



REITERATION ON THE IMPLEMENTATION OF GENDER-RESPONSIVE BASIC EDUCATION POLICY

MAITA M. LAZARES
EDUCATION PROGRAM SUPERVISOR, SGOD
DIVISION GAD COORDINATOR



The Department of Education (DepEd) issues the enclosed Gender-Responsive Basic Education Policy in line with its Gender and Development (GAD) mandate as stipulated in the following:

1987 Philippine Constitution

Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW)

RA 10533 or the Enhanced Basic Education Act of 2013

Philippine International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR)

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Convention on the Rights of the Child (CRC)



INTERNATIONAL AND NATIONAL LAWS

1987 PHILIPPINE CONSTITUTION

provides that the State “shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all” (Article XIV, Section 1)

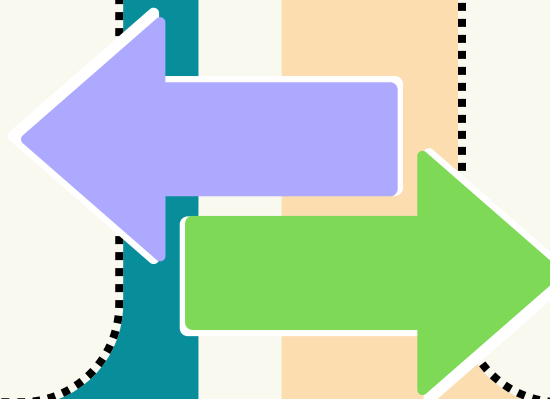
Universal Declaration of Human Rights (UDHR)

International Covenant on Civil and Political Rights (ICCPR)

International Covenant on Economic, Social, and Cultural Rights (ICESCR)

Convention on the Rights of the Child (CRC)

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)





PLANS IMPLEMENTED BY THE GRP



GLOBAL

**1995 Beijing Platform for Action
(Strategic Objective B on
Education)**

**2015 Millenmum Development
Goals (Goal No. 2 on Universal
Education and Goal No. 3 on
Gender Equality)**

**2030 Agenda for Sustainable
Development or the Sustainable
Development Goals (Goal No. 4 on
Quality Education, Goal No. 5 on
Gender Equality, and Goal No. 10
on Reduced Inequalities)**

SOUTHEAST ASIA

**ASEAN Socio-Cultural
Community Blueprint 2025,
which envisions an inclusive
ASEAN that works toward
the achievement of gender
equality and the elimination
of all forms of discrimination,
and addresses the
intersectionality of women's
discrimination.**

LOCAL

**Republic Act (RA) No. 10533,
or the Enhanced Basic
Education Act of 2013**

**Under the Implementing Rules
and Regulations of RA No.
10533, the Department of
Education (DepEd) is
mandated to ensure that the
basic education curriculum is
gender- and culture-sensitive
(Rule II, Section 10.2)**

SCOPE



This policy shall apply to all:

- a) Officials and employees of the DepEd;
- b) Officials and employees of private elementary, junior, and senior high schools; and
- c) Learners of public and private elementary, junior, and senior high schools, and of learning centers for Special Education and Alternative Learning System (ALS) and laboratory schools of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs).

AIMS



a) promote inclusive education that ensures girls' and boys' and women's and men's equal access to learning opportunities, fair treatment in the learning process, and equitable outcomes as well as access to opportunities in all spheres of life;

b) promote the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying in schools;



AIMS



c) address gender-based barriers and the different forms of discrimination as a result of being exposed to gender inequality suffered by vulnerable and marginalized groups. This includes taking affirmative steps where necessary to reduce gender gaps and disparities in basic education, and rectifying through affirmative action such discrimination suffered by a gender group in the workplace as a result of treatment that fails to recognize gender differences and thus adversely affects that gender group (e.g., adopting gender-sensitive promotion standards that give due consideration to women's absence from the workplace on account of maternity leave);

AIMS



d) involve all learners, teachers, and non-teaching personnel and other stakeholders in the promotion of gender equality and non-discrimination through their engagement in the curriculum, learning materials, teaching methodologies, and support services that should not only aim at eliminating gender stereotypes, but also at transforming gender relations toward empowerment and social change;

e) strengthen structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, design, and delivery of services;



AIMS



f) ensure that public and private partners are fully oriented to adopt gender-equality standards and procedures in program implementation and management; and

g) continuously enhance policy implementation and sustainability of results through periodic reviews, consultations with stakeholders, documentation, and promotion of good practices.





