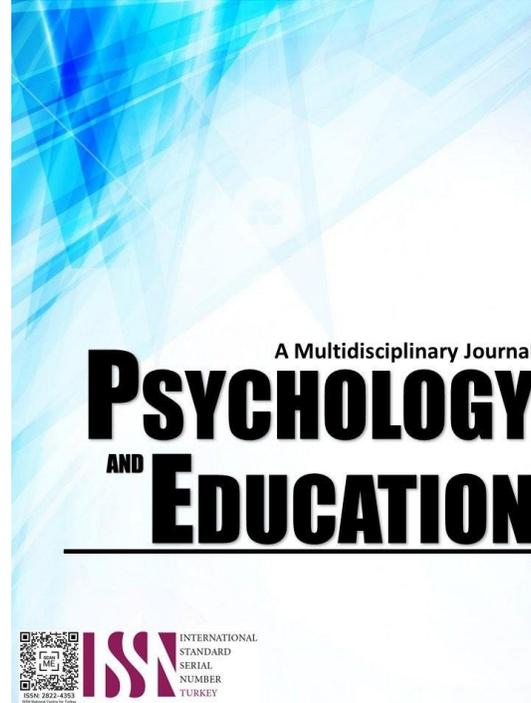


# EVALUATION ON THE LEVEL OF IMPLEMENTATION OF GENDER RESPONSIVE BASIC EDUCATION POLICY



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume:46

Issue 7

Pages: 937-970

Document ID: 2025PEMJ4504

DOI: 10.70838/pemj.460708

Manuscript Accepted: 08-06-2025

## Evaluation on the Level of Implementation of Gender-Responsive Basic Education Policy

Khristine Carol B. Aguilar,\* Josefina M. Parentela

For affiliations and correspondence, see the last page.

### Abstract

This study evaluates the implementation of the Gender-Responsive Basic Education (GRBE) policy in schools in one district of Quezon Province, focusing on the level of awareness among school personnel, the effectiveness of its application, and the challenges faced during implementation. The primary objective was to assess the extent to which the policy has been integrated into the educational system, with a particular emphasis on key areas such as Learner's Development, Learning Delivery, Learning Environment, Learning Resources, Assessment of Learning, Learning Resources, School Health, Youth Formation, Physical Facilities, Human Resource Development and Employees' Welfare. The research employed a descriptive evaluative design, utilizing surveys to gather data from school personnel regarding their perceptions and experiences with the policy. The results indicated that the GRBE Policy is generally "Implemented," with notable successes in areas such as Learner's Development, Physical Facilities, and Employees' Welfare, which were rated as "Highly Implemented." However, challenges such as inadequate resources, limited training opportunities, and time constraints were identified as barriers to the full realization of policy. The study concluded that while the GRBE policy had a positive impact on promoting gender equality in education, further efforts are needed to enhance its implementation. An Action Plan was crafted to address the identified challenges and enhance the implementation in the areas with relatively low levels of implementation, such as Learning Delivery, Learning Environment, Learning Resources, Assessment of Learning, Learning Resources, School Health, Youth Formation, and Human Resource Development. The study recommended that the school administrators should focus on resource allocation. Teachers are recommended to integrate gender-sensitive approaches in their teaching strategies, while non-teaching personnel should actively engage in gender-sensitive practices and be more involved in addressing gender-related issues. Finally, Researchers should conduct follow-up studies to assess the long-term impact of the GRBE Policy.

**Keywords:** *gender-responsive basic education policy, educational resources, gender equality, policy implementation, school personnel, learner's*

### Introduction

Across the globe, gender issues exist from country to country. Despite the many significant improvements and programs addressing gender-related problems, it continues. Global leaders and organizations like the United Nations, the World Bank, Asia Development Banks, and international NGOs have pushed for gender equality as a priority in their agenda. According to the United Nations (UN), gender equality is a fundamental right of every human and a crucial element for achieving sustainable development (UNESCO, 2022). Sustainable Development Goal (SDG) #5 emphasizes eliminating discrimination against women and girls, including in education, to ensure their full participation and equal opportunities. Despite significant progress in some regions, persistent challenges remain. Studies show that gender-based violence, bullying, and discrimination continue to affect students, particularly in marginalized communities, such as the LGBTQ+ community. These issues are also prevalent in educational settings, where restrictive policies and societal norms often exacerbate the difficulties faced by students from gender-diverse backgrounds (Kosciw et al., 2022).

Gender responsiveness recognizes and addresses the diverse needs of boys, girls, men, and women to prevent gender bias and discrimination, promoting gender equality (Galanggam et al., 2021). Hernandez and Cudiamat (2018) emphasize that integrating gender-responsive classroom teaching enhances equality and improves learners' academic performance.

Several gender-related issues have arisen as face-to-face classes resume for the 2022–2023 school year. According to an article published by The Philippine Star in September 2022, there were school incidents where students and teachers alike were discriminated against and subjected to gender-based exclusion because of their gender identities and expressions (Garcia, 2022). In line with this, the Department of Education, through the Office of the Undersecretary for Governance and Field Operations, issued Memorandum No. 2022-02-0153, where the Department reiterated the firm execution of the Gender-Responsive Basic Education Policy (GRBEP) or DepEd Order No. 32, s. 2017 (Commission on Human Rights, 2022).

Gender equality in Philippine education is supported by policies like the Magna Carta of Women (RA 9710) and the GRBE Policy (DepEd Order No. 32, s. 2017), which integrates gender equality in teaching and learning processes across basic education. The policy mainstreams gender in learner development, learning delivery, resources, assessment, school health, youth formation, and physical facilities. It also ensures gender parity in staffing, promotes human resource development, and prioritizes employee welfare (Galanggam et al., 2021).

However, challenges such as gender-based discrimination, bullying, and violence persist, particularly affecting girls and LGBTQ+ learners (DepEd, 2022).

Evaluating the policy is essential to identify and address implementation gaps, avoiding gender issues. Galamgam et al. (2021) emphasize the importance of contextualizing the curriculum for gender and development practices, with a focus on instructional materials and approaches that cater to diverse learners. Strict monitoring by technical working groups is crucial for continuous improvement. Decena (2021) emphasizes proper planning, ongoing monitoring, and assessment to enhance policy implementation.

In Quezon province, gender disparities in education are evident, including limited awareness of gender-responsive policies and inconsistent implementation of such programs across districts. A regional report indicated that only 45% of schools in Region IV-A have fully integrated gender and development (GAD) programs into their educational frameworks (Quezon Provincial Government, 2023). Locally, school guidance counselors report a rise in cases of bullying and discrimination based on gender identity during the initial months of face-to-face classes in the school year 2022-2023. Girls and LGBTQ+ students have been vulnerable to these forms of discrimination. These issues are compounded by a lack of resources, insufficient training for school personnel, and the prevailing societal norms in the province that hinder the effective implementation of gender-responsive initiatives (DepEd, 2022; Quezon Provincial Government, 2023).

This study evaluates the implementation of the Gender-Responsive Basic Education (GRBE) policy by assessing personnel awareness, implementation levels in key areas, and challenges faced. It also aims to identify benefits from full policy implementation and provide technical assistance to address gaps, ultimately striving to reduce gender disparities, achieve gender parity, and eliminate discrimination within the school.

### Research Questions

This study focused on the evaluation of the level of implementation of Gender-Responsive Basic Education. Specifically, it aimed to answer the following questions.

1. What is the level of awareness of the school personnel on the implementation of the Gender-Responsive Basic Education Policy in the following areas:
  - 1.1. learner's development;
  - 1.2. learning delivery;
  - 1.3. learning environment;
  - 1.4. learning resources;
  - 1.5. assessment of learning;
  - 1.6. school health;
  - 1.7. youth formation;
  - 1.8. physical facilities;
  - 1.9. human resource development; and
  - 1.10. employee's welfare?
2. What is the evaluation of the school personnel on the level of implementation of the Gender-Responsive Basic Education Policy in the following areas:
  - 2.1. learner's development;
  - 2.2. learning delivery;
  - 2.3. learning environment;
  - 2.4. learning resources;
  - 2.5. assessment of learning;
  - 2.6. school health;
  - 2.7. youth formation;
  - 2.8. physical facilities;
  - 2.9. human resource development; and
  - 2.10. employee's welfare?
3. What are the challenges encountered by the school personnel on the implementation of the Gender-Responsive Basic Education Policy in the following areas:
  - 3.1. learner's development;
  - 3.2. learning delivery;
  - 3.3. learning environment;
  - 3.4. learning resources;
  - 3.5. assessment of learning;
  - 3.6. school health;
  - 3.7. youth formation;
  - 3.8. physical facilities;
  - 3.9. human resource development; and
  - 3.10. employee's welfare?
4. What are the benefits that school personnel can derive from the implementation of the Gender-Responsive Basic Education



- Policy?
- Based on the study results, what action plan can be proposed to the schools to elevate the level of implementation of the Gender-Responsive Basic Education Policy?

## Methodology

### Research Design

The study utilized two specific types of descriptive research: descriptive survey and descriptive evaluative methods. These approaches were employed to comprehensively address the research objectives and provide a detailed understanding of the implementation level of the Gender-Responsive Basic Education (GRBE) Policy.

The descriptive survey method focused on gathering data regarding non-evaluative aspects of the study, precisely the level of awareness of school personnel about the GRBE Policy, the challenges they encountered during its implementation, and the benefits they derived from it. These components aimed to describe perceptions and experiences without judging or evaluating the policy's effectiveness. By employing this method, the study was able to capture a broad understanding of the respondents' awareness and experiences, which are foundational to contextualizing the implementation of the GRBE Policy.

However, the descriptive, evaluative method was utilized to assess the implementation level of the GRBE Policy across ten specific areas: learners' development, learning delivery, learning environment, learning resources, assessment of learning, school health, youth formation, physical facilities, human resource development, and employee welfare.

This approach required a systematic evaluation of the school personnel's perceptions and assessments, enabling the study to determine the effectiveness and sufficiency of the policy in these key domains. The descriptive evaluative method also guided the development of an action plan, which served as the study's output. It aimed to enhance the implementation of the GRBE Policy based on the evaluation findings.

The integration of these two methods ensured a comprehensive analysis of the implementation of the GRBE Policy. The descriptive survey method captured the dimensions of awareness, challenges, and benefits, while the descriptive evaluative method allowed for a detailed assessment of the implementation level in key areas. Together, these approaches provided a holistic understanding of the policy's impact and identified actionable insights for improvement.

### Respondents

The population of this study consisted of 236 personnel, including 17 school heads, five administrative officers, and 214 teachers. The sample size was determined using Cochran's formula with population correction to represent the target population accurately. Based on Cochran's formula, the initial computed sample size was 384. However, with a finite population of 236, the adjusted sample size was calculated to be 146 respondents.

Thus, the study had 146 respondents. The proportion of respondents per school was determined by distributing the sample size proportionally based on each school's population. The final distribution of respondents is shown in the Table below:

Table 1. *Distribution of Respondents by School*

	Population	Number of Respondents			Total number of respondents per school
		School heads	Administrative officers	Teachers	
School No. 1	8	1	0	4	5
School No. 2	15	1	0	8	9
School No. 3	17	1	0	10	11
School No. 4	4	1	0	1	2
School No. 5	3	1	0	1	2
School No. 6	24	0	1	14	15
School No. 7	10	1	0	5	6
School No. 8	8	1	0	4	5
School No. 9	5	1	0	2	3
School No. 10	19	1	1	10	12
School No. 11	45	1	1	26	28
School No. 12	32	1	1	18	20
School No. 13	13	1	1	6	8
School No. 14	8	1	0	4	5
School No. 15	9	1	0	5	6
School No. 16	4	1	0	1	2
School No. 17	3	1	0	1	2
School No. 18	5	1	0	2	3
School No. 19	4	1	0	1	2
TOTAL	236	18	5	123	146



**Instrument**

To obtain the data needed for the study, the researcher devised a questionnaire to collect relevant data. The basis of the instrument and the items in the questionnaire were obtained from the content and areas to be evaluated in DepEd Order No. 32, s. 2017, the Gender-Responsive Basic Education (GRBE) Policy was issued by the Department of Education. Published and unpublished literature were analyzed to provide the researcher with more insight into the GRBE Policy. The questionnaire has four parts, which are described as follows:

The first part is the context evaluation of the level of awareness of the mandate and provisions of GRBE Policy, especially in the areas of learners' development, learning delivery, learning environment, learning resources, assessment of learning, school health, youth formation, physical facilities, human resource development, and employees' welfare. The Likert scale type checklist was used with 4 options, namely highly aware (4), aware (3), less aware (2), and least aware (1).

Input evaluation is the second part, in which the respondents evaluate the level of school implementation of the GRBE Policy in different areas. The areas to be assessed are learner's development, learning delivery, learning environment, learning resources, assessment of learning, school health, youth formation, physical facilities, human resource development, and employees' welfare, with five items for each. The respondents will use a four-point scale to indicate their response: 4 – Highly Implemented, 3 – Implemented, 2 – Less Implemented, 1 – Least Implemented.

The third part is the process evaluation that identified the challenges encountered by the respondents in the school implementation of the GRBE policy in its different areas. The respondents used a four-point scale to represent their responses, with values of 4 for "Strongly Agree," 3 for "Agree," 2 for "Disagree," and 1 for "Strongly Disagree."

The fourth part is the product evaluation, which focuses on the benefits of implementing the GRBE policy in school. Similar to the third part, a four-point scale was used to represent respondents' responses: 4 for "Strongly Agree," 3 for "Agree," 2 for "Disagree," and 1 for "Strongly Disagree." This part includes 7 items.

Qualified experts in the field of GRBE, including district GAD coordinators and school heads in charge of gender and development, validated the research instrument. After validation, pilot testing was conducted in another district with 30 respondents, yielding a result of 0.984 (excellent), indicating that the instrument is both reliable and valid. Upon approval from the oral examination committee, the researcher administered the questionnaire to the local population.

**Procedure**

The researcher secured approval from the office of the Schools Division Superintendent of the Schools Division Office of Quezon Province to conduct the research. Then, a letter for data gathering was sent to the Public Schools District Supervisor as a formal endorsement of the study. The letter emphasized the purpose of the research and the questionnaire. The questionnaire was administered through Google Forms. Links were sent to each school head via email. Permits secured high ethical consideration in the conduct of the study and the utmost confidentiality of the data gathered from respondents. Respondents were given ample time to complete the questionnaire. Upon completion, the researcher collected, analyzed, and interpreted the data.

**Data Analysis**

A standard statistical tool was used to answer specific problems. The researcher used the weighted arithmetic mean to treat statistical data.

The calculated Weighted Arithmetic Mean as a result of analyzing the responses was interpreted using the continuous scale below:

Table 2. Scale

Point Value	Continuum	Qualitative Index		
		Level of Awareness on GRBE Policy	Level of Implementation of GRBE Policy	Challenges and Benefits in the Implementation of GRBE Policy
4	3.26 - 4.00	Highly Aware	Highly Implemented	Strongly Agree
3	2.51 - 3.25	Aware	Implemented	Agree
2	1.76 - 2.50	Moderately Aware	Less Implemented	Disagree
1	1.00 - 1.75	Not Aware	Least Implemented	Strongly Disagree

A tally tool was used to compute WAM.

**Ethical Consideration**

Ethical standards were strictly observed throughout the study to uphold the rights and welfare of participants. Before data collection, all respondents were fully informed of the study's purpose, procedures, and rights, including the option to withdraw at any time. Informed consent was obtained, and the researcher addressed all questions to ensure clarity and voluntary participation. The privacy and anonymity of participants were maintained by the Data Privacy Act of 2012. No personally identifiable or sensitive information was disclosed. Only aggregated data were used in the analysis and reporting to prevent the identification of individuals.



Participants in the pilot testing phase were also fully briefed and consented to participate voluntarily. Their input was used exclusively for refining the research instrument, and their data were not included in the final study.

All collected data were securely stored in password-protected digital files, accessible only to the researcher. Following the completion of the study, all raw data were responsibly disposed of. Printed materials were shredded, and digital files were permanently deleted using secure data erasure to ensure no data could be retrieved or misused after the research concluded.

Permission to conduct the study was obtained from the appropriate institutional and administrative authorities. Ethical clearance was secured, and the study was designed to minimize risk and maximize benefit. Upon completion, the findings were shared transparently with relevant stakeholders.

## Results and Discussion

This section presents the analysis and interpretation of the data collected regarding awareness, implementation, challenges, and benefits of the Gender-Responsive Basic Education (GRBE) Policy.

### Part I. Level of Awareness on the Implementation of Gender Responsive Basic Education Policy

Table 3. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Learners Development*

A. LEARNERS DEVELOPMENT	Frequency				WAM	Qualitative Index
	4	3	2	1		
<i>Indicators</i>						
1. I am aware that schools should advocate gender equality in all aspects of development and ensure that Programs, Projects, and Activities are congruent with GRBE Policy and included in School Improvement Plans and Annual Implementation Plans.	98	39	6	3	3.59	Highly Aware
2. I know that Gender and Development (GAD) related observances and celebrations should be included in the school calendar (Women’s Month, LGBTQ Pride Month, 18-Day Campaign to end VAWC).	96	39	7	4	3.55	Highly Aware
3. I am aware that schools should support policy on curriculum that is gender responsive.	100	38	4	4	3.60	Highly Aware
4. I am aware that schools should support a policy on instruction that is gender responsive.	92	45	4	5	3.53	Highly Aware
5. I am aware that schools should support a policy on the assessment that is gender responsive.	97	42	4	3	3.60	Highly Aware
Overall Weighted Arithmetic Mean					3.57	Highly Aware

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

Table 3 presents the level of awareness among school personnel regarding implementing the Gender-Responsive Basic Education (GRBE) Policy regarding learners' development. The data reflects personnel's understanding of various gender-responsive policies and practices in the school setting. The indicators with the highest WAM, classified as "Highly Aware," include the following: advocacy for gender equality in all aspects of development and ensuring that Programs, Projects, and Activities (PPAs) align with the GRBE Policy (wam = 3.59), inclusion of Gender and Development (GAD)-related observances and celebrations in the school calendar (wam = 3.55), and support for gender-responsive policies in both curriculum and assessment (wam = 3.60). These results suggest that school personnel are highly aware of integrating gender equality into school activities, curriculum, and assessment. This awareness underscores their understanding of how gender-responsive policies enhance learners' development (QI = Highly Aware). However, the lowest WAM was recorded for awareness of supporting a gender-responsive policy on instruction (WAM = 3.53), though this still falls within the "Highly Aware" category. This may indicate an area that requires further emphasis or clarification in training programs or policy dissemination.

