

Division Wide Initiated Program for a Gender Responsive Basic Education. An Exploratory Assessment for Public Elementary Schools

Elaine D. Medina^a & Elisa N. Chua^b

^a *elaine.delasalas@deped.gov.ph*, ^b *elisa.chua@lspu.edu.ph*

^a *Elementary Grade Teacher III, San Diego Elementary School, San Pablo City, 4000, Philippines*

^b *Associate Professor V, Laguna State Polytechnic University, San Pablo City, 4000, Philippines*

Abstract

This study aimed to study the extent of implementing the Gender-Responsive Basic Education (GRBE) Policy in Public Elementary Schools of San Pablo City. The study reveals the level of awareness of the stakeholders regarding gender-related concepts and issues and the GRBE Policy's implementation level.

The respondents of the study were a total of 340 school stakeholders, 140 teachers, 100 SPTA Officers, and 100 SPG Officers. The study utilized descriptive research to determine how far the implementation of GRBE in schools has gone and designed a program for Gender Responsive Basic Education for the Division of San Pablo. The statistical tools used in the study include frequency, percent, mean, and standard deviation.

The salient findings show that the stakeholders were “aware” of gender awareness and its concepts. And as to the implementation of the Gender Responsive Basic Education Policy, it was “implemented”

Consequently, it is suggested that school heads may craft contextualized and localized Gender Responsive programs that will satisfy the needs and demands of their set of learners, personnel, PTA Officers, and all other stakeholders.

Keywords: Gender Responsive Basic Education; Gender Awareness

I. Introduction

The United Nations Entity for Gender Equality and the Empowerment of Women (2012) defined “gender equality” as the equal rights, responsibilities, and opportunities of women and men and girls and boys. The rights, responsibilities, and opportunities of men and women will not be determined by whether they are male or female. Gender equality infers that the interests, needs, and priorities of men and women are equally important for their differences. Women’s rights are human, and every nation should increase its efforts to fulfill the duties and responsibilities of valuing every woman in society.

Many consider women essential in achieving sustainable development, allowing the government to help them and become agents of their aspirations. Many studies have been done to justify the importance of women's participation in sustainable development.

The Magna Carta of Women (Republic Act No. 9710) defines the Gender and Development Program (GAD) as the development perspective and process that is participatory, 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. It contends that women are active development agents, not just passive recipients of development.

A school is a place where gender issues may be observed. Studies show different matters of discrimination, both of boys and girls and many adjustments are still needed if equality between or equal opportunities, especially the strategies to be used. Teachers and school personnel need to appreciate and understand children's rights. It is a big challenge for teachers to cater to the different needs of the students. However, teachers are the most ordinary people children disclose to and seek help from.

There is a lot in common between education and gender equality- both are instrumental to a society's development and intrinsic to living in a society and interacting with fellow beings. Yet, as is the case in many contexts, one functions to the detriment of the other. Education, as is imparted in many institutions and systems, works not just to impede gender equality but also actively promote gender inequality.

With the recent reports of discrimination cases in schools, the Commission on Human Rights (CHR) has lauded the Department of Education's DepEd Order No.32. s.2017, which entails strictly implementing its Gender-Responsive Basic Education Policy. This was issued in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Constitution, Republic Act (RA) No. 9710 or Magna Carta for women, 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.

Gender Responsive Basic Education Policy seeks to enable the DepEd to undertake gender mainstreaming in education to address enduring and emerging gender and sexuality-related issues in primary education. It protects children from gender-related violence, abuse, exploitation, discrimination, and bullying and promotes gender equality and non-discrimination in the workplace and within the DepEd.

Gender responsiveness is intended to create an environment that responds directly to meet

the unique needs of that specific gender. A gender-responsive environment eliminates gender bias and discrimination. In terms of policy implementation, school heads may pursue the implementation of gender responsiveness from the awareness of gender and development implementation, which includes the Child Protection Policy. The school will be able to become gender sensitive and responsive in terms of different aspects and variables by religiously following policy implementation with this matter.

Education is a fundamental process that shapes the holistic development of an individual, particularly their personal and social development. It is essential for empowerment and involvement in their community and the country's social, economic, and political affairs.

The integration of gender-sensitive teaching strategies remains to be a challenge among educators. It is a big challenge for teachers to cater to the different needs of the students. This social issue requires more in-depth exploration, primarily in the classroom, to promote its significance and determine its applicability and effectiveness.

In the Philippines, essential legislations have been enacted, such as the Gender and Development Law, Anti-Sexual Harassment Law, Anti-Rape Law, Barangay Day Care Center Law, and Women in Nation-Building Law (Anonuevo, 2000), among others. Such laws have paved the way for vital structures like the Philippine Commission of Women and Women's Desks in all branches of the Philippine National Police. In the current scenarios observed in the Philippines, it is evident that our society is a women-friendly community where women are seen as enabled and empowered in different aspects of living, such as education, economics, politics, and health. With this, the World Bank identified the Philippines as a world leader in gender equality, particularly in legislation, management, and government (World Bank, 2013). The country remains in the top 10 countries with the least gender gap, according to the 2011 Global Gender Gap rankings by the Geneva-based World Economic Forum.

According to Gumba (2013), in almost every aspect of the Philippine educational system, women and girls outnumber men and boys (United Nations). This may be seen that nowadays, women and girls are already given priority in the right to education and the like.

As a response to these demands to promote gender equity, responsiveness, and sensitivity, the Department of Education Order No. 32, s. 2017 commits to integrating the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights, in the provision and governance of basic education. This aligns with the DepEd's mandate to ensure access to quality basic education for all. Likewise, it aims to promote inclusive education that provides 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 (DepEd Order No. 32, s. 2017).

The researcher, as a Supreme Pupil Government adviser and a member of the school's Child Protection Policy committee, wanted to know how aware the learners when it comes to gender and development, how deep is the learners' knowledge is about being protected from bullying, abuse, discrimination, and any form of violence, and how do they understand gender-responsive basic education.