GENDER-RESPONSIVE BASIC EDUCATION

MAKE ITS STRATEGIC FRAMEWORK GENDER-RESPONSIVE

In the development of DepEd's basic education strategic framework, the key principles of gender equality programming in education from Gender Equality and Through Education (INEE 2010) shall be adopted:

- a. "Gender dynamics impact on education"
- b. "Gender is not just about girls."
- c. "Gender-responsive education is protective."
- d. "Disaggregated data are nonnegotiable."
- e. "Involve male and female learners in working toward gender equality."
- f. "Gender is a cross-sectoral issue"
- g. "Anyone can champion gender equality in education"



MAINSTREAM GENDER IN ALL POLICIES AND PROGRAMS, PROJECTS, AND ACTIVITIES

**Curriculum,
Instruction,
and
Assessment**

**Planning and
Field
Operations**

**Public Affairs,
Finance, and
Administration**

CURRICULUM, INSTRUCTION, AND ASSESSMENT

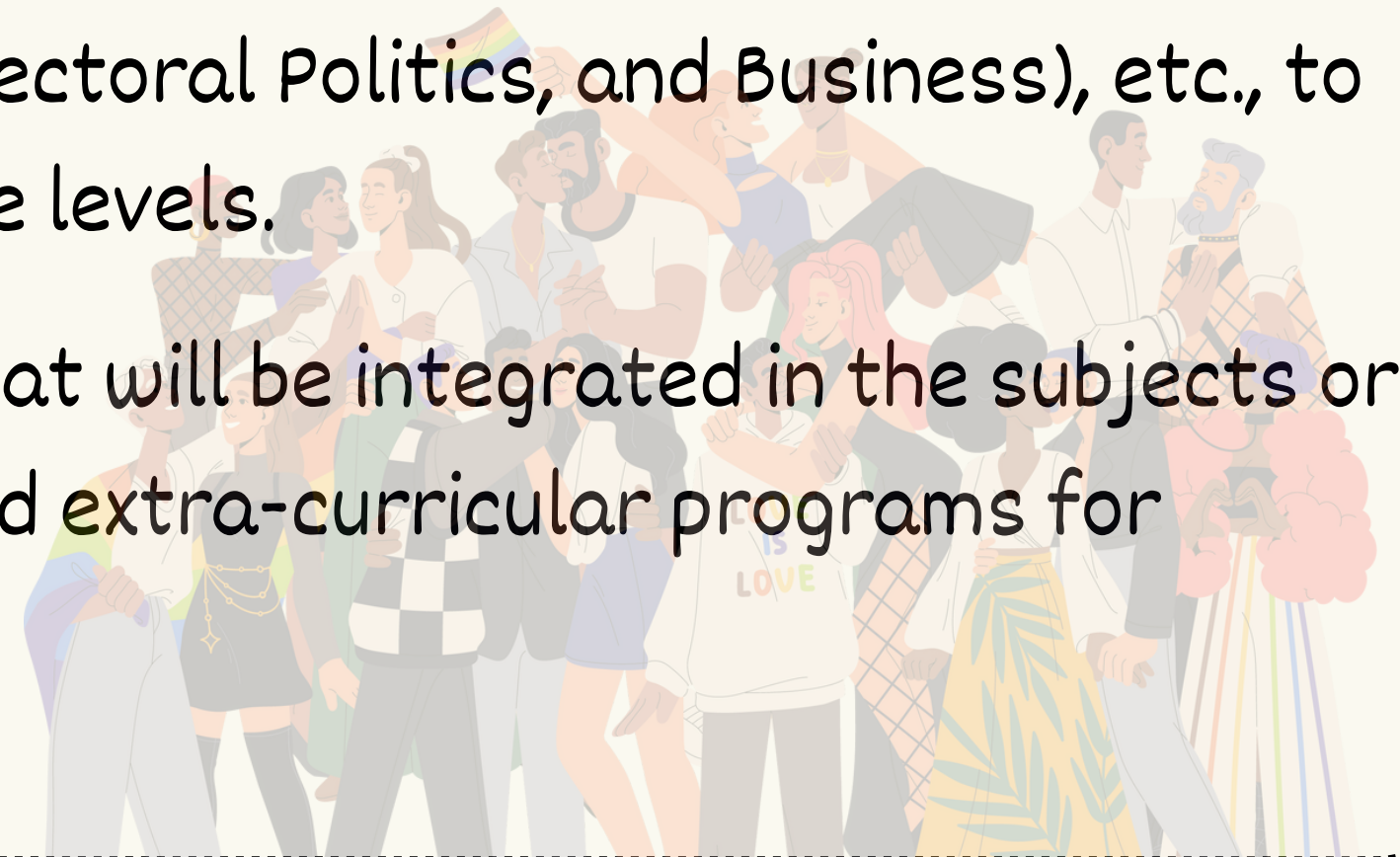
LEARNERS DEVELOPMENT

1. Advocate gender equality in all aspects of development and ensure that PPAs are made congruent with this policy and are included in the Regional Education Development Plans (REDPs), Division Education Development Plans (DEDPs), School Improvement Plans (SIPs), and Annual Implementation Plans (AIPs).
2. Include in the school calendar the observance and celebrations related to GAD such as but not limited to Women's Month (March), Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November), 18-Day Campaign to End VAW (November 25 to December 12), and Human Rights Month (December).
3. Support policies on curriculum, instruction, and assessment that are consistent with the principles of gender-responsive education.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

CURRICULUM STANDARDS

1. Enhance and promote a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education, peace education, environmental studies, and child protection.
2. Develop a set of GAD and human rights competencies including, but not limited to, core messages and key concepts such as responsible parenthood, equal opportunities, equal representation in public affairs (NGO, Bureaucracy, Electoral Politics, and Business), etc., to be integrated across learning areas and across grade levels.
3. Ensure minimum standards on gender sensitivity that will be integrated in the subjects or learning areas, trainings, curricular, co-curricular, and extra-curricular programs for learners and trainees.



CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEARNING DELIVERY

1. Ensure that all public and private schools, learning centers, including laboratory schools of SUCs and LCUs, shall maintain gender-responsive instructional delivery and services.
