



INVESTING IN WOMEN
SMART ECONOMICS
AN INITIATIVE OF THE AUSTRALIAN GOVERNMENT



Gender Communication Tool Kit



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Edukasyon.ph

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Glossary

Gender

Gender refers to the social differences and relations between women and men, which also implies differences, with those attributes associated with women assigned a lower value. Gender interacts with other social variables such as age, class, ethnicity, and disability.

Gender Norm

Gender Norms are informal, deeply entrenched and widely held beliefs about gender roles, power relations, standards or expectations that govern human behaviours and practices in a particular social context and at a particular time. They are ideas or 'rules' about how girls and boys and women and men are expected to be and to act.

Gender Equality

Refers to the equal enjoyment by women and men of all ages, regardless of sexual orientation, of rights, socially valued goods, opportunities, resources and rewards. It does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

Gender Stereotype

Simplistic generalizations about the gender attributes, differences and roles of individual women and men and/or groups of them, which are rarely accurate.

Gender Bias

Behavior that shows favoritism toward one gender over another. Most often, gender bias is the act of favoring men and/or boys over women and/or girls.

Gender-based Violence

An umbrella term for any harmful act, that can be sexual, physical, socio-economic, emotional, psychological) that is perpetrated against a person's will, is based on socially ascribed or gender differences between women and men.

Empowerment

Refers to the process of gaining power and control over their own lives. It involves awareness raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

Gender Identity

About who one is (identity), i.e. male, female, genderqueer, etc.

Sexual Orientation

About who one is attracted to and feel drawn to romantically, emotionally and sexually. This can include gay, lesbian, straight, bisexual and asexual.

Sex

Refers to biological and physiological attributes that define females and males. It is natural, determined by birth and therefore generally unchanging and universal.

Sex-disaggregated data

Data that are collected and analyzed separately for females and males. Data can include real situations and general conditions in every aspect of society. generally unchanging and universal.

TANDAAN!

Marami at iba't ibang terms ang mayroon tungkol sa gender. Ang mga terms na ito ay naimbento upang mabigyan ng mas maayos na definition ang mga impormasyon at detalye tungkol sa usapin at sa pag-intindi ng gender.

Mayroon ding mga references tungkol sa gender issues at stereotyping ng Filipino language sa ibaba. (Section 7.1 Resources for Self-paced Study sa pahina 37). Magpatuloy lang sa pagbabasa.

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Introduction

BACKGROUND

Edukasyon.ph is an education technology company which seeks to empower Filipino youth by providing an online portal for information regarding schools, scholarships, careers, and life.

Investing in Women (IW) is an initiative of the Australian government to promote women's economic empowerment by working with large employers, impact investors, governments and advocates in Southeast Asian countries.

The two organizations embarked on a joint project entitled **Yaring Pinay** in October 2020 with the objective of influencing gender norms in the technical-vocational education & training (TVET) sector in the Philippines.

The project consists of three phases being: 1) baseline research; 2) capacity-building through toolkits and industry-academe linkages; and 3) nationwide communications campaign. Under the first two phases of the project were completed a baseline study on TVET education and gender norms and two toolkits on gender and communication for TVET schools and companies.

The two toolkits developed in 2021 were designed for TVET schools and employers, thereby containing competencies relevant to their respective mandates: i.e. career marketing, placement, recruitment and building capacity to communicate education and employment opportunities in a gender responsive manner.

In consultation with TESDA, Edukasyon.ph has developed a gender communication toolkit specifically for TVET students to build their on gender-responsive communication and provide a practical guide to respond to gender bias and discrimination in classrooms.

Student Gender Communication Toolkit

What it is

The toolkit provides background information, checklists, self-assessment questions, exercises, and a list of related resources that can be accessed online on the following topics:

- Occupational segregation
- Guidelines for gender responsive communications in different context and channels
- Examples of gender responsive communication in different contexts and media, including suggested ways to respond to different forms of gender bias and discrimination in the classroom and the workplace
- Guidelines for gender inclusive practices in the classroom
- Personal gender action plan

Who it is for

The toolkit is designed primarily as a practical guide for TVET students to understand and respond to gender bias and discrimination in classrooms and workplaces as they navigate their way through their chosen non-traditional fields of study. The texts and activities contained in the toolkit are laid out in a way to be used directly by the students, unaided / unassisted by teachers.

Why develop the toolkit (Objectives and Outcome)

Overall, the toolkit is envisioned to preempt the further entrenchment of occupational segregation exacerbated by traditional gender norms, attitudes, and perceptions among students.

The toolkit chiefly aims to:

- a. Build the capacity of students on gender communication, gender-inclusive hiring practices, and workplace gender policies;
- b. Provide early intervention and expose students to gender communication learning and strategies as a current student.

So that students are able to:

- a. Explain how occupational segregation as an issue in TVET institutions can affect student success and employability;
- b. Relate how gender bias and perceptions in TVET are manifested in communication strategies, materials, and language
- c. Demonstrate confidence in navigating processes in non-traditional workplaces / spaces through new knowledge, information, and tools on gender-inclusive practices to help protect themselves and respond to possible gender discrimination in the classroom and the workplace

TANDAAN!***Ano ang toolkit?***

Ang toolkit ay isang document na nagbibigay ng mga importanteng impormasyon, listahan, at mga exercises. Ang toolkit na ito ay naka-focus sa usapin ng gender at kung paano ito nakakaapekto sa opisina o trabaho, at kung ano-ano ang mga solusyon na maaaring makasagot dito.

Para kanino ang toolkit?

Ang toolkit na ito ay para sa mga estudyante ng tech voc. Isa itong practical na guide para malaman ng mga tech voc students kung paano mag-respond sa iba't ibang problemang kanilang makakaharap, lalo na kung gender ang pinag-uusapan. Ang toolkit ay ginawa sa paraan na ang estudyante mismo ang maaaring makagamit nito nang walang kinakailangang tulong o gabay mula sa kanilang mga teachers o instructors.

Ano ang mga matututunan dito?

Maraming maaaring matutunan sa toolkit na ito. Aim ng toolkit na ito na makapag-raise ng awareness sa mga tech voc students tungkol sa occupational segregation, maipakita kung gaano ka-common ang gender biases sa ating pakikisalamuha sa isa't isa, at makapag-bigay ng mga practical na guide para sa mga studyante kung paano sila magre-respond sa gender discrimination sa loob ng classroom.

Occupational Segregation in TVET

*and Issues relevant to Students and
Trainees*

Background

The COVID-19 pandemic has forced the country to deal with unprecedented levels of unemployment and job loss for Filipinos both here and abroad, driving many Filipino workers and their families below the poverty line and exacerbated social inequities that existed even before the pandemic. The virus disproportionately impacted low skilled workers especially in the informal sector where there is lower job security. This has made all the more urgent the task of retooling and upskilling displaced workers through programs like the ones offered by TESDA, one of whose key strategies is to contribute to social equity and reduce poverty. The challenge of ensuring that these programs are designed to also benefit women becomes central if social equity is to be achieved.

Though TVET enrolment and graduation steadily increased from 2016-2019, this dropped dramatically in 2020 due to the pandemic. Women outnumbered the men in both enrollment and graduation from 2016 to 2020, with an average difference of 6.3% (TESDA, 2020). Women and men are also reported to have similar training completion rates as reflected in about the same sex ratio among graduates and enrollees (Ilo, PCW, 2017).



Photo credit: TESDA Women's Center

Despite the positive picture demonstrated by these figures, gender stereotyping in course choices persists. A research commissioned by Edukasyon.ph indicated that from education to employment, women and men are divided across sectors. Women tend to choose traditional fields of study that lead to careers that are less lucrative in less formal sectors like care work and services, while men dominate the more high-paying and the highly technical IT, manufacturing, and mechanical sectors.

The study further revealed that these choices that eventually lead to occupational segregation are highly influenced by traditional gender-related expectations of the family and by employers' general preferences as seen in ads and employment patterns. Even within the non-traditional sectors, there is a gender-based division of work because even when women decide to pursue careers in male-dominated fields, they still end up doing roles associated with the prevailing gender norms such as administrative and other support tasks.

