



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CITY SCHOOLS – TAGBILARAN
City of Tagbilaran



September 12, 2017

DIVISION MEMORANDUM

No. 567 s. 2017

GENDER-RESPONSIVE BASIC EDUCATION POLICY

To: Division Office Personnel
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. Attached is DepEd Order No. 32, s. 2017 issued on June 29, 2017 entitled **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. For more information, please see enclosed said DepEd Order.
3. Immediate and wide dissemination of this memorandum is desired.


VIRGINIA C. ZAPANTA, Ed.D., CESO V
Schools Division Superintendent 



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: None

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 LRs are free from gender biases and stereotypes, and use gender-fair and inclusive language, positive images, and messages.

2. Ensure that writers, editors, evaluators, layout artists, illustrators, and focal persons of LRs are well-trained on gender-responsiveness, sexuality, and reproductive health education, human rights, and peace education.
3. Provide orientation for prospective publishing and development teams to emphasize the inclusion of GAD key concepts and core messages in learning resource development.
4. Provide GAD learning resources.
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

C. Ensure gender parity in staffing and create an enabling work environment

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

Human Resource Development

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

Learning and Development

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

Employee Welfare

1. Ensure that programs that inculcate and sustain the department core values, respond to employees' varied needs, and promote employees' physical, mental, psychological, social and spiritual well-being are gender-responsive.

2. Ensure that institutional rewards and recognition systems are gender-responsive.

3. Ensure implementation of the grant of special leaves as provided by law, which include but are not limited to maternity, paternity, solo parent, gynecological, and VAWC.

4. Ensure enforcement of public and private schools' implementation of and compliance to RA No. 9710, Sec. 13. C on the non-firing of employees on account of pregnancies outside of marriage.

D. Strengthen gender and development institutional mechanisms

The GAD Focal Point System (GFPS)

DepEd shall ensure that the GFPS is institutionalized in all levels of governance. Its composition shall be as follows:

CENTRAL OFFICE

GFPS Head or Chairperson:	Secretary (or an EXECOM member designated by the Secretary)
Members:	EXECOM members designated by Department Secretary
Technical Working Group	Representatives of Bureaus, Units, and Services
Secretariat:	Bureau of Human Resource and Organizational Development (BHROD)

REGIONAL OFFICE

GFPS Head or Chairperson:	Regional Director
Technical Working Group	
Head:	Asst. Regional Director
Members:	Regional GAD Coordinator (To be designated by the Regional Director) Chief, CLMD Chief, ESSD Chief, PPRD

	Chief, FTAD
	Chief Administrative Officer
	Chief Administrative Officer for Finance
Head of Secretariat:	Chief, HRDD
Monitoring & Evaluation:	QAD

SCHOOLS DIVISION OFFICE

GFPS Head or Chairperson:	Schools Division Superintendent
Technical Working Group	
Head:	Asst. Schools Division Superintendent
Members:	Division GAD Coordinator (To be designated by the SDS) Chief, Curriculum Implementation Division Chief, School Governance and Operation Division Accountant or Administrative Officer V for Finance Administrative Officer V (Admin. Services) Planning Officer
Secretariat Head:	SGOD, SEPS/ EPS II for HRD
Monitoring & Evaluation:	SGOD, SEPS/ EPS II for School Management M & E

SCHOOL

GFPS Head or Chairperson	School Head
Members	School GAD Coordinator (To be designated by the Principal) Asst. Principal/Department Head for SHS Grade Level Coordinator/s (Elementary) Guidance Teacher/Coordinator School Bookkeeper (Secondary) Administrative Assistant

The GFPS at all levels of governance shall follow the duties and functions as they apply prescribed by DepEd Order No. 27, s. 2013 entitled *Guidelines and Procedures on the Establishment of DepEd Gender and Development Focal Point System at the Regional, Division, and School Levels*, DepEd Memorandum (DM) No. 140, s. 2012 entitled *Establishment of Gender and Development Focal Point System*, and appropriate guidelines issued by the PCW.

GAD Planning and Budgeting

As mandated under Section 36 (a) of RA No. 9710 or the *Magna Carta of Women*, the DepEd shall prepare an annual GAD plan and budget (GPB) to address gender issues and concerns based on its mandates, the agency's GAD agenda, the gender-equality agenda of government, and other GAD-related laws, policies, plans, and commitments. The GPB shall be accompanied by a GAD Accomplishment Report for the previous year. The amount to be allocated and utilized for the implementation of GAD PPAs shall be drawn from the agency's maintenance and other operating expenses, capital outlay, and personnel services, and shall be at least 5 percent (5%) of the agency's total budget appropriations for the year. The GAD Planning and budgeting process shall follow the specific guidelines issued by PCW, DBM, NEDA, and COA.

