of GAD trainings.

Table 5 shows that internet bandwidth affects the preferences in modality of GAD trainings. Survey respondents with 1 to 10 mbps bandwidth preferred to attend the GAD trainings face-to-face. Their preference in attending face to face sessions

can be attributed to the low internet bandwidth. Internet connectivity was also the main issue or challenge chosen by the survey respondents in attending online gender trainings as reflected in Table 14. However, it is also interesting to note that the remaining majority of the survey respondents still preferred a blended mode of capacity building even when their internet is as high as 51 mbps or more. It also shows that asynchronous delivery of GAD trainings was the least preferred regardless of the internet bandwidth of the respondents. Table 6 shows that blended modality of GAD training and bichronous type of GAD training delivery were the most preferred across all regions.

Table 7 shows that 54.20% of the respondents agreed that both e-learning and face-to-face work for them. These findings were consistent to their answers as they preferred a blended modality and delivery in GAD trainings. It also shows that majority or 43.90% of the survey respondents view the effectiveness of online learning as only “moderately effective.” Only 8.94% believes that it is extremely effective. These results show that GAD trainings should not be purely online and thus, a blended modality is recommended. Further, it shows that majority or 52.03% is somewhat confident in applying the learnings they got through the e-learning in their current work. Only 6% are extremely confident and 7% are slightly confident. Lastly, it shows that majority or 93.50% of the survey respondents were interested in accessing the gender and e-learning platform that will be developed. Hence, the development of this gender and e-learning platform can serve as an alternative for them to learn GAD in a virtual setting.

The online survey also assessed the perceived usefulness and ease of use of the gender and e-learning platform using the Technology Acceptance Model (TAM). This information systems theory is widely used to test the acceptance and usage of

target stakeholders to new technology. While this research will not provide an in-depth analysis using TAM, the results somehow gave an overview on the acceptance and usage of a gender and e-learning platform as part of the online capacity building on gender trainings in the Philippines. Table 8 shows that the majority of the survey respondents agreed that the gender and e-learning platform would be useful for their job. The perceived usefulness refers to how the respondents or users see that this new technology would improve their job performance. Table 9 shows that most of the survey respondents agreed that they would find the gender and e-learning platform easy to use. On the other hand, the perceived ease of use refers to how the respondents view the system would not be complicated to use. Table 10 shows that majority of the survey respondents agreed that they have generally favorable attitude toward using e-learning for gender trainings and it is a good idea to use the e-learning platform for gender trainings. Meanwhile, the results on this attitude towards using the platform present a positive or negative feeling about the introduction of the new system. Table 11 shows that the majority of the survey respondents agreed that they intend to use the gender and e-learning platform at work. This table shows the behavioral intention of the respondents to use the e-learning system and determines the persistent use from present work to the future. And lastly, Table 12 shows that the majority of the survey respondents were worried that their private information will be leaked when using the gender and e-learning platform. This table shows the perception of the respondents on the risk of accessing the gender and e-learning platform. Hence, a well-planned cybersecurity should be a primary consideration when designing an e-learning platform for gender trainings.

Chapter 5. Conclusion

The pandemic has become the tipping point for digital transformation across all types of organizations. E-learning is ultimately the new normal when it comes to delivering capacity building programs. While there is a shift from the traditional mode or face-to-face training delivery to online delivery, the results of this exploratory study reveal the importance of designing an online capacity building programs on gender in a learner-centered approach. Considering the needs of the target stakeholders is crucial so that the platform that will be used is effective and responsive to their needs.

Across all the organizations that were interviewed, capacity building programs on gender range from sector-specific, issue-specific to job-specific. Hence not all GAD capacity building interventions are designed to be conducted online especially those trainings that mainly require workshops and certain “confidence and trust” to resource persons. As shared by one GAD expert during the conduct of the FGD, a certain level of confidence and trust can only be built using a face-to-face modality where participants were more open to share their concerns and issues to resource persons in group or privately. This concern was further substantiated by the results of the TAM in the online survey, specifically on the perceived risk in using the gender and e-learning platform where the participants were worried that their private information might be leaked when using an online platform.

In general, this exploratory study concludes that a blended modality which is a combination of online and face-to-face training is most preferred for gender trainings. A bichronous, or a combination of both synchronous or asynchronous

sessions, is also preferred in the delivery of gender trainings. Synchronous sessions were preferred by the GAD experts and target stakeholders as this was the closest in the face-to-face modality of delivering gender trainings, hence effective and advantageous for the resource persons and the participants. Asynchronous sessions were the least preferred by both the GAD experts and the target stakeholders but organizations that were interviewed for this study mostly offer an asynchronous sessions on their gender trainings.

Examining the variables of sex, age, digital skills, internet bandwidth and geographical location in relation to the modality and type of GAD training delivery, this study concludes that the age and internet bandwidth of the participants are the variables that affect the choice of modality and delivery of GAD capacity building. Only participants with 1 to 10 mbps internet bandwidth preferred to attend the GAD training face to face. Age group ranging from 20-30 and 61-65 preferred an online mode compared to face-to-face modality.

Moreover, this study was able to formulate a Gender and E-learning Framework which can serve as reference of different organizations in designing their online platform for GAD capacity building interventions. The framework explores both the technology and pedagogy when it comes to gender-related trainings. The components of this framework can be improved by future research. It can also explore specifically the applicability of specific GAD trainings to online modality. This framework is recommended for e-learning organizations to use or any development worker in charge of capacity building programs on GAD. For the technology part, it examines the e-learning readiness, e-learning platform, e-learning methodology and e-learning security while for the pedagogy, it examines the e-learning GAD contents, e-learning materials, e-learning support and e-learning

evaluation.

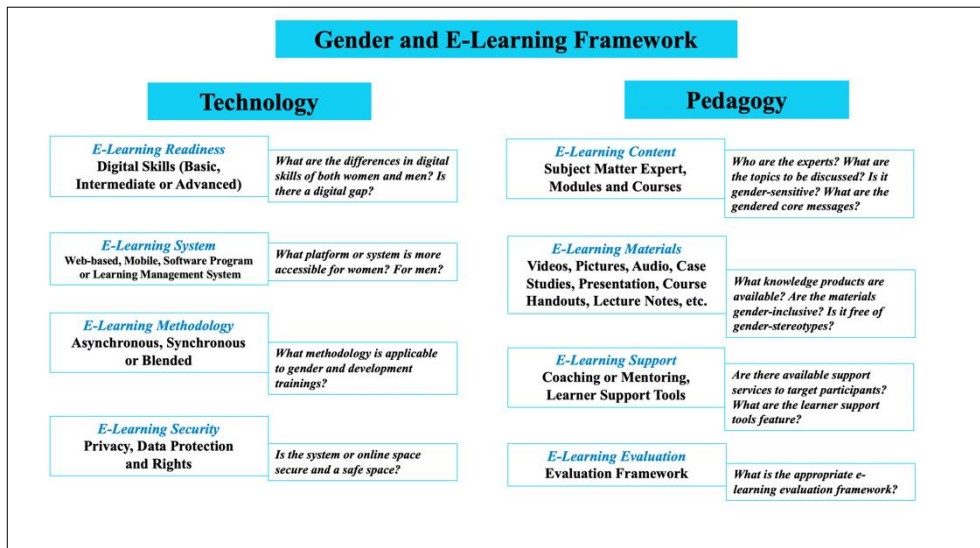


Figure 1. Framework on Gender and E-learning

Applying this framework in the Philippine case, the study further concludes and provides recommendation on each of the following components:

- E-Learning Readiness.** Assessing the digital skills of the target participants will give an overview of their readiness to attend the online trainings and will somehow determine the degree of the acceptance to the features of an online platform. [Table 14](#) shows that 309 or 55.08% of the respondents have basic skills, 243 or 43.2% have intermediate and 9 or 1.60% have advanced skills. Majority of the respondents only knew the basic skills, hence designing an online platform with easy and user-friendly features is recommended. Meanwhile, using a sex-disaggregated data analysis [Table 13](#) shows that 58.88% of the female respondents have basic skills while 54.14% of the male respondents have intermediate skills. There is still a gender gap in terms of digital skills between women and men, while the latter is more advanced compared to women. Capacitating more women to advance their digital skills is recommended. Learning from the experiences of different

learning organizations, it is also recommended for organizations who are developing or offering online gender capacity building to create to a Distance Education readiness module or alike to set expectations and test their readiness about e-learning.