2. Design gender-responsive models of instruction for basic education appropriate for all types of learners.
3. Formulate enabling policies and guidelines for the implementation of gender-responsive innovative teaching and learning approaches and assessment models for basic education aligned with curriculum standards.
4. Provide technical assistance to the field offices in the adoption or modification of gender-responsive learning models and strategies.



CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEARNING ENVIRONMENT

1. Ensure a gender-responsive physical and social learning environment that promotes respect for all people and has zero-tolerance for all forms of discrimination, violence, and abuse.
2. Ensure that DepEd personnel are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection.
3. Ensure that development and capacity building, through in-service trainings and workshops in coordination with the National Educators Academy of the Philippines (NEAP) and relevant private education institutions, are aligned with GRBE and capacitate all teachers in both public and private schools on GRBE, human rights education, and peace education.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEARNING ENVIRONMENT

4. Promote the institutionalization of gender-responsive teaching learning plans, guides, processes, activities, and mechanisms and measures.
5. Provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR).
6. Strengthen and sustain the capacity of administrators, guidance counselors, and teachers in handling cases of violence, abuse, discrimination, exploitation, and bullying, and equip them with the technical competence in providing appropriate interventions and immediate referral.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEARNING RESOURCES

1. Develop and provide gender-responsive Learning Resources (LRs) based on the review and revision programs, curriculum, social content guidelines, and other references to ensure that LRs are free from gender biases and stereotypes, and use gender-fair and inclusive language, positive images, and messages.
2. Ensure that writers, editors, evaluators, layout artists, illustrators, and focal persons of LRs are well-trained on gender-responsiveness, sexuality, and reproductive health education, human rights, and peace education.
3. Provide orientation for prospective publishing and development teams to emphasize the inclusion of GAD key concepts and core messages in learning resource development.
4. Provide GAD learning resources.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEARNING RESOURCES