Part of implementing the Gender Responsive Basic Education Policy is to promote the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying in school. Having sufficient knowledge based on the given issues related to the care of children is a big part of learning. A harmonious and good relationship with fellow students, teachers, parents, and others in the community greatly helps and supports the school.

This led to the researcher's aim to study the extent of implementing the Gender-Responsive Basic Education Policy in Public Elementary Schools of San Pablo City. The study will reveal the level of awareness of the stakeholders regarding gender-related concepts and issues. Moreover, this explains how gender-responsive the school is and how they practice it in all aspects of learning and development.

II. Methodology

Descriptive research was utilized to determine how aware are the stakeholders of gender responsive awareness and how far the implementation of GRBE in schools has gone and designed a program for Gender Responsive Basic Education for the Division of San Pablo. This study was conducted in the Sto. Angel District, Division of San Pablo City. The respondents of the study were the total enumeration of teachers from the ten schools, namely Concepcion ES, Guerilla ES, AMMES, San Diego ES, Sto Angel ES, San Lorenzo ES, San Buenaventura ES, Sta Catalina ES, Dolores ES, and San Pedro ES. There is a total of 140 elementary public teachers. The district was the cluster model for the research as respondents.

Purposive sampling was used for the number of pupils and community stakeholders. There were ten pupils included per school, composed of the Supreme Pupil Government (SPG) officers: President, Vice-President, Secretary, Treasurer, Auditor, PIO, Protocol Officer, Grade Six, Grade Five, and Grade Four Representatives with a total of 100 learners and 100 parents as community stakeholders from the School Parent-Teacher Association Board of Directors: president, vice president, secretary, treasurer, and appointed collection and disbursing officers of the school. These 200 representatives were directly involved in initiating

school programs and projects.

The study utilized an adapted survey questionnaire to describe the level of gender-responsive awareness of the respondents and the extent of implementing the gender responsiveness basic education in public elementary schools. The questionnaire was composed of 3 parts. Part I was the Profile of the Respondents as teachers, learners, and parent stakeholders. Part II generated the level of Stakeholders' Gender Responsive Awareness. It comprised statements regarding behavioral indicators about gender mainstreaming, gender and sexuality, child protection, inclusive education, gender equality, and gender responsiveness. This utilized a Likert scale with 4 - Highly Aware, 3 - Aware, 2 - Slightly Aware, and 1 - Not Aware. For Part III, Assessment of Implementation of GRBE in Public Elementary Schools in terms of curriculum, instruction, assessment, planning and field operation. The Likert scale was 4 - Highly Evident, 3 - Evident, 2 - Slightly Evident, and 1 - Not Evident.

The researcher followed specific procedures in gathering the data for this study. First, the researcher developed an adapted questionnaire as an instrument to determine the level of stakeholders' gender awareness and an adapted questionnaire for the assessment of the implementation of the Gender-Responsive Basic Education Policy.

The researcher prepared a letter for the Schools Division Superintendent asking permission to conduct the study. For modification, the adviser checked and signed the letter. Once the endorsement letter is signed, the researcher will personally hand over the letter to the school heads of the various public elementary schools in Sto. Angel District to request permission in the distribution of questionnaires to the respondents. Printed survey questionnaires were used in the study.

The administration of the questionnaires depends on the availability of the respondents. The researcher monitored the accomplishment of the survey questionnaires. Once completed, the researcher collected, tabulated, and analyzed the data. The data was forwarded to the statistician for more accurate results and analysis.

The survey results were the basis of the design of the target proposed program. The researcher crafted a Gender Responsive Basic Education Program based on the analysis of the data gathered. The researcher submitted the crafted program to the adviser for revision and checking of the program. The researcher sought experts for the validation of the proposed program. It was validated based on its language, visuals/images, gender sensitivity, inclusivity, and participation. The program was modified and revised afterward based on the validators' comments, suggestions, and inputs.

The improved crafted Gender-Responsive Basic Education Program was distributed and pilot-tested in one of the district's schools. After the program's rollout, feedback and comments from the monitoring and

evaluation were reviewed with the adviser for an enhanced program version.

In the process of the data being obtained through the questionnaires, the researcher utilized frequency and percentage distribution in describing respondents' demographic profiles. The mean and the standard deviation were used to determine the respondents' perceptions of gender awareness being described as gender mainstreaming, gender and sexuality, child protection, inclusive education, gender equality, and gender-responsive; and perception of the implementation of the Gender Responsive Basic Education Policy as observed in curriculum, instruction, assessment, and field operation.

III. Results and Discussion

Table 1. Stakeholders' Perception of Gender Awareness as to Gender Mainstreaming

Indicators	Mean	SD	VI
1. provides all teaching and non-teaching personnel with an orientation on gender mainstreaming	3.29	0.74	A
2. provides the school stakeholders, parents and barangay officials orientation on gender mainstreaming	3.28	0.77	A
3. provides more attention to sexual identity differences in school.	3.38	0.72	A
4. gives importance to awareness and exchanging best practices for preventing gender stereotypes	3.30	0.75	A
Overall	3.31	0.63	A

Legend: Verbal Interpretation(VI) / Scale: 1—1.49 – Not Aware at All (NAA) 1.50—2.49 – Slightly Aware (SA) 2.5—3.49 – Aware (A) 3.50—4 – Highly Aware (HA)

It is shown that the highest mean value is 3.38 with a standard deviation of 0.77 under indicator 2, which states that teachers are aware that the school provides more attention to sexual identity differences. The lowest computed mean is 3.28 and is interpreted as “aware” in the indicator where the school, stakeholders, parents and barangay officials' orientation on gender mainstreaming. As to gender mainstreaming, it can be revealed that respondents are aware with a computed mean value of 3.31 and a standard deviation of 0.63.