OCCUPATIONAL SEGREGATION (according to gender) is the tendency for women and men to be in different occupations across the entire spectrum of work. This happens when women and men work in different sectors of the economy (e.g. when big truck driving is mostly done by men while dressmaking and domestic work are dominated by women) and; when women and men both work in the same sector but men commonly do the more skilled and better paid work and occupy higher positions (e.g. majority of school directors are men while majority of teachers are women and majority of hospital doctors are men while majority of nurses are women. Women-dominated occupations are generally less attractive because of lower pay, lower status and fewer advancement possibilities. Once in the labor market, women are vulnerable to gender discrimination – leading to (mostly women) being denied jobs or better paying ones, jobs that offer advancement or being confined to certain occupations with lower pay and no benefits. Occupational segregation is evidence of differences in power, skills and earnings contributing to inequality.

It is important to note that gender-based occupational segregation may also interact with other types of segregation based on race, ethnicity, age, disability, etc., thereby worsening the social disadvantage experienced by anyone who is subjected to that.

The prospect of achieving equally productive, rewarding and fulfilling careers promised by TVET is therefore severely constrained for women because of gender-related barriers coming from the overall socio-cultural context. Inside the TVET classroom within the TVET institution however, there are key barriers that constrain women's participation, including: sexual harassment which is reportedly common and normalized in TVET schools (SA, Riveter, 2021); attitudinal barriers or social mindset; low self-confidence or fear of challenging the status quo; lack of safe accommodations; inappropriate training environment (e.g. no counseling services, no daycare services, no academic counseling, no transport and medical facilities, career counseling, job placement service, outreach or extra-curricular programs). Women students look for safety, respect, accountability and equality (ILO, 2012).

TANDAAN!

May magandang nagaganap sa usapin ng gender equality sa TVET schools dahil s mas tumataas na enrollment at completion rates ng mga kababaihan. Pero, mayroon pa ring occupational segregation sa TVET sector dahil sa pagle-label ng mga trabaho bilang panlalaki o pambabae lamang. Ang mga babae ay kadalasang nasa “soft sectors” o hindi humahantong sa lucrative at high-paying jobs, kumpara sa mga trabaho ng mga kalalakihan na mas mataas ang sweldo, mas teknikal, at mas stable.

Mahalaga na makita natin ang problema sa occupational segregation, lalo na sa mga kababaihan. Imbes na pantay pantay ang mga opportunities na maaari nilang makuha, sila’y nagkakaroon ng disadvantage nang dahil sa kanilang pagiging babae. Hindi lamang ito problema ng mga babae dahil maaaring makaapekto rin ito sa mga employers dahil hindi nila nama-maximize ang kanilang mga empleyado dahil sa preference nila sa mga kalalakihan. Hindi nila nakukuha ang advantage na dala ng mga kababaihan sa kanilang trabaho.

Guidelines for Gender- Responsive Communication

Communication plays a crucial role in enhancing the gender responsiveness of TVET. Gender-responsive communication provides a balanced portrayal of women and men, and one way to do this is through language.

Language is not always neutral and word choice often reflects the gender-inclusivity (or not) of a material. Words are chosen out of habit or by popular use, but also reflect a value system or worldview with underlying gender bias that one may not be conscious of.

A common mistake in the English language is the use of the masculine form of pronouns by default, especially if the actual gender is not known. The right use of a pronoun or the use of gender precise or neutral language can make communication more inclusive. For example, consider this advertisement for a TVET teaching position and how it can be transformed to be gender-inclusive so that it doesn't exclude or discriminate against potential women applicants.



**WANT TO WORK ABROAD?
APPLY NOW!**

JAPAN

For Men:

- GMAW Structural Welder
- GMAW Automotive Welder
- Carpenter
- Plumber
- Press Machine Operator
- Road Roller
- Excavator
- Steelman
- Lathe Machinist
- Frame Works

For Women:

- Car Seat Sewer
- Curtain Sewer

POLAND

For Men:

- MIG/MAG Structural Welder

For Men & Women:

- Fish Slicer

UNITED KINGDOM

For Men & Women:

- Seafood Processor

For Women:

- Care Worker

NO FEES IN ANY FORM AND/OR PURPOSE WILL BE COLLECTED FROM THE APPLICANTS
Beware of illegal recruiters and human traffickers.

NON-INCLUSIVE	INCLUSIVE 1: Using pronouns that represent both male and female	GENDER-NEUTRAL: If the message can be understood without the use of pronouns
<p>WANTED: Teacher for Automotive Mechanics</p> <p>QUALIFICATIONS:</p> <ul style="list-style-type: none"> • He must have at least 5 years of teaching experience • He must be a graduate of Automotive Engineering Course 	<p>WANTED: Teacher for Automotive Mechanics</p> <p>QUALIFICATIONS:</p> <ul style="list-style-type: none"> • She / he must have at least 5 years of teaching experience • She / he must be a graduate of Automotive Engineering Course 	<p>WANTED: Teacher for Automotive Mechanics</p> <p>QUALIFICATIONS:</p> <ul style="list-style-type: none"> • Must have at least 5 years of teaching experience • Must be a graduate of Automotive Engineering Course

When seeking employment, you may encounter commonly used labels referring to professions or job roles that also reflect preference over a specific gender, which tends to associate women's and men's characteristics or traits to specific professions or areas of employment. These labels, even if used unconsciously, can exclude women or men from entering certain fields in TVET, discounting whatever unique and valuable contributions they offer to these spheres of work.

You may also find that you use gender-biased terms in your communication when referring to professions the same way TVET industries do so. For example, industries that employ more men than women may refer to their occupations as gendered.

Here are some examples and their gender-neutral alternatives. Check what terms you usually use and find a gender-inclusive term as an alternative.

GENDER-BIASED TERMS	GENDER-NEUTRAL REPLACEMENTS
Foreman	Supervisor
Cleaning woman, janitor, janitress	Cleaner
Repairman	Repairperson
Handyman	Handyperson
Hostess	Host
Waitress, waiter	Server
Fireman	Firefighter
Policeman	Police Officer
Fisherman	Fisher
Congressman	Congressperson
Chairman	Chairperson
Councilman	Councilor
Landlord	Owner
Middleman	Mediator
Spokesman staff	Spokesperson
Mother tongue	Native language

In a classroom setting, students refer to their teachers, other school personnel and maybe each other, with these commonly used titles “Miss,” “Mrs.” for women and “Mr.” for men. The two titles used for women do not just indicate gender but also make a point as to the women’s marital status being single or married and whatever negative meaning is associated with it. More specifically, women who are addressed as “Miss” which in some circles may be associated with stereotypes of single or unattached women especially those considered beyond the marrying age, including but not limited to being available and attract unwanted attention or to not being taken seriously or not being desirable enough for any man to marry, or having something “wrong” with them, etc. It is therefore important to be mindful of what the underlying stereotypes these common addresses or titles may be associated with.

In a situation where titles are required and gender is known, “Ms.” can be used for women, regardless of marital status. Alternatively, it may be advisable to use a person’s name to address her or him but ideally, it is best to ask and respect how a person wants to be referred to by title or pronoun, as members of the LGBTQ community may not find any of “Miss”, “Mrs” or “Mr” as appropriate.

To be more gender-responsive in communicating with others, be mindful of how women and men are commonly depicted. In traditional and disempowering ways, or in gender-stereotyped communication, for example, women are often shown as mothers or caregivers while men are exclusively characterized as the main breadwinners or providers of the family. While there is nothing inherently wrong with these characterizations, this stereotyping may suggest that a woman is only limited to the role of being a mother or caregiver. The statement can also lead to an expectation that women are the only one responsible for child care and men’s contribution to it is not as important.



Photo credit: TESDA Women's Center



Photo credit: TESDA Women's Center

Similarly, men are also stereotyped as “weak” or “unmanly” if they are not able to provide for the family as breadwinners. In cases where women earn more income for the family, this may be considered as “supplemental” because society’s expectations are that men should be the one to bring in the earnings to provide for the household. These are examples of stereotypes and gender roles placed on women and men in society. When women and men are “locked,” “boxed” or “reduced” into roles and attributes primarily ascribed to their respective group, this is called gender stereotyping. These gender stereotypes that assign certain traits and characteristics to women and men are not accurate for everyone.

