

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Maynila

May 18, 1990

DECS O R D E R  
No. 48, s. 1990

ADOPTION OF THE PROGRAMS AND PROJECTS OUTLINED  
IN THE PHILIPPINE DEVELOPMENT PLAN FOR WOMEN  
IN THE ANNUAL PLAN

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors/Cultural Agency Directors  
Regional/Service/Center Directors  
Presidents, State Colleges and Universities

1. Equity of women and men before the law and recognition of the role of women in nation-building are provided for in Article II, Section 14 of the 1987 Philippine Constitution.
2. To address the concerns of women for equality and development, the National Commission on the Role of Filipino Women (NCRFW) in coordination with the National Economic and Development Authority (NEDA) and with inputs from various government agencies and non-government organizations, formulated in 1988 the Philippine Development Plan for Women (PDPW), 1989-1992.
3. On February 17, 1989, President Corason C. Aquino issued Executive Order No. 348, directing all government agencies and offices to take appropriate steps to ensure the full implementation of the PDPW. Chapter 6 of the PDPW covers the programs and projects for education and training.
4. NCRFW Memorandum No. 89-2, s. 1989 requires all cabinet members to report to the President once a year the status of the implementation of the agency plan, programs and projects to bring about gender equality and improve the status of women in education. It is requested that the programs and projects for education and training outlined in the PDPW be considered for implementation in school year 1990-1991 and every school year thereafter. Any undertaking related to the plan should be reflected in the Annual Report.
5. Inclosed are copies of Executive Order No. 348 and Chapter 6 of the PDPW.

6. It is desired that this Order and its inclosures be immediately disseminated to all concerned.

(SGD.) ISIDRO D. CARINO  
Secretary

Incls.:  
As stated

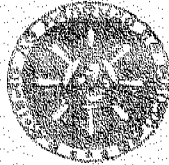
References:  
None

Attachment: 1-3--(M.O. 1-67)

To be indicated in the Perpetual Index  
under the following subjects:

CAMPAIGN  
POLICY  
PROGRAM, SCHOOL  
PROJECTS  
REPORT

Reference no 1



MALACANANG  
Manila

## EXECUTIVE ORDER NO. 348

### APPROVING AND ADOPTING THE PHILIPPINE DEVELOPMENT PLAN FOR WOMEN FOR 1989 TO 1992

WHEREAS, Article II, Section 14, of the 1987 Constitution provides that "The State recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men;"

WHEREAS, the Philippine Development Plan for Women for 1989 to 1992 was formulated through the efforts of various government agencies and non-governmental organizations;

NOW, THEREFORE, I, CORAZON C. AQUINO, President of the Philippines, do hereby approve and adopt the "Philippine Development Plan for Women for 1989 to 1992," hereinafter referred to as the Plan, and order that:

1. All government departments, bureaus, offices, agencies and instrumentalities, including government-owned or controlled corporations, are enjoined to take appropriate steps to ensure the full implementation of the programs and projects outlined in the Plan.

2. The National Commission on the Role of Filipino Women (NCRFW), in coordination with the National Economic and Development Authority (NEDA), shall monitor the implementation of the Plan by various government agencies. It shall likewise monitor the Plan's periodic assessment and updating and, for this purpose, the NCRFW may call upon the assistance of any department, bureau, office, agency, or instrumentality of the government, including government-owned or controlled corporations. Non-governmental organizations and private entities are urged to assist in the monitoring of the implementation, assessment and updating of the Plan.

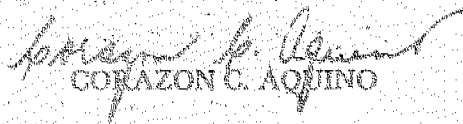
3. An appropriate focal point for women's concerns or any other similar mechanism shall be constituted in each department, bureau, office, agency, or instrumentality of the government, including government-owned or controlled corporations, to ensure the implementation and monitoring of implementation, review and updating of programs and projects identified for each sector.

4. The NCRFW is hereby authorized, upon consultation with the President, to issue orders, circulars or guidelines as may be necessary in the implementation, coordination and monitoring of the Plan, as well as in its assessment and updating. For these purposes, the NCRFW may constitute the appropriate inter-agency committees.