The overall average WAM of 3.57 confirms that the respondents are generally highly aware of implementing the GRBE Policy in the context of learners' development. This is significant because a gender-responsive curriculum empowers students to challenge societal norms, fostering critical thinking, self-reflection, and advocacy skills that enable them to become active agents of change in promoting gender equality. These findings are aligned with the objectives of DepEd Order No. 32, s. 2017, which emphasizes the importance of integrating gender equality into School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs). Additionally, it supports the broader goal of promoting gender equality through inclusive educational practices, which is reinforced by the UNGEI (2017) and UNESCO (2022). Both organizations highlighted that a lack of awareness and knowledge of gender-related policies would hinder their full implementation and must be addressed immediately. In addition, Galamgam et al. (2021) found that awareness of educators on the mandates of GRBE policy aligning with the curriculum, including the learners' development, will result in successful gender mainstreaming inside the classroom. The high level of awareness among school personnel suggests a strong foundation for advancing gender-responsive education.



Table 4. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Learning Delivery*

		<i>B. LEARNING DELIVERY</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>Frequency</i>					
<i>Indicators</i>		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
1.	I am aware that schools should maintain gender-responsive instructional delivery.	90	47	5	4	3.53	Highly Aware
2.	I am aware that schools should maintain gender-responsive instructional services.	95	44	7	0	3.60	Highly Aware
3.	I am aware that teachers shall design gender-responsive models of instruction appropriate for all types of learners.	90	52	4	0	3.59	Highly Aware
4.	I am aware that schools shall formulate enabling policies for the implementation of gender-responsive innovative teaching and learning approaches aligned with the curriculum standards.	99	34	10	3	3.57	Highly Aware
5.	I am aware that schools must receive technical assistance in the adoption or modification of gender-responsive learning models and strategies.	102	43	1	0	3.69	Highly Aware
<b>Overall Weighted Arithmetic Mean</b>						<b>3.59</b>	<b>Highly Aware</b>

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

Table 4 shows the level of awareness among school personnel regarding implementing the Gender Responsive Basic Education (GRBE) Policy in learning delivery. The highest is the need for technical support in modifying gender-responsive pedagogical models and techniques (wam = 3.69), highlighting the importance of teacher capacity building. Personnel are also highly aware of the need for gender-responsive instructional services (wam = 3.60) and the maintenance of gender-responsive instructional delivery methods, strategies, and models for all learners (wam = 3.59). The least-rated indicator, though still highly aware (WAM = 3.53), pertains to maintaining gender-responsive instructional delivery methods, strategies, approaches, and techniques. Despite this slightly lower WAM, it still reflects a strong understanding among personnel of the importance of gender-responsive practices in teaching and learning.

The findings indicate that school personnel need assistance and support to adopt and modify gender-responsive learning models. This technical support is essential in equipping educators and administrators with the intelligence, skills, and resources to implement gender-responsive teaching practices effectively. As noted in DepEd Order No. 32, s. 2017, schools are mandated to provide such assistance to ensure that gender-responsive teaching techniques and strategies are effectively integrated into the learning process. Researchers and practitioners also emphasized the importance of developing gender-sensitive educational policies, providing training for educators, and involving learners and communities in shaping gender-responsive education (UN Women, 2017). Furthermore, Galamgam et al. (2021) and Abrha et al. (2023) highlighted that teachers' awareness of implementing gender-responsive pedagogy is crucial in achieving gender equality in schools, as it helps educators through technical support from authorities. This support enables teachers to create and implement teaching methods that ensure equal participation of both boys and girls, aligning with the goals the GRBE policy.

Table 5. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Learning Environment*

		<i>C. LEARNING ENVIRONMENT</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>Frequency</i>					
<i>Indicators</i>		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
1.	I am aware that schools should 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.	96	44	4	2	3.60	Highly Aware
2.	I am aware that schools should ensure that personnel are correctly oriented and trained on gender equality, sexuality, reproductive health education, human rights, peace education, and child protection.	97	45	2	2	3.62	Highly Aware
3.	I am aware that schools should ensure and strengthen the development and capacity building for 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.	101	44	1	0	3.68	Highly Aware
4.	I am aware that schools should institutionalize gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures.	99	40	5	2	3.62	Highly Aware
5.	I am aware that there must be an adequate and responsive capacity-building activity for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR).	98	38	5	5	3.57	Highly Aware
<b>Overall Weighted Arithmetic Mean</b>						<b>3.61</b>	<b>Highly Aware</b>

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

Table 5 presents the level of awareness among school personnel regarding the implementation of the GRBE Policy in the learning environment. The highest awareness is in ensuring and strengthening the development and capacity building for school personnel in



handling violence, abuse, discrimination, exploitation, and bullying cases, with  $wam = 3.68$ . Following closely, personnel are highly aware of the need for schools to institutionalize gender-responsive pedagogy ( $wam = 3.62$ ) and the importance of adequately orienting and training personnel on gender equality, sexuality, reproductive health, human rights, peace education, and child protection ( $wam = 3.62$ ). The least awareness ensures adequate capacity-building activities for teachers dealing with children in conflict with the law (CICL) and children at risk (CAR), with a mean ( $wam$ ) of 3.57. These results reflect a strong understanding of equipping staff with the necessary skills to intervene effectively in such situations (QI = Highly Aware). These findings underscore the crucial role of training and capacity building in fostering a safe and supportive learning environment. The intense awareness of staff training on issues such as violence, abuse, and bullying suggests that schools are prioritizing the development of competencies needed to address these challenges.

The Forum for African Women Educationalists (2017), UNESCO (2019), and the European Institute for Gender Equality (2019) have all taken strong stances against school violence and bullying, with a particular emphasis on gender-related issues. These organizations underscore the critical roles that school personnel, such as teachers, administrators, and counselors, play in both preventing and responding effectively to such incidents. They argue that raising awareness and providing comprehensive training for educators and staff are essential strategies not only for creating safer school environments but also for advancing the Sustainable Development Goal (SDG) on gender equality. Without equipping school personnel with the right tools and knowledge, efforts to eliminate gender-based discrimination and violence in education are likely to fall short. Similarly, in the Philippines, the Department of Education (DepEd), through its 2017 Gender-Responsive Basic Education (GRBE) policy, mandated that all school staff must be capable of fostering a gender-sensitive learning environment. This includes the responsibility to ensure that teachers and administrators are properly trained and well-informed in handling gender-related concerns and promoting inclusivity in schools. The policy reflects a broader commitment to systemic change through capacity building and institutional accountability. In line with this, Dorji (2020) highlighted the necessity for professional development among educators concerning gender-responsive teaching practices. His research revealed that many teachers tend to overlook the use of gender-sensitive language, neglect inclusive interactions with students, and fail to incorporate gender mainstreaming in their classroom setups. These findings point to a larger issue: that the success of child protection and gender equality initiatives heavily depends on the level of awareness, training, and preparedness of not only the teachers and school personnel but also the students themselves. Thus, building a culture of gender sensitivity and respect within schools requires ongoing education, policy enforcement, and active engagement from all stakeholders involved in the learning process.

Table 6. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Learning Resources*

<i>D. LEARNING RESOURCES</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	I know that learning resources must be free from gender biases and stereotypes, and use gender-fair and inclusive language, positive images, and messages.	97	45	2	2	3.62	Highly Aware
2.	I know that teachers must be well-trained in gender-responsive localization and contextualization of learning resources.	90	54	2	0	3.60	Highly Aware
3.	I am aware that schools should provide GAD learning resources.	110	36	0	0	3.75	Highly Aware
4.	I know that schools should implement contextualization and localization of learning resources integrating GAD core messages and key concepts.	98	45	2	1	3.64	Highly Aware
5.	I know schools should implement indigenization of learning resources integrating GAD core messages and key concepts.	100	38	5	3	3.61	Highly Aware
<b>Overall Weighted Arithmetic Mean</b>						<b>3.64</b>	<b>Highly Aware</b>

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

The data presented in Table 6 illustrate the level of awareness among school personnel regarding the implementation of the Gender-Responsive Basic Education (GRBE) Policy, specifically in terms of learning resources.

The findings indicate a high level of awareness across all indicators, as reflected by the Weighted Average Means (WAM) ranging from 3.60 to 3.75, all categorized as Highly Aware. The data show that the top-ranked indicator is the awareness that schools must provide GAD (Gender and Development) learning resources ( $wam = 3.75$ ). This indicates a strong recognition of integrating gender-sensitive resources into the curriculum. Similarly, personnel are highly aware that schools must implement the contextualization and localization of learning resources, incorporating GAD core messages and key concepts ( $wam = 3.64$ ). Additionally, there is a notable awareness that learning resources must be free from gender biases and stereotypes, employing gender-fair and inclusive language, positive images, and messages ( $wam = 3.62$ ). The lowest WAM indicator pertains to the need for teacher training in gender-responsive localization and contextualization of learning resources, which received a  $WAM = 3.60$ , indicating that while there is awareness, there is room for improvement. These results underline the importance of integrating Gender and Development (GAD) learning resources into school curricula for promoting gender equality, addressing stereotypes, and fostering inclusive educational environments.

The finding that most personnel are highly aware of the necessity for GAD learning resources is consistent with the goals of Plan International (2022) and the GRBE policy of DepEd, which highlighted the role of gender-sensitive learning materials in enhancing



the well-being of the students. Gender-inclusive learning resources will contribute to a more inclusive learning environment and address gender-based barriers. The results are also aligned with UNGEI (2017) on the Guidance for Developing Gender-Responsive Education, which highlighted that using localized or contextualized gender-sensitive materials in the classroom will result in active participation among boys and girls. However, despite the efforts of various organizations to reduce or eradicate gender bias in other learning materials, significant gaps remained, as stated in Merawi's (2020) study. Similarly, Dorji (2020), in his research, reflected these results. Both studies suggested capacitating educators and administrators and increasing their awareness, skills, and knowledge in contextualizing and localizing gender-responsive learning resources.

In conclusion, the high levels of awareness observed in the study indicate significant progress in the integration of gender-sensitive assessment practices within schools. This growing recognition among educators highlights a shift toward more inclusive and equitable approaches to teaching and learning. However, awareness must be accompanied by concrete action. There is a clear need for more targeted teacher training, particularly in localizing and contextualizing learning resources to address the specific gender-related needs of students in diverse settings. Such training should focus on equipping educators with practical tools to create inclusive classroom environments, use gender-sensitive language, and promote equitable participation among all learners. Additionally, learning materials must be carefully selected or developed to reflect the lived experiences of both girls and boys, thereby fostering a sense of belonging and mutual respect.

To sustain these efforts, schools must allocate adequate resources for training and materials and implement regular monitoring and evaluation systems. These steps are essential to ensure that gender-responsive strategies remain effective, relevant, and aligned with the evolving needs of students in today's diverse educational landscape.

Table 7. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Assessment of Learning*

E. ASSESSMENT OF LEARNING		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators							
1.	I am aware that diagnostic formative and summative assessments at the school level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel.	94	45	5	2	3.58	Highly Aware
2.	I am aware that school-level competitions (e.g., contests, quiz bees) must be gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel.	90	48	7	1	3.55	Highly Aware
3.	I am aware that teachers should ensure that every feedback responds to the specific needs of learners of any gender.	90	45	7	4	3.51	Highly Aware
4.	I am aware that teachers should include GAD core messages and key concepts in the test development process, specifically in the specifications table, as integrated into the learning competencies using gender-fair language.	89	47	8	2	3.53	Highly Aware
5.	I am aware that schools should conduct a GAD orientation for test-item writers to ensure educational assessments are GRBE-compliant in terms of content and procedures.	90	48	7	1	3.55	Highly Aware
Overall Weighted Arithmetic Mean						3.54	Highly Aware

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

Table 7 shows a high level of awareness regarding implementing the GRBE Policy in terms of assessment, with Weighted Average Means (WAM) ranging from 3.51 to 3.58, all categorized as "Highly Aware."

The highest WAM indicator is the awareness that diagnostic, formative, and summative assessments should be gender-responsive and culture-sensitive (WAM = 3.58), highlighting the importance of fair and inclusive assessments. Close behind is the awareness that school-level competitions must be gender-sensitive (WAM = 3.55) and that GAD orientation for test-item writers is necessary (WAM = 3.55). Though highly rated, the lowest pertains to the awareness that teachers should provide gender-responsive feedback to meet learners' specific needs (WAM = 3.51).

These findings highlight the growing recognition of the significance of gender-responsive and culture-sensitive assessments in fostering an equitable education system. The high level of awareness regarding gender-responsive assessments suggests that school personnel understand the need for assessments to be inclusive and reflect the diversity of learners.

The European Institute of Gender Equality (2022) highlighted that assessing learners' academic performance is a necessary component in educational systems that can alleviate gender issues in the classrooms and suggested that learning assessment must be free of gender stereotyping and biases, allowing for a fair evaluation of learners' performance. Therefore, teachers' awareness of gender-sensitive assessments is vital in creating inclusive educational environments. Furthermore, UNESCO (2020) suggested using gender-sensitive language in assessment items, avoiding gender-based biases in assessment tools, and providing equal opportunities for both male and female students to demonstrate their knowledge and skills as strategies for educators to promote gender-responsive assessment methods.

The slightly lower WAM for the awareness of providing feedback that responds to the specific needs of all genders (WAM = 3.51)



suggests that while the importance of gender-sensitive feedback is acknowledged, there may still be challenges in its consistent application. This aligns with the study of Guo and Zhou (2021), who discussed the challenges in providing tailored feedback by teachers that addresses the diverse needs of all students. Their findings also highlighted the critical role of teacher training and professional development in ensuring that assessments, including feedback mechanisms, are aligned with gender-responsive principles. In addition, Hermosura (2021) suggested the use of various assessments to evaluate the academic performance of both boys and girls effectively and fairly. Both studies elaborate that awareness alone is insufficient; schools must invest in continuous training and institutional support to ensure these principles are effectively implemented in daily teaching and assessment practices.

The data suggest high awareness among school personnel regarding the importance of gender-responsive and culturally sensitive assessments. However, the slightly lower rating for the awareness of gender-sensitive feedback indicates an area for improvement. To address this, it is recommended that schools provide targeted professional development programs focused on enhancing teachers' ability to offer input that meets the specific needs of learners across genders.

Table 8. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of School Health*

<i>F. SCHOOL HEALTH</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	I am aware that schools should 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 and school health service delivery	87	44	13	2	3.48	Highly Aware
2.	I am aware that schools must comply with the non-expulsion of women faculty and female learners who become pregnant outside of marriage	92	47	5	2	3.57	Highly Aware
3.	I am aware that schools must Implement girl-child, adolescent, and sexual and reproductive health services.	94	33	16	3	3.49	Highly Aware
4.	I am aware that there must be regular focus group discussions or youth forums and activities on health and nutrition issues	93	38	13	2	3.52	Highly Aware
5.	I am aware that schools must develop information, education, and communication (IEC) materials on issues for learners in need of special attention.	87	52	5	2	3.53	Highly Aware
<b>Overall Weighted Arithmetic Mean</b>						<b>3.51</b>	<b>Highly Aware</b>

*Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware*

Table 8 presents the level of awareness regarding implementing the GRBE Policy in terms of school health, with all indicators falling under the "Highly Aware" category. The highest WAM indicator is the awareness that schools must comply with the non-expulsion of women faculty and female learners who become pregnant outside of marriage (WAM = 3.57). This suggests a strong recognition of the importance of upholding gender equality and non-discrimination in schools, particularly concerning the treatment of pregnant women. Closely behind, school personnel are highly aware of the need to craft IEC materials for learners with special attention needs (wam = 3.53) and the importance of regular focus group discussions or youth forums on health and nutrition (wam = 3.52). The lowest WAM indicator concerns the provision of policy specifications and parameters for health and nutrition school programs and the capacitation of personnel for implementation (WAM = 3.48).

These findings underline the importance of creating a school environment that supports gender equality, health, and nutrition for all students, particularly those needing special attention. The awareness of the non-expulsion policy reflects the growing recognition of gender-sensitive practices in schools. This is supported by Republic Act 9710 or the Magna Carta of Women, where no female faculty shall be terminated, and no students shall be readmitted in the case of pregnancy outside marriage. Such policies are critical for promoting inclusiveness and preventing discrimination against pregnant learners and teachers, ensuring their rights are protected within the educational system. This awareness also reflects an understanding that the school environment must be conducive to the well-being of all students and staff, regardless of their gender or personal circumstances.

The slightly lower WAM for the awareness of having provision of policy standards for health and nutrition programs and health services are mirrored in the studies of Decena (2021) and Sepillo and Orge (2021), respectively, which indicate areas for improvement, suggesting that there is general awareness, further emphasis may be needed on the implementation of health and nutrition programs and girl-child, adolescent, and sexual and reproductive health. Addressing these gaps could enhance the overall impact of the GRBE Policy in supporting gender equality in schools.

Table 9 highlights the level of awareness regarding implementing the Gender Responsive Basic Education (GRBE) Policy in terms of youth formation. The findings indicate a high level of understanding across all five indicators, falling under the "Highly Aware" category.

The highest WAM indicator pertains to the awareness of ensuring equal treatment and opportunities for females and males in academic honors, leadership roles in organizations, and journalistic endeavors (WAM = 3.47), emphasizing the importance of fostering a balanced and inclusive educational environment. The following is the awareness of youth representation in recognized school activities (wam =



3.44) and the awareness that there must be no discrimination in youth membership (wam = 3.41). The lowest WAM indicator, though still highly aware, is the awareness of the need for schools to conduct capacity-building activities on youth development aligned with GRBE principles (wam = 3.27).