- *E-Learning System.* Using the methodological triangulation, the results of this study reveals that organizations, GAD experts and stakeholders believe that online gender capacity building interventions should be both web-based and mobile based. A customized learning management system for online gender trainings which will house all the essential features mentioned in this study is also recommended. Moreover, as reflected in Table 14 it reveals that laptops and smartphones are the two gadgets that are being used by the participants in attending online trainings. Hence when designing an online gender capacity building program, project or program implementer should ensure that the features of the platform are applicable in both web and mobile versions. Table 14 also shows that 78.3% of the respondents said that accessing the e-learning platform should be free of charge. Attending free online training (27.05%) was also identified as one of the top incentives in attending an online training next to getting a training certificate (31.21%) which topped the list of incentives.
- *E-Learning Methodology.* An e-learning system that can house a bichronous or blended form of capacity building is recommended. Comparing the asynchronous and synchronous sessions, the latter is proven to be more effective on GAD capacity building as both preferred by the target participants and the GAD experts. One of the limitations of this research is that it generalized gender trainings, hence future research can examine if this

e-learning methodology varies across different gender topics.

- *E-Learning Security.* TAM online survey results show that majority of the respondents are worried that private information will be leaked when using e-learning and that personal information may suffer from unauthorized use when using e-learning. Given this perceived risk, it is essential to give prime consideration in ensuring that the system that will be designed is well planned and secured so that private information that will be protected and not compromised.
- *E-Learning Content.* The top 5 gender trainings that survey respondents want to access online as reflected in Table 14 of the online survey are the following: Gender Sensitivity Training (8.76%), Basic Gender and Development Orientation (7.95%), Gender Analysis (7.58%), Sexual Orientation, Gender Identity and Expression and Sex Characteristics (7.52%) and Gender-related laws (7.52%). A gender-sensitive content is recommended with the use of gender-fair language and materials. The learning organization shall ensure that these contents are updated regularly.
- *E-Learning Materials.* Based on the online survey, Videos (20.61%) as knowledge products are preferred as the main content of the gender and e-learning platform. Next are infographics (20.17%), GAD Policies (18.40%), Case Studies (14.18%), Audio/Podcasts (14.14%) and Brochures (12.06%). Further, in terms of language a combination of English and Filipino (80.39%) is recommended in developing materials and contents as reflected in Table 14.
- *E-Learning Support.* The Coaching and Mentoring and Discussion Forum as main features of the learner tools and support of the gender and e-learning

platform are recommended. In terms of e-learning support of the organization, reliable internet connection (37.38%) and technology training (36.38%) are needed by the participants as reflected in Table 14.

- *E-Learning Evaluation*. Majority of the learning organizations that were interviewed administers or facilitates a survey questionnaire after the conduct of online sessions. It is recommended to use the Kirkpatrick Evaluation Model for e-learning which has four (4) levels: Level 1 (Reaction), Level 2 (Learning), Level 3 (Behavior) and Level 4 (Impact). Majority of the organizations that were interviewed were only using until Level 2 of the Kirkpatrick Evaluation Model.

The results of this study excavate many areas for future research. Other areas that can be explored may include determining and testing the effectiveness of a specific gender training in an online modality since this study generalized only the scope of gender trainings. The results of this exploratory study on the institutionalization of online gender and development capacity building program in the Philippines is deemed beneficial for PCW as the national agency that champions women empowerment and gender equality in the Philippines. As the primary agency mandated by the MCW to accelerate the gender mainstreaming, the PCW is tasked to undergo capacity building programs on GAD. Currently, the PCW is implementing the NGRP which is the over-all technical assistance blueprint of PCW. It is dedicated towards the provision of timely, strategic, and appropriate technical assistance on GAD. This study is deemed to contribute to the realization of the objectives of the Component 3 or the GAD Technical Assistance Platform of the NGRP. The said component aims to create a platform that is accessible and innovative, and will increase awareness and knowledge of policymakers, public

officers, gender trainers and even the public as well in gender mainstreaming. PCW may refer to the results of this study specifically the Gender and E-learning Framework that it produced as this will further guide the Commission in developing the efficient and effective e-learning platform that can help augment its technical assistance delivery.

Lastly, the results of this study contribute to the few literatures that explores and examines gender, e-learning and capacity-building. Bringing a gender lens or perspectives will ensure a gender-sensitive approach in the design and delivery of e-learning programs. Other capacity building programs whether gender or non-gender focus can also adopt the results of this study to integrate or mainstream gender into their interventions.

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Results (Table)

Table 1. Profile of Respondents

Variable	Frequency	Percentage
<u>Sex</u>		
Female	428	76.29%
Male	133	23.71%
Total	561	100.00%
<u>Age</u>		
20-30 years old	206	36.72%
31-30 years old	144	25.67%
41-50 years old	114	20.32%
51-60 years old	82	14.62%
61 years old and above	15	2.67%
Total	561	100.00%
<u>Annual Income</u>		
250,000 pesos and below	218	38.86%
Above 250,000 to 400,000 pesos	173	30.84%
Above 400,000 to 800,000 pesos	124	22.10%
Above 800,000 to 2,000,000 pesos	41	7.31%
Above 2,000,000 pesos	5	0.89%
Total	561	100.00%
<u>Educational Attainment</u>		
Primary	1	0.18%
Highschool	2	0.36%
Technical/Vocational Training	3	0.53%
Bachelor's Degree	354	63.10%
Master's Degree	162	28.88%
Doctoral Degree	39	6.95%
Total	561	100.00%
<u>Agency/Organization Category</u>		

Attached Agency	43	7.66%
Bureau	20	3.57%
Constitutional Commission	9	1.60%
Government Owned Controlled Corporation	119	21.21%
Judiciary	1	0.18%
Legislative	5	0.89%
Local Government Unit	57	10.16%
National Government Agency	228	40.64%
Other Executive Offices	9	1.60%
State Universities and Colleges	47	8.38%
Water Districts	23	4.10%
Total	561	100.00%

Geographical Location

Ilocos Region	26	4.63%
Cagayan Valley Region	21	3.74%
Central Luzon	17	3.03%
CALABARZON	84	14.97%
MIMAROPA	38	6.77%
Bicol Region	4	0.71%
Western Visayas	38	6.77%
Cental Visayas	20	3.57%
Eastern Visayas	46	8.20%
Zamboanga Peninsula	25	4.46%
Northern Mindanao	31	5.53%
Davao Region	18	3.21%
Soccsksargen	42	7.49%
Caraga	4	0.71%
Cordillera Administrative Region	20	3.57%
National Capital Region	124	22.10%
Bangsamoro Autonomous Region in Muslim Mindanao	3	0.53%
Total	561	100.00%

Membership in Agency GAD Focal Point System (GFPS)

Yes	369	65.78%
No	173	30.84%
I don't know	19	3.39%
Total	561	100.00%

Position in the GAD Focal Point System (GFPS)

