



# Collaborative Approaches to Gender Equality Education of Junior High School Teachers in Congressional District IV, SDO Batangas Province

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## Abstract

This study assessed the gender equality education and how the teachers' collaborative approaches promote it. It aimed to determine the extent of utilization of collaborative approaches—team teaching and peer mentoring, interdisciplinary collaboration, professional learning communities (PLCs), partnerships with parents and community stakeholders, and the use of gender responsive instructional materials, assessed the perceived usefulness of collaboration in classroom practices and teaching strategies, student participation and inclusivity, gender sensitive curriculum integration, and awareness and attitudes toward gender roles, and examines whether the extent of utilization is significantly related to perceived usefulness in promoting gender equality education, identify the challenges teachers encounter in applying collaborative approaches, and propose enhancement activity manual for teachers.

A descriptive-correlational design was employed, using a validated survey questionnaire complemented by qualitative narratives. The respondents were 185 Grade 9–10 public junior high school teachers from Congressional District IV, Batangas Province. Findings revealed that utilization was generally high for team teaching/peer mentoring and gender responsive instructional materials, while interdisciplinary collaboration, PLCs, and partnerships with parents and community stakeholders were only moderate.

Also, collaboration was rated highly useful for improving gender sensitive pedagogy and classroom management, and for reducing bias in instructional materials. It also supported balanced participation and inclusive leadership, strengthened gender-sensitive curriculum integration, and fostered positive awareness and attitudes toward gender roles—though the effects were comparatively lower for parent and community engagement. Across domains, utilization showed a very strong, positive, statistically significant association with perceived usefulness. Despite supportive professional cultures, structural constraints—limited time, insufficient budgets, and a lack of incentives—tempered sustained implementation.

The study concludes that well-supported, sustained collaboration is essential for embedding effective and scalable gender equality education across classrooms, curricula, and school culture. It is recommended that authorities review and adopt the various contextualized Enhancement Activity Manual and institutionalize protected collaboration time, resource support, and recognition mechanisms to support teachers' promotion of gender equality education.

**Keywords:** *Collaborative Approaches, Gender Equality, Gender Equality Education, Enhancement Activity Manual, Batangas Province*



## I. INTRODUCTION

### Rationale

Globally, education is increasingly regarded not just as a means of information dissemination but also as a potent instrument for advancing fairness and social justice. Gender inequality is a significant issue seen in several ways across global educational systems. Notwithstanding considerable advancements in educational access, inequalities in learning results, engagement, and representation remain, especially for females and disadvantaged gender groups. The observed classroom routines, teacher meetings, and division-level training sessions suggest that although gender equality is theoretically recognized, its implementation in teaching practice is often superficial.

Seasoned and new generations of educators are all familiar with classroom routines, faculty meetings, and regional training sessions. And to further comprehend how educators cultivate the competencies necessary to promote gender equality in their teaching, global commitments—agreements, toolkits, and policy narratives—demand that education systems shall transcend mere female enrollment; they require reforms to curricula, teacher training, evaluation methods, and school culture to ensure equal learning for all genders.

In addressing this dilemma, international bodies such as UNESCO and the United Nations have underscored the need for structural reforms that go beyond mere enrollment figures. The Sustainable Development Goals (SDGs), namely SDG 4 (Quality Education) and SDG 5 (Gender Equality), advocate for inclusive, equitable, and gender-responsive educational frameworks. Meanwhile, the Philippine government has undertaken measures to fulfill these international obligations. The Department of Education (DepEd) promulgated DO no. 32, s. 2017, requiring the integration of gender equality in basic education. Although a policy framework exists, its implementation in daily classroom practice is a complicated and inconsistent endeavor.

In Garcia et al. (2024), a systematic review of professional development programs in the Philippines found that collaborative models—such as Learning Action Cells (LACs), mentoring, and school-based communities of practice—were more effective at aligning teacher learning with classroom realities. Initiatives such as GAD-focused systems, Women's Month observances, and gender-sensitivity training. The execution of these initiatives varies across schools, and their influence on classroom practices is not consistently evident. The inconsistency in implementation across schools indicates a need for more systematic and ongoing support to translate policy into practice.