Table 9. Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Youth Formation

	G. YOUTH FORMATION				WAM	Qualitative Index
	Indicators					
	4	3	2	1		
1. I am aware that schools must formulate, recommend, and implement policies for youth development aligned with GRBE (Counselling programs, academic and extracurricular activities, etc.).	78	47	14	7	3.34	Highly Aware
2. I am aware that schools must conduct capacity building on youth development aligned with GRBE.	71	47	14	7	3.27	Highly Aware
3. I am aware that there must be no discrimination in youth membership.	75	60	7	4	3.41	Highly Aware
4. I am aware that there must be equal treatment and opportunities for females and males for academic honors and leadership in school or class organizations, journalistic endeavors, and the like.	73	68	5	0	3.47	Highly Aware
5. I am aware that there must be a representation of the youth in recognized activities of the school.	76	60	8	2	3.44	Highly Aware
Overall Weighted Arithmetic Mean					3.38	Highly Aware

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

These results highlight the crucial role of gender-responsive practices in youth development. Ensuring equal opportunities for both genders in academic and leadership endeavors aligns with GRBE’s goals of promoting fairness and inclusiveness. Such measures contribute not only to individual development but also to a more cohesive and equitable school community. The emphasis on youth representation in school activities further highlights the value placed on student involvement and inclusivity in decision-making processes, which can foster leadership skills and a sense of belonging among learners.

However, the relatively low awareness of capacity-building activities among school personnel suggests a significant gap in the practical implementation of Gender-Responsive Basic Education (GRBE)-aligned youth development programs. While awareness of gender issues may be increasing, the limited engagement in professional development and training opportunities indicates that many educators and administrators are still not fully equipped to translate GRBE principles into effective classroom and school-wide practices. As O’Connor (2020) pointed out, addressing gender inequality in schools remains a complex challenge, particularly in systems where leadership roles are predominantly occupied by males, often reinforcing existing gender biases and limiting the prioritization of gender-responsive approaches. Overcoming such systemic barriers requires deliberate and sustained efforts, including professional development programs that target educators, school leaders, and decision-makers, to foster a deeper understanding of GRBE and enhance its practical application in diverse school settings.

Furthermore, the GRBE policy places strong emphasis on the holistic development of students—not only in academics but also in character, leadership, and collaboration. This is evident in the findings of Aquino and Merza (2019), who demonstrated that students participating in gender-focused extracurricular activities developed stronger critical thinking skills, social awareness, and a deeper appreciation for diversity. These programs provide meaningful engagement, enabling students to explore gender issues, express themselves, and develop empathy and respect for others. When implemented effectively, such initiatives contribute to a more positive, inclusive, and supportive learning environment and help remove barriers to academic and personal growth.

Despite the persistent challenges in achieving gender parity in education, a proactive and collaborative approach that involves teachers, administrators, parents, and the broader community can foster significant progress. With commitment and coordination, schools can create environments where gender equity is not just a policy goal but a lived reality for all students.

Table 10 presents the level of awareness regarding implementing the Gender Responsive Basic Education (GRBE) Policy in terms of physical facilities. The results indicate a high level of understanding across all indicators, categorized as "Highly Aware." The highest WAM indicator is the awareness of the need for schools to formulate, recommend, and implement programs for developing educational facilities consistent with GRBE principles (wam = 3.55). This reflects a strong recognition of aligning facility development with gender-responsive standards. Similarly, high WAM was given to the awareness that educational institutions must offer facilities that meet the standards for people with disabilities (PWDs) (wam = 3.51) and the need for capacitating initiatives to guarantee facilities that are harmless, useful, adequate, and all-encompassing (wam = 3.46). The lowest WAM, yet still highly aware, indicates the provision of women, girl-child, and adolescent-friendly facilities that meet standards for menstrual hygiene management (wam = 3.41). The findings underscore the importance of ensuring that school physical facilities are designed and maintained with gender and cultural sensitivity, accessibility, and inclusivity. By aligning infrastructure development with GRBE principles, schools can create environments that support equitable access to education and foster inclusivity for all students, including PWDs and vulnerable groups. Such efforts not only enhance the quality of education but also contribute to promoting sustainability and responsible citizenship among learners.



Table 10. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Physical Facilities*

	<i>H. PHYSICAL FACILITIES</i>	<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
	<i>Indicators</i>						
1.	I am aware that the schools shall formulate, recommend, and implement programs for the development and establishment of educational facilities consistent with the principles of GRBE.	81	64	1	0	3.55	Highly Aware
2.	I am aware that schools shall conduct capacity building to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture-sensitive, and accessible to Persons with Disabilities (PWDs).	78	59	7	2	3.46	Highly Aware
3.	I am aware that schools must provide women, girl-child, and adolescent-friendly facilities that meet standards for Menstrual Hygiene Management	75	60	7	4	3.41	Highly Aware
4.	I am aware that schools must provide facilities that meet the standards for persons with disabilities.	84	55	5	2	3.51	Highly Aware
5.	I am aware that schools should provide teen hubs or adolescent-friendly spaces, breastfeeding stations, and a VAWC Desk.	70	69	5	2	3.42	Highly Aware
<b>Overall Weighted Arithmetic Mean</b>						<b>3.47</b>	<b>Highly Aware</b>

*Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware*

Galamgam et al. (2021) emphasized that awareness of GRBE principles among school personnel is crucial for effectively implementing and recommending policies that uphold these standards. Schools that proactively develop and adapt programs to meet GRBE criteria are pivotal in creating inclusive and supportive learning spaces. Furthermore, integrating gender-responsive initiatives into educational facilities supports broader educational goals by empowering students to thrive in equitable and accessible environments (Pulmano 2016).

The results indicate a commendable level of awareness among school personnel regarding Gender-Responsive Basic Education (GRBE)-aligned physical facilities, echoing the findings of Sepillo and Orge (2021). In their study, they observed that physical infrastructure in schools was not generally considered a major barrier to the implementation of GRBE policies. This is largely due to the increasing awareness of school administrators and staff about the need to provide gender-responsive physical environments that promote inclusivity, safety, and accessibility for all learners. Such awareness has contributed to improvements in classroom arrangements, separate comfort rooms, and secure school grounds, which are essential components in fostering a supportive learning space for both male and female students.

However, despite these positive developments, the study also points to a relatively lower level of awareness and attention toward the availability and adequacy of facilities that specifically cater to the needs of women, girl-children, and adolescents—particularly those related to Menstrual Hygiene Management (MHM). The absence or inadequacy of clean, private, and well-equipped menstrual hygiene facilities in schools may result in discomfort, embarrassment, and frequent absenteeism among girls, ultimately affecting their academic performance and well-being.

Sommer et al. (2021) emphasized that menstruation-related challenges are directly linked to girls’ educational experiences, and when schools lack MHM-supportive infrastructure, it creates an unequal learning environment that disproportionately impacts female students. To address this, schools must go beyond general infrastructure improvements and prioritize investments in adolescent- and girl-friendly facilities. This includes clean and private restrooms, access to sanitary products, proper disposal mechanisms, and education on menstrual health.

By doing so, schools can ensure that physical learning environments are truly inclusive and equitable. Promoting such facilities not only supports the health and dignity of learners but also aligns with the broader goals of GRBE and the pursuit of gender equality in education.

Table 11 highlights the level of awareness regarding the implementation of the GRBE policy in terms of human resource development. The data reflects a high level of understanding across all indicators, categorized as "Highly Aware." The highest WAM is the awareness that schools must ensure gender-sensitive training methodologies and standards (WAM = 3.60). Following closely is the awareness of equal opportunities in scholarships and training without discrimination based on age, pregnancy, disabilities, or other factors (wam = 3.53) and the integration of gender in learning and development programs for teachers (wam = 3.49). The lowest WAM indicator pertains to the gender responsiveness of the Results-based Performance Management System (RPMS) (wam = 3.43).

The findings are consistent with the work of Dimaandal (2019), wherein school personnel are aware of the mandates of GRBE policy implementation regarding gender-responsive human resource development. Teachers, regardless of gender, regularly attend capacity-building programs and receive training and professional development related to gender. Despite Dimaandal's (2019) findings, Dowd et al. (2018) point out that in most African countries, gender bias among teachers is perpetuated. They highlighted that gender bias in professional development and training for educators is a considerable obstacle to achieving gender equality in schools. They point out that systems at the school level to support teachers and identify their professional development needs are not working well; not all



teachers are being given opportunities to attend training seminars.

Table 11. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Human Resource Development*

<i>I. HUMAN RESOURCE DEVELOPMENT</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	I am aware that schools must conduct capacity building for all employees on GRBE and in handling gender issues and concerns	78	59	5	4	3.45	Highly Aware
2.	I am aware that the implementation of the Results-based Performance Management System (RPMS) must be gender-responsive.	81	52	8	5	3.43	Highly Aware
3.	I am aware that schools must integrate gender in all learning and development programs and interventions for teachers	80	59	5	2	3.49	Highly Aware
4.	I am aware that schools should ensure that training methodologies and standards are gender sensitive.	98	41	4	3	3.60	Highly Aware
5.	I am aware that schools should ensure equal opportunities in scholarships and training. Conditions including but not limited to age, pregnancy, motherhood, disabilities, ethnicity, or lack of consent of spouse shall not be grounds for disqualification.	94	37	9	6	3.53	Highly Aware
Overall Weighted Arithmetic Mean						3.49	Highly Aware

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

In addressing such issues, one solution is to have Gender-responsive professional development. It can enhance the quality of education and improve teacher retention by including the perspectives of teachers of all genders in the preparation and execution of training programs (European Agency for Special Needs, 2019).

These findings emphasize the role of gender-sensitive training methodologies in fostering inclusive and equitable educational practices. Ensuring that training programs account for diverse needs and experiences helps break down barriers and dismantle biases, creating an environment where all individuals, including students and educators, are respected and empowered.

Table 12 presents the level of awareness regarding the implementation of the GRBE Policy in terms of employee welfare. The results reveal a high level of awareness across all indicators, all categorized as "Highly Aware." The highest WAM indicator is the awareness of implementing unique leaves provided by law, such as maternity, paternity, solo parent, gynecological, and VAWC (Violence Against Women and Children) leaves (wam = 3.64).

Table 12. *Level of Awareness on the Implementation of Gender Responsive Basic Education Policy in terms of Employees Welfare*

<i>J. EMPLOYEES WELFARE</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	I am aware that schools must ensure that programs that inculcate and sustain the department’s core values, respond to employees’ varied needs, and promote employees’ physical, mental, psychological, social, and spiritual well-being are gender responsive.	95	34	10	7	3.49	Highly Aware
2.	I am aware that the schools shall formulate, recommend, and implement policies and frameworks consistent with the principles of gender-responsive recruitment, selection, placement, and appointments to different coordinators.	33	67	4	3	3.47	Highly Aware
3.	I am aware that schools must ensure that there is institutional rewards and recognition systems that are gender responsive.	72	67	4	3	3.42	Highly Aware
4.	I am aware that schools must implement the grant of special leaves as provided by law, which includes but is not limited to maternity, paternity, solo parent, gynecological, and VAWC.	95	50	2	0	3.64	Highly Aware
5.	I am aware that schools must comply with RA No. 9710, Sec. 13. C on the non-firing of employees on account of pregnancies outside of marriage.	95	34	10	7	3.49	Highly Aware
Overall Weighted Arithmetic Mean						3.50	Highly Aware

Legend: 3.26 – 4.00 = Highly Aware; 2.51 – 3.25 = Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Least Aware

This highlights a strong understanding of the importance of legally mandated leaves in promoting employee well-being. Other highly rated indicators include awareness of compliance with the non-firing of employees due to pregnancies outside of marriage (wam = 3.49) and awareness of programs that promote employees' physical, mental, social, and spiritual well-being (wam = 3.49). The lowest WAM indicator pertains to awareness of gender-responsive institutional rewards and recognition systems (WAM = 3.42). These findings underscore the importance of developing supportive policies that cater to employees' diverse needs while fostering inclusivity and equity in the workplace. Implementing unique leaves, such as those for maternity, paternity, and solo parenting, demonstrates a commitment to upholding employees' rights and well-being, contributing to a positive and nurturing environment. Such initiatives



improve employee satisfaction and morale and encourage loyalty and productivity within the school community.

Hester et al. (2020) emphasized that granting unique leaves stipulated by laws and regulations is essential for supporting employees during extraordinary circumstances. Schools play a fundamental role in ensuring compliance with such laws, thereby fostering a culture of respect, compassion, and equality. Moreover, incorporating gender-responsive recognition systems and frameworks can further enhance organizational inclusivity, enabling employees to thrive personally and professionally. Dimaandal (2019) and Decena (2021) revealed unestablished gender-sensitive rewards and recognition for school employees. Dimaandal (2019) added that the implementation of GRBE policy in the workplace is moderate and highly recommends that the respondents have the impression that the programs and benefits intended for their employees' welfare must be provided and sustained.

**Part II. Level of Implementation of Gender Responsive Basic Education Policy**

*Table 13. Level of Implementation of Gender Responsive Basic Education Policy in terms of Learners Development*

<i>A. LEARNERS DEVELOPMENT</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
	<i>Indicators</i>						
1.	Advocating gender equality in all aspects of development and ensuring that Programs, Projects, Activities are congruent with GRBE Policy and including it in School Improvement Plans and Annual Implementation Plans.	50	87	7	2	3.27	Highly Implemented
2.	Gender and Development (GAD) related observances and celebrations are included in the school calendar (Women’s Month, LGBTQ Pride Month, 18-Day Campaign to end VAWC).	65	77	4	0	3.42	Highly Implemented
3.	Policies on gender-responsive curricula are implemented.	58	66	13	9	3.18	Implemented
4.	Implemented policies on classroom instruction that are gender responsive.	60	69	15	2	3.28	Highly Implemented
5.	Implemented policy on assessment that is gender-responsive	50	76	15	5	3.17	Implemented
Overall Weighted Arithmetic Mean						3.26	Highly Implemented

*Legend: 3.26–4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented*

Table 13 presents the implementation level of the GRBE Policy in terms of learners' development. The results indicate an average wam = 3.26, which is categorized as "Highly Implemented." Among the indicators, the highest WAM item pertains to including Gender and Development (GAD)-related observances and celebrations in the school calendar (wam = 3.42). These events, such as Women's Month, LGBTQ Pride Month, and the 18-Day Campaign to End Violence Against Women and Children (VAWC), highlight the school's commitment to promoting awareness of gender equality and fostering inclusivity. Other highly implemented indicators include policies on gender-responsive classroom instruction (wam = 3.28) and the advocacy of gender equality through congruent programs included in School Improvement Plans and Annual Implementation Plans (wam = 3.27). The least implemented item is the policy on gender-responsive assessment (wam = 3.17), which, although categorized as "Implemented," suggests a need for more focused efforts to integrate gender-responsive principles into evaluation practices. These findings underscore the importance of integrating gender-responsive initiatives into various aspects of education to foster an equitable and inclusive learning environment. Incorporating GAD observances into the school calendar not only raises awareness about gender equality but also provides a platform for students to understand and engage with the principles of inclusivity, diversity, and respect for all. Such initiatives empower learners to advocate for social justice and equality within their communities.

UNGEI (2017) emphasized the significance of institutionalizing GAD programs to combat gender-based discrimination and promote gender equality across sectors. This highlights the necessity of mandating GAD programs and events in academic calendars to ensure consistent advocacy and action toward gender inclusivity. This was consistent with the mandate of the GRBE policy that GAD observances must be aligned with school activities, and institutions can foster a deeper understanding and appreciation of gender-responsive policies and practices, equipping students and staff to contribute meaningfully to societal progress. Similar studies found inconsistencies with these results. Decena (2021) found the overall implementation of the GRBR policy in the Division of Sta. Rosa was rated as moderately implemented, whereas the study suggested a deeper analysis of gender-related issues and concerns for both male and female students, and identified budget limitations, particularly for programs targeting learners with special needs. She criticized the teacher-centered nature of most training courses, suggesting that these factors hindered the full development of gender-responsive practices in learners' development.

In contrast, the study by Galamgam et al. (2021) conducted in Urdaneta City found that school administrators, guidance counselors, and teachers were more proactive in supporting the implementation of the GRBE policy. Their efforts included allocating sufficient budget for learners with special needs and ensuring that teacher training courses were relevant and gender-responsive, which positively impacted the development of learners. This support contributed to effectively integrating gender-responsive practices, fostering a more inclusive environment for all students.

The overall implementation of GRBE policies in learner development is commendable. This is based on the high level of



implementation across most indicators, such as the inclusion of GAD observances in the school calendar, the implementation of gender-responsive classroom instruction, and advocacy for gender equality through various school programs. These achievements demonstrate a strong commitment to creating an inclusive educational environment, which is why the implementation is considered commendable. Schools may need to focus on gender-responsive assessments to further enhance their efforts, as this indicator received a slightly lower rating. By refining assessment practices to be more gender-sensitive, schools can ensure that all students are evaluated in ways that recognize and accommodate their diverse needs, promoting a more inclusive educational experience. Additionally, schools should continue to institutionalize GAD observances to maintain and build upon the progress already made in creating a gender-responsive learning environment.

