



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2025-0002

To: Assistant Schools Division Superintendent
 Chief Education Supervisor (SGOD)
 Chief Education Supervisor (CID)
 Education Program Supervisors
 Public Schools District Supervisors
 All Elementary and Secondary School Heads/Principals
 All Concerned

**Subject: GUIDELINES ON THE PREPARATION AND SUBMISSION OF
 THE FY 2025 GENDER AND DEVELOPMENT (GAD) PLAN AND
 BUDGET**

Date: January 2, 2025

Attached is Memorandum DM-OUHROD-2024-3551 re Guidelines on the Preparation of the FY 2025 Gender and Development (GAD) Plan and Budget and DepEd Order No. 32, s. 2017 re Gender-Responsive Basic Education policy for your reference.

Schools/ School GAD Coordinators are expected to revisit their 2025 Gender and Development Plan and Budget (GPB) and align the same with the 2025 GPB of the Division Office. The final GPB from schools are expected to be submitted on or before January 17, 2025.

Please be guided accordingly.

JINKY B. FIRMAN PhD, CESO VI
 Schools Division Superintendent

RELEASED

JAN 06 2025

RECORDS SECTION SDO PANABO CITY

BY



Republika ng Pilipinas

Department of Education


OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2024- 355

TO : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

FROM :  **WILFREDO E. CABRAL**
*Undersecretary for Human Resource and
Organizational Development*

SUBJECT : **GUIDELINES ON THE PREPARATION AND SUBMISSION OF THE
FY 2025 GENDER AND DEVELOPMENT (GAD) PLAN AND
BUDGET**

DATE : 11 December 2024

1. In accordance with Section 36 of Republic Act (RA) 9710 or the *Magna Carta of Women* (MCW), the Philippine Commission on Women (PCW), calls on all national government agencies and instrumentalities to prepare and submit their FY 2025 GAD Plan and Budget (GPB).
2. As provided under Section 36 (a) of the MCW, the GAD budget, which is the cost of implementing GAD PPAs, **shall be at least five percent (5%) of the agency's total budget appropriations. As such, GPBs that do not meet the minimum five percent (5%) requirement shall not be endorsed by the PCW.**
3. The computation of the minimum five percent (5%) GAD budget shall be based on the agency's total budget appropriations provided in FY 2025 National Expenditure Program (NEP). It may be drawn from the agency's maintenance and other operating expenses (MOOE), capital outlay (CO), and/or personnel services (PS).
4. The determination of compliance to the minimum five percent (5%) GAD budget **shall be by agency and not by constituent unit** (e.g., regional, district, or field offices). Thus, the GAD budget of a regional office or a constituent unit may not necessarily reach five percent (5%) of its total annual budget allocation, but the

central office shall ensure that the agency as a whole will meet the minimum five percent (5%) GAD budget based on the agency's total budget appropriations.

5. As specified in the PCW memorandum, the deadline for submission of the FY 2025 GAD Plan and Budget shall be on 18 November 2024 through the Gender Mainstreaming Monitoring System (GMMS). However, after consideration of DepEd's request for an extension, PCW granted said request and provided the Department until **27 December 2024** to comply.
6. To streamline the process of consolidating GPB submissions from all offices and units in the Department, below is the detailed process:

A. Steps in Preparing the GPB for the Central Office (CO) and Regional Offices (RO)

For Direct GAD Activities (Client-Focused¹ and Organization-Focused²)

1. To facilitate the consolidation process of the FY 2025 GAD Plan and Budget (GPB), the DepEd CO GAD Secretariat conducted two technical trainings for the CO and RO GAD Coordinators. The consolidated outputs that were prepared shall be considered as the "**Draft GPB**" which shall be then routed to all DepEd offices for the inclusion of their respective GAD activities based on the prevailing gender issues (GIs) in their functional jurisdiction.

2. Please take note that the GIs that were reflected in the Draft GPB were based on the 2025 – 2030 GAD Agenda and Strategic Framework (herein "GAD Agenda") [see **Annex "A"**]. As such, it is advised that all new activities that are in near relation to any existing GIs in the Draft GPB shall be included in **columns 5 – 9 only**.

3. In the absence of relevant GIs, the concerned GAD Coordinator is requested to accomplish **columns 1 – 9** as these will be considered as "**new entries**". It shall also be required for the GAD Coordinator to provide sufficient data and/or justification which shall determine the necessity of the activity for it to be included in the GPB.