Think about your own experiences both personally and in TVET. Have you experienced any gender stereotyping in school, workplace, and/or your community?

GENDER STEREOTYPING *refers to the practice of ascribing to an individual woman or man specific characteristics or roles because she or he is part of a social group, of women or men. A gender stereotype is a simplistic generalized view or preconception about the characteristics or roles that should be possessed by or performed by women and men. It limits women’s and men’s capacity to develop their other abilities, pursue their professional careers and/or make choices about their lives and can help perpetuate inequalities.*

While it is necessary to acknowledge that women and men have diverse and significant roles in society, it should also be important to note that gender stereotyping also contributes to gender discrimination.

Women are stereotyped as more emotional and non-analytical, subjective and not objective thinkers, being irrational and non-scientific thinkers. With these stereotypical traits, women are traditionally seen as inferior to men, which limits women into certain TVET courses and jobs that are non-technical and seen as only suited for women and the prescribed characteristics and traits needed to perform the role. Women then are not able to access higher paying employment opportunities, which usually prefer and hire men for the technical jobs.

Gender stereotypes also get stronger when they combine with other kinds of stereotypes and can worsen the negative impact on certain groups of women, such as indigenous or minority women, poor women, women with disabilities, and so on. Messages that further push gender stereotypes are common in daily communications such as in advertising and other marketing materials, books, movies, songs, and other different forms of media.

For communication to be gender responsive, it needs to challenge and help transform these stereotypes so as to not box you to certain roles, characteristics and traits. For example, you may notice that in promotional posters and advertisements women are stereotyped into office administrative and maintenance job roles, while men are shown as performing manual and technical work. Women are not only limited to office-related employment. This should be reflected in marketing materials by TVET schools and companies.

A Pantene advertisement featuring a man and a woman in professional attire. The man is in the upper half, and the woman is in the lower half. The background is dark with text overlays. The text includes statistics about Filipino men's and women's views on political leadership, a slogan, and the Pantene logo.

62%
OF FILIPINO MEN
THINK THEY WOULD MAKE
BETTER POLITICAL LEADERS
THAN WOMEN.


64%
OF FILIPINO WOMEN AGREE.

BASED ON A 2019 PANTENE SURVEY
BY LUNA RESEARCH PARTNERS.


TOGETHER WE CAN OVERCOME BIAS. #PANTENE

PANTENE
THE SCIENCE OF HAIR CARE


Promotional materials released by TVET institutions and workplaces should include both women and men’s perspectives as well as their literal voices. Below are some examples of gender stereotypes in job fields, roles in the household, and the community and even when it pertains to sexuality.




PROFESSIONS





HOUSEHOLD



COMMUNITY



SEXUALITY

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  WOMEN/GIRLS </div> <div style="text-align: center;">  MEN/BOYS </div> </div>	
Teacher	Police, soldier
Nurse	Doctor
Gynecologist / Obstetrician	Cardiologist / Neurologist
Receptionist, hair stylist, manicurist, office worker	Mechanic, plumber, electrician
Housemaid	Gardener
House cook	Chef
Homemaker	Breadwinner
Child caregiver	House repair person
Follower	Leader
Virgin at marriage, monogamous	Sexually promiscuous
Passive in sex	Explores sex
Physically weak, emotionally frail	Physically strong, doesn't cry
Heterosexual	Heterosexual
Vulnerable to rape	Can't be raped

To make communication gender-responsive, it is crucial to consciously collect and use data broken down by sex or sex-disaggregated data. This will show the differences between women’s and men’s various experiences in all areas. For example, instead of a generalized data on TVET enrolment rate of 5000 students in a given year, collecting and disaggregating data by sex should clearly indicate what proportion of that number were women and how many were men – ensuring women’s visibility. Aside from measuring this quantitative difference, sex-disaggregation of data can be used to further explore and analyze the more qualitative reasons behind quantitative gaps. For example, if women’s enrolment rate in technical courses is sixty percent lower than that of men’s, one can then proceed by asking and identifying the social processes e.g. obstacles, on how and why such a situation happened. Sex-disaggregated data not just indicates differences but can also reveal inequalities between women and men. It can also be cross-referenced and analyzed with other factors like sexual orientation, gender identity, age, class, ethnicity in order to reflect more accurately people’s diverse experiences.

Different formats will require different methods with which to do this. For example, in a research project, it is important that an equal number of women and men are interviewed, and are equally quoted or mentioned. Women and men should be given equal time during recordings and interviews to ensure the visibility of their sides and perspectives. For other projects like audio productions (e.g., advertisements or podcasts), it is best to equally include voice overs of women and men

Use this checklist to spot if the language used in communications is gender-responsive.

✓	Appropriate titles (e.g. Ms., Mrs., Mr.) and pronouns (e.g. she/her, he/him, they/them) or as preferred by the person referred to were used
✓	When referring to people, both the women and man are named, instead of referring to the latter only as “wife” or “mother” to show she is a person in her own right and not just as someone (i.e. “wife” or “mother”) to another person
✓	Gender-neutral terms are used for jobs / job ads
✓	Gender stereotypes are actively not used or referred to
✓	Women and men are portrayed in diverse roles, e.g. as leaders, experts, spokespersons, from diverse backgrounds, e.g. rural, urban, wealthy, poor and in different contexts e.g. family life, work or professional life, community involvement
✓	Images shown represent gestures, clothing and postures that demonstrate equal status
✓	Diversity is acknowledged not just in terms of gender but also in terms of gender identity and sexual orientation and that stories and experiences of the LGBTQ community are included where available
✓	Women and men are used equally as experts, interviewers, resource persons / interviewees, speakers in all activities and events

✓	There is equal representation of women and men by representing their experiences and perspectives
✓	Sex-disaggregated data is used and if not available, suggest that such data be collected in order to be able to identify any gaps or differences between women's and men's experiences
✓	For audio products, both women's and men's voices are used
✓	Equal time for women and men are allocated during interviews, video recordings, and other publication materials
✓	In situations that require translation, both women's and men's input are translated
✓	In printed material, women and men are proportionally represented
✓	A balance between stories featuring women-driven and men-driven initiatives and partnerships is visible
✓	Voice overs by women and men are used in materials, and both voices and images appear without replicating stereotypes, such as portraying women as passive and men as assertive

TANDAAN!

Nakikita ang gender stereotype sa kung paano tayo makipag-usap sa isa't isa. Mula sa language na ating ginagamit, sa kung paano tayo ina-address (gaya ng Ms. at Mrs.), sa kung paano tawagin ang mga nagtatrabaho sa isang propesyon (gaya ng Chairman), at hanggang sa roles na ating ginagampanan sa ating society, naroon ang issue ng gender stereotyping. Hindi lamang ito nae-experience sa school, kung hindi pati sa loob ng bahay, sa lugar kung saan nagtatrabaho, at sa kabuuan ng ating lipunan.

Sa TVET sector, ang gender bias ay nakikita kahit sa mga job advertisements kung saan mas pinapaburan ng employers ang isang gender dahil sa pag-iisip na mas fit sila sa magiging trabaho. Halimbawa, receptionist and hair stylist ay ang nakalaan para sa mga babae, habang ang pagiging mechanic, plumber, at electrician ay para sa mga lalaki. Nakadepende ang ganitong pag-iisip sa tinatawag na gender roles.

Ngunit, hindi ito ang katapusan! Maraming pamamaraan kung paano natin ito matutugunan upang maging gender-responsive ang ating language pati na ang pakikitungo natin sa isa't isa. Kailangan lang natin maging mindful!

Examples of Gender- Responsive Communication

When looking at different forms of media, the content usually reflects the creator's views. How gender-stereotyped the content is depends largely on the creator's perspectives. For example, reenactments in film and TV use common tropes such as an image of a mysterious and scary man as the boss while the flirty and sometimes clumsy woman is his secretary. This image constitutes a gender bias based on gender stereotypes. Being gender-responsive means we have to be critical and mindful of these biases and stereotypes. This would help us realize how current stereotypes in the media have painted an unfair and negative image of women. Thus, change is much needed to make media (and communication) more equal and more neutral. Here are some examples of how communication can be gender-responsive in different contexts and media.