Table 14. *Level of Implementation of Gender Responsive Basic Education Policy in terms of Learning Delivery*

<i>B. LEARNING DELIVERY</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	Gender-responsive instructional Delivery is maintained.	60	79	5	2	3.35	Highly Implemented
2.	Gender-responsive instructional services are maintained.	61	73	10	2	3.32	Highly Implemented
3.	Gender-responsive models of instruction appropriate for all types of learners are crafted.	50	65	18	8	3.06	Implemented
4.	Enabling policies for implementing gender-responsive innovative teaching and learning approaches aligned with the curriculum standards are formulated.	56	64	18	8	3.15	Implemented
5.	Implemented policy on assessment that is gender-responsive	50	64	16	16	3.01	Implemented
<b>Overall Weighted Arithmetic Mean</b>						<b>3.16</b>	<b>Implemented</b>

*Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented*

Table 14 explores the GRBE Policy's implementation level in learning delivery, with an average wam = 3.15, classified as "Implemented." Among the indicators, the highest-ranked item is gender-responsive instructional Delivery is maintained (wam = 3.35), followed by gender-responsive instructional services are maintained (wam = 3.32) and enabling policies for the implementation of gender-responsive advanced pedagogical approaches aligned with the curriculum standards are formulated (wam = 3.16). Conversely, the least implemented item is receiving technical assistance in adopting or modifying gender-responsive learning models and strategies (wam = 3.01).

The findings feature the significance of maintaining gender-responsive instructional delivery approaches. By tailoring instructional strategies to meet the diverse needs and experiences of all learners, educators create a learning environment that values inclusivity and fosters equity. This approach not only bridges gender disparities but also cultivates critical thinking, mutual respect, and empathy among students

Decena's (2021) study identified significant gaps in implementing gender-responsive instructional Delivery and services; the study found that schools lack the necessary policies, guidelines, and models for implementing innovative, gender-responsive teaching and learning approaches. The absence of support has contributed to the policy's limited effectiveness at the school level. Similarly, in their study, Hernandez and Cudiamat (2017) found that gender-based differentiated instruction was not consistently used, and teachers lacked sensitivity when integrating gender into the curriculum and teaching methods. They recommended that gender-sensitive teaching strategies be adopted across all subjects and that teachers be trained to address gender diversity in the classroom, thus promoting a more inclusive learning environment. Akhigbe and Adeyemi (2020) introduced the concept of gender-responsive collaborative learning. They found that this approach significantly improved students' academic performance and attitudes toward learning, particularly in science, demonstrating the positive impact of inclusive, participatory learning strategies.

Implementing gender-responsive learning delivery is praiseworthy; efforts to enhance technical assistance for adopting or modifying gender-responsive strategies can further strengthen the initiative.

Table 15 evaluates the GRBE Policy's implementation level regarding the learning environment, with an average wam = 3.21, categorized as "Implemented." The top-ranked indicator, assessed as "Highly Implemented," is the adequacy of responsive activities to teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR) (wam = 3.25). The following are orientation and training for school personnel on gender equality, sexuality, reproductive health education, human rights, peace education, and child protection (WAM = 3.24), and alignment of development and capacity-building activities with GRBE through in-service training and workshops (WAM = 3.23). The lowest WAM item ensures respect for everyone and zero tolerance for discrimination, violence, and abuse (WAM = 3.14).

The findings underscore the importance of activities that will capacitate teachers to respond effectively to the needs of Children in Conflict with the Law (CICL) and Children at Risk (CAR) students, as highlighted in Ventura's study (2023). These activities empower educators with strategies and tools to manage challenges and foster a culture of inclusion, empathy, and understanding within schools. This approach aligns with rehabilitation and reintegration goals, supporting the well-being of vulnerable learners. Additionally,



capacity-building programs enhance teachers' ability to implement early intervention strategies and preventive measures, contributing to safer and more supportive learning environments.

Table 15. *Level of Implementation of Gender Responsive Basic Education Policy in terms of Learning Environment*

<i>C. LEARNING ENVIRONMENT</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	Respect for all people and zero tolerance for all forms of discrimination, violence, and abuse are ensured.	59	59	17	11	3.14	Implemented
2.	School personnel are correctly oriented and trained in gender equality, sexuality, reproductive health education, human rights, peace education, and child protection.	55	77	8	6	3.24	Implemented
3.	Development and capacity building, through in-service training and workshops, are aligned with GRBE.	55	75	10	6	3.23	Implemented
4.	Institutionalization of gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures are implemented.	58	71	10	7	3.23	Implemented
5.	Responsive capacity-building activities for teachers dealing with children in conflict with the law (CICL) and children at risk (CAR) are adequate.	61	67	11	7	3.25	Highly Implemented
Overall Weighted Arithmetic Mean						3.21	Implemented

Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented

On the other hand, Galamgam et al. (2021) demonstrated that the full implementation of GRBE policies in this area has not yet been achieved, highlighting the need for further action. Reinforcing zero-tolerance measures for discrimination, violence, and abuse can further enhance the inclusivity and safety of school settings. Furthermore, Osuji and Kalio (2018) highlighted the importance of creating a supportive learning environment to facilitate effective gender responsiveness programs in schools. They emphasized that school administrators must provide teachers with the necessary resources and support to develop a gender-responsive learning environment. This ensures a holistic and gender-responsive learning environment that upholds equality and respect for all.

Table 16 highlights the implementation level of the GRBE Policy in terms of learning resources, with an average wam = 3.23, categorized as "Implemented." Among the indicators, the highest WAM item, "Highly Implemented," refers to the implementation of teachers' training on gender-responsive localization and contextualization of learning resources, which achieved a WAM of 3.32. This is followed by the contextualization and localization of learning resources that integrate Gender and Development (GAD) core messages and key concepts (wam = 3.29), as well as the availability of GAD learning resources for teachers, employees, and learners (wam = 3.25). The lowest WAM indicator, with a WAM = 3.13, pertains to ensuring that learning resources are free from gender biases and stereotypes while utilizing gender-fair and inclusive language, positive images, and messages.

Table 16. *Level of Implementation of Gender Responsive Basic Education Policy in terms of Learning Resources*

<i>D. LEARNING RESOURCES</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	Learning resources must be free from gender biases and stereotypes and use gender-fair and inclusive language, positive images, and messages.	54	67	15	10	3.13	Implemented
2.	Teachers training on gender-responsive localization and contextualization of learning resources are implemented.	60	76	6	4	3.32	Highly Implemented
3.	GAD learning resources are available for teachers, employees, and learners.	67	55	17	7	3.25	Highly Implemented
4.	Contextualized and localized learning resources integrating GAD core messages and key concepts are implemented.	59	74	10	3	3.29	Highly Implemented
5.	Indigenized learning resources integrating GAD core messages and key concepts are implemented.	57	67	12	10	3.17	Implemented
Overall Weighted Arithmetic Mean						3.23	Implemented

Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented

The results underscore the importance of equipping educators with training on gender-responsive localization and contextualization of learning resources as stipulated in the GRBE policy. Such training enables teachers to tailor instructional materials to the local context and address gender-related issues in a sensitive and inclusive manner. Through this, teachers are better prepared to challenge gender stereotypes, incorporate diverse perspectives, and foster inclusivity. Moreover, integrating cultural nuances and locally relevant examples into learning materials enhances the authenticity and relatability of educational content, thus promoting student engagement and deeper understanding (UNESCO, 2020).

Despite these positive developments, the relatively lower rating for ensuring that learning resources are entirely free from gender biases and stereotypes highlights a critical area for improvement. Dowd et al. (2018) emphasized the importance of teaching and learning materials for students. They underscored that such materials could promote inclusivity or reinforce oppression, discrimination, and inequality related to gender among learners. Furthermore, they emphasized the occurrence of gender stereotyping in textbooks and



other teaching and learning materials. They suggested assessing and revising learning materials to ensure they are free from gender biases and stereotyping. Similarly, Merawi (2020) and Dorji (2020) also found irregularities in the use of gender-responsive learning materials in schools. They suggested that teachers must be given training focused on developing gender-responsive learning resources. Overall, the results show the vital role of gender-responsive learning resources. Targeted interventions are also required for areas with relatively low levels of implementation.

Table 17. *Level of Implementation of Gender Responsive Basic Education Policy in terms of Assessment of Learning*

<i>E. ASSESSMENT OF LEARNING</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	Formative and summative assessments at the school level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel.	57	12	12	10	3.17	Implemented
2.	School-level competitions like quiz bees are gender-responsive and culture-sensitive for all learners, teachers, and other personnel.	50	73	13	10	3.12	Implemented
3.	Teachers' feedback is gender responsive.	65	73	5	3	3.37	Highly Implemented
4.	GAD core messages and key concepts in the test development process, specifically in the specifications table, are integrated.	62	67	10	7	3.26	Highly Implemented
5.	GAD orientation for test-item writers is to ensure educational assessments are GRBE-compliant in terms of content and procedures that are conducted.	58	75	10	3	3.29	Highly Implemented
<b>Overall Weighted Arithmetic Mean</b>						<b>3.24</b>	<b>Implemented</b>

Legend: 3.26–4.00 = Highly Implemented; 2.51–3.25 = Implemented; 1.76–2.50 = Less Implemented; 1.00–1.75 = Least Implemented

The data in Table 17 shows the GRBE Policy's implementation level in terms of assessment, with an average wam = 3.24, categorized as "Implemented." Among the indicators, the highest WAM items, categorized as "Highly Implemented," are teachers' feedback being gender-responsive (wam = 3.37), GAD orientation for test-item writers ensuring assessment models are GRBE-compliant in terms of content and measures (wam = 3.29), and the integration of GAD core messages and key concepts in the test development process, specifically in the table of specifications (wam = 3.26). On the other hand, the least-rated indicator pertains to school-level competitions like quiz bees being gender-responsive and culture-sensitive (wam = 3.12).

The findings emphasize the importance of gender-responsive feedback in creating equitable learning experiences and fostering the holistic development of all students. Tailoring feedback to address students' unique strengths, challenges, and needs, regardless of gender, is reflected in the study by Guo and Zhou (2021), which suggests that gender-responsive feedback enhances academic performance. It promotes students' confidence, resilience, and social-emotional well-being. This approach helps nurture a culture of fairness and equity within the educational system, encouraging learners to thrive and contribute positively to their communities.

Furthermore, integrating GAD principles into the assessment process, including training test-item writers and developing test specifications, ensures that assessments are aligned with GRBE principles and are clearly implemented in schools. This contrasts the study of Decena (2021) and Galamgam et al. (2021), where these matters are problems in their respective locales. These measures highlight the proactive efforts of schools in upholding gender sensitivity and in their evaluation mechanisms, fostering inclusivity and equity at all levels.

In conclusion, feedback mechanisms are pivotal in generating a reassuring environment for learning where all learners feel appreciated and enabled to reach their potential. Schools can achieve this by educating teachers and personnel about gender dynamics and the unique experiences and strengths that students of all genders bring to the classroom. Encouraging educators to reflect on their communication styles, assumptions, and biases when giving feedback ensures that feedback practices are equitable and constructive.

Table 18 reflects the GRBE Policy's implementation level regarding school health, with an average wam = 3.22, categorized as "Implemented." Among the indicators, the highest WAM items, categorized as "Highly Implemented," are the development of Information, Education, and Communication (IEC) materials on issues for learners in need of special attention (wam = 3.28), provision of policy standards and guidelines for the integrated health and nutrition program, including personnel training (wam = 3.25), and regular focus group discussions or youth forums and activities on health and nutrition issues (wam = 3.23). The least-rated indicator pertains to the non-expulsion of female faculty and female learners who become pregnant outside of marriage (wam = 3.18).

The results highlight the crucial importance of developing IEC materials to meet the needs of learners who require special attention. These materials are instrumental in promoting equitable access to education and fostering the holistic development of students with diverse needs. By raising awareness among educators, peers, families, and communities, IEC materials ensure a deeper understanding of the challenges and capabilities of these learners.

This facilitates the creation of inclusive educational environments where every student feels supported, valued, and empowered to fully participate in learning activities. Moreover, the strategic use of IEC materials aligns with the principles of inclusive education, paving the way for equitable learning opportunities and enabling all students to thrive.



Table 18. Level of Implementation of Gender-Responsive Basic Education Policy in Terms of School Health

F. SCHOOL HEALTH		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators							
1.	Policy standards and guidelines for the integrated health and nutrition program and training for personnel in implementing nutrition support programs, health service delivery, and provision of a healthy environment are provided.	55	77	10	4	3.25	Implemented
2.	Non-expulsion of women faculty and female learners who become pregnant outside of marriage has complied.	59	63	15	9	3.18	Implemented
3.	Girl-child, adolescent, and sexual and reproductive health services are implemented.	55	68	19	4	3.19	Implemented
4.	Regular focus group discussions, forums, and health and nutrition-related activities are observed.	54	77	10	5	3.23	Implemented
5.	Information, education, and communication (IEC) materials on issues for learners needing special attention are developed.	59	73	10	4	3.28	Highly Implemented
Overall Weighted Arithmetic Mean						3.22	Implemented

Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented

Additionally, providing policy standards and guidelines for integrated health and nutrition programs highlights the commitment to creating a healthy and conducive learning environment. These measures ensure that personnel are equipped to implement nutrition support programs and health services effectively, contributing to the overall well-being of learners. Regular youth forums and activities promote awareness of and engagement in critical health and nutrition issues, fostering a proactive approach to addressing the school community's needs.

Halliday (2020) emphasized that IEC materials are vital for sustaining student engagement during teaching and learning. They not only bring attention to essential issues but also serve as resources for addressing the needs of learners requiring extra support. These materials cover various topics, such as assistive technology, disability rights, inclusive education, and strategies for supporting diverse learners. Additionally, they empower teachers and caregivers by guiding differentiated instruction, behavior management, inclusive teaching strategies, and the use of assistive technologies. Through these efforts, IEC materials significantly contribute to creating inclusive, responsive, and effective educational practices that prioritize the well-being and success of all learners. In contrast with Decena (2021), the findings revealed that the absence of information, education, and communication (IEC) materials on issues for learners needing special attention hindered the full implementation of the GRBE policy in the school.

Despite the efforts of the government and DepEd to mainstream gender in school health, still, issues such as non-compliant with the provision of GRBE policy and the Magna Carta of Women, that states that no woman school personnel and female students shall be dismissed even becoming pregnant outside marriage which happened to be the same indicator with the least level of implementation in the current study. Although categorized as implemented, the number remains alarming and requires intervention. With this result, Nkata et al. (2021) suggested increasing efforts and campaigns to strengthen society's awareness, especially among the whole school community, of the importance of female education and adopting practices and policies that support equal rights to education. They also highlighted that schools should strengthen these policies to perpetuate gender inclusivity. Additionally, the implementation of girl-child, adolescent, and sexual and reproductive health services falls to the second-to-last indicator with the least level of implementation. This mirrors the results of Sepillo and Orge (2021) and Decena (2021), wherein they both revealed limitations to this area and the need for interventions such as training programs on providing gender-responsive health services.

Table 19. Level of Implementation of Gender Responsive Basic Education Policy in terms of Youth Formation

G. YOUTH FORMATION		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators							
1.	Policies for youth development aligned with GRBE are implemented.	54	71	12	9	3.16	Implemented
2.	Capacity building on youth development aligned with GRBE is conducted.	56	76	8	6	3.25	Highly Implemented
3.	No discrimination in youth membership.	54	78	9	5	3.24	Implemented
4.	There must be equal treatment and opportunities for females and males for academic honors and leadership in school or class organizations, journalistic endeavors, and the like.	61	74	6	5	3.31	Highly Implemented
5.	Youth are represented in recognized school activities.	57	75	10	4	3.27	Highly Implemented
Overall Weighted Arithmetic Mean						3.24	Implemented

Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented

Table 19 presents the GRBE Policy's implementation level regarding youth formation, with an average wam = 3.24, categorized as "Implemented." Among the indicators, the highest WAM items, categorized as "Highly Implemented," are the equal treatment and opportunities for all students regardless of their gender in academic achievements, leading or supervisory roles in school or class and



club organizations, being a student journalist, and similar domains (wam = 3.31), youth representation in recognized activities of the school (wam = 3.27), and capacity building on developing the youth aligned with GRBE (wam = 3.25). The least-rated indicator pertains to policies for youth development aligned with GRBE (wam = 3.16).

The findings emphasize the importance of equal treatment and opportunities for females and males in various domains, such as academic honors, leadership roles, and extracurricular activities. This is aligned with the work of Aquino and Merza (2019), which revealed that ensuring equality in the areas fosters an inclusive environment where individuals can thrive based on their abilities and contributions rather than being constrained by gender biases. Equal opportunities in leadership and recognition encourage the participation of diverse talents, foster meritocracy, and inspire future generations to challenge stereotypes and pursue their aspirations without limitations. Promoting gender equality in youth formation programs contributes significantly to building a fair, equitable, and prosperous society where all members can contribute meaningfully based on their merits and potential.

Sugimoto and Lariviere (2023) highlight that achieving gender equity has been a gradual process that spans decades, emphasizing the need for clear anti-discrimination policies and practices that prevent harassment, bias, and inequality in all aspects of school life. Such policies are essential for cultivating an environment of equity, respect, and inclusion, the foundation for a welcoming and supportive learning experience for all students. By ensuring equal opportunities for males and females in leadership, academics, and other school pursuits, schools play a pivotal role in creating inclusive spaces that reflect the values of equity and justice. These efforts support individual growth and set a precedent for broader societal change, promoting inclusivity and diversity at all levels.

Furthermore, the result shows that including youth in recognized school activities highlights the importance of ensuring active participation and representation in decision-making and leadership opportunities. Capacity-building initiatives aligned with GRBE also equip young individuals with the knowledge and skills to become proactive and empowered members of their communities, ensuring their growth and development align with inclusive and gender-responsive principles.

These results show the schools' efforts in achieving gender-responsive youth formation programs. Even though this is contrary to the results of the study by Galamgam et al. (2021) and Decena (2021), their insights, suggestions, and recommendations help maintain and further improve the high level of implementation in this area, aligned with the context of GRBE policy.