Activities conducted to implement the GRBE Policy shall be charged to the GAD budget subject to COA Audit Policy Guidelines. Further, school activities to address gender issues and concerns shall be charged to at least 5 percent (5%) of the Maintenance and Other operating Expenses (MOOE) subject to its utilization guidelines.

Grievance

Complaint or Grievance Committee (GC)

1. The Complaint/Grievance Committee at all levels shall cater not only to those complaints/grievances stipulated in DepEd Order 3, s. 2004 entitled *Establishing a Complaint/Grievance Committee with the Department of Education*, but also gender-related complaints or grievances to assure holistic assurance of freedom from coercion, discrimination, reprisal, bias, and gender-based violence or abuse.
2. Inclusion of legal counsel will help guide the complainants on legal actions to be taken.
3. All GC members shall be capacitated on GRBE.
4. The duties and functions of the GC are stipulated under DepEd Order 35, s. 2004 entitled *Revision of the Grievance Mechanisms of the Department of Education*. The composition shall also follow the aforementioned DepEd Order provided that at least one member of the GC shall be female, if all the above are men.

Committee on Decorum and Investigation (CODI)

1. In line with section 4 of RA No. 7877 otherwise known as the *Anti-Sexual Harassment Act of 1995*, the DepEd in all levels of governance shall create or strengthen a Committee on Decorum and Investigation of cases on sexual harassment. The committee shall be composed of at least one representative from the administration, teachers, non-teaching personnel, and students.
2. The duties and functions of the CODI shall follow the guidelines set under CSC Memorandum Circular (MC) 19, s. 1994, DOLE Administrative Order (AO) 68, s. 1992, and other pertinent policies.

Child Protection Committee

1. The Child Protection Committee shall initiate information dissemination programs and organize activities that promote the protection of children from all forms of abuse, violence, discrimination and bullying.
2. Develop and implement a school-based referral and monitoring system.
3. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional, or behavioral signs.
4. Identify, refer, and, if appropriate, report to the appropriate offices cases involving child abuse, violence, discrimination, and bullying.

VI. POLICY MONITORING AND EVALUATION

The GFPS at all levels of governance in collaboration with their respective planning offices shall gather feedback on the implementation of the Gender-Responsive Basic Education Policy from all concerned internal and external stakeholders. It shall conduct a periodic review of this policy to further enhance its provisions and effectiveness. Furthermore, all concerned offices in implementing this policy shall be guided by the attached Gender Mainstreaming Monitoring and Evaluation Framework (MEF) and indicative implementation plan.

The new Program Management Information System (PMIS) shall be used as a tool to closely monitor the progress and implementation of various programs, projects, and activities charged against the GAD budget.

All offices shall comply with the reporting requirement contained in National Budget Circular (NBC) No. 567, s. 2017 including the submission of Budget and Financial Accountability Reports as prescribed under COA-DBM Joint Circular No. 2014-1 and DBM Circular Letter No. 2016-11.

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VIII. EFFECTIVITY

This policy shall take effect 15 days after its publication in the Official Gazette or a newspaper of general circulation, and shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

Gender Mainstreaming M&E Framework (MER)

Policy Statement : The Department of Education commits to gender equality through gender-responsive basic education to holistically develop Filipinos with access to quality, culture-based education in a learner-friendly, safe, and nurturing environment, with the provision to continuously improve its support systems at all levels of governance.