It can be shown in the result that the district is aware based on gender mainstreaming. This indicates that the respondents know about the topic because it is part of Gender and Development which is implemented in all government agencies, such as schools and local governments. In the Division of San Pablo, there has already been an orientation about Gender and Development among the school coordinators of each school. Only one personnel received direct orientation from the Division Coordinator per school, and only some of the population of Deped San Pablo. On the other hand, the respondents' knowledge needs to have a deeper understanding of matters related to gender.

Table 2. Stakeholders' Perception of Gender Awareness as to Gender and Sexuality

Indicators	Mean	SD	VI
1. appreciates personnel and pupils expressing themselves as male, female, gay, lesbian, or other.	3.57	0.60	HA
2. allows all pupils, regardless of gender or sexual orientation to participate in activities.	3.56	0.60	HA
3. recognizes pupils for their performance and achievements Regardless of gender.	3.52	0.64	HA
4. allows the personnel and pupils to identify themselves as male, female, gay, lesbian, and the like.	3.53	0.59	HA
5. allows school personnel and pupils to carry out their duties and responsibilities (females can do male work, and males can do female work)	3.44	0.65	A
Overall	3.52	0.50	HA

Legend: Verbal Interpretation(VI)/ Scale: 1—1.49 – Not Aware at All (NAA) 1.50—2.49 – Slightly Aware (SA) 2.5—3.49– Aware (A) 3.50—4 – Highly Aware (HA)

The overall mean value of respondents' awareness of gender and sexuality is 3.52, and a standard deviation of 0.50 and interpreted as "highly aware." The highest mean score is 3.57, wherein the school appreciates personnel and pupils expressing themselves as male or female, gay, lesbian, or other. The lowest mean score is 3.44, where the school allows personnel and pupils to carry out their duties and responsibilities (females can do male works, and males can do female work).

The high level of awareness about gender and sexuality proves that the district and its community have extensive knowledge in recognizing gender differences. Acknowledging students and school personnel, regardless of gender and sexual orientation, is significant in offering them high confidence and showing their true abilities in different fields and school activities. The issue of gender and sexuality is a big part of the community. The high awareness about this can be interpreted that issues related to gender and sexuality become part of the lessons, and there is integration in learning.

Table 3. Stakeholders' Perception of Gender Awareness as to Child Protection

Indicators	Mean	SD	VI
1. implements the DepEd Child Protection Policy	3.67	0.57	HA
2. is safe from bullying, discrimination, abuse, and violence for every child's protection.	3.56	0.65	HA
3. conducts appropriate training and activities for school personnel and pupils on child protection rules and practices.	3.45	0.70	A
4. documents and reports any incidents of bullying, discrimination, abuse, and violence that happened.	3.53	0.63	HA
5. administrator, teaching, and non-teaching personnel practice positive and non-violent discipline as required under the circumstances and no corporal punishment.	3.40	0.75	A
6. has a child protection committee and a system for identifying students suffering from significant harm based on physical, emotional, mental or behavioral signs.	3.49	0.68	A
Overall	3.52	0.56	HA

Legend: Verbal Interpretation(VI)/ Scale: 1—1.49 – Not Aware at All (NAA) 1.50—2.49 – Slightly Aware (SA) 2.5—3.49– Aware (A) 3.50—4 – Highly Aware (HA)

As shown in the table, the overall mean value of respondents' awareness of child protection is 3.52 with a standard deviation of 0.56 and interpreted as "highly aware." The highest mean value is 3.67 with a standard deviation of 0.57 where the school implements DepEd Child Protection Policy. On the other hand, the lowest mean score value of 3.40 can be seen in indicator 5, where administrator, teaching, and non-teaching personnel practice positive and non-violent discipline as required under the circumstances, and no corporal punishment and is interpreted as "aware."

The high awareness about child protection can be implied from the DepEd Order No. 40 s.2012, entitled DepEd Child Protection Policy from the national office about the policy and guidelines on protecting children in school from abuse, violence, exploitation, discrimination, and bullying. All DepEd San Pablo schools implement strict compliance with the DepEd Order. It is stated in Section 10 of the DepEd order that all public and private elementary and secondary schools shall establish a Child Protection Committee (CPC), which will oversee any matter related to the safety and protection of learners. Cases involving child safety and child abuse are promptly reported by principals to the division office so that adequate action can be taken.

Table 4. Stakeholders' Perception on Gender Awareness as to Inclusive Education

Indicators		Mean	SD	VI
1.	caters to pupils with learning special needs.	3.49	0.66	A
2.	applies heterogeneous classification of pupils in sectioning.	3.38	0.78	A
3.	allows all the pupils to participate and perform class activities inside the classroom.	3.59	0.62	HA
Overall		3.49	0.60	A

Legend: Verbal Interpretation(VI)/ Scale: 1—1.49 – Not Aware at All (NAA) 1.50—2.49 – Slightly Aware (SA) 2.5—3.49 – Aware (A) 3.50—4 – Highly Aware (HA)

It can be gleaned from the table the highest computed mean value of 3.59 and a standard deviation of 0.62 is in indicator 3. This shows that the respondents are highly aware that the school allows all the pupils to participate and perform class activities inside the classroom. The lowest computed mean value of 3.38 is in indicator 2 where the school applies heterogeneous classification of pupils in sectioning. With an overall mean of 3.49 and a standard deviation of 0.60, the respondents' are aware of the schools' implementation of inclusive education.

The result means that the respondents are aware of inclusive education. Their awareness and understanding about inclusive education have a separate school for special needs children. Since the Division of San Pablo has the established school of Paaralang Pag-ibig at Pag-asa, the respondents may know that learners with special needs are intended to enroll and learn in this school. The indicator that "allows all the pupils to participate and perform class activities inside the classroom" is highly aware. This can be interpreted that all learners are allowed and given chances to participate and perform in class regardless of their gender

and special needs, which is reflected in the checklist answered during class observation.