Table 20. *Level of the Implementation of Gender Responsive Basic Education Policy in terms of Physical Facilities*

<i>H. PHYSICAL FACILITIES</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	Programs for developing and establishing educational facilities consistent with the principles of GRBE are implemented.	58	69	12	7	3.22	Implemented
2.	Capacity building to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture-sensitive, and accessible to Persons with Disabilities (PWDs) are conducted.	63	72	9	2	3.34	Highly Implemented
3.	Girl-child and adolescent-friendly facilities that meet standards for Menstrual Hygiene Management are provided.	55	67	18	6	3.17	Implemented
4.	Facilities that meet the standards for persons with disabilities (PWDs) are provided	64	65	10	5	3.30	Highly Implemented
5.	Teen hubs or adolescent-friendly spaces, breastfeeding stations, and the Violence Against Women and Children (VAWC) Desk are provided.	70	69	5	2	3.42	Highly Implemented
Overall Weighted Arithmetic Mean						3.29	Highly Implemented

*Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented*

Table 20 examines the level of implementation of the Gender Responsive Basic Education (GRBE) Policy in terms of physical facilities, yielding an average wam = 3.29, which is categorized as "Highly Implemented." The top-rated indicators include the provision of teen hubs or adolescent-friendly spaces, breastfeeding stations, and Violence Against Women and Children (VAWC) desks (wam = 3.42); capacity building to ensure that facilities are safe, functional, adequate, sanitary, gender-and culture-sensitive, and accessible to Persons with Disabilities (PWDs) (wam = 3.34); and facilities that meet the standards for PWDs (wam = 3.30). Conversely, the lowest WAM indicator pertains to providing girl-child and adolescent-friendly facilities that meet standards for Menstrual Hygiene Management (wam = 3.17).

These findings underscore the importance of creating inclusive and supportive physical environments within schools and communities. Teen hubs and adolescent-friendly spaces offer young people safe environments to socialize, access resources, and participate in activities that foster personal growth and empowerment. This is congruent with Pulmano (2016), who pointed out the provisions in creating GAD and other gender-sensitive facilities to promote youth engagement in educational and recreational pursuits that contribute to their overall development.

The study also revealed the presence of breastfeeding stations, demonstrating commitment and support for maternity and child health by providing nursing mothers with a private and comfortable space. Additionally, having VAWC desks is highly evident; this is critical for addressing gender-based violence, providing victims with a secure platform to report incidents, seeking support, and accessing



justice. This is mirrored in the study of Sepillo and Orge (2021), where school facilities align with the GRBE policy's provisions. These initiatives collectively reinforce the development of safe and inclusive spaces, prioritizing the well-being, rights, and empowerment of adolescents, women, and other vulnerable populations.

These results are also congruent with the study of Austrian et al. (2020), who advocate implementing adolescent empowerment programs to foster a more inclusive environment. These initiatives emphasize creating spaces and resources tailored to young people's unique needs and preferences. These facilities significantly promote individuals' rights, safety, and well-being within educational and community settings by offering opportunities for interaction, skill development, and access to essential services. Their presence reflects a commitment to fostering inclusive, equitable, and supportive environments that cater to the diverse needs of all, regardless of age, gender, or life stage.

However, the provision of girl-child and adolescent-friendly facilities that meet standards for menstrual hygiene management is the least among the indicators. It is reflected in the study of Sommer et al. (2021), which identified school facilities that do not meet the standards in menstrual health management, such as inadequate access to water, sanitation, hygienic materials, and waste disposal infrastructure, can contribute to gender inequalities in schools and can limit girls' achievement of their full potential. Even if categorized as implemented, immediate actions must be taken to avoid more extraordinary loopholes in the future. International organizations, such as UNESCO (2017), have suggested addressing these gaps with funds and other resources and have called upon internal and external school stakeholders to support this matter. Additionally, UNGEI (2020) noted that learners' comfort, safety, and participation in schools are significantly influenced by the availability and design of school facilities, including gender-sensitive sanitation facilities that are separate for boys and girls, as well as water and garbage disposal facilities, which are crucial in promoting gender equality in the education sector.

Table 21. Level of Implementation of Gender Responsive Basic Education Policy in terms of Human Resource Development

I. HUMAN RESOURCE DEVELOPMENT		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Capacity building for all GRBE employees and handling gender issues and concerns are conducted.	54	73	14	5	3.21	Implemented
2.	Results-based Performance Management System (RPMS) is gender-responsive.	53	74	13	6	3.19	Implemented
3.	The school integrates gender in all learning and development programs and interventions for teachers and personnel.	54	73	13	6	3.20	Implemented
4.	The schools ensure that training methodologies and standards are gender sensitive.	63	70	8	5	3.31	Highly Implemented
5.	The school ensures equal opportunities in scholarships and training. Conditions including but not limited to age, pregnancy, motherhood, disabilities, ethnicity, or lack of consent of spouse shall not be grounds for disqualification.	63	68	12	3	3.31	Highly Implemented
Overall Weighted Arithmetic Mean						3.24	Implemented

Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented

Table 21 evaluates the implementation level of the GRBE Policy in terms of human resource development, with an average wam = 3.24, which is categorized as "Implemented." The highest WAM indicators, both classified as "Highly Implemented," include ensuring that training methodologies and standards are gender-sensitive (wam = 3.31) and guaranteeing equal opportunities in scholarships and training, regardless of conditions such as age, pregnancy, motherhood, disabilities, ethnicity, or lack of spousal consent (wam = 3.31). Meanwhile, the lowest WAM indicator is integrating a gender-responsive approach within the Results-based Performance Management System (RPMS) (wam = 3.19).

The results highlight the significance of ensuring gender equity in training, scholarships, and capacity-building initiatives to foster a professional environment that supports diversity and inclusivity. Gender-sensitive training methodologies ensure employees have the skills and knowledge to address gender-related issues effectively. These approaches also create safe and engaging learning environments that respect the diverse needs and preferences of all participants. Furthermore, equal opportunities for scholarships and training reinforce the principles of equity and meritocracy, enabling individuals from diverse backgrounds to enhance their professional competencies without fear of discrimination or exclusion (Dowd et al., 2018).

Duffey et al. (2021) emphasize tailoring training programs to address gender-specific issues, challenges, and opportunities while adopting diverse methodologies such as interactive, visual, and experiential learning. For instance, workshops on gender-sensitive communication, gender-responsive education, and strategies for preventing gender-based violence can empower educators to foster inclusive and equitable learning environments. Similarly, Salmi and D'Addio (2021) underscore the role of scholarship programs in promoting lifelong learning and equitable access to quality education. Scholarships enable educators to pursue advanced certifications and training, particularly in specialized fields such as STEM, inclusive education, and educational technology. This continuous professional development enhances teaching quality and equips educators to address diverse learning needs effectively. Moreover,



exposure to cutting-edge pedagogical practices through such opportunities fosters innovation in classroom instruction, encouraging critical thinking and active student engagement. Prioritizing gender-sensitive methodologies, equitable access to professional development opportunities, and gender-responsive policies within human resource development are vital for realizing the goals of GRBE.

Table 22. *Level of Implementation of Gender Responsive Basic Education Policy in terms of Employees Welfare*

<i>J. EMPLOYEES WELFARE</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
<i>Indicators</i>							
1.	Programs that inculcate and sustain the department's core values, respond to employees' varied needs, and promote employees' physical, mental, psychological, social, and spiritual well-being are gender-responsive ensured.	51	80	10	5	3.21	Implemented
2.	Policies and frameworks consistent with the principles of gender-responsive recruitment, selection, placement, and appointment to different coordinators are implemented.	55	75	11	5	3.23	Implemented
3.	Institutional rewards and recognition systems that are gender-responsive are ensured.	53	67	15	11	3.11	Implemented
4.	The grant of unique leaves, provided by law, includes but is not limited to maternity, paternity, solo parent, gynecological, and VAWC and is implemented.	76	54	10	6	3.37	Highly Implemented
5.	RA No. 9710, Sec. 13. C, regarding the non-firing of employees on account of pregnancies outside of marriage, has complied.	83	52	6	5	3.46	Highly Implemented
Overall Weighted Arithmetic Mean						3.27	Highly Implemented

Legend: 3.26 – 4.00 = Highly Implemented; 2.51 – 3.25 = Implemented; 1.76 – 2.50 = Less Implemented; 1.00 – 1.75 = Least Implemented

The data in Table 22 evaluates the implementation level of the GRBE Policy in terms of employees' welfare, achieving an average  $wam = 3.27$ , which is classified as "Highly Implemented." Among the indicators, the top-rated item is compliance with Republic Act No. 9710, Section 13. C, which prohibits the termination of employees due to pregnancy outside of marriage ( $wam = 3.46$ ). This is followed by the implementation of unique leaves as provided by law, including maternity, paternity, solo parent, gynecological, and Violence Against Women and Children (VAWC) leaves ( $wam = 3.37$ ), and policies on gender-responsive recruitment, selection, placement, and appointment ( $wam = 3.23$ ). The lowest WAM indicator is the gender-responsive institutional rewards and recognition systems ( $WAM = 3.11$ ).

The results contradict those of Dimaandal (2019) and Decena (2021), which indicate that the implementation of the GRBE policy in the workplace is moderately extensive. Both studies highly recommend that the respondents think the programs and benefits intended for their employees' welfare must be provided and sustained. This highlights the critical role of compliance with RA No. 9710, Section 13. C, in fostering an inclusive and equitable workplace. This provision ensures that employees, particularly women, are safeguarded from termination based on pregnancies outside of marriage. However, the least among the indicators, even described as implemented, still needs to be addressed as the studies of Dimaandal (2019) and Decena (2021) both revealed that there is an unestablished gender-sensitive rewards and recognition for school employees that may result in demoralization and an unmotivated work environment for male and female employees. Furthermore, ASEAN (2016) required organizations to mainstream gender in performance management to promote equal treatment for men and women in the workplace, suggesting that retaining and promoting both women and men is crucial to having a transparent performance management process.

Hester et al. (2020) also noted that implementing unique leaves under legal mandates further supports employees' physical and mental well-being, especially during critical life events like pregnancy, parenthood, or health challenges. These provisions ensure that employees balance their professional responsibilities with personal needs, enhancing overall productivity and morale.

Table 23. *Summary Table on Level of Awareness and Level of Implementation of Gender Responsive Basic Education Policy*

<i>Indicators</i>	<i>Level of Awareness</i>		<i>Level of Implementation</i>	
	<i>Mean</i>	<i>Qualitative Index</i>	<i>Mean</i>	<i>Quantitative Index</i>
Learner's Development	3.57	Highly Aware	3.26	Highly Implemented
Learning Delivery	3.59	Highly Aware	3.16	Implemented
Learning Environment	3.61	Highly Aware	3.21	Implemented
Learning Resources	3.64	Highly Aware	3.23	Implemented
Assessment of Learning	3.54	Highly Aware	3.24	Implemented
School Health	3.51	Highly Aware	3.22	Implemented
Youth Formation	3.38	Highly Aware	3.24	Implemented
Physical Facilities	3.47	Highly Aware	3.29	Highly Implemented
Human Resource Development	3.49	Highly Aware	3.24	Implemented
Employee's Welfare	3.50	Highly Aware	3.27	Highly Implemented
Overall Weighted Arithmetic Mean	3.53	Highly Aware	3.24	Implemented



The stakeholders' high awareness of the Gender-Responsive Basic Education (GRBE) Policy is demonstrated in Table 23, with an average mean of 3.53, along with the level of implementation of the same indicators, which has an average mean of 3.24.

All indicators, spanning various policy components, were evaluated as "Highly Aware," with mean scores ranging from 3.38 to 3.64. Notably, the highest WAM areas include Learning Resources (WAM = 3.64), Learning Environment (WAM = 3.61), and Learning Delivery (WAM = 3.59). These findings reflect the stakeholders' strong familiarity with and recognition of the importance of quality educational materials, inclusive environments, and effective teaching strategies to foster gender-responsive education. On the other hand, the lowest WAM indicator, Youth Formation (wam = 3.38), suggests a relatively lower awareness level, indicating a potential area for targeted improvement despite still being categorized as "Highly Aware."

While the overall implementation of the Gender Responsive Basic Education (GRBE) Policy is rated as "Implemented". The indicators reflect varying levels of implementation across different domains, with three areas—Learner’s Development (wam = 3.26), Physical Facilities (wam = 3.29), and Employee’s Welfare (wam = 3.27)—rated as "Highly Implemented." Other indicators, including Learning Delivery (wam = 3.16) and Learning Resources (wam = 3.23) and School Health (wam = 3.22), fall under the “Implemented” category, suggesting room for improvement in these areas.

**Part III. Challenges in the implementation of Gender Responsive Basic Education Policy in the school**

Table 24. *Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Learners' Development*

<i>A. LEARNERS DEVELOPMENT</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
<i>Indicators</i>		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	58	51	30	7	3.10	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	65	46	25	10	3.14	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	64	51	27	4	3.20	Agree
4.	Lack of support from the higher offices and external stakeholders.	67	47	26	6	3.20	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	64	48	22	12	3.12	Agree
<b>Overall Weighted Arithmetic Mean</b>						<b>3.15</b>	<b>Agree</b>

*Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree*

In Table 24, the challenges encountered in the implementation of the GRBE Policy in schools, specifically in terms of Learners' Development, are presented. The average wam = 3.15 indicates that these challenges are generally perceived as significant, with a qualitative index of "Agree." The results reflect those issues, such as a lack of resources (wam = 3.14), lack of time due to heavy workloads and busy school schedules (wam = 3.20), and lack of support from higher offices and external stakeholders (wam = 3.20) are among the most pressing challenges in the policy’s implementation. Additionally, a lack of knowledge and awareness about the GRBE policy (wam = 3.10) and a lack of training, seminars, and workshops on the policy (wam = 3.12) are obstacles to practical implementation.

It has been noted that school personnel in the current study are highly aware of the mandates of GRBE policy upon evaluation. Surprisingly, the results showed a gap in knowledge and awareness regarding how to implement the policy in various areas, such as learners' development. Although rated as one of the least challenging, the result is alarming and must be addressed. Like Calora’s (2020) findings, they highlighted the need for further awareness and training for school personnel on implementing GAD programs. Similar to the study of Pueyo (2015), not all school teaching and non-teaching personnel were fully aware of the implementation of gender and development programs and policies despite their awareness of GAD-related matters. This contrasts with Dimaandal’s (2019) study, which highlighted the awareness among school personnel in the implementation of the GRBE policy. Previous studies have shared knowledge and insights into the importance of understanding and awareness among school personnel for the effective implementation of gender-responsive education policies.

Moreover, the lack of training (3.12) on the GRBE policy among educators and other school personnel is a significant concern. This highlights a gap in professional development programs critical for ensuring school staff have the knowledge and skills to apply gender-sensitive approaches in their teaching and administration. This finding is similar to those of Talon et al. (2020), who recommended streamlining teachers' training and providing continuous funding for comprehensive capacity-building training and seminars. Moreover, Ananga (2021) emphasized that teacher training opportunities are essential for raising awareness and improving teachers' competencies in delivering gender-responsive education.

Table 25 highlights the challenges in implementing the GRBE Policy in schools concerning learning Delivery, with an average wam = 3.16, interpreted as "Agree." The top challenges include a lack of time due to full workloads and hectic school calendars (wam = 3.19), lack of knowledge and awareness of the GRBE Policy (wam = 3.18), and lack of resources, such as budget and manpower (wam = 3.17). The least rated challenge is the lack of support from higher offices and external stakeholders (wam = 3.11). These findings emphasize that time constraints, inadequate policy awareness, and resource shortages are critical obstacles to effective learning delivery under the GRBE Policy.



Table 25. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Learning Delivery

B. LEARNING DELIVERY		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	67	49	19	11	3.18	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	69	45	20	12	3.17	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	70	44	22	10	3.19	Agree
4.	Lack of support from the higher offices and external stakeholders.	64	47	22	15	3.11	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	69	43	20	14	3.14	Agree
Overall Weighted Arithmetic Mean						3.16	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Decena’s (2021) study identified significant gaps in gender-responsive instructional Delivery and services, noting that many schools lack the necessary policies, guidelines, and models for implementing innovative, gender-responsive teaching and learning approaches. The lack of support from higher offices in the department has contributed to the policy's limited effectiveness at the school level. This is mirrored in the current study; although considered one of the least challenging aspects, addressing this gap will ease the implementation of GRBE policy for school personnel. Similarly, Hernandez and Cudiamat's (2017) study found that gender-based differentiated instruction was not consistently used, and teachers lacked sensitivity when integrating gender into the curriculum and teaching methods. They recommended that gender-sensitive teaching strategies be adopted across all subjects and that more training for teachers.

Table 26. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Learning Environment

C. LEARNING ENVIRONMENT		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	71	47	16	12	3.21	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	67	47	20	12	3.16	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	68	44	24	10	3.16	Agree
4.	Lack of support from the higher offices and external stakeholders.	67	47	20	12	3.16	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	73	41	19	13	3.19	Agree
Overall Weighted Arithmetic Mean						3.17	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Table 26 presents the challenges encountered in implementing the GRBE Policy concerning the learning environment. The average wam = 3.17, which falls under the qualitative index "Agree." The top-rated indicators are the lack of knowledge and awareness of the GRBE Policy mandates (wam = 3.21) and the lack of training, seminars, and workshops on the GRBE Policy (wam = 3.19). Meanwhile, three indicators tied for the least rating, namely the lack of resources (budget, manpower, supplies, etc.), the lack of time due to full workloads and hectic school calendars, and the lack of support from higher offices and external stakeholders, each with a weight = 3.16.

The current study highlighted the lack of resources, time constraints, and lack of support as the least challenging aspects of implementing the GRBE policy, yet these challenges are disturbing, as school personnel agreed that they hindered the policy's full implementation. Further steps must be taken for schools to become GRBE compliant.

The insufficient availability of resources, including budget, manpower, and supplies, presents a recurring challenge that limits the full implementation of GRBE policies. Cardullo et al. (2021) underscore the importance of resource allocation in overcoming such difficulties.

Schools must prioritize investments in infrastructure and technological resources to support teachers and learners, particularly in remote or resource-strapped areas. Collaboration between educational institutions, stakeholders, and external partners is crucial in addressing resource constraints and enabling equitable access to quality education.