Consequently, the research underscored the necessity of contextually aware design and execution. Systemic restrictions may hinder gender-responsive changes unless teacher capacity is enhanced via collaborative and continuous professional development. To address this, it is essential to investigate how collaborative solutions can be developed and implemented to help educators overcome these constraints. Collaboration allows educators to evaluate their methods, exchange strategies, and implement gender-responsive education efficiently and sustainably within their own circumstances. Thus, the study advocates collaborative approaches to enhance



gender equality and to serve as a mechanism for improving overall teaching quality. Collaboration may enhance fairness and quality in education by promoting collective learning and mutual support among educators.

The research ultimately seeks to harmonize policy with practice. The aim is to understand how educators cultivate the skills necessary to educate for gender equality through collaboration, and how these collaborative processes can be supported and sustained within the educational system. Therefore, the researcher seeks to understand how to produce practical insights to guide the creation of gender-responsive professional enhancement activities. These activities are grounded in teachers' daily experiences, aligned with their professional requirements, and offer insights to inform the creation, enhancement, and support of gender-responsive pedagogy in District IV, SDO Batangas, and potentially in other divisions nationwide.

### Research Questions

The study aimed to examine approaches to Gender Equality Education among junior high school teachers in Congressional District IV of SDO Batangas Province, with the ultimate goal of developing effective enhancement activities that foster collaborative teaching approaches for both teachers and students.

Specifically, the study sought answers to the following questions:

1. What is the extent of utilization of collaborative approaches in promoting gender equality education, as assessed by teachers themselves in terms of:
  - 1.1 team teaching and peer mentoring;
  - 1.2 interdisciplinary collaboration;
  - 1.3 professional learning communities (PLCs);
  - 1.4 partnerships with parents and community stakeholders; and
  - 1.5 use of gender-responsive instructional materials?
2. How may the level of usefulness of collaborative approaches be assessed by the respondents relative to:
  - 2.1 classroom practices and teaching strategies;
  - 2.2 student participation and inclusivity;
  - 2.3 gender-sensitive curriculum integration; and
  - 2.4 awareness and attitudes toward gender roles?
3. Is there significant relationship between the assessments on the extent of utilization of collaborative approaches and on their level of usefulness in the promotion of gender equality education?
4. What challenges do teachers encounter in utilizing collaborative approaches?
5. Based on the analysis, what enhancement activity manual may be proposed?



## Hypothesis of the Study

$H_0$  : There is no significant relationship between the assessments on the extent of utilization of collaborative approaches and on their level of usefulness in the promotion of gender equality education

## II. MATERIALS AND METHODS

### Research Design

The study employed a **descriptive-correlational research design** and used a survey questionnaire as the primary data-collection tool. This study explored how Junior High School educators in Congressional District IV, encompassing the municipalities of Ibaan, Padre Garcia, Rosario, San Jose, San Juan, and Taysan in Batangas, wherein it used collaborative methods to teach gender equality education. This study employed a qualitative and quantitative research design, focusing on the systematic collection and analysis of numerical data to describe or control relevant variables while drawing on qualitative narratives for interpretation.

Following the compilation of all necessary data, the planning of enhancement activities for educators commenced. The activities guided by the questionnaire findings and interview suggestions focused on enhancing and fine-tuning educators' collaborative strategies. Upon collecting all requisite data, the researcher planned the enhancement activities for the educator, informed by the outcomes of the researcher-developed questionnaires.

### Participants

The subjects of this study were Public Junior High School teachers within Congressional District IV, specifically in the municipalities of Ibaan, Padre Garcia, Rosario, San Jose, San Juan, and Taysan, Batangas. Only the **Grade 9 and Grade 10 teachers** from the junior high school were included in the study, thereby limiting the number of respondents to a specific subset of the overall population.

The research involves **185** teacher respondents selected from the participating sub-offices, as well as **10** participants for interviews. The study employed a **stratified random sampling** technique to guarantee a representative sample and minimize potential bias. **Snowball sampling** was employed to gather quantitative data from the participants not included.

### Instruments

The data-gathering instruments used in this study are researcher-developed questionnaires and interview questions. These two were used to collect data on collaborative approaches to promoting gender-equality education. The researcher-developed questionnaire contains 65 Likert-scale items across its four sections. The data collected is the foundation of the study assessing how teachers integrate collaborative approaches into teaching gender equality in classrooms.