GFPS Chairperson	18	3.21%
GFPS Executive Committee	32	5.70%
GFPS Technical Working Group	204	36.36%
GFPS Secretariat	115	20.50%
I am not a member of our agency GFPS	192	34.22%
Total	561	100.00%

No. of Year/s as a GFPS Members

Less than 1 year	145	25.85%
1 year to 5 years	180	32.09%
6 years to 10 years	40	7.13%
More than 10 years	4	0.71%
Not applicable	192	34.22%
Total	561	100.00%

Table 2. Modality and type of online GAD training delivery

<u>Modality of GAD training</u>		Sex		
		Female		Male
Blended	142	50.71%	47	52.81%
Face to face	78	27.86%	26	29.21%
Online	60	21.43%	16	17.98%
Total	280	100.00%	89	100.00%

<u>Type of online GAD training delivery</u>		Sex		
		Female		Male
Asynchronous	5	1.79%	4	4.49%
Synchronous	119	42.50%	41	46.07%
Bichronous	156	55.71%	44	49.44%
Total	280	100.00%	89	100.00%

**Table 3. Age Group in relationship with the modality
and type of online GAD training delivery**

<u>Modality of GAD training</u>	Age 20-30		Age 31-40		Age 41-50		Age 51-60		Age 61-65	
Blended	57	45.97%	56	61.54%	42	51.22%	31	49.21%	3	30.00%
Face to face	27	21.77%	20	21.98%	24	29.27%	18	28.57%	3	30.00%
Online	40	32.26%	15	16.48%	16	19.51%	14	22.22%	4	40.00%
Total	124	100.00%	91	100.00%	82	100.00%	63	100.00%	10	100.00%

<u>Type of online GAD training delivery</u>	Age 20-30		Age 31-40		Age 41-50		Age 51-60		Age 61-65	
Asynchronous	6	8.22%	1	1.10%	1	1.23%	1	1.59%	0	0.00%
Synchronous	27	36.99%	39	42.86%	32	39.51%	23	36.51%	1	11.11%
Bichronous	40	54.79%	51	56.04%	48	59.26%	39	61.90%	8	88.89%
Total	73	100.00%	91	100.00%	81	100.00%	63	100.00%	9	100.00%

Table 4. Digital skills in relationship with the modality and type of online GAD training delivery

<u>Modality of GAD training</u>	Basic		Intermediate		Advanced	
Blended	97	49.24%	90	53.89%	3	60.00%
Face to face	57	28.93%	44	26.35%	2	40.00%
Online	43	21.83%	33	19.76%	0	0.00%
Total	197	100.00%	167	100.00%	5	100.00%
<u>Type of online GAD training delivery</u>	Basic		Intermediate		Advanced	
Asynchronous	6	3.05%	3	1.80%	0	0.00%
Synchronous	84	42.64%	76	45.51%	1	20.00%
Bichronous	107	54.31%	88	52.69%	4	80.00%
Total	197	100.00%	167	100.00%	5	100.00%

Table 5. Internet bandwidth in relationship with the modality and type of online GAD training delivery

<u>Modality of GAD training</u>	1-10 mbps		11- 20 mbps		21-30 mbps		31-40 mbps		41-50 mbps		51 mbps or more	
Blended	41	40.20%	44	50.00%	25	52.08%	19	61.29%	22	64.71%	37	56.06%
Face to face	43	42.16%	23	26.14%	16	33.33%	5	16.13%	8	23.53%	10	15.15%
Online	18	17.65%	21	23.86%	7	14.58%	7	22.58%	4	11.76%	19	28.79%
Total	102	100.00%	88	100.00%	48	100.00%	31	100.00%	34	100.00%	66	100.00%

<u>Type of online GAD training delivery</u>	1-10 mbps		11-20 mbps		21-30 mbps		31-40 mbps		41-50 mbps		51 mbps or more	
Asynchronous	1	0.98%	3	3.41%	1	2.08%	0	0.00%	1	2.94%	2	3.03%
Synchronous	52	50.98%	40	45.45%	17	35.42%	12	38.71%	13	38.24%	27	40.91%
Bichronous	49	48.04%	45	51.14%	30	62.50%	19	61.29%	20	58.82%	37	56.06%
Total	102	100.00%	88	100.00%	48	100.00%	31	100.00%	34	100.00%	66	100.00%

**Table 6. Geographical location in relationship with the modality
and type of online GAD training delivery**

<u>Modality of GAD training</u>	Luzon		Visayas		Mindanao	
Blended	123	54.91%	30	50.00%	38	44.71%
Face to face	54	24.11%	15	25.00%	34	40.00%
Online	47	20.98%	15	25.00%	13	15.29%
Total	224	100.00%	60	100.00%	85	100.00%
<u>Type of online GAD training delivery</u>	Luzon		Visayas		Mindanao	
Asynchronous	5	2.23%	1	1.67%	3	3.53%
Synchronous	91	40.63%	27	45.00%	36	42.35%
Bichronous	128	57.14%	32	53.33%	46	54.12%
Total	224	100.00%	60	100.00%	85	100.00%

Table 7. Perception on the effectiveness of e-learning

Variable	Frequency	Percentage
<u>Perception on the effectiveness of e-learning compared to face to face learning</u>		
Yes	23	6.23%
No	66	17.89%
Both work for me	200	54.20%
I cannot compare	22	5.96%
Maybe	58	15.72%
Total	369	100.00%
<u>Perception the effectiveness of online learning</u>		
Extremely effective	33	8.94%
Very effective	155	42.01%
Moderately effective	162	43.90%
Slightly effective	19	5.15%
Not at all effective	0	0.00%
Total	369	100.00%
<u>Perception on the application of online learning to current work</u>		
Extremely confident	23	6.23%
Very confident	127	34.42%
Somewhat confident	192	52.03%
Slightly confident	26	7.05%
Not confident at all	1	0.27%
Total	369	100.00%
<u>Interest in accessing gender and e-learning platform</u>		
Yes	345	93.50%
No	0	0.00%
Maybe	24	6.50%
Total	369	100.00%