5. The initial amount necessary to implement the Plan for Calendar Year 1989 shall be charged against the appropriate funds of the government agencies concerned and from any available lump sum fund under Republic Act No. 6688 as may be determined by the Department of Budget and Management. Appropriations for succeeding years shall be incorporated in the budget proposals for Congressional action.

6. This Executive Order shall take effect immediately.

Done in the City of Manila, this 17th day of February in the year of Our Lord, nineteen hundred and eighty-nine.

  
CORAZON C. AQUINO

## 1. OVERVIEW

Equity in access to education and training opportunities and enjoyment of their benefits is guaranteed by law as provided for in Article XIV of the 1987 Philippine Constitution, Section 3.3 of Batas Pambansa Blg. 232, and Executive Order 117. These non-discriminatory provisions in national education and training policies have greatly contributed to the close parity in literacy rates between the sexes. As of 1980, the literacy rate of males reached 83.9 percent while that of females was 82.8 percent.

Efforts undertaken during the second half of the UN Decade for Women focused on the elimination of sexism in the school curricula and in learning materials. During this period, the Department of Education, Culture and Sports (DECS) began introducing innovations at all levels of education. At the elementary level, work education was included in the curricula as a common learning area for boys and girls. The same was done with home economics and livelihood education in Grades IV to VI. Civic and culture textbooks adopted concepts and visuals showing both sexes doing the same tasks. At the secondary level, practical arts subjects were integrated in the classes of both sexes. Meanwhile, initial efforts were made toward the conversion of male/female-exclusive schools into coeducational institutions. In 1984, the National Commission on the Role of Filipino Women (NCRFW), DECS and six public and private schools established the possibility of integrating sex role concepts in the school syllabus, especially at the elementary and secondary levels.

It was also during these years that six leading colleges and universities started offering women's courses. These were: Philippine Women's University, St. Scholastica's College, Maryknoll College, University of the Philippines - CSWCD, De La Salle University, and Siliman University. Very recently, a Women's Studies Consortium (WSC) was organized by five of these schools to foster better cooperation in learning and teaching women's studies.

The latest available sex-disaggregated figures showed how females in the school-going population fared in comparison with their male counterparts during the latter part of the UN Decade for Women. In SY 1982-83, the elementary school population was registered at around 8.6 million with a gross enrolment ratio (GER) of 95.8 percent. Females accounted for exactly one-half of the total elementary school population, with the female GER reaching 96 percent.

Approximately 1.6 million students were attending secondary schools in SY 1970-71, with females representing one half of the enrollees. Gross enrolment ratios for males and females were computed at 45 percent and 43.5 percent, respectively. School year 1982-83 showed a slightly reversed situation where female enrolment exceeded male enrolment.

At the elementary and secondary levels, there is a negligible difference in the number of males and females enrolled. The latter registered a higher enrolment level than the former at the tertiary or collegiate level as well as in graduate school. Data obtained from DECS for SY 1977-78 show the predominance of females at the higher education levels except in traditionally-male dominated courses.

Local studies indicate that, generally, females perform better than males in school. At both elementary and secondary levels, they demonstrate lower repetition and dropout rates. Likewise, they manifest 50 percent less incidence of failures.

The nonformal education program of DECS, particularly in functional literacy, has been focusing on women and children in the rural areas. Its 1986 outputs showed that female participation in the functional literacy and livelihood skills development programs was higher than that of their male counterparts. The National Manpower and Youth Council (NMYC) training outputs show a progressive rise in the annual proportion of female beneficiaries to the total during the last three years: 1985 — 45 percent; 1986 — 48 percent; and 1987 — 56 percent. Female trainees are attracted to the areas of service skills training, cottage industries, and sales and clerical-related work.

With regard to scholarship beneficiaries, the only sex-differentiated data are those of the Work Study Program for Southern Philippines and the Study Now Pay Later Plan. For SY 1987-88, twenty thousand — 62 percent of whom were females — participated in such programs.

### **1.1 Issues and Problems Affecting Women**

In spite of the generally favorable situation of women in education and the gains cited earlier, there are issues and problems that need to be confronted to enhance the effectiveness of education in bringing about gender equality and an improved status of Filipino women.

#### **1.1.1 Women as Education/Training Agents**

The issues affecting women as service providers are more comprehensively discussed in Chapter 5 on the Services Sector. Women's disproportionate representation in decision-making positions, their low professional expertise, and the issues of double burden, sexual harassment, lack of support systems/services, and discriminatory rules/practices in the allocation of learning opportunities are the leading concerns tackled in this section.

