Republic of the Philippines
CARAGA STATE UNIVERSITY
Ampayon, Butuan City 8600, Philippines
Competence Service Uprightness
GENDER AND DEVELOPMENT OFFICE

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ROLYN C. DAGUIL, Ph.D.
University President
This university

Subject: Submission of Partial Comparative Report on Gender Parity in Educational Attainment and Graduate Outcomes

Sir:

We respectfully submit for your review the Partial Comparative Report on Gender Parity in Educational Attainment and Graduate Outcomes of Caraga State University.

This report forms part of our continuing efforts to track and analyze gender parity within the university, providing data to guide evidence-based policies and gender-responsive interventions in academic programming and graduate support services. It also aims to support our gender mainstreaming initiatives in compliance with national and institutional mandates on gender and development.

We hope that the findings and recommendations from this report will assist in informing policy directions for promoting gender equality and inclusive education within our university.

Thank you very much for your continued support.

MARJORIE L. ESCARTIN
Director, GAD/PMO

Noted by:

MICHELLE V. JAPITANA, D.Eng.
VP for Executive Operations & Auxiliary Services

Approved by:

ROLYN C. DAGUIL, PhD
University President

1-16-24

Partial Comparative Report on Gender Parity in Educational Attainment and Graduate Outcomes of Caraga State University

This document presents a partial comparative analysis of gender parity based on 2024 data from the Global Gender Gap Report, national statistics for the Philippines, and institutional data from Caraga State University (CSU). It highlights trends, disparities, and opportunities in educational attainment and graduate outcomes, with the aim of informing CSU's strategic initiatives on gender equity.

Submitted to

The Office of the University President

Through
The Office of the Vice President for Executive Operations

Submitted by

HENSON M. DEJARME
Associate Professor and Chairperson
LIKHA Strategic Management Committee

Executive Summary

This report provides a partial analysis of gender parity in educational attainment and graduate outcomes, integrating findings from the Global Gender Gap Report (GGGR) 2024, the Philippines' national performance, and institutional data from Caraga State University (CSU). While CSU demonstrates commendable progress in achieving and surpassing gender parity in many academic fields, persistent gaps remain, particularly in computing and information sciences. This report outlines comparative insights and provides strategic recommendations to further advance CSU's commitment to gender equity in higher education.

Rationale

In alignment with national development goals and international commitments on gender equality, it is imperative for academic institutions to continuously assess and enhance their gender inclusivity in education. Caraga State University, as a leading institution in the region, has an opportunity to model gender-responsive practices in curriculum design, instructional material development, and strategic planning.

Background

The Global Gender Gap Report, published annually by the World Economic Forum, measures gender-based disparities across countries in four key dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment. The 2024 edition offers a detailed look at gender parity scores and global rankings. The Philippines ranked 25th globally, with an overall gender parity score of 0.779. CSU, through its gender-disaggregated data collection, is well-positioned to contextualize these national and global trends at the institutional level.

Figure 1. Philippine performance in the Global Gender Gap Report 2024. (Source: WEF Global Gender Gap Report, 2024)

How Gender Parity Scores Are Computed and Interpreted

The gender parity score is calculated using the ratio of female to male values for various indicators such as enrolment rates, graduation rates, and labor force participation. The formula is: Gender Parity Score = Female % / Male %. This score reflects relative parity between genders. A score of 1.000 indicates full parity or equal representation. Scores above 1.000 suggest female overrepresentation or beyond parity, while scores below 1.000 indicate male overrepresentation or a gender gap disadvantaging women. In official GGGR rankings, scores exceeding 1.000 are capped to maintain a focus on eliminating disadvantage rather than highlighting female dominance. However, for institutional analysis, such as CSU's, values greater than 1.000 are retained to more accurately reflect gender dynamics.

Range	Meaning
0.97 – 1.00	☑ Full Parity
0.90 – 0.96	◍ Near Full Parity
0.70 – 0.89	○ Moderate Parity
0.50 – 0.69	◌ Partial Parity
Below 0.50	◍ Significant Gap Remains
Above 1.00	◍ Beyond Parity (used in local analysis)

Figure 2. Interpretation based on parity score.