Table 5. Stakeholders' Perception on Gender Awareness as to Gender and Equality

	Indicators	Mean	SD	VI
1.	feel secure in carrying out their duties and responsibilities in the workplace without fear of discrimination.	3.49	0.68	A
2.	have equal opportunity to express themselves during meetings and other school activities.	3.49	0.65	A
3.	receive equal opportunities and employee appreciation.	3.43	0.73	A
4.	are given equal learning opportunities in class, and no boys or girls are given prioritized.	3.51	0.68	HA
5.	are given equal opportunities in class to join school-related academic and non-academic activities.	3.51	0.65	HA
	Overall	3.49	0.60	A

Legend: Verbal Interpretation(VI)/Scale: 1—1.49 – Not Aware at All (NAA) 1.50—2.49 – Slightly Aware (SA) 2.5—3.49– Aware (A) 3.50—4 – Highly Aware (HA)

The highest mean value of 3.51 can be seen in indicators 9 and 10, where the school's teaching and non-teaching personnel/learners are given equal learning opportunities in class, and no boys or girls are given prioritized and equal opportunities in the class joining school-related academic and non-academic activities. The respondents are generally aware of the school's gender and equality situation.

As to the highest level of awareness, it simply implies that the teaching and non-teaching personnel and learners should have been given preference and prioritization when it comes to learning activities and school projects. Both genders are treated equally and allowed to participate and become part of the success of the learning process for learners and the success of school programs and projects. Regardless of gender, stakeholders feel comfortable performing their undertakings without being subjected to discrimination. This practice elevates fairness, justice, and inclusivity, supporting an environment where everyone is valued.

Table 6. Stakeholders' Perception on Gender Awareness as to Gender Responsiveness

	Indicators	Mean	SD	VI
1.	includes specific action to attempt to reduce gender inequalities within communities.	3.30	0.75	A
2.	addresses gender-based barriers, respects gender differences, and enables gender-sensitive structures, systems, and methodologies.	3.41	0.72	A
3.	considers the distinct needs of males and females in valuing their perspectives, respecting their experiences, understanding developmental differences between girls and boys, women and men and ultimately empowering girls and women.	3.40	0.74	A
4.	Policies are taken to reduce the harmful effects of gender norms, roles, and relationships, including gender inequality.	3.41	0.69	A
	Overall	3.38	0.64	A

Legend: Verbal Interpretation(VI)/Scale: 1—1.49 – Not Aware at All (NAA) 1.50—2.49 – Slightly Aware (SA) 2.5—3.49– Aware (A) 3.50—4 – Highly Aware (HA)

Based on the results, respondents are aware of the school's gender responsiveness. It can be gleaned that the highest mean score is indicators 2 and 4, which state that "school addresses gender-based barriers, respects gender differences and enables gender-sensitive structures, systems, and methodologies, and policies are taken action to reduce the harmful effects of gender norms, roles, and relationships, including gender inequality. The mean value of these indicators is 3.41, and the standard deviation is 0.72 and 0.69, respectively, which are interpreted as "aware."

The overall interpretation of the results in gender responsiveness indicates that stakeholders are aware of the idea, which merely means that the respondents have some knowledge and understanding of gender-related issues. In terms of gender responsiveness, it was reflected in the result that the stakeholders are aware of. Based on indicator 4, it was shown that policies are being implemented in the district to prevent gender inequality. Indicators that indicate that the school meets gender-related needs are not given much attention.

Table 7. Assessment of Gender Responsive Basic Education Policy as to Curriculum

Indicators		Mean	SD	VI
1.	Gender equality, human rights, sexuality and reproductive health education, peace education, environmental studies, and child protection are all part of the school curriculum.	3.48	0.62	I
2.	Teachers develop contextualized lesson plans, instructional materials, and assessment strategies that integrate gender equality, human rights, sexuality, reproductive health education, peace education, environmental studies, and child protection.	3.45	0.62	I
3.	Teachers and staff are oriented on gender sensitivity standards in instructional delivery, training, and curricular, co-curricular, and extra-curricular programs for learners and teachers.	3.36	0.73	I
4.	In their participation in various trainings, curricular, co-curricular, and extra-curricular programs, the learner's	3.34	0.67	I
5.	express awareness and appreciation of the gender-sensitive mechanisms employed by the teachers and staff.			
6.	The school developed, adapted, or adopted a monitoring and evaluation (M&E) tool which ensures that gender sensitivity is integrated into the instructional delivery of various learning areas, training, curricular, co-curricular, and extra-curricular programs.	3.39	0.68	I
7.	The school observes 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)	3.39	0.72	I
Overall		3.40	0.56	I

Legend: Verbal Interpretation/Scale: 1—1.49 – Not Implemented (NI) 1.50—2.49 – Less Implemented (LI) 2.5—3.49 – Implemented (I) 3.50– 4 – Highly Implemented (HI)

The table revealed the respondents' perception of implementing gender-responsive education in terms of curriculum. As presented, the highest mean value of 3.48 and standard deviation of 0.62 is perceived that gender equality, human rights, sexuality and reproductive health education, peace education, environmental studies, and child protection are all part of the school curriculum. This is verbally interpreted as "implemented." Moreover, the lowest mean value of 3.34 with a standard deviation of 0.67 is in indicator 4. The overall mean value of 3.40 and standard deviation of 0.56 revealed that respondents perceived gender-responsive education is implemented in terms of curriculum.

As for the curriculum, public elementary schools follow a centralized pattern and curricula. Everyone in teaching will use the provided curriculum from the national office. Moreover, when the set is in the teaching field, the teachers and other personnel in the division and school contextualize and localize the curriculum content based on their needs and resources. Based on the results shown in the table, it indicates that the curriculum embodied these gender-related topics. It tells that GRBE is being implemented. However, complete and in-depth planning of the best part to be used still requires much discussion. It is also vital that the curriculum integrates treating every learner regardless of gender, fostering and protecting the rights of everyone, and providing accurate information on sex education, peace education, and mental health. With this, it can create a holistic learning environment for learners that responds to the needs of every individual, not just in academic aspects but also beyond various gender issues.