### Procedure

The researcher secured official permission from the Schools Division Superintendent of Batangas Province, Public School District Supervisors, and the school principals of each school. After obtaining the SDS's and PSDS's approval, the researcher attaches the approved letter to a follow-up letter sent to each principal, ensuring transparency and institutional support.

Before collecting any information through Google Forms, the researcher explained the study's purpose, risks, and benefits to the teacher participants to ensure they understood their rights, including the freedom to withdraw at any time. In compliance with ethical standards, the researcher strictly adhered to the Data Privacy Act of 2012 to protect all personal information. Data collection, including the distribution, retrieval, and scoring of questionnaires, was personally managed by the researcher to ensure accuracy and reliability.

### Data Analysis

This study employs a range of statistical methods to ensure accurate interpretation of the data collected from respondents. The main tool for gathering trustworthy data was a structured questionnaire. The average response for each item was then calculated using the weighted mean, which served as the basis for verbal interpretation.

Ranking was also used to evaluate the frequency or relative significance of the participants' answers. Lastly, Pearson's *r* correlation coefficient was used to assess whether there is a significant relationship between the teachers' collaborative approaches to promoting Gender equality education

## III. RESULTS

**Table 1**  
**Extent of Utilization of Teachers' Collaborative Approaches in Promoting Gender Equality Education in Terms of...**

Variables	Composite Mean	Verbal Interpretation
1.1 Team teaching and peer mentoring	3.53	HU
1.2 Interdisciplinary collaboration	3.46	MU
1.3 Professional learning communities	3.47	MU
1.4 Partnerships with parents and community stakeholders	3.48	MU
1.5 Gender-responsive instructional materials	3.52	HU

**Legend:** HU (Highly Utilized), MU (Moderately Utilized), SU (Slightly Utilized), LU (Least Utilized)

The **Table 1** presents the extent of utilization of teachers' collaborative approaches in promoting gender equality education, as reflected by the composite means derived from each

variable's individual survey results and each of their corresponding verbal interpretations. Overall, the ratings are closely clustered, with composite means ranging from **3.46 to 3.53**, indicating that collaborative practices are being implemented at generally moderate to high utilization across the identified approaches.

**Table 2**  
**Teachers' assessed Level of Usefulness of Collaborative Approaches in Promoting Gender Equality Education in Terms of...**

Variables	Composite Mean	Verbal Interpretation
2.1 Classroom practices and teaching strategies	3.62	HU
2.2 Student participation and inclusivity	3.64	HU
2.3 Gender-sensitive curriculum integration	3.60	HU
2.4 Awareness and attitudes toward gender roles	3.64	HU

**Legend:** HU (*Highly Useful*), MU (*Moderately Useful*), SU (*Slightly Useful*), LU (*Least Useful*)

Meanwhile, **Table 2** shows the Teacher's assessed level of usefulness of collaborative approaches in promoting gender equality education, as reflected in the composite means derived from each variable's individual survey results and their corresponding verbal interpretations. Overall, these results show that teachers consistently assessed the collaborative approaches as Highly Useful (HU) across all four dimensions, with composite means tightly clustered between 3.60 and 3.64. This narrow spread indicates a uniformly strong perception that collaboration meaningfully supports the promotion of gender equality education in multiple, complementary aspects of teaching and learning.

**Table 3**  
**Relationship Between the Assessments on the Extent of Utilization of Collaborative Approaches and on their Level of Usefulness**