Programs for Attribution

1. For the attribution, please refer to **Annex B** or the list of DepEd programs that have been pre-selected for inclusion in the Draft GPB. These programs were pre-selected based on the following criteria:
 - a. Identified as one of the areas for gender mainstreaming as indicated in DepEd Order No. 32, s. 2017 or the *Gender-Responsive Basic Education (GRBE) Policy*; and
 - b. Identified as priority programs based on the Draft GAD Agenda.

¹ Client-focused activities are those that address gender issues that pertain to the unequal status of women and men stakeholders of the agency, including the extent of their disparity over benefits from and contribution to a policy/program and/or project of the agency.

² Organization-focused activities are those that respond to gender issues and/or gap/s in the capacity of the organization to integrate a gender dimension in its programs, systems or structures.

2. Programs that were not part of the pre-selected list may still be included in the GPB provided that their respective owners will accomplish the Harmonized Gender and Development (HGDG) assessment tool and program profile form.
3. A follow-up meeting with the concerned CO program owners shall be conducted to verify the scoring and means of verification (MOVs) listed in the HGDG assessment tool.
4. Failure to meet the minimum score of 4% shall automatically revoke the inclusion of the program. As such, it is imperative for program owners to prepare and submit relevant MOVs to reach the required score in the HGDG.
5. In addition, program owners are expected to prepare and submit the following documents for the HGDG:
 - a. Program profile, CSWs, memoranda, and other issuances related to the implementation of the program;
 - b. Sex-disaggregated data (for programs with target beneficiaries) and gender analysis of the SDD collated;
 - c. Agenda, minutes of the meetings, and attendance sheets (for program implementation meetings, which highlight the "GAD" portion in the agenda and/or discussions); and
 - d. Other relevant documents that are deemed necessary.
6. As a general rule, the programs that have been pre-selected for inclusion in Draft GPB (see Annex B), need not be included in the GPB of field offices to avoid duplication in tagging.
7. The ROs, SDOs, and Schools may still submit programs for attribution provided that they are charged to their respective Maintenance and Other Operating Expenses (MOOE) and they are not part of the pre-selected list of programs for attribution (*see Annex B*).

B. Steps in the Preparation and Submission of the GPB for the Schools Division Offices (SDOs) and Schools

GPB Preparation

1. The DepEd Central Office GAD Secretariat shall cascade the Draft GPB for FY 2025 and the draft GAD Agenda and Strategic Framework 2025 – 2030 to the RO GAD Coordinators, who in turn, shall prepare and transmit the drafted Regional GPB to their respective SDOs.
2. The SDO GAD Coordinators shall prepare their respective GPB anchored on the drafted RO GPB.
3. The School GAD Coordinators shall prepare their respective GPB based on the drafted SDO GPB.

GPB Submission

1. The Schools, regardless of whether they are considered Implementing Units (IUs) or non-IUs, shall submit their duly approved GPB to the SDO.
 2. The SDO, upon receipt of the GPB of the schools, shall review the document and consolidate the same with the GPB of the SDO. The consolidated GPB of the schools and SDO must be submitted to RO.
 3. The RO shall review and cross-validate the submitted GPB of the SDO and schools, ensuring that the entries are aligned with the GAD Agenda.
 4. The RO shall submit the consolidated GPB of the SDOs and RO to the DepEd CO GAD Secretariat for review and further consolidation.
8. As a general reminder, below are the expenses that **CAN and CANNOT** be charged to the GAD budget pursuant to Joint Memorandum Circular (JMC) No. 2022-01 of the Philippine Commission on Women (PCW), National Economic and Development Authority (NEDA), and Department of Budget and Management (DBM) dated 28 December 2022, as follows:

Expenses that CAN be charged to the GAD budget

- a. Capacity development on GAD;
- b. Activities related to the establishment and strengthening of enabling mechanisms that support the GAD efforts of agencies (e.g. VAW desks, GAD Corner, etc.);
- c. Salaries of agency personnel assigned to plan, implement and monitor GAD PPAs on a **full-time basis**;
- d. Agencies may cost the time spent by GFPS members and of agency personnel doing GAD work and charge to the GAD budget;
- e. Agency programs to address women's practical and strategic needs (e.g. daycare center, breastfeeding rooms, gender-responsive family planning program among others);
- f. Payment of professional fees, honoraria and other services for gender experts of gender specialists engaged by agencies for GAD-related trainings and activities;
- g. IEC activities (development, printing and dissemination) that support the GAD PPAs and objectives of the agency
- h. Paid leaves allowed under the MCW, and other GAD-related laws acknowledged by the PCW (i.e. extended maternity leave benefits, paternity leave, VAWC leave, sick leave resulting from gynecological disorder, etc.);
- i. Administrative costs or expenses related to organization of-or participation in GAD-related activity/ies, i.e. Capacity development in areas other than the office premises; attendance of foreign or domestic conferences, meetings, workshops.