Table 8. Perceived usefulness of the gender and e-learning platform

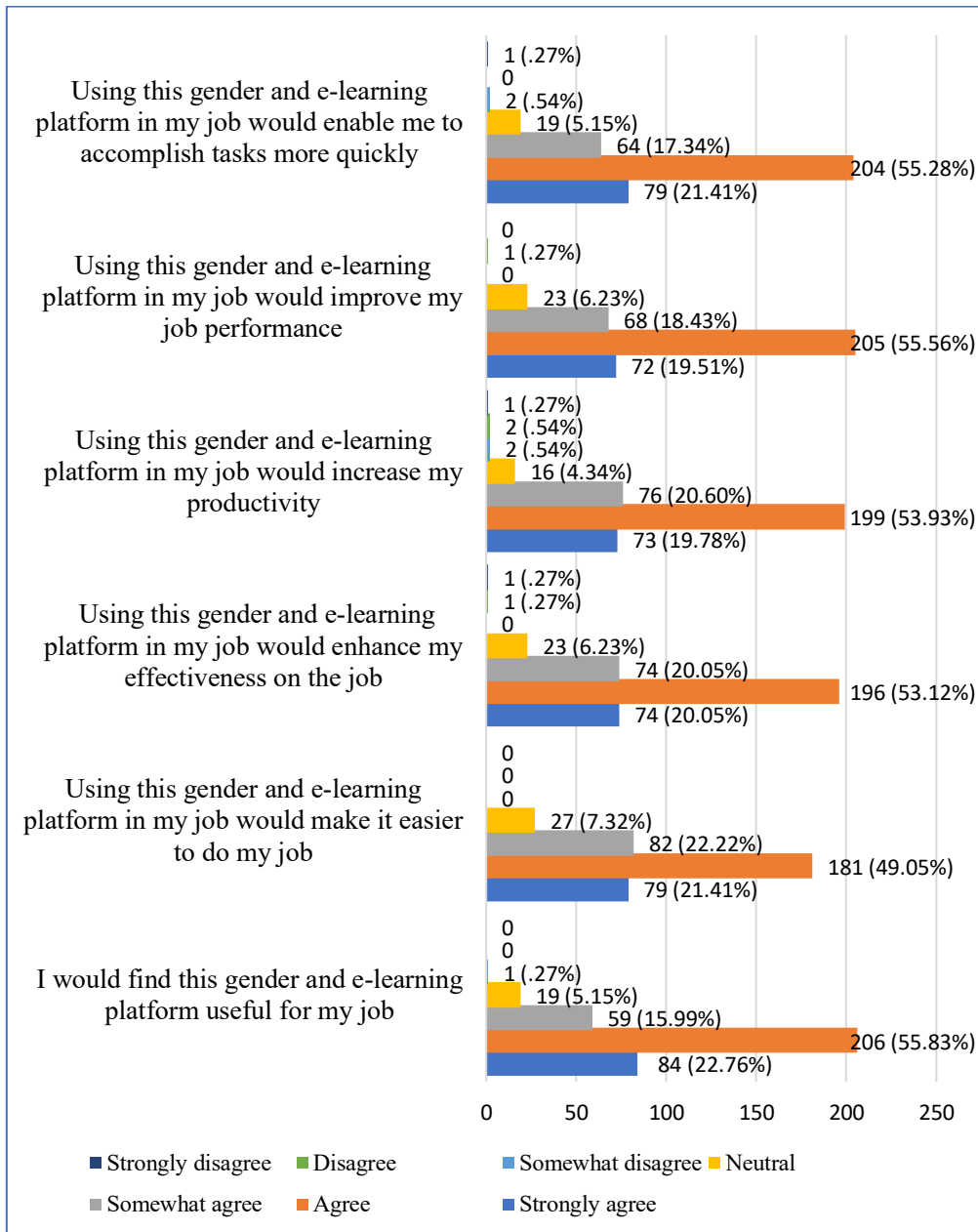


Table 9. Perceived ease of use of the gender and e-learning platform

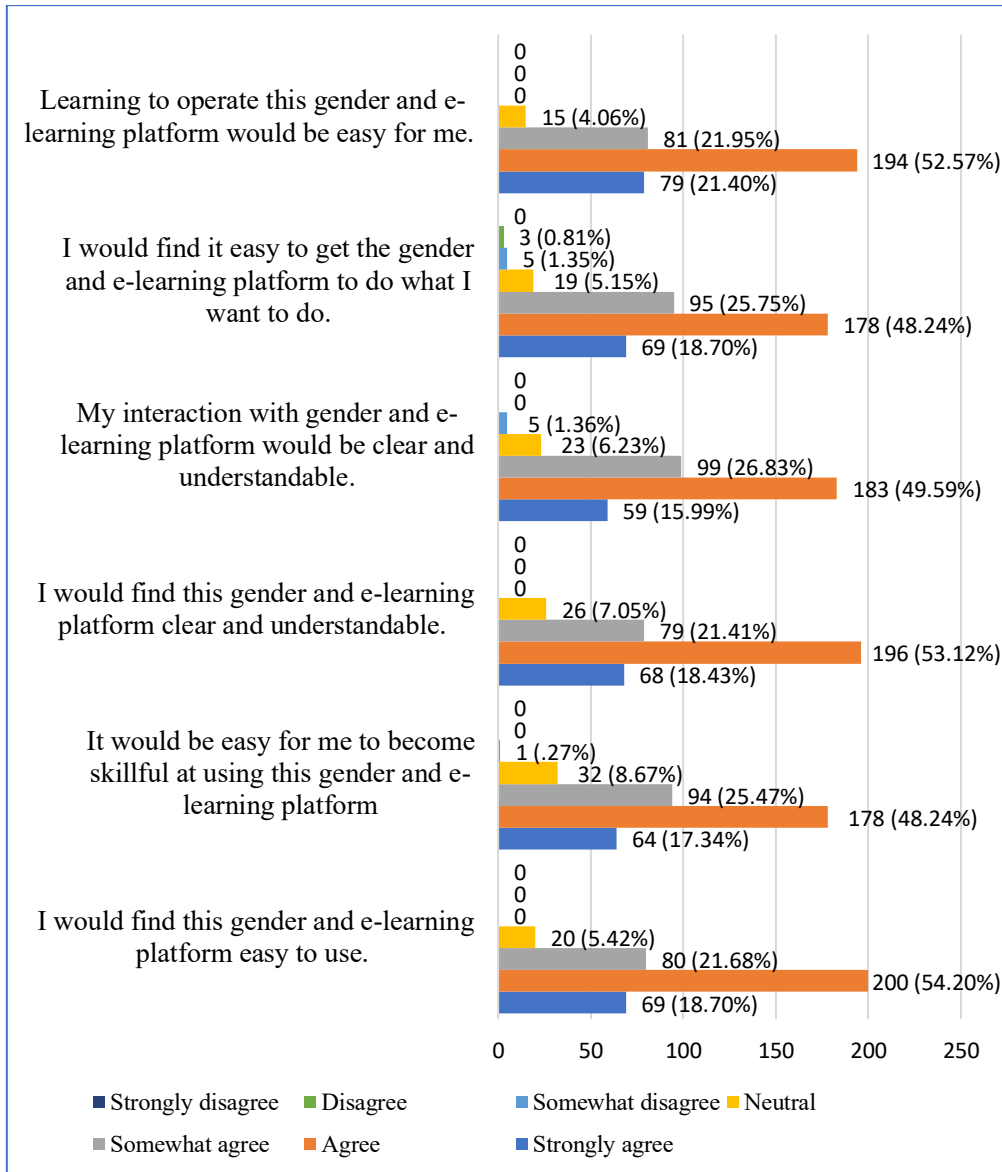


Table 10. Attitude towards using the gender and e-learning platform

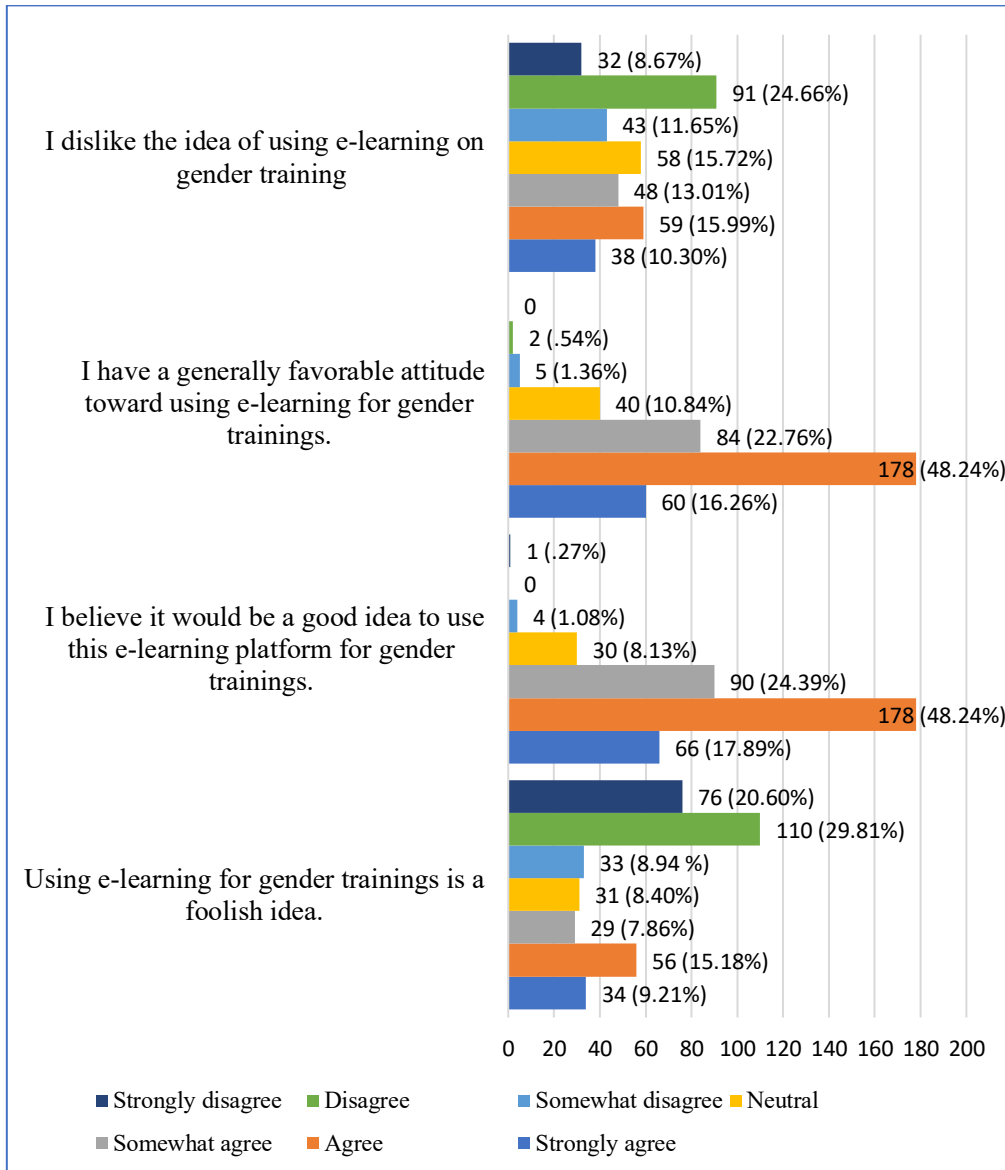


Table 11. Behavioral intention to use the gender and e-learning platform

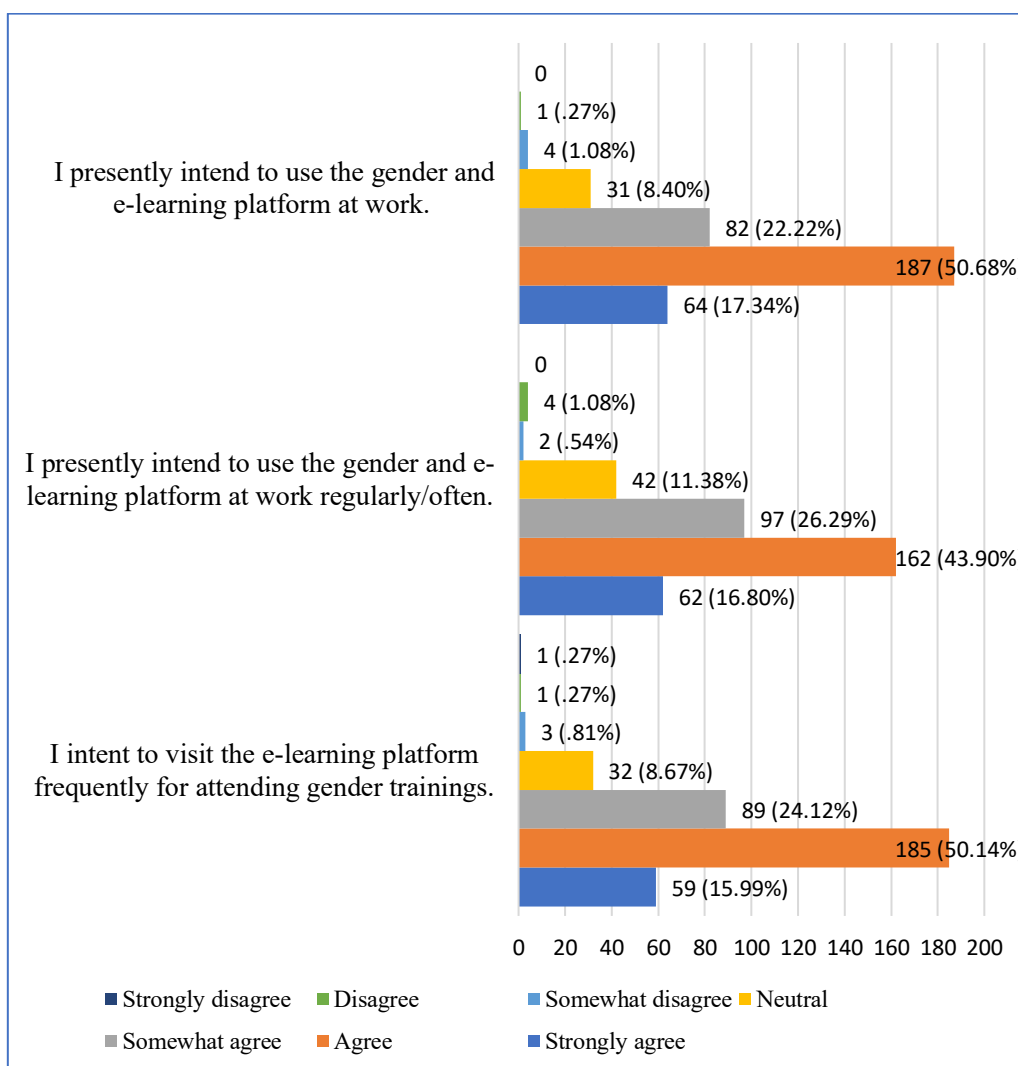


Table 12. Perceived risk in using the gender and e-learning platform

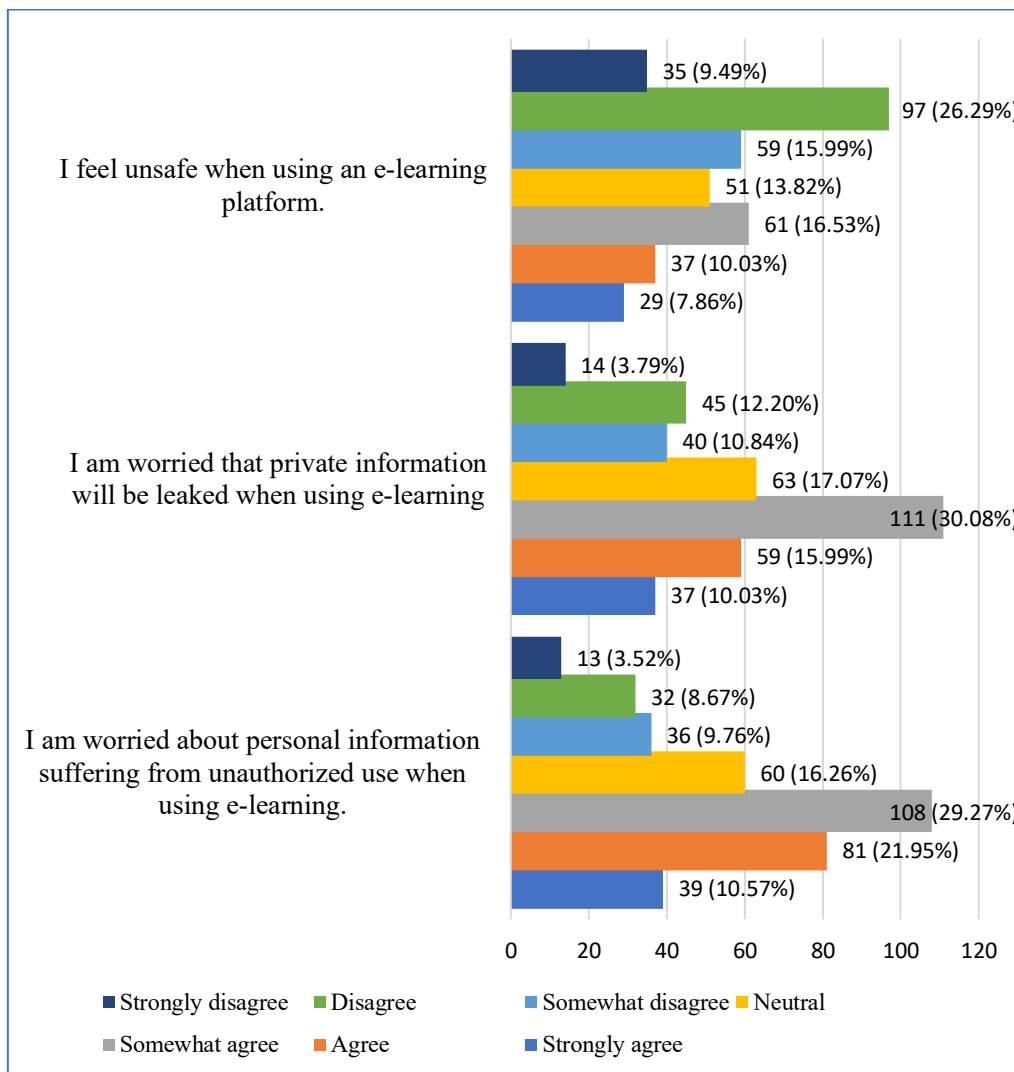


Table 13. Sex and Digital Skills

Variable	Frequency	Percentage
<u>Female</u>		
Basic	252	58.88%
Intermediate	171	39.95%
Advanced	5	1.17%
Total	428	100.00%
<u>Male</u>		
Basic	57	42.86%
Intermediate	72	54.14%
Advanced	4	3.01%
Total	133	100.00%

Table 14. Additional Information on the Gender and E-learning Platform based on the Online Survey

Variable	Frequency	Percentage
<u>Experience in attendance to online trainings</u>		
Less than a year	96	17.11%
One year	78	13.90%
Two years	218	38.86%
More than 2 years	169	30.12%
Total	561	100.00%
<u>Gadgets that are being used to attend online trainings</u>		
Smartphone	338	31.24%
Tablet	67	6.19%
Laptop	414	38.26%
Desktop	263	24.31%
Total	1082	100.00%
<u>Provision of desktop or laptop by the organization to attend online trainings</u>		
Yes	446	79.50%
No	103	18.36%
I only share desktop or laptop with my colleague	12	2.14%
Total	561	100.00%
<u>Digital Skills</u>		
Basic	309	55.08%
Intermediate	243	43.32%
Advanced	9	1.60%
Total	561	100.00%
<u>Internet bandwidth</u>		
1 to 10 mbps	172	30.66%
11 to 20 mbps	124	22.10%
21 to 30 mbps	73	13.01%
31 to 40 mbps	41	7.31%
41 to 50 mbps	51	9.09%

51 mbps or more	100	17.83%
Total	561	100.00%

Type of Internet Connection

Mobile or Cellular	279	34.28%