WRITTEN AND ORAL COMMUNICATIONS

Challenging Gender Stereotypes

Gender-stereotyped	Non-stereotyped	Stereotypes addressed / reframed
He had to stop his studies because of pressures from his wife and children.	He made a decision to stop his studies so he could spend more time with his family.	<ul style="list-style-type: none"> ▶ <i>Man's priority is advancing his studies / career and get a pass if he doesn't give time for his family.</i> ▶ <i>If a man prioritizes his family, this is because he was forced to do so by his wife and children instead of owning up to his responsibilities as a co-parent.</i> ▶ <i>Women and children get in the way of men's lofty studies and career goals.</i>
Maria has to work to supplement the income of her husband.	Maria and her husband share in providing for their family.	<ul style="list-style-type: none"> ▶ <i>Men are the breadwinners and main provider of the family.</i> ▶ <i>If the wife has to work, her income will always be just secondary or supplementary to his income, and even if she may earn more.</i>
Arnel asked for a paternity leave so he can help his wife care for their newborn.	Arnel and his wife took a parental leave so they can both care for their newborn.	<i>Mothers are and should be mainly responsible for child care and husbands only help</i>

Using Equal Forms of Address or Titles

Gender Biased	Gender-sensitive	Stereotypes addressed / reframed
Miss and Mrs.	Ms.	<ul style="list-style-type: none"> ▶ An unmarried woman as indicated by "Miss" should be identified as this is how she partly derives her value.
Men and ladies	Women and men	<ul style="list-style-type: none"> ▶ In society, women should be "ladies", which is code for restricted and restrictive speech (speech, body movement, sexuality and all other aspects of her behavior).
Man and wife	Husband & wife / wife and husband	<ul style="list-style-type: none"> ▶ Women are only recognized as being "wife to someone" and not as a person (woman) in the same way a "man" is.
Mr. Phil Abuera and wife	Mr. & Mrs. Abuera, Ms. & Mr. Abuera	<ul style="list-style-type: none"> ▶ Women and only women, need to be identified by their marital status because that's where they are supposed to derive their identity and self-worth (being referred to as someone's wife) ▶ Men, regardless of their marital status have their own identity. ▶ If marital status needs to be indicated, then it should be done for both the man and the woman.
Mrs. Phil Abuera	Ms. Ella Abuera	<ul style="list-style-type: none"> ▶ A woman is nobody if she is not 'attached' to a man, whether as a husband or a daughter. ▶ She only becomes 'someone' if she is married and carries the husband's first and second name.

VISUAL IMAGES

Images that reinforce gender stereotypes may be found everywhere, from textbooks and magazines to television programs and educational posters on classroom walls. It may be difficult to spot these because gender stereotypes are deeply established in our society and culture. Familiarize yourself with gender stereotypes with the examples below on stereotypical images of women's roles in the home and in the community, and how these can possibly be transformed using non-stereotypical images that acknowledge the diverse roles women and men carry out today.

Look back at your own experiences and see whether you have encountered similar stereotyping based on your gender.

Stereotypical Images



Woman doing laundry



TVET leadership by men during a TVET training on gender



Small enterprise for women



Women and childcare

Non-stereotypical Images



Woman Trainer teaching a non-traditional TVET course



Man doing laundry



Equal participation by women and men in a TVET training on gender



A woman plumber

Photo Credits:

Stereotypical pictures 1-4, Non-stereotypical pictures 3 - Mercedes Logarta

Non-stereotypical pictures 1 - TESDA Women's Center, Non-stereotypical pictures 2 & 4 <https://www.shutterstock.com/image-photo/plumber-plumbing-specialist-fixing-kitchen-sink-1522544648>

TANDAAN!

Mahalaga na maintindihan natin ang gender stereotypes sa iba't ibang contexts at pangyayari upang malaman natin kung paano natin ito macha-challenge at mabibigyan ng tamang response. Kailangan natin maging critical at mindful sa mga bagay na ating nakikila, naririnig, at napapanood sa media at kahit na sa ating araw-araw na pag-uusap para makita at maiwasto ang anumang gender stereotypes at biases na maaaring mayroon tayo, o mayroon sa mga media na ating kino-consume. Written man ito o oral, o kahit mismong sa mga titles at visual images, maaaring mayroong gender stereotype at kailangan natin maging sensitive sa mga ito.

Responding to Sexist Comments in the Classroom or the Workplace

Whether in the classroom or outside, women are confronted with sexist and inappropriate comments or questions which can be embarrassing, intimidating or disorienting. These questions may be asked of you in any setting without warning, whether during a casual encounter, a classroom interaction or a job interview. Below are examples of ways to handle them.

SEXIST COMMENTS	SUGGESTIONS ON HOW TO RESPOND (in general)
<ul style="list-style-type: none"> ● Are you married or do you plan to marry in the near future? (<i>Kasal ka na o plano mo bang ikasal?</i>) ● Do you have a boyfriend? (<i>May boyfriend ka na ba?</i>) ● How do you intend to lead a team of men? (<i>Paano mo pamumunuan ang team at mga katrabaho mo na lalaki?</i>) ● Does your husband or boyfriend give you permission to be here? (<i>Pinayagan ka ba ng asawa o boyfriend mo na magtrabaho dito?</i>) ● When do you plan to have children? (<i>Kailan mo balak magka-anak?</i>) ● Will you stop when you get pregnant? (<i>Titigil ka ba sa pagtrabaho kapag nabuntis ka?</i>) ● Will you stop if your husband tells you to stop working here? (<i>Titigil ka ba sa pagtrabaho kapag patigilin ka ng asawa mo?</i>) ● You are very pretty, how do you feel about dating your boss? (<i>Ang ganda mo naman, papayag ka ba makipag-date sa boss mo?</i>) ● Why does a woman like you want to do study a technical course or do a man's job? (<i>Kababae mong tao, bakit ka nag-aaral ng kurso o nasa isang trabaho na para sa lalaki?</i>) ● What is more important to you, your career or marriage with children? (<i>Ano ang mas mahalaga para sa iyo - ang career mo o ang pamilya, asawa at anak mo?</i>) 	<ul style="list-style-type: none"> ● Be firm and confident. If the question or comment is offensive and makes you uncomfortable, ask why the question or comment is relevant, and let the person know that you are offended and not comfortable with the question asked. You can always refuse to answer, ignore the comment or engage the person by explaining why it is not relevant or unacceptable. ● In a social setting where you believe such questions are not relevant, you can respectfully decline to answer. In a job setting, remain calm and professional if asked an irrelevant and intimidating question. ● Redirect a sexist question and call attention to the topic at hand. ● In the case of a job interview, keep your answers neutral and positive to the extent possible. If a question suggests some gender bias and may be relevant to your prospective job responsibilities, you can bring attention or redirect the discussion to your professional strengths to persuade the interviewer of your skills and abilities required for the job. Remember to be professional and respectful in your response.

See below for actual responses you can use if you are asked or receive sexist questions and comments.