Table 8. Assessment of Gender Responsive Basic Education Policy as to Instruction

Indicators	Mean	SD	VI
1. formulates local guidelines for implementing gender-responsive innovative teaching and learning approaches and assessment models aligned with curriculum standards.	3.39	0.69	I
2. has gender-responsive teaching and learning approaches and assessment models duly documented and are in accordance with DepEd enabling policies and local guidelines.	3.32	0.71	I
3. implements gender-responsive learning models and strategies.	3.32	0.70	I
4. modifies Instructional Design Framework, including the GAD core messages and key concepts as permanent elements of the instructional design in all printed learning resources.	3.20	0.75	I
5. has contextualized, localized, and indigenized learning resources (learning plan, worksheets, activities, processes and mechanisms) integrating GAD core messages and key concepts.	3.27	0.73	I
6. is properly oriented and trained in gender-responsiveness, sexuality, reproductive health education, human rights, and peace education.	3.31	0.74	I
Overall	3.30	0.63	I

Legend: Verbal Interpretation/Scale: 1—1.49 – Not Implemented (NI) 1.50—2.49 – Less Implemented (LI) 2.5—3.49–Implemented (I) 3.50- 4 –Highly Implemented (HI)

Based on the results, indicator 1 has the highest computed mean with a standard deviation of 0.69. According to this, implementation of instruction shows that formulates local guidelines for implementing gender-responsive innovative teaching and learning approaches and assessment models aligned with curriculum standards. On the other hand, indicator 4 has the lowest computed mean value of 3.20 and a standard deviation of 0.75. This indicator is interpreted as “implemented.” The table shows that in terms of gender responsiveness to instruction, the school implemented it with an overall mean value of 3.30 and a standard deviation of 0.63.

In the context of teaching, the stakeholders' responses have a low level of implementation. Although gender responsiveness has been implemented within the school and classroom, a large part of the totality of teaching is still not very profitable for being gender-responsive. This result declares that the total instruction used in public elementary schools is in line with that provided by the Department of Education. GRBE can be implemented as instruction, but the more detailed application of gender responsiveness and gender and development lacks in-depth training. Incorporating gender elements and other gender-related issues have not been discussed much. Gender issues are still perhaps not fully understood by students at the elementary level. It can also be shown in the result that the teaching-learning process is aligned with the curriculum standards where localized guidelines on gender-responsive are implemented.

Table 9. Assessment of Gender Responsive Basic Education Policy as to Assessment

Indicators		Mean	SD	VI
1.	uses tables of specification that include GAD key concepts.	3.21	0.66	I
2.	uses gender-fair language in tables of specification	3.23	0.71	I
3.	focuses on developing test items that are GRBE-compliant in terms of content and procedures.	3.22	0.70	I
4.	creates instruments with gender-role representation or gender-role content.	3.26	0.67	I
5.	assesses pupils' achievements based on equal treatment and evaluation outcomes, not gender expectations.	3.32	0.70	I
6.	conducts regular reviews to determine the gender responsiveness and cultural sensitivity of various forms of formative and summative assessments and their corresponding rubrics.	3.29	0.66	I
Overall		3.25	0.58	I

Legend: Verbal Interpretation/Scale: 1—1.49 – Not Implemented (NI) 1.50—2.49 – Less Implemented (LI) 2.5—3.49–Implemented (I) 3.50- 4 –Highly Implemented (HI)

With the highest computed mean of 3.32 and standard deviation of 0.70, respondents perceived that teachers implemented assessment of pupils' achievements based on the outcomes of equal treatment and evaluation, not on gender expectations. While indicator 1 has the lowest computed mean value of 3.21 and standard deviation of 0.66, the respondents perceived implementation of assessment where teachers use tables of specification that include GAD key concepts. Overall, the respondents perceived assessment as "implemented" regarding gender responsiveness with a grand mean of 3.25 and a standard deviation of 0.58.

In the assessment conducted in the classroom, it is evident that GRBE is implemented. Similar to the curriculum and instruction, the materials to be used are aligned with the guidelines of the national office of the Department of Education. This is expected to be the standard basis used in all schools. However, crafting materials used for assessment and evaluation, such as quizzes, summative tests, and quarterly tests, teacher-made tests, were utilized. The items to be placed in the assessment are based on the level and ability of the student and the teaching-learning process conducted. The teacher will adjust and create assessment materials that are suited according to the level of the students.

Table 10. Assessment of Gender Responsive Basic Education Policy as to Field Operation

	Indicators	Mean	SD	VI
1.	has initiated capacity-building activities aimed at aligning health development, school sports development, and youth formation with Gender Responsive Basic Education policies and guidelines.	3.29	0.67	I
2.	adapts/adopts and disseminates information, education and communication (IEC) materials on issues for learners who need extra help.	3.28	0.70	I
3.	makes use social media platforms to ensure effective communication and advocacy campaigns on GAD.	3.23	0.70	I
4.	takes the lead in raising public awareness of the DepEd's Gender-Responsive Basic Education Policy and other initiatives.	3.27	0.68	I
5.	has designated areas for the VAWC Desk, breastfeeding stations, child minding stations, child protection desks, and other activities.	3.19	0.80	I
	Overall	3.27	0.61	I

Legend: Verbal Interpretation/Scale: 1—1.49 – Not Implemented (NI) 1.50—2.49 – Less Implemented (LI) 2.5—3.49–Implemented (I) 3.50- 4 –Highly Implemented (HI)

Indicator 1 has the highest computed mean value of 3.29 and a standard deviation of 0.67. This states that "in coordination with the community, the school has initiated capacity-building activities aimed at aligning health development, school sports development, and youth formation with Gender-Responsive Basic

Education policies and guidelines.” This indicator is interpreted as implemented. The lowest mean value of 3.19 and a standard deviation of 0.80 is indicator 5 which states that “in coordination with the community, the school has designated areas for the VAWC Desk, breastfeeding stations, child minding stations, child protection desks, and other similar activities. Overall, the respondents perceived gender responsiveness regarding field operations and are interpreted as “implemented,” with an overall mean value of 3.27 and a standard deviation of 0.61.