Academic and non-academic activities limit the time available for the full implementation of policies such as GRBE. Since GRBE policy mandates require planning, resource allocation, monitoring, and evaluation, Galamgam et al. (2021) reveal that time constraints hinder teachers in mainstreaming gender-responsive learning environments, such as institutionalizing gender-responsive teachers’ daily lesson plans, logs, guides, processes, activities, mechanisms, and measures.

Osuji and Kalio (2018) highlighted the importance of creating a supportive learning environment to facilitate effective gender-responsive programs in schools. They emphasized that school administrators must provide teachers with the necessary resources and support to develop a gender-responsive learning environment.

Table 27. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Learning Resources

D. LEARNING RESOURCES		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators							
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	69	45	21	11	3.18	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	67	45	21	13	3.14	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	72	42	21	11	3.20	Agree
4.	Lack of support from the higher offices and external stakeholders.	67	46	20	13	3.14	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	69	42	21	14	3.14	Agree
Overall Weighted Arithmetic Mean						3.16	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Table 27 outlines the challenges encountered in implementing the GRBE Policy concerning learning resources, with an average wam = 3.16, indicating "Agree." The highest WAM challenge is the lack of time due to full workloads and a hectic school calendar of activities (wam = 3.20), followed by the lack of knowledge and awareness of the mandates of the GRBE Policy (wam = 3.18) and the lack of resources such as budget, manpower, and supplies (wam = 3.14). Similarly, the lack of training, seminars, and workshops about the GRBE Policy also scored a wam = 3.14, tied as the least-rated indicator with the lack of support from higher offices and external stakeholders.

The findings emphasized the impact of overwhelming workloads and busy school schedules on the effective utilization of learning resources, and the lack of awareness about GRBE Policy mandates underscores the importance of balancing workload demands with access to proper training, support, and resources to foster a learning environment that upholds gender equity and inclusivity. In contrast, the lack of resources, support from higher offices, and inadequate training were the least significant challenges but had a significant impact on GRBE implementation.

The Global Partnership for Education (2017) identified that scarcity of resources hindered the full achievement of gender parity in the education system and highlighted limited access to inclusive learning materials, further making the issue denser. This was supported by Merawi (2020). The study underscores the need for more resources, such as funding and manpower, in reviewing and revising textbooks with gender discrepancies, including the development of new gender-responsive learning resources.

Similarly, support from higher offices and administrators is crucial to the implementation of GRBE policy, as they influence significant steps, such as planning and budgeting. Osuji and Kalio (2018) emphasized the roles of administrators in achieving gender responsiveness in education. They emphasized that their support will lead to a robust policy framework and effective leadership to achieve the gender parity goals in education.

On the other hand, the study by Dorji (2020) revealed gender disparities in many teaching and learning materials used in classrooms and emphasized the need for teaching personnel to undergo training and capacity-building to craft gender-responsive materials. Similarly, Decena (2021) noted that teachers should attend various GAD-related training, seminars and workshops to implement the GRBE policy fully.

Table 28. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Assessment of Learning

E. ASSESSMENT OF LEARNING		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators							
6.	Lack of knowledge and awareness of the mandates of GRBE Policy	60	54	27	5	3.16	Agree
7.	Lack of resources (budget, manpower, supplies, etc.)	67	44	25	10	3.15	Agree
8.	Lack of time due to full workloads and hectic school calendar of activities.	65	50	26	5	3.20	Agree
9.	Lack of support from the higher offices and external stakeholders.	67	46	26	7	3.18	Agree
10.	Lack of training, seminars, and workshops about GRBE Policy.	62	51	20	13	3.11	Agree
Overall Weighted Arithmetic Mean						3.16	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

The results from Table 28 reveal challenges in implementing the Gender-Responsive Basic Education (GRBE) Policy in schools concerning the learning assessment, with an average wam = 3.16, interpreted as "Agree." The top-ranked challenges include the lack of time due to full workloads and hectic school schedules (wam = 3.20), lack of support from higher offices and external stakeholders (wam = 3.18), and lack of knowledge and awareness of the mandates of the GRBE Policy (wam = 3.16). The least rated challenge is the lack of training, seminars, and workshops about the GRBE Policy (wam = 3.11). These findings highlight the impact of overwhelming workloads and insufficient institutional support on teachers' capacity to conduct assessments aligned with GRBE principles.



These results underline the importance of workload management, stakeholder collaboration, and continuous professional development to ensure that the assessment of learning aligns with the goals of the GRBE Policy and fosters an equitable learning environment.

Despite being the least challenging learning assessment, the lack of training, seminars, and workshops about the GRBE policy still needs to be addressed. In fact, according to Galamgam et al. (2021), capacitating teachers on test development is necessary after finding out that GAD core messages and key concepts are moderately implemented in the test development process. Additionally, they emphasized that orientations should be provided to teachers as test item writers to make assessments more gender-responsive. This is similar to the findings of Decena (2021), which also emphasized that teachers need to attend various workshops and training to ensure that assessments of learning inside the classrooms are GRBE compliant.

Another challenge is the lack of resources in assessing learning; UNESCO (2020) identified resource limitations in evaluating knowledge as one of the profound yet overlooked problems in the education sector. They highlighted that gender-responsive practices in learning assessment involve tools tailored to account for gender differences in learning style. Furthermore, UNICEF (2021) states that without the necessary resources, such as a budget, teachers may rely on outdated assessments and standardized tests that do not reflect gender sensitivity. Moreover, teachers may find crafting, designing, and interpreting GRBE-compliant assessments challenging.

Table 29. Challenges in the implementation of Gender Responsive Basic Education Policy in schools in terms of School Health

F. SCHOOL HEALTH		Frequency				WAM	Qualitative Index
		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	61	54	19	12	3.12	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	66	45	22	13	3.12	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	68	44	22	12	3.15	Agree
4.	Lack of support from the higher offices and external stakeholders.	65	50	17	14	3.14	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	68	45	20	13	3.15	Agree
Overall Weighted Arithmetic Mean						3.13	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Table 29 presents the challenges in implementing the GRBE Policy concerning school health, resulting in an average wam = 3.13, classified as "Agree." The highest WAM challenges are the lack of training, seminars, and workshops about GRBE Policy (wam = 3.15), time constraints issues (wam = 3.15), and the lack of support from higher offices and external stakeholders (wam = 3.14). The lowest WAM indicator is the lack of knowledge and awareness of the GRBE Policy mandates, alongside insufficient resources (WAM = 3.12).

The results indicate that insufficient training and professional development opportunities hinder the effective implementation of GRBE principles in addressing school health. On the other hand, the lack of knowledge, awareness, and resources in the least challenging areas remained disturbing in GRBE implementation.

Nkata et al. (2021) suggested increasing efforts and campaigns to strengthen society's awareness, especially among the whole school community, of the importance of female education and the adoption of practices and policies that support equal rights to education. They also highlighted that schools should strengthen these policies to perpetuate gender inclusivity. Moreover, in Decena (2021), the area of health was identified as facing various limitations in implementing the GRBE policy. The limitations in resources for health services for girls, children, and adolescent children on their sexual and reproductive health, and the IEC materials on issues for learners needing special attention, were revealed by the study. These barriers hindered the full implementation of the GRBE policy in schools. The World Health Organization (2021) emphasized that the lack of resources for school health programs weakens its full realization at the school level. Furthermore, UNICEF (2021) and Plan International (2022) note that insufficient funding will hinder schools' ability to maintain gender-responsive school health programs.

By addressing these gaps, schools can create a healthier, more supportive learning environment aligned with the principles of the GRBE Policy.

Table 30 highlights the challenges encountered in implementing the GRBE Policy concerning youth formation, with an average wam = 3.17, categorized as "Agree." The most pressing challenges include the lack of knowledge and awareness of the GRBE Policy mandates (WAM = 3.21), lack of time due to full workloads and hectic school calendars (wam = 3.21), and lack of resources such as budget, manpower, and supplies (WAM= 3.18). The lowest WAM indicator is the lack of training, seminars, and workshops about GRBE Policy (WAM = 3.10).

The findings revealed that by addressing these challenges, schools can strengthen youth formation programs and develop well-rounded individuals with the values, skills, and attitudes necessary for lifelong success and societal contribution.

One of the biggest challenges is the insufficient resources to implement gender-responsive youth formation. However, the numbers still require attention to this matter. Sufficient funding is necessary to sustain gender-responsive youth formation initiatives, including



mentorship programs, capacity-building among youth and educators, safe spaces for youth to express their gender, and other activities that require ongoing funding and resources (UNESCO, 2020).

Table 30. Challenges in the implementation of Gender Responsive Basic Education Policy in schools in terms of Youth Formation

G. YOUTH FORMATION		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	65	53	22	6	3.21	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	70	44	21	11	3.18	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	66	49	26	5	3.21	Agree
4.	Lack of support from the higher offices and external stakeholders.	67	46	25	8	3.18	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	63	48	21	14	3.10	Agree
Overall Weighted Arithmetic Mean						3.17	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Additionally, UNGEI (2020) highlighted that schools with constrained resources face difficulties in implementing programs for youth development, such as student-led school clubs and community engagement activities necessary to promote gender-responsive attitudes among the youth.

Another issue is the lack of support from higher offices. Plan International (2020) suggested that administrators provide institutional support to ensure the recognition of GRBE policy-compliant youth development programs in schools, which will help secure the necessary resources, training, and monitoring and evaluation systems for effective implementation. Similarly, UNESCO (2021) argued that support from higher-ups plays a vital role in realizing gender-responsive youth programs and establishing policies for student leadership, student engagement, and provision of safe spaces for gender expression inside school premises.

The last challenge to implementing gender-responsive youth formation is the insufficient provision of teacher capacity-building activities. Plan International (2020) also highlighted the need to capacitate educators as they promote equal participation and leadership roles among boys and girls, and facilitate gender-sensitive dialogues among learners.

Table 31. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Physical Facilities

H. PHYSICAL FACILITIES		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	66	49	19	12	3.16	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	65	47	21	12	3.12	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	69	44	21	12	3.16	Agree
4.	Lack of support from the higher offices and external stakeholders.	60	50	23	13	3.08	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	68	51	17	10	3.21	Agree
Overall Weighted Arithmetic Mean						3.14	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Table 31 presents the challenges associated with implementing the GRBE Policy concerning physical facilities, revealing an average wam = 3.15, categorized as "Agree." The top challenges identified include the lack of training, seminars, and workshops about the GRBE Policy (WAM = 3.21), followed by challenges related to time constraints (wam = 3.16), and the lack of knowledge and awareness regarding the mandates of the GRBE Policy (WAM = 3.16). The lowest WAM challenge is the lack of support from higher offices and external stakeholders (WAM = 3.08).

These findings underscore that insufficient training and capacity-building initiatives hinder the effective integration of gender-responsive principles into the development and management of physical facilities. Training equips stakeholders with the knowledge to create, maintain, and utilize facilities that support gender inclusivity and equity. Without such initiatives, efforts to address the diverse needs of students, particularly in terms of privacy, safety, and accessibility, remain limited.

Among the challenges are the lack of support from higher offices and external stakeholders and the lack of resources placed the least; however, they still considered issues that need to be addressed. UNICEF (2021) emphasized that support from higher offices and stakeholders, as well as resources such as funding, is pivotal in implementing programs for gender-responsive physical facilities. Inadequate support from these parties will result in non-existent or poorly maintained school facilities, which are crucial to the realization of a GRBE-compliant school. Collaborative efforts from stakeholders and administrators to allocate resources needed are crucial in prioritizing projects and programs for gender-responsive physical facilities (Somer et al., 2021).

Furthermore, Pulmano (2016) emphasized that continuous allocation of resources is necessary to construct GAD and other gender-sensitive facilities, or to maintain existing ones for long-term utilization.



Table 32. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of Human Resource Development

I. HUMAN RESOURCE DEVELOPMENT		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	67	50	17	12	3.18	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	73	46	15	12	3.23	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	68	45	21	12	3.16	Agree
4.	Lack of support from the higher offices and external stakeholders.	60	48	24	14	3.05	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	67	43	21	15	3.11	Agree
Overall Weighted Arithmetic Mean						3.15	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

Table 32 highlights the challenges in implementing the GRBE Policy regarding human resource development, with an average wam = 3.15, interpreted as "Agree." The most significant challenges identified include a lack of resources (budget, manpower, supplies, etc.) with a wam = 3.23, followed by a lack of knowledge and awareness of the GRBE Policy mandates (wam = 3.18) and a lack of time due to full workloads and hectic school calendars (wam = 3.16). The least rated challenge is the lack of support from higher offices and external stakeholders (wam = 3.05).

These findings underscore the pressing issue of resource scarcity, which encompasses insufficient budgets, staffing shortages, and limited supplies. In educational settings, inadequate resources hinder the implementation of initiatives such as GRBE policies. For example, insufficient manpower can result in overburdened staff, while outdated or unavailable materials limit opportunities for skill development. The lack of resources also compromises the quality of education and training teachers provide, which is crucial for equipping them to foster a gender-responsive learning environment.

Among the challenges in human resource development, the lack of support from higher offices and external stakeholders, as well as the lack of capacity-building activities, are the least significant. However, as agreed upon by school personnel, these challenges must be addressed to elevate GRBE policy implementation. UNESCO (2022) stressed that without support from higher offices and external stakeholders, schools will face challenges in implementing GAD policies and programs, which may affect the holistic development of learners in the long run. Administrators should support school personnel with their continuous professional development journey.

This aligns with Decena’s (2021) assertion that teachers require training to prioritize gender equity, and that adequate support from school heads is necessary to equip them with the knowledge and skills needed for implementing gender-responsive human resource development. Furthermore, Talon et al. (2020) recommended streamlining teachers' training and providing continuous funding for comprehensive capacity-building training and seminars, which should be held twice a year.

Addressing these challenges holistically through increased resource allocation, targeted training, and reforms in time management will enhance human resource development and contribute to the successful implementation of the GRBE policy in schools.

Table 33. Challenges in the implementation of Gender Responsive Basic Education Policy in the school in terms of employee welfare

J. EMPLOYEES WELFARE		Frequency				WAM	Qualitative Index
		4	3	2	1		
Indicators		4	3	2	1		
1.	Lack of knowledge and awareness of the mandates of GRBE Policy	72	47	16	11	3.23	Agree
2.	Lack of resources (budget, manpower, supplies, etc.)	65	46	23	12	3.12	Agree
3.	Lack of time due to full workloads and hectic school calendar of activities.	71	43	21	11	3.19	Agree
4.	Lack of support from the higher offices and external stakeholders.	63	46	23	14	3.08	Agree
5.	Lack of training, seminars, and workshops about GRBE Policy.	68	49	16	13	3.18	Agree
Overall Weighted Arithmetic Mean						3.16	Agree

Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree

The findings in Table 33 reveal the challenges related to employees' welfare in implementing the Gender-Responsive Basic Education (GRBE) Policy, with an average wam = 3.16, interpreted as "Agree." The most significant challenges include a lack of knowledge and awareness of the mandates of the GRBE Policy (wam = 3.23), a lack of time due to full workloads and hectic school calendars (wam = 3.19), and a lack of training, seminars, and workshops about the policy (wam = 3.18). The least rated challenge is the lack of support from higher offices and external stakeholders (wam = 3.08).

These results underscore the critical need for comprehensive awareness and understanding of the GRBE Policy among employees, as insufficient familiarity with its objectives, principles, and practices hinders effective implementation.

The least rated challenge is the lack of support from higher offices and external stakeholders. Decena’s study (2021) revealed unestablished gender-sensitive rewards and recognition for school employees. These were also the findings of the Dimaandal survey



(2019). In addition, the study showed that the implementation of GRBE policy in the workplace is moderate and highly recommends that the respondents have the impression that the programs and benefits intended for their employees' welfare must be provided and sustained by the top management.

These results are alarming regarding the GRBE policy since one of the motivational factors in the workplace is employees' welfare. Furthermore, Hester et al. (2020) emphasized the role of administrators in granting unique leaves as stipulated by laws and regulations, which is essential for supporting employees during extraordinary circumstances. School administrators play a fundamental role in ensuring compliance with such laws, thereby fostering a culture of respect, compassion, and equality.

The lack of resources is also one of the least challenging challenges, but it must be addressed. UNESCO (2021) identified the same challenge; they stressed that teachers from schools with budget constraints face discomfort in the workplace and limited access to professional growth opportunities. They highlighted the importance of safeguarding the welfare of teachers and personnel to maintain their motivation and be an effective workforce in promoting gender-responsive education.

By addressing these issues holistically, schools can empower employees, improve their welfare, and effectively implement GRBE policies, ultimately promoting gender equality and inclusiveness within educational systems.

Table 34. Summary Table on Challenges in the implementation of Gender Responsive Basic Education Policy in the school

Indicators	Learner's Development		Learning Delivery		Learning Environment		Learning Resources		Assessment of Learning		School Health		Youth Formation		Physical Facilities		Human Resource Development		Employees' Welfare	
	M	QI	M	QI	M	QI	M	QI	M	QI	M	QI	M	QI	M	QI	M	QI	M	QI
1. Lack of knowledge and awareness of the mandates of GRBE Policy	3.10	A	3.18	A	3.21	A	3.18	A	3.16	A	3.12	A	3.21	A	3.16	A	3.18	A	3.23	A
2. Lack of resources (budget, manpower, supplies, etc.)	3.14	A	3.17	A	3.16	A	3.14	A	3.15	A	3.12	A	3.18	A	3.12	A	3.23	A	3.12	A
3. Lack of time due to full workloads and the hectic school calendar of activities.	3.20	A	3.19	A	3.16	A	3.20	A	3.20	A	3.15	A	3.21	A	3.16	A	3.16	A	3.19	A
4. Lack of support from the higher offices and external stakeholders.	3.20	A	3.11	A	3.16	A	3.14	A	3.18	A	3.14	A	3.18	A	3.08	A	3.05	A	3.08	A
5. Lack of training, seminars, and workshops about GRBE Policy.	3.12	A	3.14	A	3.19	A	3.14	A	3.11	A	3.15	A	3.10	A	3.21	A	3.11	A	3.18	A
<b>OVERALL</b>	<b>3.15</b>	<b>A</b>	<b>3.16</b>	<b>A</b>	<b>3.17</b>	<b>A</b>	<b>3.16</b>	<b>A</b>	<b>3.16</b>	<b>A</b>	<b>3.13</b>	<b>A</b>	<b>3.17</b>	<b>A</b>	<b>3.14</b>	<b>A</b>	<b>3.15</b>	<b>A</b>	<b>3.16</b>	<b>A</b>

The findings in Table 34 reveal that school personnel are challenged in implementing the GRBE policy; WAMs are consistently interpreted as "Agreed" across all indicators. The top challenges for Learners' Development are time constraints (3.20) and lack of support from higher offices and external stakeholders (3.20). For Learning Delivery, the identified top challenges are a lack of time due to full workloads and the hectic school calendar of activities. (3.19) followed by lack of knowledge and awareness of policy mandates (3.18).