Sexist Comments	Example Responses
Are you married or do you plan to marry in the near future? <i>(Kasal ka na o plano mo bang ikasal?)</i>	I think I don't plan on getting married yet, especially since I'm too young for it. <i>(Sa tingin ko hindi ko pa naman planong magpakasal, lalo na't napakabata ko pa.)</i>
Do you have a boyfriend? <i>(May boyfriend ka ba?)</i>	I'm too young and unready to have a boyfriend. <i>(Masyado pa akong bata at hindi pa ako handang magka-boyfriend.)</i>
How do you intend to lead a team of men? <i>(Paano mo pamumunuan ang team at mga katrabaho mo na lalaki?)</i>	I plan to lead them the same way I lead a team of women. <i>(Plano kong pamunuan sila sa kung paano ko rin pamunuan ang isang team ng mga kababaihan. Hindi naman sila talaga magkaiba.)</i>
Does your husband or boyfriend give you permission to be here? <i>(Pinayagan ka ba ng asawa o boyfriend mo na magtrabaho dito?)</i>	I don't think I need anyone's permission to be here. I can make my own choices. <i>(Sa tingin ko hindi ko kailangang magpaalam kahit kanino para makapagtrabaho rito. Kaya kong mag-decide para sa sarili ko.)</i>
When do you plan to have children? <i>(Kailan mo balak magka-anak?)</i>	As of now, having children is not in my plans. <i>(Sa ngayon, wala pa sa plano ko ang magkaroon ng anak.)</i>
Will you stop working when you get pregnant? <i>(Titigil ka ba sa pagtrabaho kapag nabuntis ka?)</i>	I think I will decide if I cross that bridge. Nevertheless, I am confident that my work & performance will not be affected by my personal life. <i>(Ako ay magdedesisyon sa oras na harapin ko ito. Confident ako na hindi maaapektuhan ang aking trabaho at performance ng aking persona life.)</i>
Will you stop working if your husband tells you to stop working here? <i>(Titigil ka ba sa pagtrabaho kapag patigilin ka ng asawa mo?)</i>	I will make decisions that are best for myself with consideration for my career & personal life. <i>(Ako ang magdedesisyon para sa sarili ko pagdating sa aking career at personal life.)</i>
You are very pretty, how do you feel about dating your boss? <i>(Ang ganda mo naman, papayag ka ba makipag-date sa boss mo??)</i>	Thank you but it's not what I'm here for. I'm here to work and help drive the business forward. <i>(Salamat pero hindi 'yan ang dahilan kung bakit ako nandito. Nandito ako para magtrabaho at tunglang palaguin ang kumpanya.)</i>
Why does a woman like you want to study a technical course or do a man's job? <i>(Kababae mong tao, bakit ka nag-aaral ng kurso o nasa isang trabaho na para sa lalaki?)</i>	Because I believe that women, like me, can do whatever men can do - and vice versa. Gender doesn't really dictate what any of us can do. <i>(Dahil naniniwala ako na ang mga kababaihan, gaya ko, ay kaya ring gawin ang anumang ginagawa ng mga kalalakihan. Hindi naman nakasalalay sa gender ang kayang gawin ninuman.)</i>
What is more important to you, your career or marriage with children? <i>(Ano ang mas mahalaga para sa iyo - ang career mo o ang pamilya, asawa at anak mo?)</i>	I value being able to separate matters about my career & personal life because I give importance to being professional. <i>(Vinalue ko ang kakayahan kong ipaghiwalay ang career at personal life ko dahil binibigyan ko ng importansya ang pagiging professional.)</i>

Do you feel uncomfortable saying these responses? One tip is to role play with a friend, especially when preparing for job interviews.

Sexual Harassment

Sexual harassment has been reported to occur in the classroom and the workplace but, because of its nature, it is common that cases are not reported for the fear of being shamed, reprimanded, or terminated from employment. Women may experience sexual harassment but don't report it because they don't know what to call it. The best way to prepare to handle it is to educate yourself – to understand the concepts and learn the language and labels with which to call the different forms of sexual harassment and to know the policy and or laws against it.

Here are some basic facts about sexual harassment:

What is sexual harassment?

Any unwanted, unwelcome or uninvited, imposed on, unsolicited or unreciprocated behavior of a sexual nature which makes a person feel humiliated, intimidated or offended. It is NOT sexual interaction, flirtation, attraction or friendship which is invited, mutual, consensual or reciprocated.

Its possible forms include:

- 1 Verbal harassment:** offensive or suggestive remarks, comments, jokes, jesting, insults of a sexual nature, sounds, intrusive questions about one's private life or body, obscene communications.

Example: You're walking on the sidewalk and a bystander whistles at you and says, "Hi sexy, can I have your number?" (Naglalakad ka sa sidewalk nang bigla kang sipulan ng isang tambay at sinabi niyang, "Hi sexy, pahingi naman number mo!")
- 2 Non-verbal/gestural harassment:** staring, ogling with suggestive overtones, licking lips or holding or eating food provocatively, hand signal or sign language denoting sexual activity, persistent flirting.

Example: You're buying school supplies at a store. While at the cashier, the person behind the counter keeps staring at your chest area, even when talking to you. (Bumibili ka ng school supplies sa isang tindahan. Habang nagbabayad sa cashier, nakatitig sa dibdib mo ang kahera, kahit na kinakausap ka niya.)
- 3 Visual harassment:** showing pornographic materials, drawing sex-based sketches or writing sex-based letters, emails or SMS messages, sexual exposure, sexually explicit pictures, screen savers or posters, accessing sexually explicit internet sites.

Example: On your chat, your classmate confessed to you that they have a crush on you and then sent you a picture of their genitalia. (Sa isang chat, umamin sa'yo 'yung classmate mo na crush ka raw nya tapos bigla siyang nag-send ng picture ng kaniyang ari.)
- 4 Psychological harassment:** repeated, unwanted social invitations, relentless proposals for dates or physical intimacy.

Example: Your boyfriend keeps on pressuring you to have sex even when you don't want to and are not ready for it. He then manipulates you into thinking that you don't love him anymore. (Pine-pressure ka ng boyfriend mo na makipag-sex sa kaniya kahit ayaw mo at hindi ka ready para rito. Minamanipulate niya ang pagiisip mo dahil hindi mo na raw siya mahal nang dahil sa ayaw mong makipag-sex sa kaniya.)

5 Physical harassment: inappropriate touching, patting, pinching, stroking, brushing up against the body, hugging, kissing, fondling, sexual assault, indecent exposure, stalking, invading your personal space, getting so close to your face or body.

Example: While walking home from school, you passed by a dark alley where a stranger pinned you against the wall and touched you on your private parts. (*Habang pauwi ka galing sa school, napadaan ka sa isang madilim na eskinita kung saan may biglang nagtulak sa'yo sa pader at hinawak-hawakan ka sa mga maseselang parte ng iyong katawan.*)

Sexual harassment as one form of violence against women (VAW) is a violation women's rights and punishable by law as provided for in the Magna Carta of Women (MCW). The MCW guarantees the right to protection from all forms of violence; equal access and elimination of discrimination against women in education, scholarships and training. The Philippine government is the primary implementer of MCW – this means all government offices, including LGUs and government-owned and controlled corporations implement provisions of MCW that fall within their mandate, particularly those that guarantee rights of women that require specific action from the State. It also mandates all LGUs to establish a VAW desk in each barangay to address VAW cases, including the barangay including where your TVET school is located. The government's specific tasks are:





- Refrain from discriminating against women and violating their rights;
- Protect women against discrimination and from violation of their rights by private corporations, entities and individuals;
- Promote and fulfill the rights of women in all spheres, including their rights to substantive equality and non-discrimination

The government is expected to fulfill these through the development and implementation of laws, policies, regulatory instruments, administrative guidelines, and other appropriate measures, including temporary special measures, the establishments of mechanisms to promote the coherent and integrated implementation of the MCW and other related laws and policies to effectively stop discrimination against Filipino women. For details on specific responsibilities, penalties and more, see Annex E and a full copy of the Magna Carta of Women Implementing Rules and Regulations.

While it is important to know the law that prohibits sexual harassment, you will still need to know what to do when you experience or witness it in the TVET classroom.

How to respond to sexual harassment is determined by several factors, including **where, who the perpetrator is and how it happened or happens**. In general, the first instinct is to get yourself out of or away from the situation, where one can be safe and/or ask for help. If it happens within a TVET classroom or school, it is important to report it according to the policy protocol, if a policy exists. It is useful to be familiar with the specific pathways with which such incidents are reported as part of preparation for enrolment. In addition, document or record the incident/s and identify as many people or witnesses as possible to support and/or corroborate the incident.

In case you would experience sexual harassment in the classroom and/or workplace, remember to use your **EARS**.

 <p>ESCAPE</p>	<p>Seek safety and get away or remove yourself from the unsafe situation, if you are able to.</p>
 <p>ASK FOR HELP</p>	<p>Scream or approach a colleague, trainer or manager, or a security personnel. If your mobile phone is available, call a trusted individual like a family member or friend to inform of your location and situation.</p>
 <p>REPORT</p>	<p>File an incident report to school authorities or your workplace's human resources department.</p>
 <p>STORE</p>	<p>Document or record the incident, and safekeep any proof for future or ongoing investigations. Identify people who witnessed the incident.</p>

If you are in need of support due to experiencing gender-based discrimination or violence in the home, school or workplace, please contact the following hotlines below.

