

# Gender-Responsive Basic Education Policy Implementation And Gender Inclusiveness Readiness: A Basis For Gender Development

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## Abstract

This study examined the implementation of the Gender-Responsive Basic Education Policy (GRBEP) and the level of gender inclusiveness readiness among Junior and Senior High School teachers and students at the University of Cagayan Valley. Anchored on the principles of equality, inclusivity, and social justice, the research addressed gaps between policy implementation and actual classroom experiences, particularly in fostering gender-responsive and inclusive learning environments.

Using a descriptive-comparative correlational research design, the study involved 258 respondents composed of students and teachers. Data was collected through adopted survey questionnaires measuring GRBEP implementation and gender inclusiveness readiness. Statistical tools such as weighted mean, Analysis of Variance (ANOVA), and Pearson r correlation were used to analyze the data.

Findings revealed that both groups generally perceived GRBEP implementation and gender inclusiveness readiness as high. However, significant differences existed in areas such as learners' development, learning delivery, learning environment, policies, and student support, indicating perception gaps between teachers and students. Results also showed significant relationships between policy implementation and inclusiveness readiness, emphasizing that student experiences are strongly influenced by support systems, safety, and classroom climate rather than policies alone.

Key issues identified included insufficient teacher training, limited gender-inclusive materials, inconsistent policy enforcement, lack of gender-neutral facilities, and unclear support systems for gender-diverse students. These concerns highlight the need for more consistent and experiential implementation of gender-responsive practices.

The study concludes that while gender-responsive policies are strongly implemented, disparities in perception and experience persist. Thus, a comprehensive Gender and Development (GAD) program is proposed to strengthen teacher capacity, curriculum inclusivity, policy enforcement, student support, and monitoring systems, ensuring that inclusive education is both effectively implemented and genuinely experienced by all learners.

**Keywords:** *Gender-Responsive Education, Gender Inclusiveness Readiness, Gender and Development, Inclusive Education, Policy Implementation*

## INTRODUCTION

Education has long been recognized as a powerful force in shaping a society that values equality, respect, and social justice. More than simply a place for academic learning, schools serve as spaces where young individuals learn to understand differences, appreciate diversity, and develop a sense of fairness toward others. In today's world, where societies continue to confront issues of discrimination and inequality, educational institutions carry a profound responsibility to create learning environments that genuinely recognize and respond to the diverse needs, identities, and experiences of all learners, regardless of gender, background, or social status. This commitment is strongly reflected in the global agenda of the Sustainable Development Goal 4, which calls for inclusive and equitable quality education for all, and the Sustainable Development Goal 5, which emphasizes the elimination of gender disparities and the empowerment of every individual. Together, these global goals underscore the urgent need for educational systems to become more gender-responsive and inclusive—systems that do not merely acknowledge diversity but actively promote equal opportunities, cultivate respect for all identities, and ensure that schools remain safe, supportive, and empowering spaces for every learner. As key institutions in shaping values, perspectives, and social attitudes, schools play a critical role in fostering environments where fairness and inclusivity are not only taught but practiced. Thus, the effective implementation of gender-responsive policies and the readiness of educational communities to embrace gender inclusiveness are essential steps toward nurturing empowered learners and building a more just and equitable society.

In support of this vision, The Department of Education (DepEd) introduced the "Gender-Responsive Basic Education Policy" through DepEd Order No. 32, series of 2017, to promote inclusivity and address gender equality in schools. This policy mandates the integration of gender sensitivity, equality, and non-discrimination across all aspects of the educational system, focusing on the protection of students against gender-based discrimination, abuse, and violence. It specifically highlights the need to reduce gender disparities, remove barriers to education, and create a school environment that respects diverse gender expressions and identities.

In 2022, DepEd reaffirmed its commitment to this policy, underscoring that schools should allow students to express their gender identity without facing discrimination. This includes preventing punitive measures based on students' gender expression, like forced haircuts or other appearance-based restrictions that align with heteronormative standards. This reiterated focus seeks to ensure that all students, including LGBTQIA+ individuals, are protected and respected, fostering a more inclusive and supportive educational environment.

The policy emphasizes a collaborative approach, urging the involvement of school staff, teachers, students, and community stakeholders in advocating for gender equality, providing gender-sensitive support services, and eliminating harmful stereotypes from learning materials and interactions. This policy framework aims to create a supportive, inclusive educational experience for all learners across the country.