Cable Internet	283	34.77%
Digital Subscriber Line	216	26.54%
Others	36	4.42%
Total	814	100.00%

Online Platforms that are being used

Zoom Meeting	493	35.16%
Zoom Webinar	389	27.75%
Google Meet	335	23.89%
WebEx	118	8.42%
MS Teams	26	1.85%
Learning Management System	39	2.78%
Other web-based platform	2	0.14%
Total	1402	100.00%

Modality of GAD trainings

Blended	257	45.81%
Face to face	154	27.45%
Online	150	26.74%
Total	561	100.00%

Preference in E-learning platform type

Web-based	119	21.21%
Mobile based	34	6.06%
Both web-based and mobile based	379	67.56%
Software program	29	5.17%
Total	561	100.00%

Preference in online GAD training delivery

Asynchronous	14	2.50%
Synchronous	256	45.63%
Bichronous	291	51.87%
Total	561	100.00%

E-learning support needed

Technology training	392	36.36%
Reliable internet connection	403	37.38%
Laptop or dekstop	277	25.70%
Others	6	0.56%
Total	1078	100.00%

Language

English	95	16.93%
Filipino	15	2.67%
A combination of English and Filipino	451	80.39%
Total	561	100.00%

Preference in the type of gender trainings in an online platform

Gender sensitivity training	402	8.76%
Basic Gender and Development Orientation	365	7.95%
Sexual Orientation, Gender Identity and Expression and Sex Characteristics	345	7.52%
Gender Mainstreaming	334	7.28%
Gender-related Laws	345	7.52%
Gender Analysis	348	7.58%
Harmonized Gender and Development Guidelines	319	6.95%
National GAD Planning and Budgeting	309	6.73%
Local GAD Planning and Budgeting	266	5.80%
Formulation of GAD Agenda	259	5.64%
Gender Fair Communication	302	6.58%
National GFPS Functionality Assessment Tool	301	6.56%
Local GFPS Functionality Assessment Tool	239	5.21%
Gender-responsive Local Government Unit Assessment Tool	236	5.14%
Other GAD Related trainings	219	4.77%
Total	4589	100.00%