The results may be implied that when it comes to field operation, the activities in public elementary schools are initiated and aligned with the guidelines of Deped Order 32, s.2017, the Gender Responsive Basic Education Policy, since it was reiterated to be fully implemented in all schools. Nevertheless, the implementation may still be in the first phase of progress. As observed, all schools in the district have no specific designated area for VAWC desks, Breastfeeding stations and the like. Moreover, their awareness of the activities related to field operations is aware. The first indicator indicates that the whole school can perform gender-responsive activities in health development, sports development, and youth formation. Based on the indicators presented, GRBE as to field operation is implemented, but its undertaking is still not significantly established. Only a few schools in the district have these facilities, which others think also have a large part in implementing the gender-responsive basic education policy.

Acknowledgements

The researcher wishes to express her heartfelt gratitude to the Almighty God for giving her knowledge, perseverance, hope, and determination to make this study possible and endless thanks for being blessed during moments of difficulties. She owes all of these to Lord Jesus Christ and the following:

Hon. Mario R. Briones, EdD., the President of the University and Chairman of the Evaluation Committee, whose insurmountable achievement and passion for bringing honor to the university.

Dr. Eden C. Callo, Vice-President for Academic Affairs, and her subject specialist, for the constant encouragement, comments, suggestions, and scholarly insights that made revisions of this paper better than it was. Add to it pushing her towards the realization of this endeavor and, most of all, her patience every step of the way.

Associate Professor Joel M. Bawica, the Campus Director of LSPU- SPCC, for his support to all services and ensuring completion of all university needs and ensuring effective maintenance of the organized structure of the campus.

Dr. Edilberto Z. Andal, Dean of CTE-GSAR, for his invaluable guidance, inspiration, and suggestions on the researcher's quest for knowledge.

Dr. Elisa N. Chua, her thesis adviser, for her priceless academic and professional guidance in ensuring this work was completed on time. Without her patience, guidance, motivation, and professional support, the researcher would not be able to complete this study. Add to it her expertise and scholarly insights that she shared in writing this paper.

Dr. Elsa C. Callo, her technical editor, and a panel member, for giving her insight and skills in checking this manuscript and encouragement to finish the dissertation.

Dr. Alberto D. Yazon, her statistician, for his sound advice, utmost consideration and assistance and whose statistical expertise was invaluable during the analysis and interpretation of the data that has been collected.

Dr. Daisy Z Miranda, OIC-School Division Superintendent of San Pablo City, for her exceptional leadership style and for allowing the researcher to conduct the instrument and gather the data from the school.

All the **respondents** for sparing their time in answering all the questionnaires. Indeed, the researcher will forever be grateful for their participation, which enables her to materialize this study.

Her school head, **Rosette H. Eseo**, for her support and encouragement to continue the journey and achieve more professional triumphs.

Her **colleagues**, for their company, support, and genuine friendship that they shared and for cheering up the researcher so she could make this study.

Her husband, **Mark Christian A. Medina**, for giving all his support and words of encouragement and believing in her ability and perseverance.

Her son, **Anyuhay D. Medina**, for being her inspiration to pursue further her education and complete this study.

To her **Brothers and Sisters** for their unconditional love and support, as well as for their prayers and encouragement. This accomplishment is her gift to all of them.

The people that she failed to mention here, but whose support was proven enlightening and indeed useful, who helped her in one way or another in accomplishing this study and making this paper better, the researcher thanks them all very much, take this as her undying appreciation.

Above all, the researcher would like to give her sincerest and warmest appreciation to the Lord, and Savior, **ALMIGHTY GOD**, who is the source of her strength, knowledge, and skills, who always hears her prayers, guides her path, and never leaves her side throughout her journey in life.