Additionally, in the efforts to implement Gender and Development (GAD) practices within basic education schools have been multifaceted, aiming to create a more inclusive and



equitable learning environment. Integral to this approach is the integration of gender concepts into the curriculum across various subjects. Lessons within social studies and values education, for instance, address topics such as gender roles, stereotypes, and the significance of gender equality. Moreover, teacher training programs play a pivotal role in sensitizing educators to gender-sensitive teaching methodologies and classroom management techniques. By fostering an awareness of diverse student needs and perspectives, regardless of gender, these initiatives help facilitate a more inclusive educational experience.

The University of Cagayan Valley is indeed an avenue of gender equality and development as it was stated in the University's student handbook that the "University respects students gender choice and or interpretation and it provides equal opportunities for both male and females, specially to the different program offered by the institution like scholarships and financial assistance program, guidance services, health services, safety services, food services and others.

The institution supports and promotes inclusivity and diversity among students, faculty, personnel, administrators and other stakeholders.

The University of Cagayan Valley exemplifies gender equality by fostering an inclusive environment, respecting gender identity, and ensuring equal access to opportunities. Its commitment is evident through comprehensive support services, scholarships, and programs that cater equitably to all students, regardless of gender.

As a researcher observing the educational environment at the University of Cagayan Valley (UCV), particularly within the Junior High School (JHS) and Senior High School (SHS) levels, several factors indicate the need for a comprehensive approach toward implementing gender-responsive policies and promoting gender inclusiveness.

In daily observations, subtle but impactful gendered behaviors and perceptions are evident among both students and faculty. For example, certain subjects or extracurricular activities, such as STEM-related courses or sports, may see lower female participation, possibly reflecting societal biases and internalized gender schemas. Male students, on the other hand, often display hesitation towards subjects or clubs traditionally associated with nurturing or the arts, indicating gendered perceptions surrounding "appropriate" activities for each gender.

Classroom interactions also reveal gendered dynamics: male students may dominate in class discussions or technical activities, while female students sometimes exhibit more reserved behavior in mixed-gender groups. Such patterns point to potential challenges in achieving a truly inclusive and gender-neutral learning environment. Teachers' expectations and interactions with students can further reinforce these gender schemas; for instance, teachers may unconsciously praise male students for assertiveness while valuing cooperation and neatness in female students, subtly reinforcing traditional gender roles. Considering these observations, the Implementation of Gender-Responsive Basic Education Policy and Gender Inclusiveness Readiness becomes critical. There is a pressing need to craft policies and programs that address these deep-seated gender norms.

Despite the strides made in promoting gender equality and inclusivity in the Philippine education system, there are still gaps that need to be addressed. Limited research has been conducted on the specific implementation of gender-responsive policies in high schools, particularly in the context of the Philippine education system. Consequently, there is a dearth of evidence-based insights and practical guidance for educators, administrators, and policymakers to effectively integrate gender-responsive strategies within high school settings.

The rationale behind this study lies in the commitment to creating a supportive and inclusive educational environment for all learners. By assessing the level of implementation of the gender-responsive basic education policy and the gender inclusiveness readiness in high schools, potential barriers, biases, and challenges that may hinder students' holistic development and limit their opportunities may be uncovered. This research endeavors to bridge the existing knowledge gap, providing valuable insights to inform educational practices and policies.

Moreover, the significance of this study extends beyond the realm of education. A gender-responsive and inclusive educational system not only supports students' academic growth but also promotes social cohesion, empathy, and respect within our broader society. By addressing the identified gaps and developing a comprehensive policy and program, it can pave the way for a more equitable and just future, where every student feels valued, heard, and empowered.

### **Statement of the Problem**

This study aimed to assess the extent of the implementation of gender responsive basic education policy and gender inclusiveness readiness of Junior and Senior High School Teachers and Students of University of Cagayan Valley, as a basis for a gender and development program for Academic Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the assessment of the two groups of respondents in the implementation of gender responsive basic education policy along:
  - 1.1 Learners Development
  - 1.2 Learning Delivery
  - 1.3 Learning Environment
  - 1.4 Learning Resources
  - 1.5 Learning Assessment
2. What is the assessment of the two groups of respondents on gender inclusiveness readiness along:
  - 2.1 Policies, Guidelines, and Safety Measures
  - 2.2 Gender-Inclusive Facilities and Resources
  - 2.3 Classroom Practices and Inclusive Curriculum
  - 2.4 Student Support and Safety

3. Is there a significant difference in the assessment of the two groups of the respondents in the implementation of gender responsive basic education policy along the above dimensions?
4. Is there a significant difference in the assessment of the two groups of respondents on gender inclusiveness readiness along the above dimensions?
5. Is there a significant relationship between the assessment of the two groups of respondents in the implementation of gender responsive basic education policy and their assessment on gender inclusiveness readiness?
6. What issues and concerns do the two groups of respondents encounter regarding gender responsive basic education policy and gender inclusiveness readiness?
7. What gender and development program can be crafted to address the issues and concerns do the two groups of respondents encounter regarding gender responsive basic education policy and gender inclusiveness readiness?