<p>Inter-Agency Council on Violence Against Women and their Children 09178671907 / 09178748961</p>	<p>PNP-Women and Children Protection Center (WCPC) (02) 8532-6690</p>
<p>Department of Social Welfare and Development (DSWD) (02) 931-8101 to 07;</p>	<p>Aleng Pulis Hotline 0919 777 7377</p>
<p>Philippine National Police (PNP) Hotline 177 / (8)723-0401</p>	<p>NBI Violence Against Women and Children vawcd@nbi.gov.ph</p>

VAWC Hotlines per region: <https://pcw.gov.ph/violence-against-women-helplines/>

TANDAAN!

Sa pakikipag-usap natin sa iba, maaaring makarinig tayo ng mga tanong o pangungusap na sexist. Ilan dito ang tungkol sa capacity ng mga babae sa pagtatrabaho, tungkol sa kanilang buhay pamilya, at kahit na sa kanilang panlabas na anyo. Mayroong mga effective ways kung paano makakapag-respond sa mga comments na ito, gaya ng sa loob ng workplace o during hiring kung saan pwedeng sabihin na nakakainsulto ang tanong o kaya'y ibalik ang tanong sa nagtatanong para marealize nila na sexist ang mga ito.

Marami rin ang klase ng sexual harassment na dapat nating iwasan. Ang mga ito'y ginagawa ng ibang tao upang makapanakit at mag-take advantage. Mayroong mga batas at panukala na pumuprotekta sa karapatan ng mga kababaihan at ng kanilang mga anak gaya ng Magna Carta of Women. Ito ay comprehensive na naglalatag ng mga paraan kung paano mapoprotekta ang mga kababaihan at kanilang mga anak laban sa violence, abuse, at harassment.

At sa panahon na ikaw ay makaka-experience ng sexual harassment, always remember your **EARS**: **E**scape, **A**sk for help, **R**eport, and **S**ore documents and proof for faster investigation.

Pwede ka ring tumawag sa mga sumusunod na hotlines:

Inter-Agency Council on Violence Against Women and their Children: 09178671907 / 09178748961

Department of Social Welfare and Development (DSWD): (02) 931-8101 to 07;

Philippine National Police (PNP) Hotline: 177 / (8)723-0401

PNP-Women and Children Protection Center (WCPC): (02) 8532-6690

Aleng Pulis Hotline: 0919 777 7377;

NBI Violence Against Women and Children: vawcd@nbi.gov.ph

VAWC Hotlines per region: <https://pcw.gov.ph/violence-against-women-helplines/>

How to spot and advocate for gender-responsive TVET classrooms and schools

The TVET school or institution is both a place of study for students like you and an area for work for teachers and support staff. The students and staff who use the facilities are directly affected by the different policies and processes practiced in these spaces. Students in non-traditional TVET fields who may also become potential teachers in the future are not just passive “consumers” of these practices but can actively participate and advocate for these practices and processes during the course of their study.

Below are concrete and specific measures on how to make these spaces gender-inclusive, whether as classrooms or as a space for work. The students are not expected to undertake these measures themselves but they are encouraged to use them as a guide for advocating for such practices in their schools.

Use this checklist to see if your TVET school creates a safe space for women and all genders.

School Administration

<input type="checkbox"/>	I have women instructors/teachers teaching non-traditional TVET courses (e.g. automotive, welding, plumbing, electrical)
<input type="checkbox"/>	My school has women in teaching and management positions (e.g. Academic Director, School Head)
<input type="checkbox"/>	I see an equal number of women and members of the LGBTQ community among the teaching, administration/finance and management staff in my school
<input type="checkbox"/>	I see and know women security guards in my school. In case I need help, I am comfortable to approach them to seek assistance, if ever I'm not comfortable doing so towards a male security guard
<input type="checkbox"/>	My teachers and school staff are knowledgeable about my school's gender policy and clearly implementing it in classrooms and school grounds

Classroom, Spaces & Facilities

<input type="checkbox"/>	I'm not worried about unwanted physical contact from my classmates in classrooms because the rooms and layout are spacious and not overcrowded. I am able to have my personal safe space
<input type="checkbox"/>	I see signs about anti-harassment policies displayed inside the classrooms and other public spaces and I know what to do if I experience any kind of harassment in school
<input type="checkbox"/>	My teachers always talk to us about the school's anti-harassment policies

	Separate toilets are provided for women, men and LGBTQ students
	LGBTQ students feel safe inside bathrooms and toilet facilities
	I see possible escape routes in toilets in case I am trapped inside, possible for cases of attacks
	I can lock the toilet cubicles ensuring my safety
	The toilets enough lighting making me feel safe to enter the facility by myself
	I am not worried about my privacy and safety in the toilet. The toilet walls, dividers and doors are secure and sturdy with no holes.
	Toilets have a working plumbing system and water supply, so I do not have to go out in compromising positions and clothing just to fetch water
	I feel safe walking in hallways, lobbies and walkways around the school campus, especially at night, because these areas are well-lit and guarded by security personnel and/or security cameras

Upon assessing your school's gender-responsiveness, do you find that some of these practices are not performed or followed? There are concrete ways to advocate for gender-responsiveness in your classrooms. In the next section, learn how to design your own Gender Action Plan as a student in non-traditional TVET challenging gender norms.

TANDAAN!

Maraming paraan kung paano makikita kung gaano ka-gender-responsive ang TVET schools at classrooms. Mula sa school administrators, pati na sa mga facilities at spaces sa paaralan, dapat inclusive ang mga ito para sa lahat. Tignan mo ang inyong tech voc school. Pagmasdan mo ang inyong administrators, teachers, at instructors. Gender-responsive ba sila?

Action Plan for Students in Non-traditional TVET spaces

This section discusses a way forward for TVET students following concrete steps and a list of additional resources for further study. It aims to help you to:

- Reflect on and determine what you have learned from this toolkit and how these lessons can be applied while enrolled in non-traditional TVET and;
- Identify topics that need further clarification and find the relevant resources from the list provided.

TAKING STOCK OF YOUR OWN BELIEFS AND BIASES

We view everything in our life through the lens of our own belief and value system, which is the same system that perpetuates the gender stereotypes and biases discussed in this toolkit. Confronting these beliefs and biases can be very intimate and close to home, taking us into a long, personal journey of its own.

It is crucial that we be aware of our own gender biases before we are able to confront and transform them, so the first step in our plan would be to ask and be aware of our beliefs and values about ourselves as women and men and how these affect our experiences as students in non-traditional TVET fields of study.

WORKSHEET: Answer this short worksheet to help you become aware of your own beliefs on women and men and how these influence your life and study decisions. This is for your own reference, so take note of your own answers and use them as a guide in seeking more input and/or further discussion in the future, possibly when this toolkit will be used as material for a training.

- 1 **What part of the discussions on gender and gender-responsive communication did you agree or not agree with? Why or why not?**
(Balikan ang diskusyon sa gender and gender-responsive communication, alin sa mga napag-usapan ang sumasang-ayon ko o hindi? Bakit o bakit hindi?)
- 2 **How do these apply to your own experience as a TVET student?**
(Paano ito sumasalamin sa iyong karanasan bilang isang TVET student?)
- 3 **How do your own beliefs about women and men influence the way you perform in your TVET studies?**
(Paano nakaimpluwensya ang iyong paniniwala sa gender [tungkol sa kababaihan at kalalakihan] sa iyong pag-aaral ng TVET? Sa tingin niyo, saan nanggagaling ang mga paniniwala na ito?)
- 4 **Which sections in this toolkit are unclear and need further explanation and elaboration?**
(Aling bahagi sa toolkit ang kailangan pang ipaliwanag at paunlarin?)

IDENTIFY AVAILABLE GENDER-RELATED RESOURCES IN YOUR SCHOOL

- Inquire about the existence of a gender and/or gender-based violence (GBV) policy in your school, read this carefully and share/discuss with others.
- Find out if there are any activities or events like briefings, orientation, seminars, meetings, or discussions pertaining to the above policy or anything related to gender. Join these and ask for elaboration or questions if there are any ambiguities especially in terms of its implementing rules and regulations.
- Familiarize yourself with the pathways to report a case of any form of GBV, whether involving yourself or another. This may or may not be included in the gender and GBV policy of the school.