Results Statement	Performance Indicator	MOV (Means of Verification)	Responsible Office	Baseline (Current Status)	Target	
Ultimate Outcome/Impact: Reduced disparities in enrollment, completion, participation, cohort survival, and learning achievement between boys and girls	KPIs (disaggregate by sex, age...) NER, GER, CSR Gender Parity indicator: Dropout rate, enrolment ratio, achievement rate (NAT)	EBEIS, PMIS, LIS, Report of Impact Evaluation Studies, Program Evaluation	Planning Service (CO)		Baseline is established by end of 2017	
Intermediate Outcome Improved gender responsiveness of DepEd policies, programs, projects, and activities	No. and types of gender-responsive policies implemented (assessment, standards, curriculum, LRs, etc.)	DepEd order/memo, Regional order/memo, MEA/MEPA, PIR, PCR (program or project) completion report NEDP, REDP, DEDP, SIP/AIP, HRIS, EBEIS, PMIS, LIS, SBIS Impact, Evaluation Report, Research Findings	Planning Service (CO) RO, PPRD, CLMD, QAD, ESSD, FTAD, HR, SGOD Bureaus (CO): BHROD, BLD, BCD, BEA, BLSS, BLR School (SH, GC, Teachers, GAD Focal, SPT) Finance/Budget Div. (SGOD), District / PSDS	HGDD rating: _____	All gender-related policies are disseminated to all concerned offices on-time	
	No. and types and gender-responsive programs and projects implemented					
	Gender-responsive database utilized					
	No. of gender-responsive research utilized (impact, outcome, etc.)					
Immediate Outcome Increased capacity of DepEd in developing, implementing, and monitoring gender-responsive programs, projects, and activities	Percentage completion of Capacity Development Plan	Capacity Development Plan, GAD Accomplishment Reports	GFPS, QAD, PLANNING, HROD	GMEF Assessment Results	By 2018 all offices and schools in DepEd shall have established functional GFPS (100%)	
	Presence of functional gender-responsive database	Capacity Development Plan, GAD Accomplishment Reports, EBEIS, LIS, EHRIS, and other DepEd databases	GFPS, QAD, PLANNING, HROD			
	Number of offices with functional GFPS	Office Order Designating Members of the GFPS, Certificates of Training	CO, RO, SDO, Schools			with existing GFPS in the CO, RO, SDO, and some schools
	Number of offices with PCW endorsed GAD plan and budget	endorsed GAD plan and budget	CO, RO, SDO, Schools			

All PPAs shall be assessed and evaluated using Harmonized Gender and Development Guidelines Project Implementation and Management and Monitoring and Evaluation (HGDD PIMME) tools by 2018

Output 1. Gender-responsive policies issued	No. and types of gender-responsive policies approved and disseminated	DepEd Order issued	GFPS, QAD, PLANNING, HROD		List of gender-related policies established by end of 3Q of 2018
2. Gender-responsive education programs and projects developed /policies integrated with gender concerns	No. and types of gender-responsive programs and projects developed/ policies integrated with gender concerns	DepEd Memo issued	GFPS, QAD, PLANNING, HROD		All PPA shall be assessed and evaluated using HGDC PIMME tools by 2018
3. Established gender-responsive systems, mechanism, processes	Presence of gender-responsive systems, mechanisms, processes - operationalized (GFPS, M&E, Planning, etc.)	DepEd Annual GAD Accomplishment Reports	GFPS, QAD, PLANNING, HROD		All offices have submitted annual reports to CO
4. Gender-responsive research studies in education conducted	No. of gender-responsive education research conducted	Research outputs	GFPS, QAD, PLANNING, HROD		Research output promptly published or disseminated to partners and policy makers
5. Annual GAD Plan and Budgets formulated	Number of annual GAD Plan and Budget approved by the Management at CO	Approval or endorsement for submission to PCW	GFPS, QAD, PLANNING, HROD		All offices must have online submission through Gender Mainstreaming Monitoring System (GMMS) by 2018
6. Capacity Development Plan on Gender and Development developed	Capacity Development Plan for DepEd approved	Capacity Development Plan	GFPS, QAD, PLANNING, HROD		All offices with approved capacity development plan
7. Increased network of DepEd partners/stakeholders that would support GRBE activities and programs	No. of programs implemented in partnership with other stakeholders	Program reports	External Partnership Service (EPS)- CO, Social Mobilization and Networking Unit		All program reports of all offices are regularly submitted and consolidated in the electronic basic education information system (EBIS)
8. Develop/package resource materials, good practices, and state-of-the-art knowledge of the educational needs of IP and Moro girls, LGBT children, and women and girls with disabilities.	Number and types of resource materials developed	Distribution list report	CLMD-LRMDS QAAD		List of gender-related resource materials regularly updated and made available (electronically or in hard copy) to all concerned offices

Annex 2

Implementation Plan for the Gender Mainstreaming Monitoring and Evaluation Framework (Sample Matrix)