## **METHODS AND PROCEDURES**

### **Research Design**

The principal purpose of this study was to assess the extent of implementation of the gender-responsive basic education policy along Learners Development, Learning Delivery, Learning Environment, Learning Resources, and Learning Assessment aspects. It will also encompass gender inclusiveness readiness along Policies, Guidelines, and Safety Measures, Gender-Inclusive Facilities and Resources, Classroom Practices and Inclusive Curriculum, Student Support and Safety of the University of Cagayan Valley Junior and Senior High School for the calendar year 2025-2026.

The descriptive design was used to describe the extent of implementation of the gender-responsive policy and the gender inclusiveness of the University of Cagayan Valley Junior and Senior High School.

The comparative research design was used to determine the significant difference in the assessment of the two groups of the respondents in the implementation of gender responsive basic education policy along the above dimensions.

Also, comparative research design was utilized to the significant difference in the assessment of the two groups of respondents on gender inclusiveness readiness along the above dimensions.

And lasty the correlational research design was used to determine the significant relationship between the assessment of the two groups of respondents in the implementation of gender responsive basic education policy and their assessment on gender inclusiveness readiness.

## Respondents of the Study

There are two groups of respondents who were involved in this study and identified with the use of varied sampling techniques. It will include students and teachers of UCV JHS-SHS.

The first group was involved are the Grades 7 to 12 students, was identified through simple random sampling for the survey using Krejcie and Morgan' Formula. The second group were teachers of UCV JHS-SHS teachers who were identified using total enumeration sampling.

The researcher sourced data from the office of the registrar for the registry of enrollers for students enrolled during school year 2025-2026. Student respondents who were included in the study must (a) be currently enrolled in the school; (b) have attended not less than 95% of their face-to-face classes; and (c) must signify willingness to serve as a respondent of this study.

Teacher respondents were included in the study must (a) must have worked in the said school for at least 1 year; (b) have attended not less than 95% of their face-to-face classes; and (c) must signify willingness to serve as a respondent of this study.

From there, the researcher used a table for determining the sample size using Cochran's Formula with a margin of error of 95%. The investigator then employed proportional allocation and simple random sampling in choosing the respondents of the study. Based on the registry, the desired sample will be as follows:

Table 1

Respondents of the Study

| Respondents | Population | Sample |
|-------------|------------|--------|
| Students    | 562        | 228    |
| Teachers    | 30         | 30     |
| Total       | 592        | 258    |

### Data Gathering Tool

The researcher used two sets of questionnaires. First was a survey questionnaire which was adopted from the work of Galamgam, et. al (2021) on their work “An analysis on the implementation of gender responsive Basic Education Policy”. It was used to ascertain the level of implementation of the gender-responsive policy in UCV JHS-SHS. The respondents was asked to assess their conformity with the statements in the questionnaire using the scale and its corresponding descriptive values below:

| Numerical Value | Descriptive Value      |
|-----------------|------------------------|
| 5               | Fully Implemented      |
| 4               | Moderately Implemented |
| 3               | Partially Implemented  |
| 2               | Minimally Implemented  |
| 1               | Not Implemented        |

The second one was a Gender Inclusiveness Assessment tool adopted from the “[www.genderspectrum.org](http://www.genderspectrum.org)” to assess the gender inclusiveness readiness of UCV JHS-SHS. The respondents were asked to assess their conformity with the statements in the questionnaire using the scale and its corresponding descriptive values below:

| Numerical Value | Descriptive Value |
|-----------------|-------------------|
| 4               | Strongly Agree    |
| 3               | Agree             |
| 2               | Disagree          |
| 1               | Strongly Agree    |

### Data Gathering Procedure

A letter was addressed to the President of the University of Cagayan Valley through the Chair, Institutional Review Board for the first review of the paper by the reviewers. After receiving the inputs acquired by the review committee, the researchers incorporated all the following observations, findings and recommendations made by the reviewer for the certification to gather data, and to ask for permission to conduct and administer the questionnaire. A letter was sent to the office of the Vice President for Academics and was noted by the Dean of the Graduate School Program asking permission to conduct the study since the locale of the study is around the school premises the respondents are the teachers and the students. The letter briefly explained the background of the study and how the data were collected and processed.