Photo credit: TESDA Women's Center



Photo credit: TESDA Women's Center

ACTIVE PARTICIPATION AND ENGAGEMENT

- Participate in any student governing body and make sure you share and discuss your concerns as women and men students in non-traditional fields of study. If such a body does not exist, advocate for one with the institution or program you are enrolled in to ensure that you have their full support.
- Form support groups among peers, whether all women, all men or mixed women/men where you can openly and safely share your gender-related and other concerns.
- Talk to your peers, classmates, and friends. Share stories, perspectives and opinions on challenging gender norms. Personal conversations are powerful.

RESOURCES FOR SELF-PACED STUDY

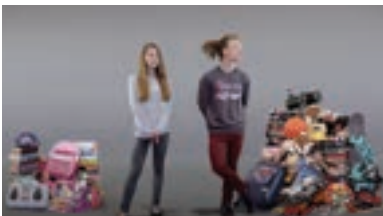
This toolkit is designed only to provide the basics on gender-responsive communication but for those who wish to broaden and deepen their knowledge on gender, here is a list of related resources online that can be accessed for free. These can be downloaded or done online for future study.



The Impossible Dream, animation (Original Long Uncensored Version), English, 8 minutes
United Nations, 1983

The film takes a wry, humorous look at a problem faced by women everywhere: the double workload of a full-time job and being a housewife. We see an average family with a baby and two school-age children. Both parents work outside the home. The woman puts in the same hours as her husband, for less money. In addition, caring for the children and all the household duties remain her responsibility

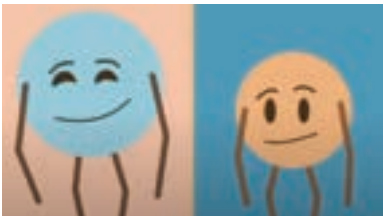
<https://www.youtube.com/watch?v=t2JBPBIFR2Y>



Gender Stereotypes and education, English, 1.5 minutes
EIGE

Gender stereotypes are not always obvious. They start to follow us from our earliest days in the toy store and continue to influence us when choosing subjects at school and career.

<https://www.youtube.com/watch?v=nrZ21nD9I-0>



What are Gender Stereotypes, animation, English, 3 minutes
Parent Lab

Shows how gender stereotypes affects grown-ups and kids

<https://www.youtube.com/watch?v=HdHSDaJNQsg>



Mga Halimbawa ng Gender Stereotypes, Filipino, 9 minutes
Childhope Philippines

#KalyEskwela Session: Ang nakakapinsalang mga stereotype ng kasarian at maling pag-iisip ng kasarian ay isa sa mga pangunahing sanhi ng diskriminasyon, pang-aabuso at karahasan sa maraming lugar at maaaring humantong sa mga paglabag sa isang malawak na hanay ng mga karapatang pantao. Ang mga sumusunod ay ilang halimbawa kung paano nakakaapekto ang stereotyping ng kasarian sa kasiyahan ng mga karapatang pantao. #Online #AlternativeLearningSessions #GenderSensitivity101 (This is a school project by Ateneo Senior High School for the benefit of street children and youth under the program of Childhope Philippines Foundation. Project Coordinators: Alexandria Ong Avram Liban Leon David Martha De Guzman Lia Manzana)

<https://www.youtube.com/watch?v=BjY5hhLQrMc>



Gender Stereotypes in Philippine Television, Taglish, 14 minutes
Multimedia Production on Gender, Dr. Grace Javier Alfonso
BA Multimedia Studies, UP Open University

<https://www.youtube.com/watch?v=urlLM3hWKe8>



Gender Awareness and Sensitivity in the Classroom, Taglish, 45 minutes

GenderTalks, Episode 6 TVUP

Gender Awareness and Sensitivity in the Classroom With Prof. Elizabeth Enriquez, UP College of Mass Communication; Prof. Carolyn Sobritchea, UP Asian Center Former Director, UP Center for Women's and Gender Studies; Prof. Odine deGuzman, UP Dept. of English and Comparative Literature Former Director, & UP Center for Women's and Gender Studies; Prof. Rolando Tolentino, UP Film Institute

<https://www.youtube.com/watch?v=eLLtm7L2VPs>



Gender Sensitization, animation, English, 12 minutes

IDH - the Sustainable Trade Initiative

<https://www.youtube.com/watch?v=Wi1exdO1lig>

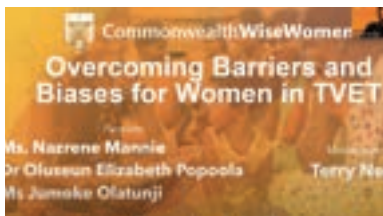


Gender and Access to TVET: Challenges and Progress, English, 12 minutes

Terry Neal, Education Specialist: Technical and Vocational Skills Development (TVSD), Commonwealth of Learning at the Women in Technical Education and Employment International Hybrid Conference on "Gender and Sustainable Development Goals in Africa," 2020

Outlines the inequity that exists between male and female participation in TVET, particularly STEM-related TVET, factors contributing to this and examples of interventions that aim to overcome these challenges.

<https://www.youtube.com/watch?v=5YftQ7xJvd4>



Overcoming Barriers and Biases for women in TVET, English, 34 minutes

Commonwealth of Learning under a Creative Commons Attribution-ShareAlike 4.0 Licence (international)

<https://www.youtube.com/watch?v=TVRGY5uPYCM>



RA 9710 Magna Carta of Women Implementing Rules and Regulations

<https://drive.google.com/file/d/15HAzXy3NgjlyZairA20MtR3XhcBNf2k7/view?usp=sharing>



Discussion on the Magna Carta of Women in Filipino

<https://www.youtube.com/watch?v=HLIYYJchCJ4>



Episode 8: Magna Carta of Women | Oh My GAD: Gender and Development

<https://www.youtube.com/watch?v=nLt3iciHEpk>



Violence Against Women and their Children Helplines

<https://pcw.gov.ph/violence-against-women-helplines/>

TANDAAN!

Maraming bagay ang na-discuss sa toolkit na ito. Mag-reflect tayo sa ating mga napag-aralan. Handa ba tayo na maging kampeon ng mga kababaihan tungo sa gender equality? Mag-reflect din tayo sa mga beliefs at biases na mayroon tayo. Alin-alin sa mga ito ang dapat na nating ihinto at baguhin? Kaya mo bang gumawa ng iyong sariling gender action plan kung saan nakalagay rito kung paano mo mababago ang iyong sarili at matutulungan ang iba?

Isa sa mga aral na maaaring mapulot sa toolkit na ito ay ang pangangailangang maging proactive. Kailangan nating maging aktibo sa paghahanap at pag-aaral sa mga existing gender policies at sa mga resources ng ating schools at workplaces. Maging aktibo rin tayo sa pagsali sa iba't ibang mga events at engagement! Maging advocate tayo para sa gender inclusivity sa pagsali sa mga clubs at peer support groups para sama-sama nating labanan ang gender discrimination!

Magpatuloy sa pag-aaral ng gender equality and gender-responsiveness sa mga resources na aming inilathala rito. Mayroong mga resources sa mga sumusunod na annex na maaaring i-print para mas madali mo itong mabasa at/o maibahagi sa iba.

Salamat at hanggang sa muli!

References

Magna Carta of Women, Philippine commission on Women (PCW), Office of the President, 2010
IOM-Gender-and-Communications-Toolkit-2015.pdf
IOMgender_responsive_comms_toolkit_may_14.pdf
 GenderTerm. UN Women guidelines to gender inclusive language
<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Gender-inclusive%20language/Guidelines-on-gender-inclusive-language-en.pdf>

Annex A

Use this checklist to help you spot if the language used in communications and materials is gender-responsive.