For the Learning Environment, lack of knowledge (3.21) and lack of training (3.19) are considered top challenges. In Learning Resources, the identified significant challenges pertain to a lack of time due to full workloads and a hectic school calendar of activities. (3.20) and inadequate knowledge and awareness (3.18) were identified as the top challenges, while in the Assessment of Learning, time constraints (3.20) and lack of support (3.18) were identified as the top challenges among the given challenges. Lack of time due to full workloads and a hectic school calendar of activities. (3.15) and lack of training (3.15) were identified as the top challenges in School Health. The same challenges for physical facilities were experienced: lack of training (3.21) was placed at the top, followed by time constraints (3.16) and lack of knowledge (3.16). For Human Resource Development, the top concerns are a lack of knowledge (3.18) and time constraints (3.16). Lastly, the most significant challenges for Employees' Welfare include a lack of knowledge and awareness of the mandates of the GRBE Policy (3.23) and time constraints (3.19).

**Part IV. Benefits from the implementation of the Gender Responsive Basic Education Policy in the school**

The findings from Table 35 reveal significant benefits derived from implementing the Gender-Responsive Basic Education (GRBE) Policy in schools, with an average wam = 3.66, interpreted as "Strongly Agree." Among the indicators, the highest WAM benefits include the protection of children from gender-based violence, abuse, discrimination, and bullying (wam = 3.73); addressing gender-based barriers and discrimination to reduce gender gaps in basic education (wam = 3.73); and affirmative action against workplace



discrimination caused by failure to recognize gender differences (wam = 3.73). The least-rated benefit, though still strongly agreed upon, is the involvement of all stakeholders in promoting gender equality through curriculum and support services aimed at transforming gender relations (wam = 3.58).

Table 35. *Benefits can be derived from implementing the Gender Responsive Basic Education Policy in the school.*

<i>BENEFITS OF GRBE POLICY IN SCHOOL</i>		<i>Frequency</i>				<i>WAM</i>	<i>Qualitative Index</i>
<i>Indicators</i>		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>		
1.	Girls, boys, women, and men have equal access to learning opportunities, fair treatment in the learning process, equitable outcomes, and opportunities in all spheres of life.	102	44	0	0	3.70	Strongly Agree
2.	Children will be protected from all forms of gender-based violence, abuse, discrimination, and bullying in schools.	106	40	0	0	3.73	Strongly Agree
3.	Gender-based barriers and the different forms of discrimination will be addressed by taking affirmative steps where necessary to reduce gender gaps and disparities in basic education	109	35	2	0	3.73	Strongly Agree
4.	There will be affirmative action against the discrimination suffered by a gender group in the workplace because of treatment that fails to recognize gender differences and thus adversely affects that gender group	107	39	0	0	3.73	Strongly Agree
5.	Involvement of all learners, teachers, 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.	92	49	3	2	3.58	Strongly Agree
6.	Structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, design, and Delivery of services will be strengthened.	92	48	4	2	3.58	Strongly Agree
7.	Policy implementation and sustainability of results will be enhanced through constant periodic reviews, consultations with stakeholders, documentation, and promotion of good practices.	96	46	2	2	3.62	Strongly Agree
<b>Overall Weighted Arithmetic Mean</b>						<b>3.66</b>	<b>Strongly Agree</b>

*Legend: 3.26 – 4.00 = Strongly Agree; 2.51 – 3.25 = Agree; 1.76 – 2.50 = Disagree; 1.00 – 1.75 = Strongly Disagree*

The protection of children from all forms of gender-based violence and discrimination is a critical foundation for creating inclusive and safe learning environments. Such efforts safeguard children's physical and mental well-being, ensuring a sense of security is essential for academic and social development. Institutions that foster respect, equality, and dignity promote tolerance and empathy, preparing learners to contribute positively to harmonious communities. This aligns with Chitsamatanga and Rembe (2020), who identified school-related gender-based violence (SRGBV) as a severe barrier to inclusive and equitable education. Their findings emphasized the detrimental impact of SRGBV on children's rights and its role in perpetuating gender inequalities, particularly for girls. Addressing SRGBV is thus integral to realizing quality education and empowering youth.

Moreover, the study's emphasis on addressing gender-based barriers through affirmative steps resonates with Alemu et al. (2022), who highlighted the importance of proactive measures in reducing gender disparities in education. Affirmative action policies ensure equitable access to learning opportunities, foster inclusivity, and break down systemic barriers that hinder gender parity. These actions are crucial for bridging gaps in education and creating a level playing field for all learners.

Affirmative action in workplace settings, as identified in this study, is also pivotal for promoting fairness and inclusion. Henningsen et al. (2022) underscored the significance of gender-sensitive policies that address workplace discrimination by recognizing gender differences, such as maternity leave. These measures ensure equitable treatment and provide all employees, regardless of gender, opportunities for growth and advancement.

Lastly, the least-rated benefit, the involvement of stakeholders in promoting gender equality and non-discrimination, highlights the need for a more active and integrated approach to engaging all members of the educational community. Transformative practices, such as revising curricula, eliminating stereotypes, and fostering social change, are vital for creating a gender-sensitive education system. As UNESCO (2021) emphasized, such practices are essential for embedding gender equality into all aspects of education, from policy to practice.

The study underscores the multifaceted benefits of implementing the GRBE Policy, from safeguarding learners to addressing systemic gender inequalities. Schools can create equitable, inclusive, and transformative environments conducive to learning and growth by reinforcing these strategies through stakeholder involvement, proactive measures, and affirmative action.

**Part V. Action Plan for Enhancing Gender Responsive Basic Education Policy**

The findings of this study indicate that school personnel possess a commendably high level of awareness regarding the Gender-

Responsive Basic Education (GRBE) Policy, particularly in key domains such as learners' development, curriculum planning, instructional delivery, and assessment practices. This awareness demonstrates a foundational understanding of the significance of gender equality in education and reflects an ongoing effort among educators to promote inclusive and equitable learning environments. However, despite this positive trend, the study reveals a persistent and noteworthy gap in the practical implementation of gender-responsive instruction within classrooms. While educators acknowledge the value of gender equality and the principles outlined in the GRBE Policy, translating this understanding into consistent classroom practice remains a significant challenge. Many teachers struggle with applying gender-responsive pedagogical strategies in ways that are both meaningful and contextually appropriate. This finding aligns with previous research, such as the study by Sepillo and Orge (2021), which emphasized the continuing need for targeted professional development—particularly in the realm of gender-sensitive teaching methodologies. The existing gap suggests that awareness alone is insufficient and must be supplemented with practical training and structured support systems.

To effectively bridge these gaps, this study recommends the development and implementation of a comprehensive Action Plan aimed at strengthening the capacity of school personnel to apply gender-responsive instruction. The foundation of this capacity-building program is the recognition that sustained, high-quality professional development is vital for empowering educators with the skills, tools, and confidence needed to integrate gender equality into all facets of teaching and learning. Drawing from the work of Kirk et al. (2019), the program would include a series of workshops, seminars, and modular training sessions focused on the development of gender-sensitive curricula, differentiated instruction strategies, inclusive classroom management techniques, and equitable assessment practices.

These training sessions would be tailored to the local context and the specific needs of each school, ensuring relevance and applicability. Experts in gender and education would facilitate sessions and would incorporate real-world teaching scenarios to help educators visualize and apply the strategies in their own classrooms. To foster long-term change, the program could also incorporate peer mentoring, collaborative lesson planning, and action research components. As highlighted by Johnson et al. (2016), such an approach not only enhances professional competence but also promotes a shift in school culture toward one that actively supports gender inclusivity.

For effective implementation, the proposed action plan must be both practical and adaptable. This means accommodating the varying capacities, resources, and readiness levels of different schools. The use of flexible training modalities—such as online platforms, asynchronous learning modules, and weekend workshops—would allow educators to participate without disrupting their teaching responsibilities. Moreover, a robust monitoring and evaluation framework is crucial to the success of the program. Through regular feedback collection, classroom observations, and impact assessments, the program's effectiveness can be tracked over time. These insights will inform future improvements and ensure that the intended outcomes—improved instructional practices, enhanced student engagement, and a more inclusive learning environment—are achieved.

The study acknowledges key challenges that may hinder the successful implementation of the proposed Action Plan. Limited resources in underfunded schools, such as access to training materials and expert facilitators, present significant obstacles. Additionally, resistance to change among educators who rely on traditional teaching methods can slow progress. To overcome these issues, the involvement of school leaders in promoting gender-responsive practices is essential to foster a culture of innovation and inclusivity.

Time constraints also pose a challenge, as teachers often have limited availability for additional training. To address this, the Action Plan recommends flexible, self-paced learning options, such as online modules and blended formats. Providing incentives such as certifications or professional development credits may further encourage participation.

Ultimately, the Action Plan offers a targeted strategy to bridge gaps in implementing the GRBE Policy. By building educators' capacity through professional development, the program aims to improve gender-responsive instruction, promote inclusive classrooms, and advance educational equity. Addressing the challenges of resources, resistance, and time will be key to its success and sustainability.

## Conclusions

Based on the findings of the study, the following conclusions were drawn:

**Level of Awareness on the GRBE Policy.** The school personnel exhibited a high level of awareness regarding the Gender-Responsive Basic Education (GRBE) Policy, demonstrating a strong understanding of its objectives and implementation. This reflects the school community's commitment to upholding gender equity and incorporating gender-responsive practices into the educational framework.

**Evaluation of Implementation in Specific Areas.** The analysis reveals that while Learner Development, Physical Facilities, and Employee Welfare demonstrate a high level of implementation, several areas, particularly Learning Delivery, Learning Environment, Learning Resources, Assessment of Learning, School Health, Youth Formation, and Human Resource Development, require targeted interventions. Addressing these areas with focused capacity-building initiatives and resource allocation will strengthen the holistic implementation of the GRBE Policy.

**Challenges in Policy Implementation.** The study identified several challenges hindering the full implementation of the GRBE Policy, including time constraints, insufficient resources, and limited training opportunities. These barriers point to the need for enhanced capacity-building programs and more robust support systems from higher education authorities to address the existing gaps in

implementation.

**Benefits Derived from Policy Implementation.** The benefits of the GRBE Policy implementation were significant, particularly in safeguarding students against gender-based violence and addressing gender disparities in both educational settings and the workplace. The positive evaluation from school personnel emphasizes the policy's role in promoting inclusivity, gender equality, and a safe learning environment.

**Proposed Action Plan.** To further elevate the GRBE policy implementation level, the study suggests developing a comprehensive action plan to address the challenges identified, especially in training, resource allocation, and stakeholder engagement. This program would provide the necessary support to ensure the continued success and effectiveness of the GRBE Policy in schools.

Based on the findings of the study and the conclusions drawn, the following recommendations are hereby offered:

**For School Administrators. Focus on Resource Allocation:** Ensure that resources for Learning Delivery and Learning Resources are improved, as these areas need further attention. Administrators should advocate for increased funding for gender-sensitive teaching materials and training programs.

**Address Challenges:** Given time constraints, lack of awareness, and insufficient resources, administrators should prioritize capacity-building programs for teachers and staff. These initiatives can help address these barriers and ensure that the policy is more effectively implemented.

**Strengthen Professional Development:** Regular workshops, seminars, and specialized training sessions should be organized to enhance school personnel's understanding of gender-responsive education practices. This will help reinforce the inclusivity of the school environment and the teaching methods used.

**For Teachers. Promote Gender-Sensitive Pedagogies:** Teachers should integrate gender-sensitive approaches in their lesson plans and teaching strategies. This includes ensuring equal participation for all learners, eliminating gender biases in teaching materials, and addressing gender stereotypes in the classroom.

**Foster Inclusive Learning:** Teachers should create opportunities for learners to engage in discussions around gender equality, raising awareness about the importance of diversity and inclusivity.

**For Non-Teaching Staff. Encourage Active Participation:** Non-teaching staff should actively engage in training focused on gender-sensitive practices and be more involved in addressing gender-related issues within the school. Their contribution will enhance the school's gender-responsive culture.

**For Parents and Community Members. Support Gender Equality Initiatives:** Parents and community members should participate in gender equality campaigns, helping to raise awareness and advocate for the importance of gender-responsive education. Their involvement will strengthen the home-school partnership in promoting gender-sensitive values.

**Enhance Collaboration with Schools:** Parents should actively support school initiatives related to gender equality by volunteering or advocating for gender-responsive programs that ensure an inclusive and equitable learning environment.

**For Students. Lead Advocacy for Gender Equality:** Students should take on leadership roles in promoting gender equality within their peer groups, organizing awareness campaigns, and engaging in school activities that promote inclusivity. Their participation can significantly contribute to creating a respectful and supportive school culture.

**For Future Researchers. Conduct Long-Term Evaluations:** Researchers should conduct follow-up studies to assess the long-term impact of the GRBE Policy on both academic outcomes and the social development of learners. This will help provide deeper insights into the policy's effectiveness and areas needing further improvement. Additionally, gathering feedback from various stakeholders will provide a more comprehensive understanding of the policy's impact.

**Proposed Action Plan.** The proposed action plan is based on the findings of the study, which highlight the need to strengthen various aspects of the GRBE Policy to improve gender inclusivity within the education system. The proposed actions aim to address challenges identified in the study, such as time constraints, lack of resources, and limited awareness, while leveraging the existing areas where progress has been made. This plan draws from the findings suggesting increased stakeholder involvement, professional development, and the enhancement of gender-sensitive learning environments.

## References

- Abrha, M., Kelkay, A. D., & Seifu, A. (2023). Gender-responsive pedagogy practices: secondary school science teachers in Ethiopia. *Journal of International Women's Studies*, 25(1), 20. <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=3036&context=jiws>
- Akhigbe, J. N., & Adeyemi, A. E. (2020). Using Gender Responsive Collaborative Learning Strategy to Improve Students' Achievement and Attitude towards Learning Science in Virtual and Hands-on Laboratory Environment. *European Journal of Educational Research*, 9(2), 557-566. <https://doi.org/10.12973/eu-jer.9.2>

- Ananga, E. D. (2021). Gender-responsive pedagogy for teaching and learning: The practice in Ghana's initial teacher education program. *Creative Education*, 12(04), 848.
- Aquino, J., & Merza, C. (2019). Enhancing Critical Thinking Skills of Students through Gender-Responsive Education. *Journal of Gender and Development*, 23, 1-17.
- Archer, D. (2017). A Human Rights-based Approach to Gender Responsive Public Schools. <https://www.right-to-education.org/fr/node/965>
- ASEAN (2016). Gender Mainstreaming in Human Resource Toolkit. <https://asean.org/wp-content/uploads/2016/05/Gender-Mainstreaming-in-Human-Resource-Toolkit-An-Assessment-Tool-for-Human-Resource-Practitioners.pdf>
- Austrian, K., Soler-Hampejsek, E., Behrman, J. R., Digitale, J., Jackson Hachonda, N., Bweupe, M., & Hewett, P. C. (2020). The impact of the Adolescent Girls Empowerment Program (AGEP) on short and long term social, economic, education and fertility outcomes: a cluster randomized controlled trial in Zambia. *BMC Public Health*, 20, 1-15. <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-020-08468-0>
- Calora EA. R. (2020). Effectiveness of Gender and Development Program. <chrome-extension://kdpelmjpfafjppnhbloffcjpeomlnpah/http://ijeais.org/wp-content/uploads/2020/7/IJAPR200709.pdf>
- Cardullo, V., Wang, C. H., Burton, M., & Dong, J. (2021). K-12 teachers' remote teaching self-efficacy during the pandemic. *Journal of innovative teaching & learning research*, 14(1), 32–45. <https://www.emerald.com/insight/content/doi/10.1108/jrit-10-2020-0055/full/html>
- Chitsamatanga, B. B., & Rembe, N. S. (2020). School related gender-based violence as a violation of children's rights to education in South Africa: Manifestations, consequences and possible solutions. *Journal of Human Ecology*, 69(1-3), 65-80.
- Commission on Human Rights of the Philippines. (2022.). Statement of CHR Executive Director Atty. Jacqueline Ann de Guia on the Department of Education's reiteration of its gender-responsive basic education policy. CHR. <https://chr.gov.ph/statement-of-chr-executive-director-atty-jacqueline-ann-de-guia-on-the-department-of-educations-reiteration-of-its-gender-responsive-basic-education-policy/>
- Decena, G. C. (2021). An Assessment of Gender-Responsive Basic Education: Basis for Technical Assistance. *IOSR Journal of Research & Method in Education*. <https://www.iosrjournals.org/iosr-jrme/papers/Vol-11%20Issue-4/Ser-4/F1104044244.pdf>
- Dela Peña K. (2022). Sexual abuse in PH schools: The silent scream of students. <https://newsinfo.inquirer.net/1659298/sexual-abuse-in-ph-schools-the-silent-scream-of-students>
- Department of Education. (2017). DepEd Order No. 32, s. 2017 Gender-Responsive Basic Education (GRBE) Policy. Retrieved from <https://www.deped.gov.ph/2017/06/29/do-32-s-2017-gender-responsivebasic-education-policy/>
- Department of Education. (2022). DepEd Order No. 24, s. 2022: Adoption of the Basic Education Development Plan 2030. Department of Education. [https://www.deped.gov.ph/wp-content/uploads/2022/05/DO\\_s2022\\_024.pdf](https://www.deped.gov.ph/wp-content/uploads/2022/05/DO_s2022_024.pdf)
- DepEd Order No. 10, s. 2016 or the Comprehensive WASH in Schools [WinS] Policy. (2016). <https://www.deped.gov.ph/2016/02/19/do-10-s-2016-policy-and-guidelines-for-the-comprehensive-water-sanitation-and-hygiene-in-schools-wins-program/>
- Dimaandal R. A. (2019). Implementation of Gender Responsive Basic Education Policy in Taal Senior High School. <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8037>
- Dorji, T. (2020). Gender Responsive Pedagogy Awareness and Practices: A Case Study of a Higher Secondary School under Thimphu Thromde, Bhutan. <https://www.ijlts.org/index.php/ijlts/article/view/21>
- Dowd C., Shell A., Thamaini V., & Trackman L. (2018). *Gender Responsive Pedagogy: A Toolkit for Teachers and Schools*. 2nd, updated ed. Nairobi: Forum for African Women Educationalists Retrieved from <https://www.unicef.org/esa/media/6726/file/GRP-A-Toolkit-for-Teachers-and-Schools-2020.pdf>
- Duffey, K., Barbosa, A., Whiting, S., Mendes, R., Yordi Aguirre, I., Tcymbal, A., ... & Breda, J. (2021). Barriers and facilitators of physical activity participation in adolescent girls: a systematic review of systematic reviews. *Frontiers in public health*, 9, 743935. <https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2021.743935/full>
- Education Development Center, Inc (EDC) (2021). Gender and Disabilities Analysis Report. USAID Opportunity 2.0. <https://www.edc.org/sites/default/files/O2-GDA-Report.pdf>
- EducationLinks. (2018). Defining Gender for Gender-Responsive Education Programs. USAID. <https://www.edulinks.org/index.php/learning/gender-responsive-education-programs>