After the approval, the researcher personally talked to the Principal of both JHS-SHS to show the approval of the Vice President for Academics and for the researchers to personally administer the questionnaires to the student-respondents, and teachers.

The identified respondents of the study were invited to an area in the campus where the environment is conducive for them to answer the questionnaire. Those identified students and teachers who are willing to be the respondents of the study were reached through the school principal and class advisers to solicit their participation. The prior and informed consent form was personally given informing each respondent of the purpose of the study. Only those who voluntarily participated were taken as the respondents of the study. Data gathered was handled based on the Data Privacy Act of 2012 and was treated with utmost confidentiality. Responses were gathered through in-person surveys for the students and teachers.

After the completion of the paper, the researcher wrote a letter addressed to the President of the University of Cagayan Valley through the Chair, Institutional Review Board for the final ethical clearance one of the requirements for final defense.

### **Statistical Tool**

The results of the survey, both for the extent of implementation of the gender-responsive policy and the gender inclusiveness readiness of were analyzed using weighted mean guided by the arbitrary scales below:

For the level of implementation of the gender-responsive basic education policy:

| Numerical Value | Range      | Descriptive Value      |
|-----------------|------------|------------------------|
| 5               | 4.20-5.00  | Fully Implemented      |
| 4               | 3.40- 4.19 | Moderately Implemented |
| 3               | 2.60- 3.39 | Partially Implemented  |
| 2               | 1.80- 2.59 | Minimally Implemented  |
| 1               | 1.00-1.79  | Not Implemented        |



For gender inclusiveness readiness:

| Numerical Value | Range     | Descriptive Value |
|-----------------|-----------|-------------------|
| 4               | 3.25-4.00 | Strongly Agree    |
| 3               | 2.50-3.24 | Agree             |
| 2               | 1.75-2.49 | Disagree          |
| 1               | 1.00-1.74 | Strongly Disagree |

To determine the significant difference in the assessment of the two groups of the respondents in the implementation of gender responsive basic education policy along the above dimensions. Analysis of Variance (ANOVA) was utilized.

Also, the same tool was utilized to test the significant difference in the assessment of the two groups of respondents on gender inclusiveness readiness along the above dimensions.

And Pearson r Correlation Coefficient was to determine the significant relationship between the assessment of the two groups of respondents in the implementation of gender responsive basic education policy and their assessment on gender inclusiveness readiness.

Frequency and ranking were utilized for issues and concerns do the two groups of respondents encounter regarding gender responsive basic education policy and gender inclusiveness readiness.

### Summary of Findings

1. Assessment of Gender Responsive Basic Education Policy Implementation Across all dimensions, both students and teachers rated GRBEP "Highly Implemented". Learners' Development showed a significant difference, suggesting teachers perceive strong integration of gender-sensitive practices, while students may not fully experience these interventions. Learning Delivery and Learning Environment were also significantly different, with students rating them higher than teachers, reflecting that students perceive inclusivity positively, whereas teachers may be more self-critical. Learning Resources and Assessment showed no significant difference, indicating alignment in perceptions of fairness and gender-inclusiveness. Overall, Gender Responsive Basic Education Policy is strongly implemented, but perception gaps exist in daily development, instruction, and environment.
2. Assessment of Gender Inclusiveness Readiness. Students and teachers generally rated gender inclusiveness readiness as high. Significant differences were observed in Policies, Guidelines, and Safety Measures (students rated higher) and Student Support and Safety (teachers rated higher), indicating students may not fully experience support and safety mechanisms. Gender-Inclusive Facilities and Resources and Classroom Practices and Inclusive Curriculum showed no significant difference, reflecting shared perception of

infrastructure and instruction inclusivity. These results highlight areas for strengthening accessibility, visibility, and student engagement with institutional policies.