Expenses that *CANNOT* be charged to the GAD budget

- a. Honoraria of officials and employees of the agency serving as members of the GAD Focal Point System except if they serve as resource persons during trainings, conferences and other GAD-related activities
- b. Provision for contingency funds or "other services" of PPAs;
- c. Social, rest and recreation activities.

Expenses that may *NOT* be charged to the GAD budget *UNLESS* they are justified as clearly addressing a specific gender issue:

- a. Physical, mental and health fitness including purchase of equipment and information dissemination materials;
 - b. Construction expenses purchase of equipment (e.g. IT equipment) and vehicles;
 - c. Persons with disabilities (PWDs)- senior citizens- child and IP-related activities;
 - d. Other international and local/domestic celebrations.
9. In view of the foregoing, the deadline for submission of GPBs will be on or before **20 December 2024**, to allow the BHRD – EWD GAD Secretariat to review and consolidate all inputs from the concerned offices and units.
10. For queries and/or concerns, please coordinate with the BHRD – EWD GAD Secretariat through number: (02) 8635-2456 or email: gfps.secretariat@deped.gov.ph.
11. Immediate dissemination and compliance with this memorandum is desired.

Copy furnished:
OFFICE OF THE SECRETARY

[BHRD-EWD/GAD Unit]

Annex A: REFERENCE AND LINKS FOR THE GPB PREPARATION AND SUBMISSION

For easy reference, please refer to the links below:

1. **Draft GPB (FY 2025 GAD Plan and Budget) - <https://tinyurl.com/DEPEDDraft0>**
2. **Draft GAD Agenda and Strategic Framework 2025 - 2030 - <https://tinyurl.com/DepEdGADSF>**
3. **Harmonized Gender and Development Guidelines Assessment Tool - <https://tinyurl.com/DepEdHGDGTool>**

Annex B: DepEd Programs for Attribution

No.	Program	Strand	Is the program identified as one of the gender mainstreaming strategies in DO 032, s. 2017? Y/N	Is the program part of the strategies under the draft GAD Agenda? Y/N
1	Human Resource Training and Development (HRTD)	HROD	Yes <i>Area: Human Resource</i> <i>Sub-Area: Human Resource Development</i>	Yes <i>Area: Capacity-Building</i>
2	Organizational and Professional Development for Non-Teaching Personnel (OPDNTP)	HROD	Yes <i>Area: Human Resource</i> <i>Sub-Area: Human Resource Development</i>	Yes <i>Area: Capacity-Building</i>
3	Special Hardship Allowance (SHA)	HROD	Yes <i>Area: Human Resource</i> <i>Sub-Area: Employee Welfare</i>	Yes <i>Area: Priority PPAs</i>
4	Special Needs Education Program (SNED)	CT	Yes <i>Area: Curriculum, Instruction, and Assessment</i> <i>Sub-Area: Learning Delivery</i>	Yes <i>Area: Curriculum and Teaching Reform Initiatives</i>
5	Basic Education Curriculum (BEC)	CT	Yes <i>Area: Curriculum, Instruction, and Assessment</i> <i>Sub-Area: Curriculum Standards</i>	Yes <i>Area: Curriculum and Teaching Reform Initiatives</i>
6	Textbooks and Other Instructional Materials (TOIM)	CT	Yes <i>Area: Curriculum, Instruction, and Assessment</i> <i>Sub-Area: Learning Resources</i>	Yes <i>Area: Curriculum and Teaching Reform Initiatives</i>
7	School-Based Feeding Program (SBFP)	OPS	Yes <i>Area: Planning and Field Operations</i> <i>Sub-Area: School Health</i>	Yes <i>Area: Priority PPAs</i>
8	Last Mile Schools Program	HROD	Yes <i>Area: Public Affairs, Finance and Administration</i> <i>Sub-Area: Educational Facilities</i>	Yes <i>Area: Priority PPAs</i>



Republic of the Philippines
Department of Education

29 JUN 2017

DepEd ORDER
No. **32**, s. 2017

GENDER-RESPONSIVE BASIC EDUCATION POLICY

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Regional Secretary, ARMM
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned


1. 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 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*, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others.

2. Through this policy, the DepEd commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights, in the provision and governance of basic education. This is in line with the DepEd's mandate to ensure access to quality basic education for all.

3. This policy is consistent with the DepEd's vision, mission, values, and mandate.

4. This policy will remain in force and in effect unless repealed, amended, or rescinded. All issuances inconsistent with this Order are hereby rescinded.