Willingness to pay to attend GAD trainings

Yes	122	21.75%
No	439	78.25%
Total	561	100.00%

Knowledge products in e-learning platform

Infographics	455	20.17%
Audio/podcasts	319	14.14%
Videos	465	20.61%
Brochures	272	12.06%
Case Studies	320	14.18%
GAD Policies	415	18.40%
Others	10	0.44%
Total	2256	100.00%

Engagement tools in e-learning platform

Kahoot	272	26.75%
Slido	123	12.09%
Whiteboard	216	21.24%
Mentimeter	396	38.94%
Other	10	0.98%
Total	1017	100.00%

Learner tools in the e-learning platform

Badges	255	8.51%
Bookmarks	348	11.62%
Calendar	360	12.02%
Coaching/Mentoring	365	12.18%
Discussion Forum	363	12.12%
Gamification	281	9.38%
Page customization	186	6.21%
Progress tracker/timeline	295	9.85%
Online users	223	7.44%
Orientation	320	10.68%
Total	2996	100.00%

Common issues / challenges encountered in attending online gender training

Internet connection problem	503	25.97%
Lack of familiarity with online technology	132	6.81%
Platform is not easy and conducive to use	70	3.61%
Lack of technical support	143	7.38%
Poor time management of the resource person	108	5.58%
The resource person in online learning is not engaging	113	5.83%
The resource person in not gender-sensitive	25	1.29%

The materials used by the resource person is not gender sensitive	20	1.03%
The methodology used by the resource person is not effective	61	3.15%
Inaccessibility of training materials or handouts	139	7.18%
Online learning is not as much as engaging as face to face learning	156	8.05%
The learning environment is not conducive	104	5.37%
I cannot focus during online learning	185	9.55%
I cannot fully express my views in online learning	112	5.78%
I feel that online platform is not a safe space for me	10	0.52%
There is no self-motivation in attending online training	56	2.89%
Total	1937	100.00%