3. **Significant Differences in Gender Responsive Basic Education Policy Implementation.** Significant differences exist in learners' development, learning delivery, and learning environment, showing perception gaps between students and teachers. No significant differences were found in learning resources and assessment, indicating these areas are consistently experienced. This suggests that policy implementation is strong, but teacher and student experiences differ in daily interactions and instruction.
4. **Significant Differences in Gender Inclusiveness Readiness.** Significant differences were found in policies, guidelines, and student support, but not in facilities or classroom practices. This aligns with concerns about inconsistent policy enforcement, gaps in support systems, and peer-level discomfort, indicating students may not fully experience the intended inclusivity.
5. **Relationship Between Gender Responsive Basic Education Policy Implementation and Gender Inclusiveness Readiness**
  - Learners' Development is significantly related to Policies, Facilities, and Student Support, showing that developmental outcomes depend more on relational support than formal rules.
  - Learning Delivery and Learning Environment correlate significantly with Student Support highlighting the influence of perceived support and classroom climate on inclusivity.
  - Learning Resources relates to Gender-Inclusive Facilities suggesting physical infrastructure reinforces instructional inclusivity.
  - Assessment is associated with Policies and Classroom Practices confirming that structured guidelines and inclusive teaching ensure fair evaluation.

These findings indicate that student experiences are most strongly influenced by support, safety, and relational mechanisms, rather than formal policies alone.

6. **Issues and Concerns**
  - **Top Concerns for Gender-Responsive Basic Education Policy**
    1. Insufficient teacher training
    2. Lack of diverse gender representation in textbooks
    3. Inconsistent anti-bullying enforcement
    4. Limited gender-neutral facilities
    5. No systematic Gender Responsive Basic Education Policy monitoring system
  - **Top Concerns for Gender Inclusiveness Readiness**
    1. Peers uncomfortable with gender diversity talks
    2. Teachers avoid gender topics in class
    3. No clear support process for gender-diverse students
    4. Limited books showing diverse families
    5. Bathrooms feel unsafe for gender-diverse students

These concerns highlight gaps in teacher preparation, curriculum inclusivity, support systems, safety, and peer engagement, which correspond to the perception gaps revealed in earlier findings.

7. Proposed Gender and Development Program. The proposed program, “Inclusive Schools for All: Strengthening Gender Responsiveness and Inclusiveness,” addresses these gaps through:

1. Capacity Building- teacher training, workshops, and refresher sessions to handle gender-sensitive topics and unconscious bias.
2. Curriculum and Materials Enhancement- revising textbooks, developing Gender and Development-integrated materials, and creating inclusive resources.
3. Policy Implementation and Safety Enforcement- strengthening anti-bullying enforcement, upgrading gender-neutral facilities, and clear reporting mechanisms.
4. Student Support and Peer Engagement- peer mentoring, student advocacy, and structured support processes for gender-diverse students.
5. Monitoring and Evaluation- regular surveys, compliance audits, and analysis of student experiences to ensure sustainability.

The program integrates the findings from Gender Responsive Basic Education Policy implementation, gender inclusiveness readiness, perception gaps, relationships between policy and student experience, and the top concerns identified by teachers and students.

## Conclusions

Based on the findings of this study, several conclusions were drawn regarding the implementation of Gender Responsive Basic Education Policy (GRBEP) and gender inclusiveness readiness in the school.

The assessment of the implementation of the Gender Responsive Basic Education Policy (GRBEP) and gender inclusiveness readiness indicates that both students and teachers perceive these initiatives as generally high; however, significant differences in learners’ development, learning delivery, learning environment, policies, and student support reveal notable perception gaps. Teachers tend to rate their efforts and available structures higher, reflecting confidence in policy implementation, while students may not fully experience these interventions in practice, particularly in relational and supportive dimensions. The significant correlations between learners’ experiences and student support, safety, and gender-inclusive facilities highlight that relational, emotional, and structural supports are more influential than formal rules alone, with students’ perceptions of safety, guidance, and peer support shaping the effectiveness of these policies. Learning resources and assessment practices show alignment between teachers and students, suggesting that instructional materials and evaluation systems are generally gender-inclusive and fair, demonstrating that policy and pedagogy are effectively translated into tangible classroom practices even as experiential gaps remain. Top concerns raised by both teachers and students including insufficient training, lack of diverse textbooks, inconsistent anti-bullying enforcement, limited inclusive facilities, and unclear support systems corroborate these

perception gaps and indicate areas where policy intentions are not fully realized in daily practice. These findings underscore the need for coordinated and institutionalized interventions that integrate teacher capacity building, curriculum enhancement, policy enforcement, inclusive facilities, structured student support, and systematic monitoring, ensuring that both teacher intent and student experience align. The proposed program, “Inclusive Schools for All: Strengthening Gender Responsiveness and Inclusiveness,” directly addresses these gaps by institutionalizing gender-responsive practices across training, curriculum, facilities, support systems, and monitoring, aiming to provide safe, equitable, and inclusive learning environments for all students. Overall, while Gender Responsive Basic Education Policy implementation and gender inclusiveness readiness are perceived as strong, the study confirms that perception differences, reliance on relational and support mechanisms, and identified gaps reveal the necessity of structured interventions to bridge policy and practice, ensuring that gender-responsive education is both fully implemented and fully experienced by students.