#### **1.1.2 Women as Education/Training Beneficiaries**

The biggest challenge to education and training is the enhancement of its capability to help realize genuine equality between the sexes in point of fact and in practices by addressing concerns of systemic and socio-cultural origin.

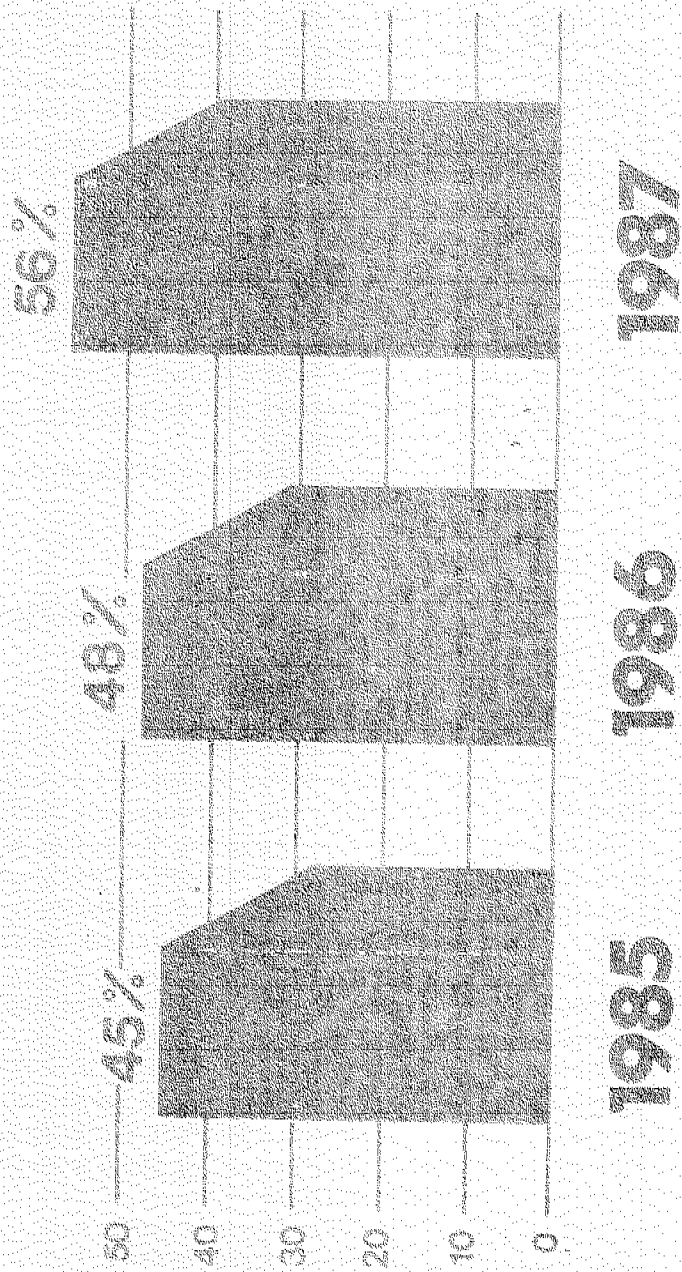
Sexism and role stereotyping are still contained in the curricula, textbooks, and instructional materials. Studies have consistently pointed out that such stereotypes do not only restrict the role orientation of learners but reinforce traditional views of female subordination as well.

Likewise, the issue of gender-biased social construction of knowledge-making and transmission needs special attention. Learning concepts used in schools which are founded on human experiences need to proportionately reflect women's contributions in key disciplines such as science, history, social studies, mathematics, and language.

Planners and key officials need to acquire broader gender-perspectives and sufficient sex-differentiated data to ensure that education/training policies, programs and projects are developed and implemented in accordance with the targets and objectives herein set for women.