References

- Abraha, M., Dagnew, A., & Seifu, A. (2019). Gender Responsive Pedagogy: Practices, Challenges & opportunities- A Case of Secondary Schools of North Wollo Zone, Ethiopia. *Journal of Education, Society and Behavioral Science*, 30(3), 1-17.
- AmolBute, A. (2012). Representation of gender politics in Sunlight on a Broken Column. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 1(1), 1-3. https://www.iosrjournals.org/iosr-jhss/papers/vol1_issue1/A01010103.pdf?id=5585.
- Añonuevo, Carlos Antonio Q (2000) An Overview of the Gender Situation in the Philippines. Friedrich-Ebert- Stiftung Philippine Office, September.
- Atthill, C., Jyotsna, J. (2009). The gender-responsive school: An action guide. London: Commonwealth Secretariat. Asimeng-Boahene, L. (2006). Gender inequity in science and mathematics education in Africa: The causes, consequences, and solutions. *Education*, 126(4), 711-718.
- Belknap, J. (2001). *The invisible woman: Gender, crime, and justice*. Belmont, CA: Wadsworth.
- Bylington, D. (1997). Applying relational theory to addiction treatment. In S. Straussner, & E. Zevin (Eds.), *Gender and addictions: Men and women in treatment* (pp. 33- 45). Northvale, NJ: Jason Aronson, Inc.
- Cantor, David, Bonnie Fisher, Susan Chibnall, Shauna Harps, Reanne Townsend, Gail Thomas, Hyunshik Lee, Vanessa Kranz, Randy Herbison, and Kristin Madden. 2019. Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct. Association of American Universities. Available online: <https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019> (accessed on 15 September 2021).
- Cervancia, J.M, Hernandez, K.U, Rodavia, M., Roxas,E. (2019). Child abuse and compliance on child protection policy in private and public basic educational institutions. *International Journal for Cross-Disciplinary Subjects in Education*, 10, (1), 3957-3963.
- Covington, S. & Surrey, J. (2000). The relational model of women's psychological development: Implications for substance abuse (No. 91). Wellesley, MA: Stone Center, Working Paper Series.
- Daly, M. (2005). Gender mainstreaming in theory and practice. *Social Politics: International Studies in Gender, State and Society*, 12(3), 433-450.
- Efendy, R. (2014). Kesetaraan gender dalam pendidikan. *Al-Maiyyah: Media Transformasi Gender Dalam Paradigma Sosial Keagamaan*, 7(2), 142-165. <https://almaiyyah.iainpare.ac.id/index.php/almaiyyah/article/view/239>.
- Fernandes, M. C., Dumas, B. K., Show, C. J., and Ongóá, I. M. (2015). Gender and Development: A Literature Review. LicenseCC BY-NC-SA 4.0. Retrieved March 10, 2020 from https://www.researchgate.net/publication/281378258_Gender_and_Development_A_Literature_Review.
- Gambari, A. I., Obielodan, O.O., & Kawu, H. (2017). Effects of virtual laboratory on achievement levels and gender of secondary school chemistry students in individualized and collaborative settings in Minna, Nigeria. *The Online Journal of New Horizons in Education*, 7(1), 86-102
- GENDER AND DEVELOPMENT - Philippine Guarantee Corporation. <https://philguarantee.gov.ph/governance/gender-and-development>
- GNHC. (2019). Twelfth Five Year Plan 2018-2023: Just, Harmonious and Sustainable Society through Enhanced Decentralization. Thimphu, Bhutan: GNHC.
- Gumba, B., (2013). Gender Equality in a Higher Educational Institution: A Case in the Philippines. *Journal of Education, Arts and Humanities*, Vol. 1 (3). Philippines.
- Guzura, T. (2017). An overview of issues and concepts in gender mainstreaming. *Afro Asian Journal of Social Sciences*, 8 (1), 1-21. <http://dl.icdst.org/pdfs/files3/9162d2c0b71e1d60bb0bea620a26008f.pdf>
- Haryani, T. N., & Nurhaeni, I. D. A. (2019). Evaluasi integrasi nilai gender padapendidikan menengah (Studi pada sekolah menengah atas di kabupaten Sragen). *Spirit Publik*, 14(1), 94-102. <https://jurnal.uns.ac.id/spirit-publik/article/download/34585/22691>.
- Hernandez, T. A., & Cudiamat, M. A. (2018). Integrating gender and development (GAD) in the classroom: The case of Lucsuhin National High School, Department of Education-Philippines. *KnE Social Sciences*, 1135-1141. <https://www.knepublishing.com/index.php/KnE-Social/article/view/2430>
- Hernandez, T. A and Cudiamat, A. A. (2017). Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education- Philippines. Retrieved April 10, 2020 from

<https://knepublishing.com/index.php/Kne-Social/article/view/2430>.

Indonesian Journal of Gender Studies, 1(2), 1–14. <https://doi.org/10.21154/ijougs.v1i2.2317>.

Kahamba, J. S., Massawe, F. A., & Kara, E. S. (2017). Awareness and Practice of Gender Responsive Pedagogy in Higher Learning Institutions: The Case of Sokoine University of Agriculture, Tanzania. *Journal of Education, Humanities and Science*, 6(2), 1-16).

Komba, S. (2011). Gender Responsive Pedagogy Lesson Planning. Retrieved from <http://www.slideshare.net/sophiakomba/gender-responsivepedagogy-g-r-p>.

Labajo, M. et al. (2007). Beyond Gender Parity in Philippine Education: Achieving Gender Equality in and through Education in the Philippines. Manila: PNU [Philippine Normal University] Press.

Maniquiz, R. (2005). World Survey on The Role Of Women In Development 2014: Gender Equality And Sustainable Development. United Nations' Women. Retrieved from https://sustainabledevelopment.un.org/content/documents/1900unwome_surveyreport_advance_16oct.pdf

Ministry of Education. (2014). Gender Strategy for education and training Sector. Addis Abab, Ethiopia: MoE.

Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., & Waskika, R. (2005). Gender Responsive Pedagogy: A Teacher's Handbook. Nairobi, Kenya: Forum for African Women.

Moser, A. (2007). Gender and indicators: Overview report. Sussex: Bridge Development-Gender, Institute of Development Studies.

Paudel, A. (n.d). Gender-responsive Pedagogy (GRP) is a way of attending to the quality of learning. Retrieved from https://www.academia.edu/28995182/Gender_Responsive_Pedagogy_GP_a_way_of_attending_the_quality_of_learning

Petegem, K. Van et. al. (2005) Relationships Between Teacher Characteristics, Interpersonal Teacher Behaviour and Teacher Well-being Teacher Effectiveness (2020) The Rise of Teacher Stress

Posner, M., (2000). Preventing school injuries. New Jersey: Rutgers University Press.

Prasetya, M. H. (2020). Karakteristik budaya sekolah di SMP Negeri 15 Yogyakarta sebagai pelaksana program sekolah responsif gender. *Spektrum Analisis Kebijakan Pendidikan*, 9(2), 189–198. <https://doi.org/10.21831/sakp.v9i2.17048>.

Responsive Basic Education (GRBE) Policy, <https://www.deped.gov.ph/2017/06/29/do-32-s-2017-gender-responsive-basic-education-policy/>

Reyez, Z. (2012). An Agenda for Gender-Fair Education. Manila: Human Rights Education in Asian Schools.

Sanday, Peggy Reeves. 2004. Women at the Center: Life in a Modern Matriarchy. Ithaca, NY: Cornell University Press.

Sandler, J. (2004). Whither gender mainstreaming. *Spotlight*, 3, 3–5.

Saplala J.E.G. (2007). Understanding abusive relationships in childhood and violent behavior among convicted felons. *Philippine Journal of Psychology*, 40 (2), 88-110.