### **Recommendations**

Based on the findings and conclusions of the study, the following recommendations are proposed to strengthen the implementation of Gender Responsive Basic Education Policy (GRBEP) and enhance gender inclusiveness readiness in the school:

1. **Strengthen Teacher Capacity in Gender Responsiveness**

Conduct sustained and progressive professional development programs focusing on gender-sensitive instruction, inclusive pedagogy, unconscious bias awareness, and handling gender-based concerns in the classroom. Include mentoring and coaching systems for teachers, especially those with limited training exposure. This recommendation directly addresses the identified gap in teacher preparedness and the discrepancy between teachers perceived implementation and students’ actual experiences, particularly in learners’ development and classroom inclusivity.

2. **Enhance Curriculum and Gender-Inclusive Learning Materials**

Review, revise, and enrich existing instructional materials to ensure representation of diverse gender identities, roles, and family structures. Encourage teachers to develop contextualized and GAD-integrated lesson exemplars and instructional resources. Establish a shared repository of inclusive materials for institutional use. This responds to findings on limited representation in learning resources and ensures that inclusivity is consistently embedded in both content and instruction.

3. **Strengthen Policy Implementation and Safety Enforcement**

Ensure consistent and visible enforcement of anti-bullying and gender-related policies through clear communication, standardized procedures, and accountability mechanisms. Establish a functional reporting and response system for gender-related concerns and regularly monitor compliance. This directly addresses the identified inconsistency in policy enforcement and the gap between policy presence and actual student experience of safety.

#### 4. Establish Clear and Accessible Student Support Systems

Develop and institutionalize clear protocols for addressing gender identity concerns, including counseling services, referral systems, and response procedures. Implement peer mentoring programs and student-led support groups to strengthen relational support networks. This recommendation responds to the lower student ratings in support and safety, ensuring that assistance is not only available but also accessible, visible, and responsive.

#### 5. Develop a Systematic Monitoring and Evaluation Mechanism

Design and implement a structured monitoring system that includes regular audits, surveys, and feedback mechanisms from both teachers and students. Track key indicators such as policy implementation, student safety, and inclusivity in classroom practices. Use data to inform continuous improvement. This addresses the absence of a systematic GRBEP monitoring system and ensures alignment between institutional policies and actual experiences.

#### 6. Promote Positive Peer Culture and Inclusive School Climate

Facilitate structured classroom discussions, awareness campaigns, and peer engagement activities to address discomfort in discussing gender diversity. Integrate values formation activities that promote respect, empathy, and inclusivity among students. This directly responds to the highest-ranked concern regarding peer discomfort and highlights the role of peer dynamics in shaping students lived experiences of inclusivity.

#### 7. Improve Gender-Inclusive Facilities and Safe Spaces

Upgrade school infrastructure by providing gender-neutral restrooms, safe spaces, and inclusive signage. Ensure that facilities are accessible, safe, and reflective of institutional commitment to inclusivity. This address concerns related to safety and ensures that physical environments support and reinforce gender-responsive policies.

#### 8. Engage Parents and Community Stakeholders

Conduct orientation programs, forums, and advocacy campaigns to increase awareness and acceptance of gender inclusiveness among parents and community members. Encourage collaboration in supporting inclusive school activities and policies. This recommendation responds to findings on parental resistance and recognizes the influence of external stakeholders on students' school experiences.

#### 9. Integrate Gender Responsiveness into Institutional Planning and Workload Systems

Mainstream Gender and Development principles into lesson planning, school improvement plans, and institutional programs to avoid additional workload. Align gender-responsive practices with existing systems and responsibilities to ensure sustainability and teacher



engagement. This address concerns regarding workload constraints and promotes seamless integration of inclusivity into daily practice.

#### 10. Ensure Sustainability through Continuous Improvement

Institutionalize long-term strategies such as regular refresher training, periodic curriculum updates, infrastructure maintenance, and annual program evaluations. Establish policies that ensure continuity of gender-responsive initiatives across school years. This recommendation ensures that gender inclusiveness efforts move beyond one-time interventions toward sustained institutional transformation.

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