There is a need to determine the scope of inequalities perceived to be hindering certain areas of women's participation in training and education to eradicate vestiges of sex-based discrimination. Likewise, socio-cultural factors that perpetuate dual standards of socialization in the home, school and community need to be addressed. It is also imperative to depart from the traditional socialization practice which ascribes status, characteristics and behavioral norms on the basis of sex rather than on inherent human potentials and capacities. Finally, the extent of implicit and explicit discrimination that women continue

**FIGURE 91**  
**Proportion of Female Beneficiaries of NYC**  
**Training to Total Beneficiaries, 1985-1987**



to experience while enrolling in some schools, together with the education needs of females who are forced to drop out by circumstances of unplanned teen pregnancies, needs to be brought into focus and made the object of studies and appropriate responses.

## 2. OBJECTIVES

The ultimate aim of this sector is to enable every Filipino woman to develop her full potentials for self-actualization and productivity. This will allow her to contribute to the welfare of the community and the bigger society as much as she does to the family. Central to this goal is the inculcation in both sexes of proper values, attitudes and perspectives that would engender mutual respect and recognition of individual rights and capabilities as total human beings free from the restrictive knots of sexual categorization and gender stereotypes.

For the Plan period 1988-92, the sector shall address the following objectives:

- (a) To eliminate all forms of gender bias and accelerate the responsiveness of education and training to the improvement of women's status and their more meaningful participation in the various areas of development;
- (b) To enhance the capacity of the educational system to promote gender-consciousness, women's development, and the integration of women into the mainstream of national development; and
- (c) To provide for equitable access of women to services and opportunities in all areas of education and training.

## 3. TARGETS

For the Plan period, the education and training sector targets an equally proportionate share of women to total enrolment annually to ensure equal access to educational opportunities. At least 75 percent of all social studies textbooks shall be evaluated to identify and rectify their sexist contents during the Plan period. Likewise, an average of two curricular innovation conferences shall be conducted annually to eliminate sexism in the curricula. At the tertiary level, an annual increase of 5 percent per annum is targeted in the enrolment of women in traditionally male-dominated courses.

Starting in 1989, four major research studies shall be initiated to document and determine the magnitude of the issues cited earlier. These are in the areas of: (a) sexism and stereotyping in textbooks and school curricula; (b) the prevailing teaching-learning conditions; (c) gender-biases in knowledge-making and transmission; and (d) discriminatory admission policies and practices. By 1991, these researches are expected to yield findings that shall serve as a springboard for the development and implementation of corrective measures or appropriate alternatives.

Greater interest in women's issues is expected to be generated within the Plan period. Consequently, this should lead to a projected rise in the number of schools conducting women's studies and of agencies undertaking sensitizing activities. This accelerated consciousness of women is expected to bring about increased demand for more literature, modules, trainers, and other inputs.

In the absence of sex-differentiation of current targets in the Medium-Term Philippine Development Plan, it would be difficult to monitor gender proportions and ratios in the sector's outputs. Thus, by the middle part of the Plan period, the establishment of a desirable target-setting system for women shall have already been attained. This shall be accomplished by developing gender-specific indicators and by disaggregating statistical outputs by sex beginning 1989. By 1991, such indicators shall be used to come up with



women-specific quantitative targets upon which subsequent planning efforts shall be based.

#### 4. POLICIES AND STRATEGIES

Policies and strategies to be pursued within the Plan period shall be in line with the overall sectoral thrusts of equity, quality, efficiency, and relevance.