	<i>r-value</i>	<i>Degree</i>	<i>p-value</i>	<i>Decision on H0</i>	<i>Interpretation</i>
<b><i>Team teaching and peer mentoring</i></b>					
Classroom practices and teaching strategies	.756	Very Strong	<.001	Reject	Significant
Student participation and inclusivity	.661	Very Strong	<.001	Reject	Significant
Gender-sensitive curriculum integration	.735	Very Strong	<.001	Reject	Significant
Awareness and attitudes toward gender roles	.723	Very Strong	<.001	Reject	Significant
<b><i>Interdisciplinary collaboration</i></b>					
Classroom practices and teaching strategies	.653	Very Strong	<.001	Reject	Significant
Student participation and inclusivity	.558	Very Strong	<.001	Reject	Significant
Gender-sensitive curriculum integration	.614	Very Strong	<.001	Reject	Significant
Awareness and attitudes toward gender roles	.648	Very Strong	<.001	Reject	Significant
<b><i>Professional learning communities (PLCs)</i></b>					
Classroom practices and teaching strategies	.721	Very Strong	<.001	Reject	Significant
Student participation and inclusivity	.622	Very Strong	<.001	Reject	Significant
Gender-sensitive curriculum integration	.678	Very Strong	<.001	Reject	Significant
Awareness and attitudes toward gender roles	.700	Very Strong	<.001	Reject	Significant
<b><i>Partnerships with parents and community stakeholders</i></b>					
Classroom practices and teaching strategies	.744	Very Strong	<.001	Reject	Significant
Student participation and inclusivity	.671	Very Strong	<.001	Reject	Significant
Gender-sensitive curriculum integration	.727	Very Strong	<.001	Reject	Significant
Awareness and attitudes toward gender roles	.723	Very Strong	<.001	Reject	Significant
<b><i>Use of gender-responsive instructional materials.</i></b>					
Classroom practices and teaching strategies	.790	Very Strong	<.001	Reject	Significant
Student participation and inclusivity	.704	Very Strong	<.001	Reject	Significant
Gender-sensitive curriculum integration	.771	Very Strong	<.001	Reject	Significant
Awareness and attitudes toward gender roles	.746	Very Strong	<.001	Reject	Significant

Next is Table 3, which indicates that the extent of teachers' use of collaborative approaches is positively and significantly related to teachers' assessed level of usefulness across all domains. Notably, all *decisions on H0* are "**Reject**," and all relationships are interpreted as "**Significant**," with *r-values* ranging from **.558 to .790**. This pattern implies that higher implementation of collaborative practices is consistently associated with higher perceived usefulness of these practices in promoting gender equality education.

For team teaching and peer mentoring, the relationships are uniformly significant, with relatively high coefficients across domains: classroom practices and teaching strategies ( $r = .756$ ), student participation and inclusivity ( $r = .661$ ), gender-sensitive curriculum integration ( $r = .735$ ),

and awareness and attitudes toward gender roles ( $r = .723$ )—all resulting in Reject  $H_0$  and Significant interpretations.

**Table 4**  
**Challenges Encountered by Teachers in Utilizing Collaborative Approaches in the Promotion of Gender Equality Education**

Challenges encountered by teachers	Weighted Mean	VI	Rank
1. Administrative support is available and plays a vital role in enhancing collaborative efforts.	3.61	SA	2
2. Teachers are provided with sufficient time within their workload to engage in collaborative activities.	3.44	A	14
3. Training opportunities are available to strengthen teachers' competencies in collaboration and gender equality education.	3.52	SA	8.5
4. Teachers demonstrate openness and willingness to participate in collaborative practices.	3.64	SA	1
5. Adequate budget allocation supports gender equality and collaborative initiatives.	3.40	A	15
6. Gender-related topics are openly discussed and accepted as essential parts of professional collaboration.	3.54	SA	5.5
7. Communication among teachers is well-established to support effective collaboration.	3.58	SA	3
8. Shared instructional resources are accessible to facilitate team-teaching and collaborative planning.	3.51	SA	11.5
9. School culture promotes inclusivity and encourages teachers to collaborate across cultural or traditional perspectives.	3.56	SA	4
10. Teachers' diverse philosophies and approaches are harmonized through open dialogue and shared understanding.	3.54	SA	5.5
11. Clear collaborative policies and guidelines are available to ensure effective program implementation.	3.54	SA	5.5
12. Teachers' schedules are coordinated to allow regular collaborative meetings.	3.52	SA	8.5
13. Parents and community stakeholders actively participate in partnership programs that promote gender equality.	3.51	SA	11.5
14. Monitoring and evaluation systems are in place to sustain collaborative initiatives.	3.52	SA	8.5
15. Incentives and recognition are provided to motivate teachers to engage in collaborative programs.	3.48	A	13
<b>Composite mean</b>	<b>3.53</b>	<b>SA</b>	

**Legend:** SA (*Strongly Agree*), A (*Agree*), D (*Disagree*), SD (*Strongly Disagree*), VI (*Verbal Interpretation*)



Lastly, Table 4 shows that respondents generally rated the listed conditions highly, with a *composite mean* of **3.53**, interpreted as **Strongly Agree (SA)** per the legend. The top-ranked items were teachers' **openness and willingness to participate** in collaborative practices (WM = 3.64, SA, Rank 1), followed by **availability of administrative support** (WM = 3.61, SA, Rank 2) and **well-established communication** among teachers (WM = 3.58, SA, Rank 3).