5. Update the guidelines in the Development of Learning Resources by:
 - a) Reinforcing the Social Content Guidelines with GAD core messages and key concepts
 - b) Modifying the Instructional Design Framework and including the GAD core messages and key concepts as permanent elements of the instructional design in all printed learning resources, to be contextualized according to key stages
6. Ensure that learning resources procured from external sources comply with GAD key concepts and core messages.
7. Update and align the quality assurance of the learning resources, evaluation instruments, and instructional materials to include gender concepts, values, and gender-fair language.
8. Gather and upload quality-assured GAD learners' and teachers' resources to the DepEd Learning Resources Portal.
9. Ensure that field offices shall implement contextualized, localized, and indigenized learning resources integrating GAD core messages and key concepts.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

ASSESSMENT

1. Ensure that formative and summative assessments at the school level and any competitions (e.g., contests, quiz bees) at any level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel.
2. Include GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language.
3. Conduct a GAD orientation for test-item writers to ensure educational assessments are GRBE-compliant in terms of content and procedures.
4. Enjoin all public and private accrediting institutions or organizations to include gender-equality elements in their accreditation criteria.

PLANNING AND FIELD OPERATIONS

LEARNERS' SUPPORT

1. Promote awareness of GRBE issues and concerns in the governance and operations of schools, learning centers, and workplaces.
2. Develop framework policies and standards for learner support programs and services that integrate GAD core messages and key concepts.
3. Implement programs, projects, and services of school health, youth development, and sports development aligned with GRBE.

PLANNING AND FIELD OPERATIONS

LEARNERS' SUPPORT

4. Conduct capacity building on health development, school sports development, and youth formation aligned with guidelines of the GRBE policy.
5. Strengthen cooperation and partnership with agencies, organizations, and individuals for purposes of education and other GAD support services.
6. Conduct monitoring and evaluation and research in aid of learner support policy development and service delivery.

PLANNING AND FIELD OPERATIONS

SCHOOL HEALTH

1. Provide policy standards and guidelines for the integrated health and nutrition program and capacitate teaching and non-teaching personnel in the implementation of nutrition support programs, school health service delivery, and provision of a healthy school environment.
2. Ensure that all schools, learning centers, and workplaces promote mental health and psychosocial support services aligned with GRBE.
 - a) Ensure enforcement of public and private schools' implementation and compliance with RA No. 9710, sec. 13.C on non-expulsion of women faculty and female learners who become pregnant outside of marriage.
 - b) Implement girl-child, adolescent, and sexual and reproductive health services in every school.

PLANNING AND FIELD OPERATIONS

SCHOOL HEALTH

3. Conduct regular focus group discussions or youth forums, and activities on health and nutrition issues as extra-curricular or co-curricular activities.

4. Develop information, education, and communication (IEC) materials on issues for learners in need of special attention.



PLANNING AND FIELD OPERATIONS

YOUTH FORMATION

1. Formulate, recommend, and implement policies for youth development aligned with GRBE in coordination with the National Youth Commission (NYC).
2. Conduct capacity building on youth development aligned with GRBE.
3. Activate and mobilize youth organizations in all public and private schools, including laboratory schools of SUCs and LUCs, to ensure:
 - a) Non-discrimination of learners in youth membership
 - b) Equal treatment and opportunities to females and males for academic honors, leadership in school or class organizations, journalistic endeavors, and the like (Sec. 35.1.e of the MCW)
 - c) Representation of the youth in recognized activities of the DepEd
4. Implement Career Guidance and Counseling programs and activities that give learners career choices and options aligned with GRBE.

PLANNING AND FIELD OPERATIONS

SCHOOL SPORTS

1. Formulate, recommend, and implement policies on sports development aligned with RA 9710, Sec. 14, Women in Sports.
2. Conduct capacity building for sports development aligned with RA 9710, Sec. 14, Women in Sports.
3. Ensure gender-responsive implementation of sports programs and activities.



PLANNING AND FIELD OPERATIONS

PLANNING

1. Gather and analyze sex-disaggregated data and gender information for informed decision making.
2. Monitor the implementation of the Basic Education Research Agenda specifically its GAD component.
3. Ensure that policies and studies being reviewed by the service are aligned with this policy.