- 1 Improvement of the Quality and Relevance of Education and Training with Respect to Women's Status and Roles**
- The internal efficiency of the educational system shall be improved to foster knowledge, skills, and values that are required in attaining full equality between sexes and more productive participation of women in the country's development efforts.
- The curricula and education/training programs shall undergo reorientation, simultaneously with the revision and development of textbooks, instructional materials and other learning aids. These shall be geared to: (a) women's empowerment to improve self-perception, increase self-respect and self-confidence, and to develop their full potentials as development agents; (b) expansion of areas of women's participation; and (c) development of indigenous learning concepts, theories, and materials to upgrade general understanding of women's concerns. Toward this end, researches shall be undertaken to evaluate, and, where necessary, develop alternatives to: (a) theories about human nature specifically those that deal with sex and gender; (b) the system of knowledge-making and transmission; and (c) the classroom climate and the culture of silence which it engenders among learners. As a strategy, curricular innovation conferences shall be conducted to discuss problems, issues, and prospects for the development and use of gender-fair curricula.
- 2 Equitable Access to Education and Training Opportunities**
- During the Plan period, greater participation of women in economic production shall be ensured by providing them with skills that shall enhance their competitiveness in the job market. Education and training shall be geared to developing a proportionate number of skilled, middle-level, and high-level female workers who shall be employed in work areas required for economic recovery and growth. Stereotyping of career options shall be checked through appropriate career guidance which shall direct training and education toward nontraditional and higher-paying areas of competence. Sensitizing programs for career counsellors shall be developed and implemented, and information and hand-outs on occupational trends will be disseminated.
- Gender-sensitive nonformal education programs shall be developed. Greater emphasis shall be given to the unique educational needs of women, particularly as consumers and as school dropouts.
- Admission policies, procedures, requirements, and practices shall be reviewed to address the issues of explicit and implicit discrimination in such areas. Policies relative to the granting of student financial assistance shall be made more sensitive to women's situations.
- 3 Intensification of Values Education**
- Values education shall respond to the need for a broader understanding of women's conditions. Respect for human rights shall be taught with focus on the rights of women.
- Traditions and beliefs that run counter to the principles of equality between the sexes shall be reinterpreted within the context of contemporary realities. For example, the traditional belief that mothering and housekeeping are the roles most ideal for married women shall be substituted with concepts that realistically acknowledge the expanding spheres of women's participation in various fields of endeavour. Skills that would facilitate sensitization to gender issues shall be introduced in the general curriculum.

as well as in nonformal education through the use of appropriate learning strategies and character-building activities.

**4.4 Greater Mobilization of the Educational System and Personnel to Promote Women's Status**

Educational institutions shall be encouraged to lead in undertaking gender-consciousness or sensitizing activities both within and outside the school campus/premises.

Students, as well as teachers, school personnel and parents, shall be oriented on the sector's objectives on women. Philippine-based gender studies shall be developed and integrated both in the school curricula and in teacher/personnel's training courses to sensitize them and other key individuals such as education planners, administrators, trainers, teachers, textbook writers, illustrators, editors, and others. Incentives and other support services shall be extended to schools conducting women's studies, while scholarships shall be made available to students wanting to specialize in this area.

To address the differing standards of socialization used in the home, school, church and community, teachers shall be trained on how to integrate gender issues into parent-teacher discussions, community assemblies, and in various settings through symposia, debates, and other administrative mechanisms. Along this line, appropriate guidelines and reference materials for teachers shall be developed and utilized together with a mass media program. Meanwhile, library networks shall be established and maintained to provide human, material and technical resources on women.

**4.5 Equitable Allocation, Efficient Management, and Effective Utilization of Financial Resources**

Funds shall be earmarked to operationalize the policies and strategies adopted for women in this sector. However, in recognition of the current resource limitations faced by the national government and the education sector, alternative sources of funds shall be tapped.

The allocation of available resources for women-specific concerns shall be rationalized. Priority shall be given to projects and activities that: (a) have the highest impact; (b) are prerequisites to the implementation of other projects/activities; and (c) could operate with minimal resource/financial requirements. These consist of the training of trainers, the conduct of researches, and the improvement of curricula and learning materials.

**4.6 Strengthening the System of Planning, Implementation, Monitoring, and Evaluation**

Full integration of women's concerns into the system of planning, implementation, monitoring, and evaluation in the sector shall be institutionalized at the national and sub-national levels. Greater participation of NGOs shall be promoted through the activation of existing linkages.

Training programs to improve skills of those concerned with planning, implementation, monitoring, and evaluation shall be provided. Sex disaggregation of existing data bases and institutionalization of gender-based data collection and dissemination systems shall be fostered. Gender-based indicator systems shall be continuously developed and updated to aid the processes of monitoring, evaluation, and the development or redirection of pertinent programs, services, and projects.

**5. PROGRAMS AND PROJECTS**

For the Plan period, priority programs and projects shall be implemented in line with the sector's aim of enabling every Filipino woman to develop her full potentials for self-actualization and productivity. These programs/projects are grouped into three broad classifications, namely: (a) advocacy; (b) special programs; and (c) research and documentation (Annex 6.1).