However, the lowest-ranked indicators were only **Agree (A)**, pointing to comparatively weaker areas: **adequate budget allocation** (WM = 3.40, A, Rank 15) and **sufficient time within workload** for collaborative activities (WM = 3.44, A, Rank 14), along with **incentives and recognition to motivate engagement** (WM = 3.48, A, Rank 13). While still positive, these comparatively lower ratings signal potential constraints related to resources, time, and motivation mechanisms that may limit the sustainability and intensity of collaborative work. Taken together, the table underscores strong perceived readiness for collaboration, alongside clear priority areas for strengthening support.

#### IV. DISCUSSION

##### Extent of Utilization of Collaborative Approaches

Within Table 1, the extent of utilization of collaborative approaches describes the degree to which junior high school teachers implement collaborative practices in their professional and instructional activities. This assesses the frequency and consistency of engagement in shared instructional strategies, professional collaboration, and partnerships related to gender equality education. The results provide empirical evidence on how embedded collaborative approaches are in teachers' routine practices and the extent to which these approaches are operationalized in the school setting.

In contrast, three approaches were assessed as moderately utilized (MU): interdisciplinary collaboration (3.46), professional learning communities (3.47), and partnerships with parents and community stakeholders (3.48). This pattern indicates that while cross-subject coordination, structured professional dialogue, and stakeholder involvement are present, these broader, system-level collaborations may not yet be as consistently or intensively practiced as classroom-level strategies. Strengthening these moderately used areas may help deepen the integration of gender equality across disciplines and expand shared accountability beyond teachers to the wider school community.

Overall, professional learning communities, interdisciplinary collaboration, and partnerships with parents and community stakeholders were used to a moderate extent, particularly in shared goal-setting, curriculum discussions, and advocacy efforts. These results underscore that sustained, instruction-focused collaboration plays a crucial role in effectively advancing gender equality education in schools.



### Level of Usefulness of Collaborative Approaches

As presented in Table 2, the variables captured the perceived impact of collaboration on teaching practices, student engagement, curriculum integration, and attitudes toward gender roles. The results provide insight into whether collaborative approaches are viewed as beneficial and worth sustaining in the school context. This pattern aligns with contemporary research emphasizing that collaboration is most impactful when embedded in regular professional practice, and that extending its influence to families and communities requires deliberate structures and sustained support (GPE KIX, 2024; UNESCO, 2025).

Overall, the findings consistently demonstrate that teachers perceive collaborative approaches as highly useful in promoting gender equality education, with all composite means falling within the Highly Useful (HU) range. The highest results were evident in areas directly shaping classroom instruction and school culture, particularly in eliminating gender bias in instructional materials, aligning lesson plans with gender-equality principles, promoting gender-fair participation and grouping, and increasing teachers' awareness of gender stereotypes and fairness, all of which ranked first or second within their respective tables.

These top-ranked indicators underscore that collaboration is most effective when it influences instructional decisions, curriculum alignment, student participation, and teacher awareness. Although relatively lower-ranked items involved broader initiatives such as parent engagement and joint awareness programs, they were still rated highly useful, indicating consistent positive perceptions across all dimensions. Therefore, the results affirm that collaborative approaches play a critical and effective role in enhancing teachers' practices, shaping inclusive classroom environments, and fostering positive attitudes toward gender equality in schools.

### Relationship Between the Assessments on the Extent of Utilization of Collaborative Approaches and on their Level of Usefulness

As shown in Table 3, there are uniformly very strong, positive, and statistically significant correlations between the extent of utilization of team teaching and peer mentoring and all four domains of perceived usefulness (all  $p < .001$ ), supporting the conclusion that teachers who collaborate more also report higher perceived usefulness for promoting gender-equality education.

The promising-practice compendia show that co-facilitated use of inclusive resources increases engagement among marginalized learners, especially when combined with ongoing teacher reflection on participation data (UNICEF, 2024; Plan International, 2024). (UNICEF, 2024; Plan International, 2024).