PUBLIC AFFAIRS, FINANCE, AND ADMINISTRATION

PUBLIC AFFAIRS

1. Establish a media network and mechanism for effective public relations especially on information dissemination and advocacy campaigns on GAD.
2. Lead in ensuring public awareness of DepEd's gender mainstreaming initiatives particularly the implementation of this policy.
3. Provide direct support to officials and spokespersons in communications related to this policy.
4. Provide guidance to regional and schools division communications teams in information dissemination related to DepEd's gendermainstreaming efforts and implementation of GRBE.
5. Manage communications in relation to GRBE.

PUBLIC AFFAIRS, FINANCE, AND ADMINISTRATION

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

1. Formulate computerization program policies and activities aligned with GRBE.
2. Conduct continuous capacity-building activities to upgrade personnel on ICT knowledge and skills particularly on development of sex-disaggregated database and other GAD information.



PUBLIC AFFAIRS, FINANCE, AND ADMINISTRATION

EDUCATIONAL FACILITIES

1. Formulate, recommend, and implement programs for development and establishment of educational facilities consistent with the principles of GRBE.
2. Conduct capacity building to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture sensitive, and accessible to Persons with Disabilities (PWDs).
3. GRBE-compliant schools, learning centers, and workplaces
 - a) Provide women, girl-child, and adolescent-friendly facilities that meet standards for Menstrual Hygiene Management (DepEd Order No. 10, s. 2016 or the Comprehensive WASH in Schools (Wins) Policy.