The interpretation scale is as follows: 1.01 and above is considered Beyond Parity; 0.97 to 1.00 reflects Full Parity; 0.90 to 0.96 indicates Near Full Parity; 0.70 to 0.89 denotes Moderate Parity; 0.50 to 0.69 indicates Partial Parity; and scores below 0.50 represent Significant Gaps.

Comparative Analysis of Gender Parity

At the global and national levels, the Philippines demonstrates full gender parity in educational attainment, scoring 1.000 and ranking first worldwide.

Figure 3. Full parity in educational attainment, ranked first globally in literacy and enrolment rates across educational levels. (Source: WEF Global Gender Gap Report, 2024)

However, gender gaps remain more pronounced in other areas such as economic participation, where the score is 0.775, and political empowerment, with a score of 0.373. Enrolment in tertiary education shows a significant female advantage nationally, with 40.35% of women and 29.74% of men of tertiary age enrolled, yielding a gender parity score of 1.36. Similarly, the national average gender parity score in graduate outcomes stands at 1.61, reinforcing the overall pattern of female overrepresentation in higher education achievements.

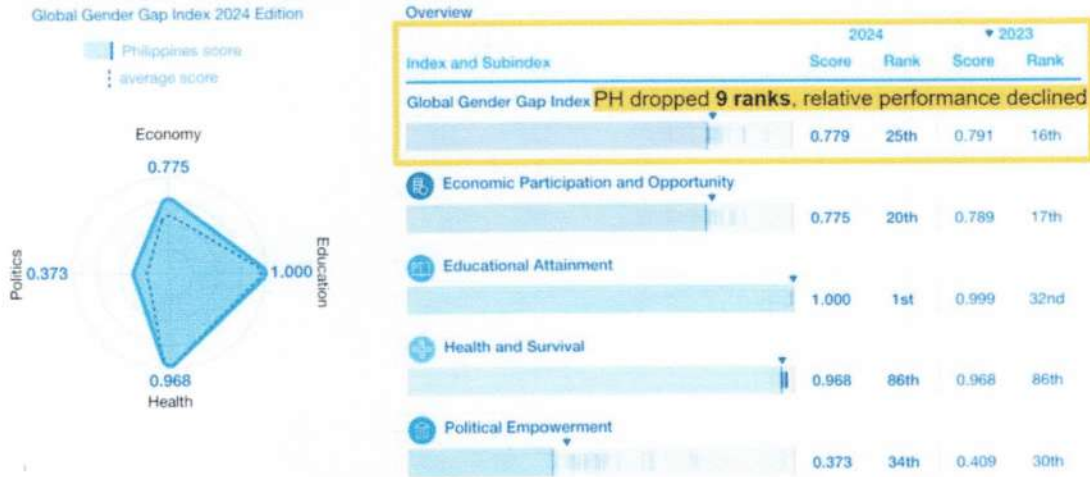

Figure 4. Areas for improvement in economic participation and political empowerment. (Source: WEF Global Gender Gap Report, 2024)

Within CSU, the 2024–2025 data indicates an overall tertiary enrolment gender parity score of 1.34, closely aligning with the national average. Female students dominate in programs such as Biology (2.32), Chemistry (2.25), and Social Sciences (3.02), while male students remain the majority in Computing and ICT (0.60) and Engineering (0.78). This reveals areas of gender imbalance that call for program-specific equity strategies.

Indicator	Score	Female	Male	Interpretation	Explanation
Educational attainment					
Enrolment in tertiary education %					
PH, GGGR 2024	1.36	40.35	29.74	Beyond parity*	Female's enrolment is 36% higher than male's
CSU, 2024	1.34	57.32	42.68	Beyond parity	Female enrolment exceeds male by 34%; high female representation
Agriculture, Forestry, Environmental. Sciences	1.30	56.56	43.44	Beyond parity	Female enrolment outpaces male; suggests a feminizing trend in agri-related fields
Computing, Information Sciences	0.60	37.69	62.31	Partial parity	Male-dominated field; clear gender gap needs targeted action
Education	2.45	71.00	29.00	Beyond parity	Strong female dominance; reflects common global pattern in teacher education
Engineering	0.78	43.74	56.26	Moderate parity	Male-skewed, but gap is narrower than in ICT; suggests partial inclusivity
Natural Sciences, Mathematics	1.77	63.84	36.16	Beyond parity	Strong female dominance; nearly 2 females per male
Social Sciences, Humanities	3.02	75.15	24.85	Beyond parity	Highly female-dominated; over 3 females per male enrollee

Figure 5. CSU mirrors PH performance showing overall female-dominant enrolment trends.

