

An Assessment of Gender-Responsive Basic Education: Basis for Technical Assistance

GERIME C. DECENA, PhD
SEPS, SMMES

Division of Santa Rosa City
Region IV – A CALABARZON

ABSTRACT

This research was evaluated the implementation of Gender-Responsive Basic Education Policy to be provided appropriate Technical Assistance based on the results of the study. As mandated by the DepEd Order No. 32, s. 2017, entitled “Gender-Responsive Basic Education Policy”, Gender and Development (GAD) mandate as stipulated in the 1987 Philippine constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines’ International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC) among others..

The researcher utilized the Gender-Responsive Basic Education content standards and constraints to assess the level of implementation and problems encountered of each School. Frequency distribution and weighted mean were used for the nominal data.

The findings of the study are: The implementation of Gender-Responsive Basic Education in the Schools as assessed by the respondents as Moderately Implemented with an overall mean value of 3.85; The constraints/limitations by the respondents were the following: (a) **Learners Development**; depth analysis to male and female with issues and concerns, budget for other programs for learners with special needs, and most of the trainings are teachers centered. (b) **Curriculum Standards**; depth understanding of teachers on GAD integration in the Curriculum, availability of trained teachers in GAD integration in the Curriculum, and Quality Assurance trained teachers in integration in the Curriculum. (c) **Learning Delivery**; unavailable laboratory of schools shall maintain gender-responsive instructional delivery and services, unavailable gender-responsive models of instruction for basic education appropriate for all types of learners, and absence of policies and guidelines for implementation of gender-responsive innovative teaching and learning approaches and assessment models. (d) **Learning Environment**; unavailable 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, absence of personnel are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection, and unable to institutionalized the gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures. (e) **Assessment of Learning**; unavailable of formative and summative assessment at the school level and any competitions at any level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel, absence of GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language and unoriented for test-item writers to ensure educational assessments are GRBE-compliant in terms of content and procedures (f) **Health**; unimplemented girl-child, adolescent, and sexual and reproductive health services, no regular FGD or youth forums, and activities on health and nutrition issues as extra-curricular or co-curricular activities, and no information, education, and communication (IEC) materials on issues for learners in need of special attentions. (g) **Youth Formation/SSG/SPG**; no representations of the youth in recognized activities of the DepEd. (h) **School Sports**; incomplete sports equipment, and absence of sports facilities. (i) **Physical Facilities**; unavailable breastfeeding stations and child-minding stations, and absence of VAC desk in school. (j) **Human Resource Development**; untrained teachers in GRBE implementation. (k) **Employees Welfare**; unestablished rewards and recognition of the schools.

This research was conducted in all public elementary and secondary schools in the Division of Sta. Rosa City for the School Year 2020-2021.

This action research will enhance the knowledge of GAD implementer in the school through Technical Assistance.

Keywords: Gender and Development, Gender-Responsive Basic Education, Technical Assistance

I. Introduction

Based on the submitted 2020 Gender and Development Plan of schools in the division of Santa Rosa City, still seminar, training workshop on GAD related activities are their need to implement. In relation to this issue, the researcher would like to identify the level of Gender-Responsive Basic Education implementation.

II. Literature

Mannel, J. C. (2012), point out that a conflict between three different policy frames being drawn on by policy actors as they try to assert their own understanding of gender, define the ‘problem’ that exists and the policies that are needed to solve it. Esteban-Pulmano, R. (2016), revealed that majority of the GAD units of SUCs in Region III don’t have a vision, were created under different offices, hence, were not provided with staff and facilities needed. The mandated 5% budget allocation was not utilized on projects and activities which were mostly organization focused – characterized by the installation of mechanisms and the conduct of gender consciousness – raising activities in their internal and external operations.

III. Methodology

The researcher utilized the Gender-Responsive Basic Education content standards and constraints to assess the level of implementation and problems encountered of each School. Frequency distribution and weighted mean were used for the nominal data.

IV. Results

The findings of the study are: The implementation of Gender-Responsive Basic Education in the Schools as assessed by the respondents as Moderately Implemented with an overall mean value of 3.85; The constraints/limitations by the respondents were the following: (a) **Learners Development**; depth analysis to male and female with issues and concerns, budget for other programs for learners with special needs, and most of the trainings are teachers centered. (b) **Curriculum Standards**; depth understanding of teachers on GAD integration in the Curriculum, availability of trained teachers in GAD integration in the Curriculum, and Quality Assurance trained teachers in integration in the Curriculum. (c) **Learning Delivery**; unavailable laboratory of schools shall maintain gender-responsive instructional delivery and services, unavailable gender-responsive models of instruction for basic education appropriate for all types of learners, and absence of policies and guidelines for implementation of gender-responsive innovative teaching and learning approaches and assessment models. (d) **Learning Environment**; unavailable 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, absence of personnel are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection, and unable to institutionalized the gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures. (e) **Assessment of Learning**; unavailable of formative and summative assessment at the school level and any competitions at any level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel, absence of GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language and unoriented for test-item writers to ensure educational assessments are GRBE-compliant in terms of content and procedures (f) **Health**; unimplemented girl-child, adolescent, and sexual and reproductive health services, no regular FGD or youth forums, and activities on health and nutrition issues as extra-curricular or co-curricular activities, and no information, education, and communication (IEC) materials on issues for learners in need of special attentions. (g) **Youth Formation/SSG/SPG**; no representations of the youth in recognized activities of the DepEd. (h) **School Sports**; incomplete sports equipment, and absence of sports facilities. (i) **Physical Facilities**; unavailable breastfeeding stations and child-minding stations, and absence of VAC desk in school. (j) **Human Resource Development**; untrained teachers in GRBE implementation. (k) **Employees Welfare**; unestablished rewards and recognition of the schools.

V. Conclusions and Recommendations

In the light of findings, the following reflections were drawn: That the Gender-Responsive Basic Education needs to improve the implementation by proper planning; That the constraints/limitations encountered on the implementation of Gender-Responsive Basic Education must be prioritized; and That the results of the study is a basis for an analysis of how well the implementation of Gender-Responsive Basic Education be improve.

From the findings and conclusion, the following recommendations are forwarded: To improve further the implementation of Gender-Responsive Basic Education in public schools it very important to attend various

trainings, workshops and seminars; Continuous monitoring and assessment on the implementation of Gender-Responsive Basic Education should be conducted to determine strengths and weaknesses; The proposed Technical Assistance Plan should be implemented by the Division Focal Point System to improve the implementation of GRBE; Parallel studies are suggested to be undertaken by the interested individuals along the area particularly in aspects where the present investigation is delimited.

References

- [1]. DepEd Order No. 32, s. 2017, entitled "Gender-Responsive Basic Education Policy"
- [2]. Gender and Development Implementation in Masbate State College, Philippines, Elreen Aguilar-Delavi, Asia Pacific Journal of Multidisciplinary Research, Vol. 5, No. 3, August 2017
- [3]. International Journal of Education and Research Vol. 4 No. 5 May 2016 , IMPLEMENTATION OF THE GENDER AND DEVELOPMENT PROGRAM OF STATE UNIVERSITIES AND COLLEGES IN REGION III: AN EVALUATION. Dr. Rita Esteban-Pulmano, May 2016
- [4]. Moving forward with GAD p. 5 2000
- [5]. Practicing Gender: Gender and Development Policy in South African Organisations Jeneviève Claire Mannell, July 2012

GERIME C. DECENA, PhD, (2021). "An Assessment of Gender-Responsive Basic Education: Basis for Technical Assistance." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(4): pp. 42-44.