Seng, T.O., Parsons, R.D., Hinson, S.L., & Sardo-Brown, D. (2003). *Educational Psychology: A Practitioner- Researcher Approach* (An Asian Edition). Singapore: Seng Lee Press.

Shaeffer, S. (2010). Understanding inclusive education: What it is and why do it. Brighton, UK: Eldis Programme, Institute of Development Studies. University of Sussex. Retrieved from <http://www.eldis.org/go/topics/insights/2010/making>

Steffensmeier, D. & Allan, E. (1998). The nature of female offending: Patterns and explanations. In R.T. Zaplin (Ed.), *Female offenders: Critical perspectives and effective interventions* (pp. 5-29). Gaithersburg, MD: Aspen Publishing.

Strauss, Valerie & Willen, Liz (2020) How relationships between teachers and students are being tested in Covid-19 crisis

Sulistyowati, Y. (2021). Kesetaraan gender dalam lingkup pendidikan dan tata sosial. *IJouGS*:

Sumadsad, C. and Tuazon A. (2016). Gender and Development (GAD) Awareness in a Higher Education Institution. *International Journal of Educational Science and Research (IJESR)*, Vol. 6, Issue 3. Polytechnic University of the Philippines.

Talon Jr, R. B., Carreon, J. R., & Diragen, G. T. (2020). A Phenomenological Inquiry of Gender and Development in The Classroom Program. https://www.researchgate.net/publication/340967164_A_PHENOMENOLGICAL_INQUIRY_OF_GENDER_AND_DEVELOPMENT_IN_THE_CLASROOM_PROGRAM

- Taneja Johansson, S. (2014). A critical and contextual approach to inclusive education: Perspectives from an Indian context. *International Journal of Inclusive Education*, 18(2), 1219-1236. doi:10.1080/13603116.2014.885594
- Tantengco, N. (2001). *Assessment of Gender Equity in the Secondary Social Studies Curriculum: Basis for a Proposed Guide in Preparing Gender Fair Instructional Materials*. Manila: Centro Escolar University.
- Tantengco, N. S., & Maramag, R. L. (2016). Examining Gender Responsiveness of the Philippine Basic Education Reform: An Analysis of the K-12 Araling Panlipunan or Social Studies Curriculum. *MIMBAR PENDIDIKAN*, 1(1)
- Thomas, A.M., Rugambwa, A. (2011). Equity, power, and capabilities: Constructions of gender in a Tanzanian secondary school. *Feminist formations*, 23(3), 153-175.
- Tolan, P., (2000). *School strategies for increasing safety*. Illinois: University Press.
- Tsanawiyah, Madrasah et. al. (2016) *The Relationship Between Learning Effectiveness, Teacher Competence and Teachers Performance*
- Umar, N. (2001). *Argumen kesetaraan jender: Perspektif al Qur'an*. Paramadina.
- UNESCO. (2005). *Exploring and Understanding Gender in Education: A Qualitative Research Manual for Education Practitioners and Gender Focal Points*. Bangkok, Thailand: UNRSCO.
- UNESCO (2009). *Policy guidelines on inclusion in education*. Paris, France: Author.
- United Nations Entity for Gender Equality and the Empowerment of Women (2012). Retrieved October 10, 2012 from www.un.org.ph, 2012.
- Unterhalter, E., Ezegwu, C., Shercliff, E., Heslop, J., North, A. (2015). Training teachers and gender equality in Nigeria: Reflections on measurement and policy. Conference paper presented at CIES annual conference, Washington DC, March 2015. Retrieved from [file:///C:/Users/s12jones/Desktop/articles%20-%20gender%20storybooks/unterhalter%20et%20al%202015TrainingteachersndgenderequalityinNigeria_ResearchGate4%20\(1\).pdf](file:///C:/Users/s12jones/Desktop/articles%20-%20gender%20storybooks/unterhalter%20et%20al%202015TrainingteachersndgenderequalityinNigeria_ResearchGate4%20(1).pdf)
- USAID. (2015). *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials*. Retrieved March 30, 2020 from http://www.ungei.org/resources/files/gender_responsive_ECCN.pdf.
- Utomo, S. S., & Ekowati, U. (2019). Pendidikan responsif gender bagi anak usia dini. *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi*, 3(2), 51–60. <https://doi.org/10.20961/habitus.v3i2.35716>.
- Waldman, C. (2016). Four Elements for Creating a Positive Learning Environment; Available at <https://all4ed.org/four-elements-for-creating-a-positive-learning-environment> Accessed September 20/9/2019
- Wiasti, N. M. (2017). Mencermati permasalahan gender dan pengarusutamaan gender (PUG). *Sunari Penjor: Journal of Anthropology*, 1(1), 29–42. <https://ojs.unud.ac.id/index.php/penjor/article/view/34863>.
- Wigati, I. (2019). The social aspects of gender-responsiveness in schools. *Sawwa: Jurnal Studi Gender*, 14(2), 147–162. <https://journal.walisongo.ac.id/index.php/sawwa/article/view/4523>.
- World Bank Says the Philippines is World Leader in Gender Equality. *The Good Balita*, posted April 2013. Retrieved April 1, 2013 from www.goodnewspilipinas.com.
- World Health Organization (2006). *Preventing child maltreatment: A guide to taking action and generating evidence*. World Health Organization https://www.who.int/violence_injury_prevention/publications/violence/child_maltreatment/en/
- Yacat, J. (2011). *Child Protection in the Philippines: A Situational Analysis*. Save the Children Child Protection Initiative in Southeast Asia and the Pacific. https://www.academia.edu/6475617/Child_Protection_in_the_Philippines_A_Situation_Analysis
- Zandvliet, David et. al. (2014) *Interpersonal Relationships In Education; From Commonwealth of Pennsylvania*, (2020) Unit 3: The Teacher/Student Relationship
- Zilimu, J.A. (2014). *Exploring the gender gap in Tanzanian secondary school mathematics classrooms*. (Unpublished doctoral dissertation). University of Illinois: Urbana-Champaign, Ill.