

GENDER EQUALITY IN EMPOWERING BOTH SEXES IN PHILIPPINE EDUCATION

by:
Ms. ROMELA M. NAVARRO,
Teacher III of Dinalupihan Elementary School

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According to United Nations, Gender equality is not only a basic human right, but a essential foundation for a peaceful, flourishing and sustainable world.

The Philippines has attained gender parity in primary and secondary education, but there are still qualitative variation due to gendered separation in the types of breeding and tertiary education.

Education is a basic human right that should be evenly attainable to everyone in which gender equality should be adapt.

In past research 28 million Filipinos 1 are enrolled nationwide in public and private educational institutions from academic year 2016-2017 alone. This means that students, whether in basic, middle or higher education, comprise to around 27% of the total population of the Philippines in the given year.

Still on this days, sexuality issues stay an exercise of “tokenism” in schools at this time, a group is pursuing for mainstreaming of gender equality in education to guarantee a safe and gender-fair learning surroundings for individual – especially to women.

The Civil Society for Education Reforms Network (E-Net Philippines) said that “In terms of participation in basic education, girls and boys are given equal chances with almost the same percentage share,”.

Nonetheless, the E-Net stated that the syllabus and learning materials that back up gender sensitiveness and equity “prevail to be a challenge in the education scheme.”

And there is an accelerating violence among female because of early marriages and teen maternity. Never taken for granted that bullying lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) in schools because of gender insensitivity among teachers and students is also a “tributary element to prevalent aggression.”

In this situation, government especially the Department of Education must and should review and assess the curriculum towards gender-responsive education to be able to have a positive practices and perception in gender equality especially in rights for education.

Educators, especially those under the umbrella of research and development department should develop gender-sensitive learning materials in terms of distinctness of concepts, representation of facts and events, meaning-making, utilization of language and images/illustrations, and in executing activities.

Gender-receptive School Improvement Plan (SIP) and school policies should also be implemented to supply equal opportunity to all students no matter of gender in participating in school activities.

Let us observe everyone’s right to a gender-fair learning environment. A fair treatment to everyone as human being.

References:

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