Advantages of attending online training

Convenience an Flexibility	514	39.21%
Cost-effectiveness	449	34.25%
Competitiveness	233	17.77%
Engagement	115	8.77%
Total	1311	100.00%

Disadvantages of online training

Lack of clarity	180	23.20%
Lack of interaction	347	44.72%
Fast-paced discussion	37	4.77%
Limited coverage	212	27.32%
Total	776	100.00%

Incentives in attending online gender trainings

Training Certificates	510	31.21%
Digital Badge	160	9.79%
Free online training	442	27.05%
Inclusion in the Individual Performance Commitment Review	231	14.14%
Inclusion in the Agency GAD Accomplishment Report	277	16.95%
Others	14	0.86%
Total	1634	100.00%

Appendices

Questionnaires for the Online Survey

I. Personal Information

Name	
Sex	<input type="radio"/> Male <input type="radio"/> Female
Age	
Annual Income	<input type="radio"/> 250,000 and below <input type="radio"/> Above 250,000 to 400,000 <input type="radio"/> Above 400,000 to 800,000 <input type="radio"/> Above 800,000 to 2,000,000 <input type="radio"/> Above 2,000,000
Educational Attainment	<input type="radio"/> Primary <input type="radio"/> Highschool <input type="radio"/> Technical/Vocational Training <input type="radio"/> Bachelor's Degree <input type="radio"/> Master's Degree <input type="radio"/> Doctorate Degree
Degree Major	
Year Graduated	
Name of Agency or Organization	
Agency/ Organization Category	<input type="radio"/> Central Office <input type="radio"/> Regional Line Agency <input type="radio"/> Attached Agency <input type="radio"/> Bureau <input type="radio"/> Constitutional Commission <input type="radio"/> Judiciary <input type="radio"/> Legislative <input type="radio"/> State Universities and Colleges <input type="radio"/> Other Executive Offices <input type="radio"/> Local Government Unit

Region	<ul style="list-style-type: none"> ○ I – Ilocos Region ○ II – Cagayan Valley Region ○ III – Central Luzon ○ IV-A CALABARZON ○ IV-B MIMAROPA ○ V – Bicol Region ○ VI – Western Visayas ○ VII – Central Visayas ○ VIII – Eastern Visayas ○ IX – Zamboanga Peninsula ○ X – Northern Mindanao ○ XI – Davao Region ○ XII - Socckskargen ○ XIII - Caraga ○ Cordillera Administrative Region ○ National Capital Region ○ Bangsamoro Autonomous Region in Muslim Mindanao
Address of Agency / Organization	
Designation or Position in the Agency / Organization	
Are You a Member of Your GAD Focal Point System?	<ul style="list-style-type: none"> ○ Yes ○ No ○ I don't know
Position in the GAD Focal Point System	<ul style="list-style-type: none"> ○ GFPS Chairperson ○ GFPS Executive Committee ○ GFPS Technical Working Group ○ GFPS Secretariat ○ I am not a member of GFPS
No. of Years as Member of GFPS	<ul style="list-style-type: none"> ○ Less than 2 years ○ Less than 5 years ○ More than 5 years ○ More than 10 years
Email Address	

II. Experience on E-learning platforms

How would you rate your digital skills?	<ul style="list-style-type: none"> ○ Basic (can use keyboards and touchscreen, email, word processing) ○ Intermediate (can do desktop publishing, digital graphic design, digital marketing) ○ Advanced (artificial intelligence, big data, cybersecurity)
What gadget are you using in attending online trainings?	<ul style="list-style-type: none"> ○ Smartphones ○ Tablet ○ Laptop ○ Desktop
Does your office provide you a desktop or laptop to attend online trainings?	<ul style="list-style-type: none"> ○ Yes ○ No ○ I only share desktop or laptop with my colleague
What is your average internet bandwidth? (You can check it by logging in into fast.com)	<ul style="list-style-type: none"> ○ 1 to 10 mbps ○ 11 to 20 mbps ○ 21 to 30 mbps ○ 31 to 40 mbps ○ 41 to 50 mbps ○ 51 mbps or more
What Internet connection you usually use in attending online trainings?	<ul style="list-style-type: none"> ○ Mobile or Cellular ○ Cable internet ○ DSL ○ Others, please specify
What platforms do you use in attending online trainings? Please check all that applies	<ul style="list-style-type: none"> ○ Zoom Meeting ○ Zoom Webinar ○ Google Meet ○ WebEx ○ A dedicated Learning Management System ○ Other web-based platform: Coursera, Udemy, Massive Open Online Course ○ Others, please specify
How long do you have experience in e-learning?	<ul style="list-style-type: none"> ○ Less than a year ○ 1 year ○ 2 years ○ More than 2 years

On average, how many times are you attending an online capacity building program (regardless of topic) per month?	<ul style="list-style-type: none"> ○ 1-2 times a month ○ 3-4 times a month ○ 5-6 times a month ○ More than 6 times a month
What other non-gender capacity building trainings have you attended online?	<ul style="list-style-type: none"> ○ Kindly list down at least 3-5 training programs you have attended
Based on your experience in attending online trainings, what web-based or mobile-based system would you recommend?	<ul style="list-style-type: none"> ○ Please specify.

III. Gender and E-Learning Platform

How would you like to attend GAD trainings?	<ul style="list-style-type: none"> ○ Face-to-face ○ Online ○ Hybrid
How many times have you attended the PCW GAD Webinar series?	<ul style="list-style-type: none"> ○ 1-3 times ○ 4-6 times ○ 7-9 times ○ More than 10 times
Will you access and participate in the gender and e-learning platform to be developed by PCW?	<ul style="list-style-type: none"> ○ Yes ○ No ○ I am not sure about it
How much time do you think should an ideal online gender training or capacity building?	<ul style="list-style-type: none"> ○ Less than 4 hours ○ More than 4 hours ○ More than 8 hours ○ More than 16 hours ○ More than 24 hours ○ Any suggestion: _____

What type of e-learning platform do you think is appropriate on gender trainings?	<ul style="list-style-type: none"> ○ Web-based ○ Mobile-based ○ Both web-based and mobile-based ○ Software program
What type of e-learning methodology do you think is appropriate in gender trainings?	<ul style="list-style-type: none"> ○ Synchronous ○ Asynchronous ○ Bichronous (Combination of Synchronous and Asynchronous) ○
In a day, how much time can you dedicate in a synchronous session for an online GAD training?	<ul style="list-style-type: none"> ○ 2 hours ○ 4 hours ○ 6 hours ○ 8 hours
What e-learning support would you need?	<ul style="list-style-type: none"> ○ 24/7 chat support ○ Coaching ○ Mentoring ○ Any suggestion: _____
What type of language do you prefer in attending online gender trainings?	<ul style="list-style-type: none"> ○ English ○ Filipino ○ A combination of English and Filipino
What security and privacy measures and features would you like to see in an e-learning platform?	<ul style="list-style-type: none"> ○ Please specify: _____
What gender training would you like to take in the e-learning platform? Please check all that applies.	<ul style="list-style-type: none"> ○ Gender sensitivity training ○ Basic Gender and Development Orientation ○ Sexual Orientation, Gender Identity and Expression and Sex Characteristics ○ Gender Mainstreaming ○ Gender-related Laws ○ Gender Analysis ○ Harmonized Gender and Development Guidelines ○ National GAD Planning and Budgeting ○ Local GAD Planning and Budgeting ○ Formulation of GAD Agenda ○ Gender Fair Communication ○ National GFPS Functionality Assessment Tool ○ Local GFPS Functionality Assessment Tool ○ Gender-responsive Local Government Unit