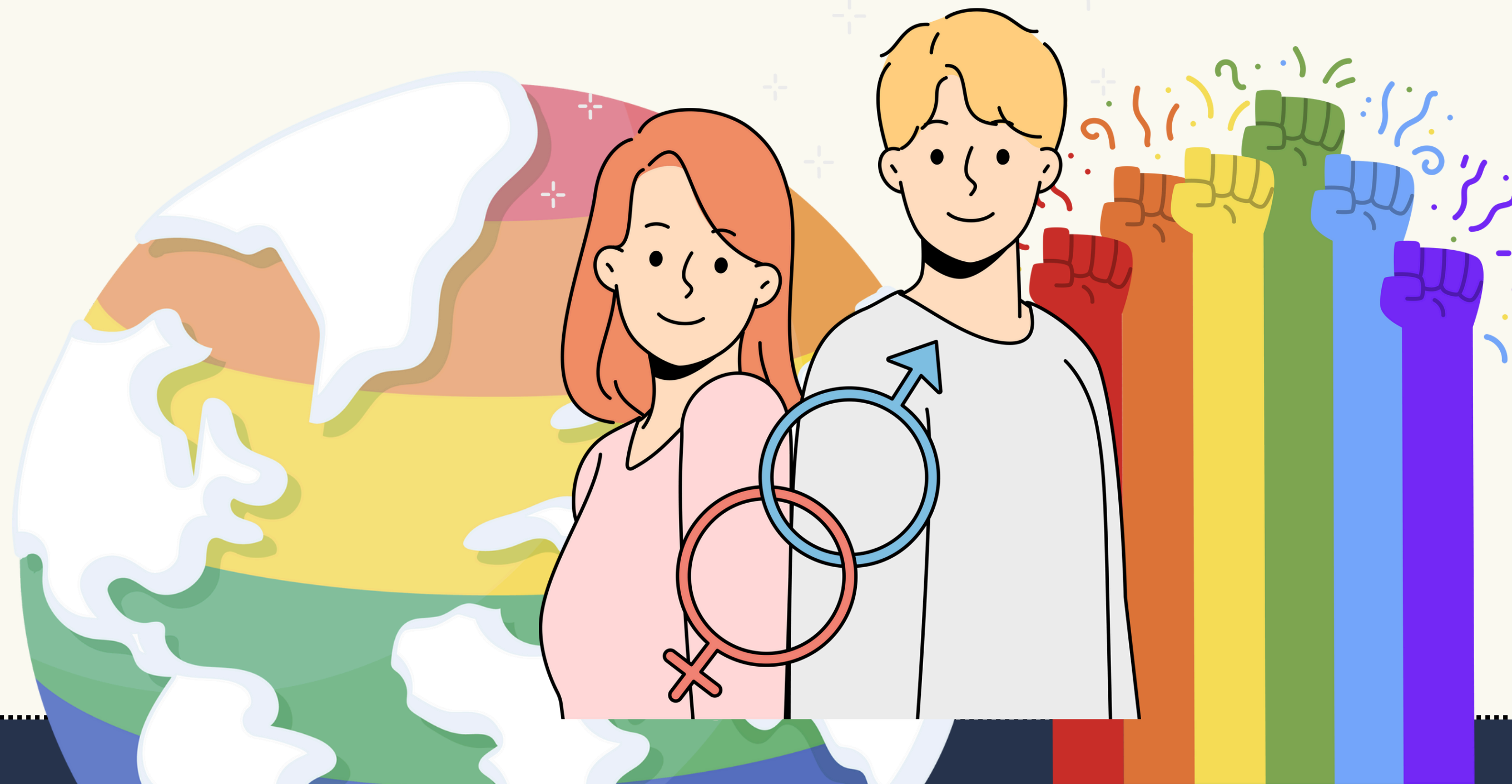
PUBLIC AFFAIRS, FINANCE, AND ADMINISTRATION

EDUCATIONAL FACILITIES

- b) Provide school facilities that meet the standards for persons with disabilities (PWDs) (RA No. 7277 or the Magna Carta of Disabled Person).
- c) Provide teenhubs or adolescent-friendly spaces (Sec. 11.03 of the IRR of RA No. 10354 or the Responsible Parenthood and Reproductive Health Law).
- d) Provide breastfeeding stations and child-minding stations
- e) Establish VAWC desk in schools



ENSURE GENDER PARITY IN STAFFING AND CREATE AN ENABLING WORK ENVIRONMENT



HUMAN RESOURCE DEVELOPMENT

1. Formulate, recommend, and implement policies and frameworks consistent with the principles of gender-responsive recruitment, selection, and placement, learning and development, performance management, and rewards and recognition.
2. Conduct capacity building for all employees on GRBE and in handling gender issues and concerns.
3. Create a pool of GRBE experts.
4. Ensure that the implementation of the Results-based Performance Management System (RPMS) is gender-responsive.