Taken together, the consistently very strong correlations ( $r = .704-.790$ ) affirm that when teachers collaboratively adopt and refine gender-responsive resources, they also perceive collaboration as highly useful for (a) enhancing gender-responsive instruction, (b) integrating equitable content across the curriculum, (c) fostering inclusive participation, and (d)



strengthening awareness and attitudes toward gender roles—precisely the constellation of improvements emphasized in recent international guidance (UNESCO, 2025; GPE KIX, 2024; UNICEF, 2020). (UNESCO, 2025; GPE KIX, 2024; UNICEF, 2020).

### **Challenges encountered in utilizing Collaborative Approaches**

As shown in Table 4, the data showed and ranked the challenges that teachers encountered in promoting gender equality education. This also evaluates which of the known challenges they agreed they experience, and which they disagree with and haven't encountered.

The Agree ratings for “Adequate budget allocation supports gender equality and collaborative initiatives” (WM = 3.40; A), “Teachers are provided with sufficient time within their workload to engage in collaborative activities” (WM = 3.44; A), and “Incentives and recognition are provided to motivate teachers to engage in collaboration programs” (WM = 3.48; A) point to the primary bottlenecks. Global guidance repeatedly highlights financing and time protection as structural enablers: without dedicated budget lines and scheduled time, even strong collaborative cultures plateau (UNESCO, 2025; GPE KIX, 2024).

In parallel, comparative implementation resources emphasize that motivational levers—recognition, micro-credentials, and leadership pathways—help sustain teacher participation in equity-oriented collaboration, yet remain underutilized in many systems (OSPI, 2020; U.S. Department of Education, 2025). Tackling these three constraints—budget, time, and incentives—would likely convert an already supportive climate into more sustained, high-impact collaborative practice for gender-equality education (UNICEF, 2020; UNGEI, 2025).

Overall, the strong cultural/leadership foundations, mid-level institutionalization of CPD/time/M&E, and lingering resource/motivation gaps—schools can close the implementation loop by: (a) guaranteeing protected collaboration time in timetables; (b) earmarking dedicated GAD/GRP budgets for coaching, materials, and evaluation; and (c) deploying recognition mechanisms (PLC lead roles, credit-bearing micro-PD, awards) to reinforce teacher engagement (UNESCO, 2025; GPE KIX, 2024; Caribbean Development Bank, 2023).

### **Proposed Enhancement Activity Manual**

The proposed Enhancement Activity Manual was designed as a user-friendly and flexible resource. It seeks to empower educators to foster safe, inclusive, and gender-equal learning environments, ultimately contributing to the holistic development and well-being of all learners

*LINK to access the Enhancement Activity Manual:*

<https://drive.google.com/file/d/1Ga6f9mlaDMOOjGa0SfXIU45gtmITdAim/view?usp=sharing>



## V. CONCLUSION

Based on the findings, these were the following conclusions were drawn:

1. The teacher's collaborative approaches are most highly utilized in team teaching, peer mentoring, and the use of gender-responsive instructional materials. While interdisciplinary collaboration, PLCs, and partnerships with parents and community stakeholders are only moderately utilized.
2. The collaborative approaches are highly useful in all categories, deeming them essential for effective and sustainable gender equality education.
3. The assessment on the extent of utilization of collaborative approaches and on their perceived usefulness was found to be significantly related in all pairs of variables.
4. Teachers experience a great deal of collaboration, showing only a moderate level of challenges, which include insufficient budget allocation, limited time, and lack of incentives.
5. The study confirms that enhancement activities are useful in strengthening collaborative and gender-responsive teaching practices across their respective learning areas.

## Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. The authorities may review the prepared contextualized and extensive enhancement activity manual before its possible utilization.
2. Teachers may enhance their teaching methods by using Bias-Aware Debate, Pagsusuring Pampanitikan (Maikling Kuwento), Community Story Map, Inclusive Lab Design & Data Equity, Data Literacy, Inclusive Stage Performances, Digital Portfolio & Micro-Tutorials, Student Reflection, and Actionable School Improvement Plan to promote gender equality among learners.
3. For future researchers, it is recommended to explore students' perspectives on teachers' used approach, conduct comparative studies with other congressional districts and favorably provinces and regions, and develop a validated and division-wide enhancement activity manual on collaborative approaches of teachers for promoting gender equality in education.

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