**Annex 6.1  
MAJOR IMPLEMENTING PROGRAMS AND PROJECTS, 1989-1992**

Program Project Title	Description/Objectives	Lead Agencies
<b>A. Advocacy</b>		
1. Gender Sensitization	Sensitizing programs shall be developed and conducted for teachers, school administrators, trainers, planners, textbook writers, illustrators, editors, parents, students and other concerned groups. The purpose is to raise the level of awareness or consciousness of the key individuals in the sector and to generate greater support in addressing gender-specific issues.	DECS, NCRFW, WSCs, Graduate Schools, NGOs
2. Educational Media	This involves the formulation of appropriate guidelines for teachers and inclusion of gender issues in various communication mechanisms such as debates, symposia, parent-teacher discussions and community assemblies. Its objective is to promote gender-fair socialization and reinforce consciousness-raising efforts in and outside of the formal school system.	NCRFW, WSCs, Graduate Schools
<b>B. Special Programs</b>		
1. Career Guidance Reorientation	To correct tracking of both sexes into traditional careers, this project shall be initiated involving sensitization of career counsellors, development and dissemination of appropriate hand-outs and purposeful generation of females' interest in careers leading to easily-employable and high-paying occupations in the identified areas of economic growth.	DECS, NMYC, SCUs, Tech. Vocs.
2. Short Term Programs on Specific Needs of Women	To address the education needs of certain groups of young women, short-term programs shall be specifically provided on the basis of surfacing problems of unplanned pregnancies which force female students out of school, full information on human sexuality shall be provided to male and female students in all levels. Under the NFG program, the topics of consumerism, sexual abuse and violence against women shall be discussed. Teaching of self-defense skills specially designed for women's anatomy shall be promoted. In cooperation with concerned agencies, programs on appropriate technology shall be developed for women. Programs shall also be developed for women in nontraditional occupation.	DECS, NMYC, WSCs, NCRFW, POPCOM
3. Gender-based Information Management System	To eliminate constraints on policy formulation and sustain interest in issues pertinent to women in the sector, sex-differentiated statistics shall be generated. This entails a thorough analysis of the present data collection and dissemination system, the reformulation of appropriate data indicators, and training of individuals concerned with data generation and management.	DECS, NSO, NCRFW, Data Generating Units of GOs and NGOs, NMYC, NEDA

Education and Training

Program/Project Title	Description/Objectives	Lead Agencies	Sectors
C. Research and Documentation			
1. Research on Sexism and Stereotyping in Textbooks and School Curricula	This involves analysis of textbooks and curricula in key subjects such as social studies, history and english alongside with collation of findings of completed studies in the same area to determine the extent of sexism contained in such instructional materials. The result of this study shall serve as basis in formulating alternative proposals.	DECS Curriculum Development Unit Board, NMYC, NCRFW, WSCs	
2. Research on the Prevailing Teaching-Learning Conditions	This project shall focus on the evaluation of the prevailing dynamics in classrooms to point out their effects on the development of women's psyche. This study is expected to uncover the factors that reinforce female subservience or docility. Preferable arrangements that would be mutually beneficial to both sexes shall likewise be pilot-tested.	DECS, NCRFW, Graduate Schools, WSCs	
3. Research on Gender Biases in Knowledge-Making and Transmission	The purpose of this study is to come up with evidences of male bias in the varied aspects of formulating and imparting knowledge. It includes an assessment of the processes involved in generating education- al concepts and the system by which they reach learners in the formal system.	DECS, NCRFW, WSCs, Graduate Schools	
4. Research on Discriminatory Policies and Requirements in Admission of Students	Certain educational institutions subscribing to sex-discriminatory admission practices shall be identified and their policies and requirements shall be studied. Documentation of actual cases where women were prejudiced on account of sex shall be undertaken. Recommendations for elimination or revision of such shall also be pursued. This is aimed at ensuring genuine equity for both sexes in access to education opportunities.	NCRFW, NGOs, DECS	
5. Research and Critique of Gender-biased Theories	The purpose of this study is to help rid the educational system of sexism. It shall proceed from identification and critique of theories related to the nature of men and women. This shall be followed with compilation and testing of possible alternatives.	DECS, NCRFW, NGOs with WSCs, FAPE	ed Training
6. Formulation of Philippine-Women's Studies	Gender issues, not only in education but in other sectors as well (such as science and technology, employment, health, etc.), call for formal scientific study. This project seeks to promote indigenization of gender courses and materials. It also aims at encouraging curricular offerings on woman in the formal and nonformal systems.	DECS, NCRFW, NGOs with WSCs, FAPE	