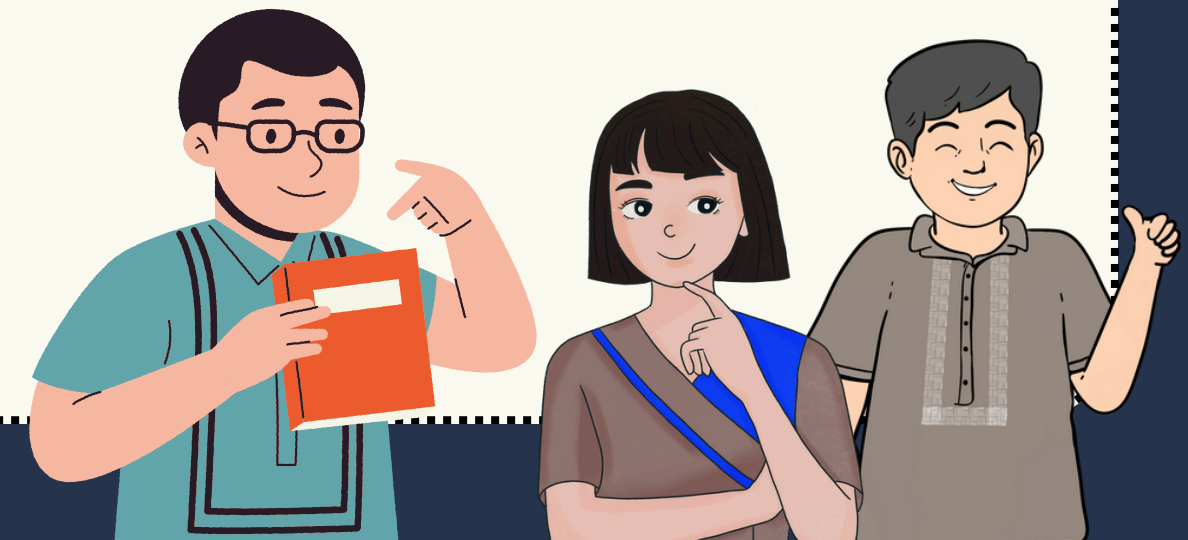
LEARNING AND DEVELOPMENT

1. Integrate gender in all learning and development programs and interventions.
2. Ensure that training methodologies and standards are gendersensitive.
3. Ensure equal opportunities in scholarships and trainings. Conditions including but not limited to age, pregnancy, motherhood, disabilities, ethnicity, or lack of consent of spouse shall not be grounds for disqualification.



EMPLOYEE WELFARE

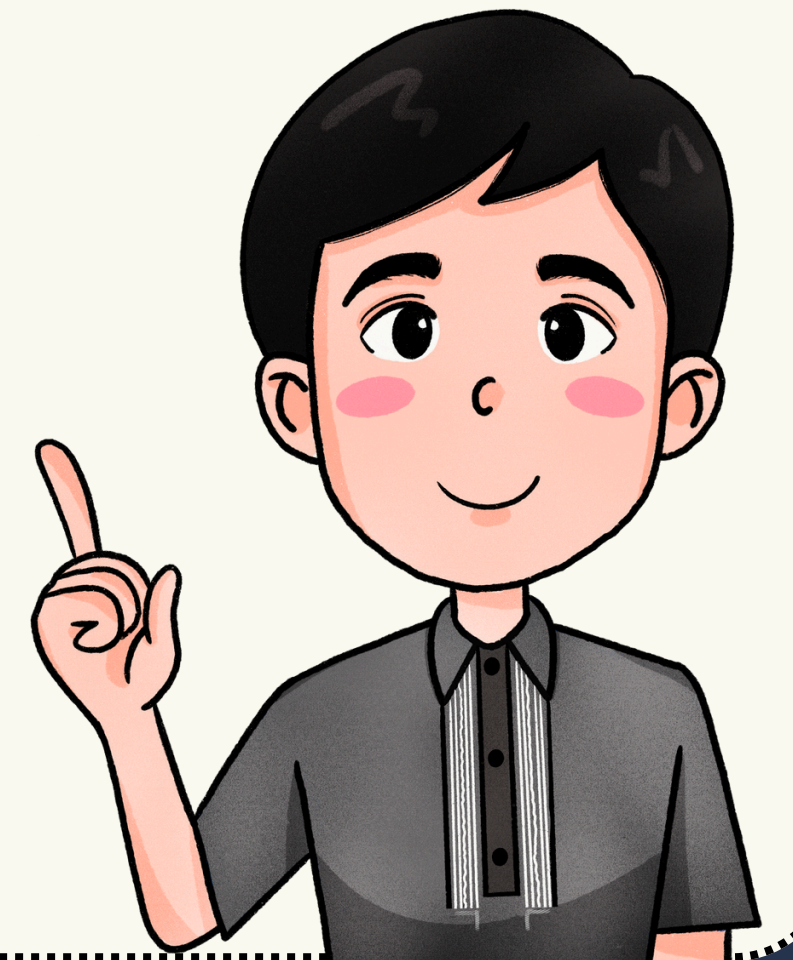
1. Ensure that programs that inculcate and sustain the department core values, respond to employees' varied needs, and promote employees' physical, mental, psychological, social and spiritual well-being are gender-responsive.
2. Ensure that institutional rewards and recognition systems are gender-responsive.
3. Ensure implementation of the grant of special leaves as provided by law, which include but are not limited to maternity, paternity, solo parent, gynecological, and VAWC.
4. Ensure enforcement of public and private schools' implementation of and compliance to RA No. 9710, Sec. 13. C on the non-firing of employees on account of pregnancies outside of marriage.



STRENGTHEN GENDER AND DEVELOPMENT INSTITUTIONAL MECHANISMS

THE GAD FOCAL POINT SYSTEM (GFPS)

DepEd shall ensure that the GFPS is institutionalized in all levels of governance.





Thank You!