	<p>Assessment Tool</p> <ul style="list-style-type: none"> ○ Other GAD Related trainings
Are you willing to pay to attend to the online trainings?	<ul style="list-style-type: none"> ○ No. It should be free! ○ Yes
What knowledge products would you like to see in the e-learning platform?	<ul style="list-style-type: none"> ○ Infographics ○ Audio ○ Videos ○ Brochures ○ Case Studies ○ GAD Policies ○ Others, please specify: _____.
What engagement tools do you want to see in the e-learning platform?	<ul style="list-style-type: none"> ○ Gamification ○ Kahoot ○ Slido ○ Zoom Whiteboard ○ Mentimeter ○ Others, please specify: _____.
What key features of Learner Tools would you like to see on the gender and e-learning platform? Please check all that applies.	<ul style="list-style-type: none"> ○ Discussion forums ○ Internal email ○ Online journal/notes ○ Real time chat ○ Video services/ white board ○ Book marks ○ Orientation/help ○ Calendar/ progress review ○ Self-assessment ○ Participants portfolios ○ Personalized user experience ○ Automated alerts and notifications ○ Content sharing/ reuse
How effective is attending online gender training for you?	<ul style="list-style-type: none"> ○ Extremely effective ○ Very effective ○ Moderately effective ○ Slightly effective ○ Not all effective

What are the common issues that you encounter in attending online gender training? Please check all that applies	<ul style="list-style-type: none"> ○ Internet connection problem ○ Familiarity with technology ○ Platform is not easy and conducive to use ○ Lack of technical support whenever technical problems arise ○ Poor time management of the resource person or the learning provider ○ The resource person in online learning is not engaging ○ The resource person is not gender-sensitive ○ The materials used by the resource person is not gender-sensitive ○ The methodology used by the resource person is not effective ○ Inaccessibility of training materials/handouts ○ Online training is not engaging as much as the face-to-face training ○ The learning environment is not conducive ○ I cannot focus during online training ○ I cannot fully express my views in online training ○ I feel that online platform is not a safe space for me ○ There is no self-motivation in attending online training ○ Others: _____
What are the advantages of attending online gender trainings? Rate from 1 (Highest) to 4 (Lowest)	<ul style="list-style-type: none"> ○ Convenience and Flexibility: I can attend anytime and anywhere. ○ Cost-effectiveness: It is cheap. ○ Competitiveness: Gender trainings should be held online to adapt in this digital age. ○ Engagement: I am more engaged in online training.
What are the disadvantages of attending online gender trainings? Rate from 1 (Highest) to 4 (Lowest)	<ul style="list-style-type: none"> ○ Lack of clarity: I cannot fully understand gender concepts if it is delivered online. ○ Lack of interaction: I cannot fully express my views to the resource person and participants. ○ Speed: The pace in online gender trainings is faster than the face-to-face training. ○ Coverage: Online learning is not as much comprehensive compare to face-to-face training.
Do you think e-learning is more effective compared to the traditional face-to-face GAD training?	<ul style="list-style-type: none"> ○ Yes ○ No ○ Maybe ○ Both work for me ○ I cannot compare

What incentive/s can motivate you in attending online gender trainings?	<ul style="list-style-type: none"> ○ Certificates ○ Digital Badge ○ Free online training ○ Inclusion in the Individual Performance Commitment Review Form ○ Inclusion in the Agency GAD Accomplishment report
How confident are you in applying all the learnings in attending online gender trainings?	<ul style="list-style-type: none"> ○ Extremely confident ○ Very confident ○ Somewhat confident ○ Slightly confident ○ Not confident at all

IV. Technology Acceptance Model

Perceived usefulness

Using this gender and e-learning platform in my job would enable me to accomplish tasks more quickly	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
Using this gender and e-learning platform in my job would improve my job performance	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
Using this gender and e-learning platform in my job would increase my productivity	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
Using this gender and e-learning platform in my job would increase my productivity	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
Using this gender and e-learning platform in my job would enhance my effectiveness on the job	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree

	<ul style="list-style-type: none"> ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
Using this gender and e-learning platform in my job would make it easier to do my job	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
I would find this gender and e-learning platform in my job useful for my job	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree

Perceived ease of use

Learning to operate this gender and e-learning platform would be easy for me.	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
I would find it easy to get the gender and e-learning platform to do what I want to do	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
My interaction with gender and e-learning platform would be clear and understandable	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
I would find this gender and e-learning platform clear and understandable.	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree

	<input type="radio"/> Strongly Disagree
It would be easy for me to become skillful at using this gender and e-learning platform	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Somewhat Agree <input type="radio"/> Neutral <input type="radio"/> Somewhat Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree
I would find this gender and e-learning platform easy to use.	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Somewhat Agree <input type="radio"/> Neutral <input type="radio"/> Somewhat Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree

Attitude toward using gender and e-learning platform

I dislike the idea of using e-learning on gender trainings	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Somewhat Agree <input type="radio"/> Neutral <input type="radio"/> Somewhat Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree
I have a generally favorable attitude toward using e-learning on gender trainings	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Somewhat Agree <input type="radio"/> Neutral <input type="radio"/> Somewhat Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree
I believe it is a good idea to use this e-learning for attending gender trainings	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Somewhat Agree <input type="radio"/> Neutral <input type="radio"/> Somewhat Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree
Using E-learning on gender training is a foolish idea.	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Somewhat Agree <input type="radio"/> Neutral <input type="radio"/> Somewhat Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree

Behavioral intention to use the gender and e-learning platform

I presently intend to use the gender and e-learning platform at work	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
I presently intend to use the gender and e-learning platform at work regularly/often.	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree
I intent to visit E-learning frequently for my course work.	<ul style="list-style-type: none"> ○ Strongly Agree ○ Agree ○ Somewhat Agree ○ Neutral ○ Somewhat Disagree ○ Disagree ○ Strongly Disagree

Interview Questions for Organizations offering Online GAD Capacity Building Programs

Questions:

1. What type of e-learning platform do you currently use?
2. What are key features of your e-learning platform?
3. Who are your target stakeholders?
4. Do you have a sex-disaggregated data of participants using your platform?
5. What are the advantages of using your e-learning platform?
6. How many years are you offering your online training program?
7. How long, days or months, do you offer gender training?
8. If there is a fee to participate, what are the usual rates?
9. How many people are assigned in developing and implementing the e-learning platform?
10. How much is the estimated cost of creating an e-learning platform?
11. Do you have partners in implementing it?
12. What are the challenges that you have encountered?
13. How do you ensure that your e-learning program is efficient and effective?
14. How do you assess the impact of your training to your target stakeholders?
15. What monitoring and evaluation framework and tools do you use?
16. Do you have any pieces of advice or recommendations in developing and making a successful e-learning platform?

Interview Questions for GAD Experts

Questions:

1. How long are you offering online gender trainings?
2. As a GAD expert, do you think online training is better than face-to-face trainings? Why or why not?
3. What are the usual issues that you usually face in delivering online trainings?
4. What appropriate e-learning methodology do you think works best for gender training?
5. How many training hours do you usually deliver in one GAD module e.g. GAD Planning and Budgeting module?
6. How much time do you prepare for an online training compared to face-to-face trainings?
7. What topics do you think are better for online trainings and face-to-face trainings?
8. How do you ensure that your contents are gender-sensitive and gender-responsive?
9. What are the usual problems being experienced by your participants in an online training? How do you resolve those issues?
10. Do you think having a dedicated e-learning platform will contribute in creating awareness on GAD in the Philippines? Why or why not?
11. Based on your experiences in conducting an online training, how do you ensure that an e-learning program is efficient and effective?