5. Immediate dissemination of and strict compliance with this Order is directed.


ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge

Encl.: As stated

Reference: N o n e

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
HUMAN RIGHTS
LEGISLATION

POLICY
PROGRAMS

PROJECTS
RULES AND REGULATIONS

I. RATIONALE

The Philippines is committed under international and national laws to integrate gender equality into the principles, goals, and processes of Philippine education. The 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).” This provision is aligned with the international commitments of the Government of the Republic of the Philippines (GRP) to the *Universal Declaration of Human Rights* (UDHR), the *International Covenant on Civil and Political Rights* (ICCPR), the *International Covenant on Economic, Social, and Cultural Rights* (ICESCR), the *Convention on the Rights of the Child* (CRC), and the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW). The GRP affirms these commitments through the implementation of global action plans such as the 1995 *Beijing Platform for Action* (Strategic Objective B on Education), the 2015 *Millennium Development Goals* (Goal No. 2 on Universal Education and Goal No. 3 on Gender Equality), and the 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).

In Southeast Asia, the Philippines supports the 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. The Blueprint aims to protect and empower women, children, youth, the elderly, persons with disability (PWDs), ethnic minority groups, and other vulnerable and marginalized groups.

In 2013, Philippine Congress passed Republic Act (RA) No. 10533, or the *Enhanced Basic Education Act of 2013*, instituting the K to 12 Basic Education Program. It mandates universal kindergarten, six years of elementary education, four years of junior high school, and two years of senior high school to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Sec. 4). 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).

That the DepEd should adhere to such a standard is timely given the shift in the gender patterns in basic education indicators in the Philippines. From 1996 to 2012, boys outnumbered girls at the elementary level while at the

secondary level, the opposite was true, with girls outnumbering boys. In the same period, girls outperformed boys in all key indicators, particularly in cohort survival rate and completion rate (NEDA & UNDP 2014).

The *Women's Empowerment, Development, and Gender Equality (Women's EDGE) Plan 2013–2016* (Chapter 6: Education) published by the Philippine Commission on Women (PCW) summed up the enduring gender issues in Philippine education as follows:

- a) Boys are underperforming in key education indicators compared to girls.
- b) Indigenous Peoples (IPs) fall behind in enrolment data and experience discrimination.
- c) Higher education degrees manifest marked gender-segregation.
- d) Gender biases and stereotypes remain and are still embedded in the curricula, instructional methods, materials, and learning media.
- e) Women and girls continue to be vulnerable to sexual harassment and violence inside schools.

The results of the 2016 *National Baseline Study on Violence Against Children* by the Council for the Welfare of Children and the *Systematic Literature Review on the Drivers of Violence Affecting Children* by the United Nations Children's Fund (UNICEF) show that:

- a) There is a high prevalence of violence against children among both boys and girls and increasingly, more boys are becoming victims of sexual abuse than girls.
- b) Sexual harassment is the most frequent form of sexual violence, with girls being particularly vulnerable. Lesbian, gay, bisexual, and transgender (LGBT) youth are also at risk of sexual violence committed by their peers.
- c) LGBT children are at a higher risk for physical and psychological bullying.
- d) Children's previous experiences of violence drive violent behavior in schools.
- e) Despite the high prevalence of violence, disclosures are reported to be low. However, teachers are the most common persons children disclosed to and sought help from. As such, teachers and school personnel need to have appreciation and understanding of children's rights.

This policy seeks to enable the DepEd to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education, to promote the protection of children from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying, and to promote gender equality and non-discrimination in the

workplace and within the DepEd.

II. 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).

III. POLICY STATEMENT

This policy provides the guidelines for Gender-Responsive Basic Education that shall allow the DepEd to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights in the provision and governance of basic education. Through this policy, the DepEd commits to gender equality through gender-responsive basic education to holistically develop Filipinos with access to quality, culture-based basic education in a learner-friendly, safe, and nurturing environment with the provision to continuously improve its support systems at all levels of governance. Specifically, this policy aims to:

- 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;
- 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);

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;

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.