- European Agency for Special Needs and Inclusive Education, 2019. Teacher Professional Learning for Inclusion: Literature Review. (A. De Vroey, S. Symeonidou and A. Watkins, eds.). [https://www.european-agency.org/sites/default/files/tpl4i\\_literature\\_review.pdf](https://www.european-agency.org/sites/default/files/tpl4i_literature_review.pdf)
- European Institute for Gender Equality. (2019). Toolkit on Gender-sensitive Communication. [https://eige.europa.eu/sites/default/files/documents/20193925\\_mh0119609enn\\_pdf.pdf](https://eige.europa.eu/sites/default/files/documents/20193925_mh0119609enn_pdf.pdf)
- European Institute of Gender Equality. (2022). Gender Mainstreaming: Gender-responsive Evaluation. <https://eige.europa.eu/gender-mainstreaming/tools-methods/gender-responsive-evaluation>
- Forum for African Women Educationalists (FAWE). (2017). FAWE Centre of Excellence Model: The Gender Responsive School - Handbook for Education Practitioners. [https://issuu.com/fawe/docs/the\\_fawe\\_centre\\_of\\_excellence\\_model](https://issuu.com/fawe/docs/the_fawe_centre_of_excellence_model)
- Galamgam, M. A., Bautista, J., Eblacas, I., & Rosario, E. (2021). An Analysis of the Implementation of Gender Responsive Basic Education Policy. ASEAN Journal on Science and Technology for Development. <https://aseanresearch.org/downloads/ast/publication/5/3%20GALAMGAM.pdf>
- Garcia, N. (2022, January 19). DepEd to 'Strictly Implement' Policy Allowing LGBTQIA+ Students, Teachers to Freely Express Selves. Philstar Life. Retrieved from <https://philstarlife.com/news-and-views/646553-deped-strictly-implements-policy-lgbtqia-students-teachers>
- Global Partnership for Education. (2017). Guidance for Developing Gender-Responsive Education Sector Plans. Retrieved from <https://www.globalpartnership.org/content/guidance-developing-gender-responsive-education-sector-plans>
- Guo, W., & Zhou, W. (2021). Relationships Between Teacher Feedback and Student Motivation: A Comparison Between Male and Female Students. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.679575/full>
- Hale, C. B. (2022). No More Vague School Action Plans!. Retrieved from <https://www.ascd.org/el/articles/no-more-vague-school-action-plans>
- Halliday, T. (2020). Use of Information, Education, and Communication (IEC)-Based Materials: An Effective Teaching-Learning Strategy in Nutrition Education. *International Journal of Research and Scientific Innovation (IJRSI)*, 7(9). [chrome-extension://kdpelmjpfafjppnhbloffcjpeomlnpah/https://rsisinternational.org/journals/ijrsi/digital-library/volume-7-issue-9/350-354.pdf](https://rsisinternational.org/journals/ijrsi/digital-library/volume-7-issue-9/350-354.pdf)
- Hermosura, L. C. (2021). Gender and development and inclusive learning practices of the Department of Education – Bayombong. *International Research Journal of Management, IT and Social Sciences*, 9(1), 104-117. <https://doi.org/10.21744/irjmis.v9n1.1284>
- 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*, 3(2), 576-587. <https://doi.org/10.18502/kss.v3i2.2430>
- Hester, O. R., Bridges, S. A., & Rollins, L. H. (2020). 'Overworked and underappreciated': Special education teachers describe stress and attrition. *Teacher Development*, 24(3), 348-365. <https://www.tandfonline.com/doi/abs/10.1080/13664530.2020.1767189>
- Human Rights Watch (HRW). (2016). The Education Deficit: Failures to Protect and Fulfill the Right to Education through Global Development Agendas. <https://www.hrw.org/report/2016/06/10/education-deficit/failures-protect-and-fulfill-right-education-through-global>
- INEE. (2019). INEE Guidance Note on Gender. <https://inee.org/eie-glossary/gender-responsive#:~:text=A%20program%2C%20policy%2C%20or%20activity,gaps%20and%20eradicate%20gender%2Dbased>
- Johnson, V., Johnson, L., Magati, B. O., & Walker, D. (2016). UNGEI Case Study Summary: The Role of Girls' Education in Pendekezo Letu's Interventions in Nairobi. <http://research.gold.ac.uk/id/eprint/22902/>
- Kirk, J., Gallagher, T., & Coleman, J. (2019). Gender-responsive education and girls' education initiatives: A review of the evidence. UK Department for International Development.
- Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation's schools. New York: GLSEN. <https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf>
- Merawi, T. M. (2020). Technology for inclusion: Gender-responsive teaching and learning materials development and revision in Ethiopia. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000374505>
- Mvono, L. P. (2017). Narrowing the gender gap in education: Looking beyond the numerical data. <https://blogs.worldbank.org/en/education/narrowing-gender-gap-education-looking-beyond-numerical-data>

Nkata, H., Marques, S. C. S., Nyamhanga, T., & Barros, H. (2021). Perceptions of secondary school teachers towards school expulsion of pregnant adolescents at Igunga District, Tanzania qualitative study. *Porto biomedical journal*, 6(5), e141. <https://doi.org/10.1097/j.pbj.000000000000141>

O'Connor, P. (2020). Why is it so difficult to reduce gender inequality in male-dominated higher educational organizations? A feminist institutional perspective. *Interdisciplinary Science Reviews*, 45(2), 207–228. <https://www.tandfonline.com/doi/full/10.1080/03080188.2020.1737903?scroll=top&needAccess=true>

Osuji, C. U., & Kalio, B. T. (2018). School Administrators Role and Gender Responsiveness in Secondary Schools. *ResearchGate. Academic Scholarship Journal*, Volume 15 No I, November, 2018-SSN 1UI-J418. [https://www.researchgate.net/profile/Catherine-Osuji/publication/339106257\\_SCHOOL\\_ADMINISTRATORS\\_ROLE\\_AND\\_GENDER\\_RESPONSIVENESS\\_IN\\_SECONDARY\\_SCHOOLS/links/5e3d9d2c458515072d88c29c/SCHOOL-ADMINISTRATORS-ROLE-AND-GENDER-RESPONSIVENESS-IN-SECONDARY-SCHOOLS.pdf](https://www.researchgate.net/profile/Catherine-Osuji/publication/339106257_SCHOOL_ADMINISTRATORS_ROLE_AND_GENDER_RESPONSIVENESS_IN_SECONDARY_SCHOOLS/links/5e3d9d2c458515072d88c29c/SCHOOL-ADMINISTRATORS-ROLE-AND-GENDER-RESPONSIVENESS-IN-SECONDARY-SCHOOLS.pdf)

Plan International (2022). Guidance Note: Gender Transformative Education and Programming. [https://plan-international.org/uploads/sites/28/2022/03/GLO-AOGD-IQE\\_Gender-Transformative-Education-and-Programming\\_ENG\\_2020-08.pdf](https://plan-international.org/uploads/sites/28/2022/03/GLO-AOGD-IQE_Gender-Transformative-Education-and-Programming_ENG_2020-08.pdf)

Pueyo, J. (2015). Gender Awareness and Training Needs, State of Gender Mainstreaming: The USM Experience. [file:///C:/Users/acer/Downloads/9-16-1-SM%20\(1\).pdf](file:///C:/Users/acer/Downloads/9-16-1-SM%20(1).pdf)

Pulmano, R. E. (2016). Implementing the gender and development program of state universities and colleges in Region III: An evaluation. *International Journal of Education and Research*, 4(5), 103-112. <https://www.ijern.com/journal/2016/May-2016/15.pdf>

Quezon Provincial Government. (2023). Regional report on gender and development (GAD) programs in education: Status and implementation. Quezon Provincial Government.

RA No. 7277 or the Magna Carta of Disabled Persons. <http://hrlibrary.umn.edu/research/Philippines/RA%207277%20-%20Magna%20Carta%20of%20Disabled%20Persons.pdf>

Republic Act 9710 or the Magna Carta of Women. [https://pcw.gov.ph/faq-republic-act-9710-the-magna-carta-of-women/#:~:text=9710\)%3F,the%20marginalized%20sectors%20of%20society.](https://pcw.gov.ph/faq-republic-act-9710-the-magna-carta-of-women/#:~:text=9710)%3F,the%20marginalized%20sectors%20of%20society.)

Ross, E. (2019). Ensuring equitable access to great teachers: State policy priorities. *Phi Delta Kappan*, 100(8), 20-26.

Salmi, J., & D'Addio, A. (2021). Policies for achieving inclusion in higher education. *Policy Reviews in Higher Education*, 5(1), 47-72. <https://www.tandfonline.com/doi/full/10.1080/23322969.2020.1835529?needAccess=true>

Schools Division of Quezon Province (2023). DM No. 005, s. 2023. [https://www.depedquezon.com.ph/data\\_files/uploaded\\_memo/DM%20005,%20S.%202023-MSxfH6ATEi3s9h0gHASB.pdf](https://www.depedquezon.com.ph/data_files/uploaded_memo/DM%20005,%20S.%202023-MSxfH6ATEi3s9h0gHASB.pdf)

Sepillo, J. J. A., & Orge, N. B. A. (2021). Challenges in Gender Mainstreaming in the Department of Education: Basis for Proposed Intervention Program for Secondary Teachers in the Division of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(10), 960-974. <https://doi.org/10.11594/ijmaber.02.10.14>

Skovgaard, M., & Chapin, J. (2021). Gender-Responsive Teaching Improves Learning Outcomes for Both Women and Men. [https://www.inasp.info/sites/default/files/2022-06/TESCEA\\_Gender%20learning%20brief\\_final.pdf](https://www.inasp.info/sites/default/files/2022-06/TESCEA_Gender%20learning%20brief_final.pdf)

Sommer, M., Caruso, B.A., Torondel, B. et al. Menstrual hygiene management in schools: midway progress update on the “MHM in Ten” 2014–2024 global agenda. *Health Res Policy Sys* 19, 1 (2021). <https://doi.org/10.1186/s12961-020-00669-8>

Stufflebeam, D., L., & Zhang, G. (2017). The CIPP Evaluation Model. How to Evaluate for Improvement and Accountability. <https://books.google.com.ph/books?id=5ITLDAAQBAJ&printsec=frontcover#v=onepage&q&f=false>

Sugimoto, C. R., & Larivière, V. (2023). Equity for Women in Science. Harvard University Press. [https://www.hup.harvard.edu/file/feeds/PDF/9780674919297\\_sample.pdf](https://www.hup.harvard.edu/file/feeds/PDF/9780674919297_sample.pdf)

Talon Jr. R., Carreon J, & Diragen G (2020). A Phenomenological Inquiry of Gender and Development in the Classroom Program. [https://www.researchgate.net/publication/340967164\\_A\\_PHENOMENOLOGICAL\\_INQUIRY\\_OF\\_GENDER\\_AND\\_DEVELOPMENT\\_IN\\_THE\\_CLASSROOM\\_PROGRAM](https://www.researchgate.net/publication/340967164_A_PHENOMENOLOGICAL_INQUIRY_OF_GENDER_AND_DEVELOPMENT_IN_THE_CLASSROOM_PROGRAM)

UNDP Lebanon. (2019). Strengthening the involvement of young people in achieving the 2030 Development Agenda. <https://www.undp.org/lebanon/news/strengthening-involvement-young-people-achievement-2030-development-agenda>

UNESCO. (2017). Global Education Monitoring Report 2017. Accountability in Education: Meeting our Commitments. <https://gem-report-2017.unesco.org/wp-content/uploads/2017/10/2017-GEM-Report-Statistical-Tables.pdf>

UNESCO. (2019). Global Education Monitoring Report 2019. Gender Report. Building Bridges for Gender Equality.

<https://unesdoc.unesco.org/ark:/48223/pf0000368753>

UNESCO. (2020). Global Education Monitoring Report 2020. Inclusions in Education: All Means All. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>

UNESCO. (2020). Gender-responsive pedagogy: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa. <https://unesdoc.unesco.org/ark:/48223/pf0000375869>

UNESCO in Myanmar (2020). Training Manual on Gender Mainstreaming in Teacher Education in Myanmar. [https://teachertaskforce.org/sites/default/files/2023-10/2020\\_Training-manual-on-gender-mainstreaming-in-teacher-education-in-Myanmar\\_EN.pdf](https://teachertaskforce.org/sites/default/files/2023-10/2020_Training-manual-on-gender-mainstreaming-in-teacher-education-in-Myanmar_EN.pdf)

UNESCO (2021). UNESCO's efforts to achieve gender equality in and through education 2021 Highlights. <https://unesdoc.unesco.org/ark:/48223/pf0000384028>

UNESCO (2022). Global Education Monitoring Report – Gender Report: Deepening the debate on those still left behind. UNESCO. <https://doi.org/10.54676/rczb6329>

UNGEI (2017). Guidance for Developing Gender-Responsive Education Sector Plans. <https://www.ungei.org/sites/default/files/Guidance-for-Developing-Gender-Responsive-Education-Sector-Plans-2018-eng.pdf>

UNGEI. (2017). Gender-Responsive Teaching: A Guide for Teachers and Teacher Educators. <https://www.ungei.org/publication/national-gender-responsive-teacher-training-package>

UNGEI (2019). Gender-Responsive Education Sector Planning: A pathway to gender equality in education. <https://www.ungei.org/publication/gender-responsive-education-sector-planning>

UNICEF (2021). Gender Transformative Education. <https://www.unicef.org/media/113166/file/Gender%20Transformative%20Education.pdf>

United Nations Development Programme (2019). A guide for gender-responsive companies and institutions. <https://www.undp.org/sites/g/files/zskgke326/files/migration/tr/UNDP-TR-CED-ENG.pdf>

United Nations Girls' Education Initiative (UNGEI) (2020). Gender-Responsive Pedagogy: A Toolkit for Teachers and Schools. Retrieved from <https://www.ungei.org/sites/default/files/Gender-Responsive-Pedagogy-Toolkit-Teachers-Schools-2020-eng.pdf>

United Nations (2022). Sustainable Development Goals Report 2022. <https://unstats.un.org/sdgs/report/2022/Goal-05/>

United Nations. (n.d.). Goal 5: Achieve gender equality and empower all women and girls. Sustainable Development Goals Knowledge Platform. <https://www.un.org/sustainabledevelopment/gender-equality/>

UN Women (2017). YOUTH LEAP INTO GENDER EQUALITY. <https://africa.unwomen.org/sites/default/files/Field%20Office%20Africa/Attachments/Events/youth/Youth-Leap-into-Gender-Equality.pdf>

USAID (2017). A GUIDE FOR STRENGTHENING GENDER EQUALITY AND INCLUSIVENESS IN TEACHING AND LEARNING MATERIALS IN ASIA. Retrieved from [https://www.edu-links.org/sites/default/files/media/file/ACR-Asia\\_Asia%20Adapted%20Gender%20and%20Inclusiveness%20Guide\\_5%20Dec%202017.pdf](https://www.edu-links.org/sites/default/files/media/file/ACR-Asia_Asia%20Adapted%20Gender%20and%20Inclusiveness%20Guide_5%20Dec%202017.pdf)

Ventura, R. M. (2023). THE LIFE-SAVING STORIES: AN ANECDOTE OF POLICE OFFICERS RESCUING CHILDREN IN CONFLICT WITH THE LAW. *European Journal of Education Studies*, 10(7). <https://oapub.org/edu/index.php/ejes/article/view/4884/7518>

World Health Organization (2021). Gender and Health. <https://www.who.int/news-room/questions-and-answers/item/gender-and-health>

Youssef, N. (2017). Challenges and opportunities in evaluating gender-responsive education. *Programs. Gender and Development*, 25(3), 479–495. doi:10.1080/13552074.2017.1384116

### **Affiliations and Corresponding Information**

**Khristine Carol B. Aguilar**

Mauban South Central Elementary School II  
Department of Education – Philippines

**Josefina M. Parentela**

Sacred Heart College of Lucena City. Inc – Philippines