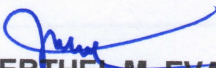




Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

UNNUMBERED MEMORANDUM

TO : Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

FROM :  **MERTHEL M. EVARDOME, CESO V**
Schools Division Superintendent

SUBJECT: Reiterating DepEd Order No. 32 s. 2017 entitled Gender Responsive Basic Education Policy

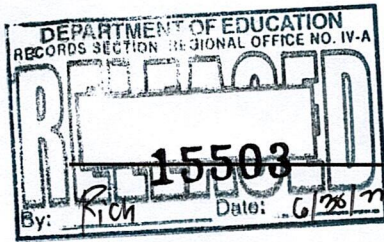
DATE : July 6, 2022

Attached herewith is Regional Memorandum No, 402, s. 22, Reiterating DepEd Order No. 32 s. 2017 entitled Gender-Responsive Basic Education Policy.

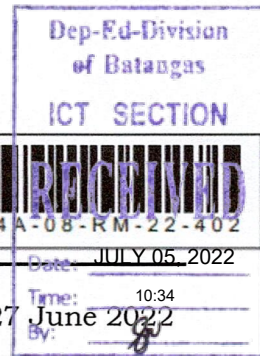
For your information, guidance and widest dissemination.



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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



Regional Memorandum

S2-104933

**REITERATING DEPED ORDER NO. 32, S. 2017
ENTITLED GENDER-RESPONSIVE BASIC
EDUCATION POLICY**


To **Schools Division Superintendents
Public Schools District Supervisors
School Heads in Public Elementary, Junior and Senior High School**

1. This Memorandum is issued to reiterate the provisions stated in DepEd Order No. 32, s. 2017 entitled "Gender-Responsive Basic Education Policy".
2. The policy statement under said DepEd Order is hereby enumerated for emphasis:
"xxx Specifically, this policy aims to:
 - a) promote inclusive education that ensures girls' and boys' and women's and men's equal access to learning opportunities, fair treatment in the learning process, and equitable outcomes as well as access to opportunities in all spheres of life;
 - b) promote the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying in schools;
 - c) address gender-based barriers and the different forms of discrimination as a result of being exposed to gender inequality suffered by vulnerable and marginalized groups. This includes taking affirmative steps where necessary to reduce gender gaps and disparities in basic education, and rectifying through affirmative action such discrimination suffered by a gender group in the workplace as a result of treatment that fails to recognize gender differences and thus adversely affects that gender group (e.g. adopting gender-sensitive promotion standards that give due consideration to women's absence from the workplace on account of maternity leave);
 - d) involve all learners, teachers, and non-teaching personnel and other stakeholders in the promotion of gender equality and non-discrimination through their engagement in the curriculum, learning materials, teaching methodologies, and support services that should not only aim at eliminating gender stereotypes, but also at transforming gender relations toward empowerment and social change;



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- e) strengthen structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, design, and delivery of services;
 - f) ensure that public and private partners are fully oriented to adopt gender-equality standards and procedures in program implementation and management; and
 - g) continuously enhance policy implementation and sustainability of results through periodic reviews, consultations with stakeholders, documentation, and promotion of good practices.”
3. In mainstreaming gender in all policies and programs, projects, and activities in all learning environment, the policy mandates the following:
- a. “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;
 - b. Ensure that DepEd personnel are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection;
 - c. Ensure that development and capacity building, through in-service trainings and workshops in coordination with the National Educators Academy of the Philippines (NEAP) and relevant private education institutions, are aligned with GRBE and capacity all teachers in both public and private schools on GRBE, human rights education, and peace education;
 - d. Promote the institutionalization of gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures.
 - e. Provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR); and
 - f. Strengthen and sustain the capacity of administrators, guidance counselors, and teachers in handling cases of violence, abuse, discrimination, exploitation, and bullying, and equip them with the technical competence in providing appropriate interventions and immediate referral.”
4. Strict compliance with the provisions of DepEd Order No. 32, s. 2017 is hereby enjoined.


FRANCIS CESAR B. BRINGAS
Regional Director 