IV. DEFINITION OF TERMS

For the purposes of this Order, the following terms shall be understood as follows:

- a) **Child protection** refers to programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence (D.O. 40, s. 2012 or DepEd Child Protection Policy).
- b) **Gender** refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and are learned through socialization processes. (UN Women)

- c) **Gender and Development (GAD)** refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of gender roles these ascribe to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights. (MCW)
- d) **Gender awareness** refers to the ability to identify problems arising from gender inequality and discrimination, even if these are not immediately apparent. (UNGEI)
- e) **Gender-based violence** refers to violence that targets individuals or groups on the basis of their gender. This includes acts that inflict physical, mental, or sexual harm or suffering, the threat of such acts, coercion, and other deprivations of liberty. (UN)
- f) **Gender-based discrimination** refers to any gender-based distinction, exclusion, or restriction that has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by men and women regardless of their sexual orientation, gender identity, and civil status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field.
- g) **Gender equality** refers to the principle asserting the equality of men and women and their rights to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development, and with the state recognizing that all human beings are free and equal in dignity and rights. (MCW)
- h) **Gender equity** moves beyond a focus on equal treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. (NCRFW)
- i) **Gender expression** refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person's gender expression may or may not be consistent with socially prescribed gender

roles, and may or may not reflect his or her gender identity. (APA)

- j) **Gender-fair language** is understood as language that is gender sensitive or non-sexist.
- k) **Gender identity** is understood to refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means) and other expressions of gender, including dress, speech, and mannerisms. (Yogyakarta Principles)
- l) **Gender-Responsive Basic Education (GRBE)** is inclusive education that ensures girls' and boys' and women's and men's equal access to learning opportunities, addresses gender-based barriers and the intersection of different forms of discrimination, takes affirmative steps where necessary to reduce gender gaps and disparities in the management of the learning process, provides children a learner-friendly environment that addresses their diverse learning needs and results in the progressive achievement of gender equality in educational outcomes.
- m) **Gender mainstreaming in education** is the process of assessing the implications for girls and boys or women and men of any planned action, including legislation, policies or programs, at all levels of the education system. It is a strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of education policies and programs so that girls and boys or women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality in education. (ECOSOC 1997/2)
- n) **Gender responsiveness** refers to taking action to correct gender bias and discrimination so as to ensure gender equality and equity. It entails consistent and systematic attention to the differences between men and women with a view to addressing structural constraints to gender equality.
- o) **GAD Plan and Budget (GPB)** is not about creating separate budgets for women, or solely increasing spending on women's programs. Rather, gender-responsive budgeting seeks to ensure that the collection and allocation of public resources is carried out in ways that are effective and contribute to advancing gender equality and women's empowerment. It should be based on in-depth analysis that identifies effective interventions for implementing policies and laws that advance women's rights. It provides tools to assess the different needs and contributions of men and women,

and boys and girls, within the existing revenues, expenditures, and allocations and calls for adjusting budget policies to benefit all groups. (UNWOMEN)

- p) **Gender sensitivity** is the ability to perceive existing gender differences, issues, and inequalities and to incorporate these into strategies and actions. (Intrahealth International)
- q) **Inclusive education** is an approach that enjoins schools to accommodate all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions (Article 3, Salamanca Framework for Action). Schools must adopt an inclusive orientation as a means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and, ultimately, the cost-effectiveness of the entire education system.
- r) **Sexual orientation** is understood to refer to each person's capacity for profound emotional, affectional, and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender. (Yogyakarta Principles)
- s) **Intersectionality** is an analytical tool for studying, understanding, and responding to the ways in which sex and gender intersect with and are constituted by other social factors such as age, class, disability, ethnicity, race, religion, sexual orientation, gender identity or gender expression, and other status.
- t) **Violence against women and their children (VAWC)** refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life, as provided under Republic Act (RA) 9262 or *The Anti-Violence Against Women and Their Children Act of 2004*.
- u) **Violence against children committed in schools** refers to a single act or a series of acts committed by school administrators, academic, and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment, or arbitrary deprivation of liberty. It includes, but is not limited to, physical, sexual, psychological violence, and other acts of violence of a physical, sexual, or psychological nature that are prejudicial to the best interest of the child.

V. GENDER-RESPONSIVE BASIC EDUCATION

Through its Gender-Responsive Basic Education Policy (GRBE), the DepEd commits to:

A. 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 In and Through Education* (INEE 2010) shall be adopted. These principles are abridged below:

- 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."

B. Mainstream gender in all Policies and Programs, Projects, and Activities (PPAs)

Curriculum, Instruction, and Assessment

The DepEd, through the appropriate and relevant units, shall:

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 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.

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.

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.
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.

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 LR's 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.
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.

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

The DepEd, through the appropriate and relevant units, shall:

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.
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.

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.
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.

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.

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

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

The DepEd, through the relevant and appropriate units, shall:

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 gender

mainstreaming efforts and implementation of GRBE.

5. Manage communications in relation to GRBE.

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.

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*)
- b) Provide school facilities that meet the standards for persons with disabilities (PWDs) (RA No. 7277 or the *Magna Carta of Disabled Persons*)
- 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