Graduate data from CSU for academic year 2023–2024 reveals an overall gender parity score of 1.68, exceeding the national average of 1.61. Beyond parity performance is seen in fields such as Natural Sciences and Mathematics (1.90), Engineering (1.22), Social Sciences and Humanities (4.02), and Education (2.51). However, Computing and ICT shows a gender parity score of 0.72, which is below the national figure of 0.93 and signifies a persistent gap in female representation. Agriculture, with a gender parity score of 1.43, exceeds the national score of 1.14 but remains a program where parity has not yet been fully realized.

Indicator	Score, CSU	Interpretation	Score, PH	Interpretation	CSU vs. PH
Education and skills					
Graduates, %					
Overall	1.68	Beyond parity	1.61	Beyond parity	CSU exceeds national average in gender parity
Agriculture, Forestry, Environmental. Sciences	1.43	Beyond parity	1.14	Beyond parity	CSU has stronger gender inclusion than PH
Computing, Information Sciences	0.72	Moderate parity	0.93	Near full parity	Male-dominated at CSU
Education	2.51	Beyond parity	3.29	Beyond parity	Very strong female advantage
Engineering	1.22	Beyond parity	0.32	Significant gaps	CSU outperforms PH in female engineering graduates
Natural Sciences, Mathematics	1.90	Beyond parity	1.63	Beyond parity	Strong female representation
Social Sciences, Humanities	4.02	Beyond parity	2.33	Beyond parity	CSU shows highest gender imbalance (female-dominated)

Figure 6. CSU overall graduation rates exceed PH average indicating strong female representation across academic programs. Programs like Natural Sciences, Education and Social Sciences show high female graduation rates above 1.90.

Key takeaways from the comparative analysis show that CSU is performing above the national average in overall gender parity for graduates and in most academic fields. Women are strongly represented in science-related and traditionally male-dominated areas at CSU, particularly in Engineering and Natural Sciences, positioning the university as a strong model for inclusive STEM education. However, the field of Computing and ICT remains male-dominated and below national parity levels, indicating a priority area for intervention. Social Sciences and Education programs are heavily skewed toward female graduates, which, while reflective of national trends, presents opportunities for encouraging greater male participation and achieving balance across disciplines.

These trends affirm CSU's strength in advancing gender equity in higher education, especially in non-traditional fields for women. At the same time, the data highlights the importance of intentional efforts to ensure equitable representation across all academic programs.

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Figure 7. Computing and information sciences at CSU indicates moderate parity and a clear male dominance. This is below the PH average and needs targeted interventions to attract and retain more female students.

Conclusion

CSU has made significant strides in achieving gender parity in educational attainment and graduate outcomes, often outperforming national averages, especially in STEM fields. However, disparities persist in male-dominated fields such as ICT, indicating a need for strategic, gender-responsive interventions.

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Figure 8. Engineering programs show a breakthrough in gender inclusion. This means more women are graduating from engineering programs at CSU (1.22) defying national (0.32) and global trends – a success story for STEM gender equity.

Recommendations

The university should strengthen gender sensitivity training for faculty and instructional developers, especially in STEM and ICT disciplines. It is also recommended that gender-responsive pedagogy be integrated into course materials and learning activities to ensure inclusive classroom environments. CSU should promote male participation in female-dominated programs like Education and Social Sciences to support gender balance. Providing targeted scholarships and mentorships for underrepresented genders in specific academic fields will also contribute to narrowing existing gaps. To ensure sustainability, gender parity monitoring should be institutionalized through consistent use of disaggregated data to guide policy and planning. Finally, CSU's success stories in gender parity, particularly in engineering

and science fields, should be highlighted and shared to inspire broader institutional change and form partnerships committed to inclusive education.