Key M&E Tasks	Activities	Responsible Unit/Person	Performance Indicators	Budget (Annual)
Management and Coordination	Set up the M & E Technical Working Group for ensuring harmonious implementation of Gender Mainstreaming M&E framework <i>(Note: GAD focal point system or GAD TWG can serve as M&E TWG)</i>		Technical Working Group established	
	Disseminate the M&E framework to stakeholders		Gender Mainstreaming M&E Framework disseminated to stakeholders at different levels	
	Develop harmonized data collection instruments		Harmonized data collection instruments developed and institutionalized	
M&E Capacity Building	Build M&E capacity of key officers of the agency		Capacity building for key officers of the agency conducted Key officers of the agency capacitated/trained on Gender Mainstreaming M&E	
Data Collection	Collect baseline data for the Indicators		Baseline data collected and used for targeting	
	Regular data collection for		Regular data collection for	

	indicators		indicators conducted as planned	
	Developing and maintaining databases		GAD database developed and maintained	
Dissemination of M& E reports	Distribute M&E reports to all key stakeholders		M&E reports distributed /shared to key stakeholders	
	Organize review and learning forums		Review and learning forums/ sessions conducted as planned	
Reviews and Evaluations	Carry out midterm review		Midterm review conducted as planned	
	Carry end-of-term evaluation		End-of-term evaluation conducted as planned	

ANNEX 3

GENDER-RESPONSIVE BASIC EDUCATION POLICY

LIST OF ACRONYMS

AIPs	Annual Implementation Plans
ALS	Alternative Learning System
ASEAN	Association of South East Asian Nations
BCD	Bureau of Curriculum Development
BEA	Bureau of Education Assessment
BEC	Basic Education Curriculum
BLD	Bureau of Learning Delivery
BLR	Bureau of Learning Resources
BLSS	Bureau of Learner Support Services
BPfA	Beijing Platform for Action
CAR	Children at Risk
CD	Communications Division
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CI	Curriculum and Instruction
CICL	Children in Conflict with the Law
CID	Curriculum Implementation Division
CLMD	Curriculum and Learning Management Division
COA	Commission on Audit
CRC	Convention on the Rights of the Child
DBM	Department of Budget and Management
DEDPs	Division Education Development Plans
DepEd	Department of Education
DLRP	DepEd Learning Resources Portal
DM	Department Memorandum
DO	Department Order
DoH	Department of Health
DRRM	Disaster Risk Reduction & Management
EBE	Enhanced Basic Education
EFD	Educational Facilities Division
EO	Executive Order
EPS	Education Program Specialist/Supervisor
ESSD	Education Support Services Division
EWD	Employee Welfare Division
EXECOM	Executive Committee
FTAD	Field and Technical Assistance Division
GAD	Gender and Development
GAD AR	GAD Accomplishment Report
GC	Grievance Committee

GFPS	GAD Focal Point System
GRP	Government of the Republic of the Philippines
GRB	Gender-Responsive Budgeting
GRBE	Gender-Responsive Basic Education
HEIs	Higher Education Institutions
HGDG	Harmonized Gender and Development Guidelines
HRD	Human Resource Development
HRDD	Human Resource Development Division
ICO	International Cooperation Office
ICTS	Information and Communications Technology Service
IEC	Information, Education, and Communications
IPs	Indigenous Peoples
IPsEO	Indigenous Peoples Education Office
IRR	Implementing Rules and Regulations
LGUs	Local Government Units
LUCs	Local Universities and Colleges
M&E	Monitoring and Evaluation
MCW	Magna Carta of Women
MDG	Millennium Development Goal
MHM	Menstrual Hygiene Management
NEAP	National Educators Academy of the Philippines
NEDA	National Economic Development Authority
NGOs	non-government organizations
NYC	National Youth Commission
ONAR	Office of the National Administrative Register
OPS	Office of Planning Service
PPAs	Programs, Projects, and Activities
PBB	Performance-Based Bonus
PCW	Philippine Commission on Women
PEAC	Private Education Assistance Committee
PRD	Policy Research Division
PS	Planning Service
PWDs	Persons with Disabilities
RA	Republic Act
REDPs	Regional Education Development Plans
ROs	Regional Offices
RPMS	Results-Based Performance Management System
SDGs	Sustainable Development Goals
SDOs	Schools Division Offices
SEPS	Senior Education Program Specialist
SGOD	School Governance and Operations Division
SHD	School Health Division
SHS	Senior High School
SIPs	School Improvement Plans

SSD	School Sports Division
SUCs	State Universities and Colleges
TVIs	Technical Vocational Institutions
UDHR	Universal Declaration of Human Rights
UNDP	United Nations Development Programme
UP	University of the Philippines
VAW	Violence Against Women
VAWC	Violence Against Women and their Children
WASH	Water, Sanitation and Hygiene
WinS	WASH in Schools
Women's EDGE Equality	Women's Empowerment, Development, and Gender
YFD	Youth Formation Division