✓	Appropriate titles (e.g. Ms., Mrs., Mr.) and pronouns (e.g. she/her, he/him, they/them) or as preferred by the person referred to were used
✓	When referring to people, both the women and man are named, instead of referring to the latter only as “wife” or “mother” to show she is a person in her own right and not just as someone (i.e. “wife” or “mother”) to another person
✓	Gender-neutral terms are used for jobs / job ads
✓	Gender stereotypes are actively not used or referred to
✓	Women and men are portrayed in diverse roles, e.g. as leaders, experts, spokespersons, from diverse backgrounds, e.g. rural, urban, wealthy, poor and in different contexts e.g. family life, work or professional life, community involvement
✓	Images shown represent gestures, clothing and postures that demonstrate equal status
✓	Diversity is acknowledged not just in terms of gender but also in terms of gender identity and sexual orientation and that stories and experiences of the LGBTQ community are included where available
✓	Women and men are used equally as experts, interviewers, resource persons / interviewees, speakers in all activities and events
✓	There is equal representation of women and men by representing their experiences and perspectives
✓	Sex-disaggregated data is used and if not available, suggest that such data be collected in order to be able to identify any gaps or differences between women’s and men’s experiences
✓	For audio products, both women’s and men’s voices are used
✓	Equal time for women and men are allocated during interviews, video recordings, and other publication materials
✓	In situations that require translation, both women’s and men’s input are translated
✓	In printed material, women and men are proportionally represented
✓	A balance between stories featuring women-driven and men-driven initiatives and partnerships is visible
✓	Voice overs by women and men are used in materials, and both voices and images appear without replicating stereotypes, such as portraying women as passive and men as assertive

Annex B

Responding to Sexist Comments in the Classroom or the Workplace

Whether in the classroom or outside, women are confronted with sexist and inappropriate comments or questions which can be embarrassing, intimidating or disorienting. These questions may be asked of you in any setting without warning, whether during a casual encounter, a classroom interaction or a job interview. Below are examples of ways to handle them.

SEXIST COMMENTS	SUGGESTIONS ON HOW TO RESPOND (in general)
<ul style="list-style-type: none"> ● Are you married or do you plan to marry in the near future? (<i>Kasal ka na o plano mo bang ikasal?</i>) ● Do you have a boyfriend? (<i>May boyfriend ka na ba?</i>) ● How do you intend to lead a team of men? (<i>Paano mo pamumunuan ang team at mga katrabaho mo na lalaki?</i>) ● Does your husband or boyfriend give you permission to be here? (<i>Pinayagan ka ba ng asawa o boyfriend mo na magtrabaho dito?</i>) ● When do you plan to have children? (<i>Kailan mo balak magka-anak?</i>) ● Will you stop when you get pregnant? (<i>Titigil ka ba sa pagtrabaho kapag nabuntis ka?</i>) ● Will you stop if your husband tells you to stop working here? (<i>Titigil ka ba sa pagtrabaho kapag patigilin ka ng asawa mo?</i>) ● You are very pretty, how do you feel about dating your boss? (<i>Ang ganda mo naman, papayag ka ba makipag-date sa boss mo?</i>) ● Why does a woman like you want to do study a technical course or do a man's job? (<i>Kababae mong tao, bakit ka nag-aaral ng kurso o nasa isang trabaho na para sa lalaki?</i>) ● What is more important to you, your career or marriage with children? (<i>Ano ang mas mahalaga para sa iyo - ang career mo o ang pamilya, asawa at anak mo?</i>) 	<ul style="list-style-type: none"> ● Be firm and confident. If the question or comment is offensive and makes you uncomfortable, ask why the question or comment is relevant, and let the person know that you are offended and not comfortable with the question asked. You can always refuse to answer, ignore the comment or engage the person by explaining why it is not relevant or unacceptable. ● In a social setting where you believe such questions are not relevant, you can respectfully decline to answer. In a job setting, remain calm and professional if asked an irrelevant and intimidating question. ● Redirect a sexist question and call attention to the topic at hand. ● In the case of a job interview, keep your answers neutral and positive to the extent possible. If a question suggests some gender bias and may be relevant to your prospective job responsibilities, you can bring attention or redirect the discussion to your professional strengths to persuade the interviewer of your skills and abilities required for the job. Remember to be professional and respectful in your response.

Annex B

See below for actual responses you can use if you are asked or receive sexist questions and comments.

Sexist Comments	Example Responses
Are you married or do you plan to marry in the near future? <i>(Kasal ka na o plano mo bang ikasal?)</i>	I think I don't plan on getting married yet, especially since I'm too young for it. <i>(Sa tingin ko hindi ko pa naman planong magpakasal, lalo na't napakabata ko pa.)</i>
Do you have a boyfriend? <i>(May boyfriend ka ba?)</i>	I'm too young and unready to have a boyfriend. <i>(Masyado pa akong bata at hindi pa ako handang magka-boyfriend.)</i>
How do you intend to lead a team of men? <i>(Paano mo pamumunuan ang team at mga katrabaho mo na lalaki?)</i>	I plan to lead them the same way I lead a team of women. <i>(Plano kong pamunuan sila sa kung paano ko rin pamunuan ang isang team ng mga kababaihan. Hindi naman sila talaga magkaiba.)</i>
Does your husband or boyfriend give you permission to be here? <i>(Pinayagan ka ba ng asawa o boyfriend mo na magtrabaho dito?)</i>	I don't think I need anyone's permission to be here. I can make my own choices. <i>(Sa tingin ko hindi ko kailangang magpaalam kahit kanino para makapagtrabaho rito. Kaya kong mag-decide para sa sarili ko.)</i>
When do you plan to have children? <i>(Kailan mo balak magka-anak?)</i>	As of now, having children is not in my plans. <i>(Sa ngayon, wala pa sa plano ko ang magkaroon ng anak.)</i>
Will you stop working when you get pregnant? <i>(Titigil ka ba sa pagtrabaho kapag nabuntis ka?)</i>	I think I will decide if I cross that bridge. Nevertheless, I am confident that my work & performance will not be affected by my personal life. <i>(Ako ay magdedesisyon sa oras na harapin ko ito. Confident ako na hindi maaapektuhan ang aking trabaho at performance ng aking persona life.)</i>
Will you stop working if your husband tells you to stop working here? <i>(Titigil ka ba sa pagtrabaho kapag patigilin ka ng asawa mo?)</i>	I will make decisions that are best for myself with consideration for my career & personal life. <i>(Ako ang magdedesisyon para sa sarili ko pagdating sa aking career at personal life.)</i>
You are very pretty, how do you feel about dating your boss? <i>(Ang ganda mo naman, papayag ka ba makipag-date sa boss mo??)</i>	Thank you but it's not what I'm here for. I'm here to work and help drive the business forward. <i>(Salamat pero hindi 'yan ang dahilan kung bakit ako nandito. Nandito ako para magtrabaho at tulungang palaguin ang kumpanya.)</i>
Why does a woman like you want to study a technical course or do a man's job? <i>(Kababae mong tao, bakit ka nag-aaral ng kurso o nasa isang trabaho na para sa lalaki?)</i>	Because I believe that women, like me, can do whatever men can do - and vice versa. Gender doesn't really dictate what any of us can do. <i>(Dahil naniniwala ako na ang mga kababaihan, gaya ko, ay kaya ring gawin ang anumang ginagawa ng mga kalalakihan. Hindi naman nakasalalay sa gender ang kayang gawin ninuman.)</i>
What is more important to you, your career or marriage with children? <i>(Ano ang mas mahalaga para sa iyo - ang career mo o ang pamilya, asawa at anak mo?)</i>	I value being able to separate matters about my career & personal life because I give importance to being professional. <i>(Vinalue ko ang kakayahan kong ipaghiwalay ang career at personal life ko dahil binibigyan ko ng importansya ang pagiging professional.)</i>

Do you feel uncomfortable saying these responses? One tip is to role play with a friend, especially when preparing for job interviews.

Annex C

Here are some basic facts about sexual harassment:

What is sexual harassment?

Any unwanted, unwelcome or uninvited, imposed on, unsolicited or unreciprocated behavior of a sexual nature which makes a person feel humiliated, intimidated or offended. It is NOT sexual interaction, flirtation, attraction or friendship which is invited, mutual, consensual or reciprocated.

Its possible forms include:

- 1 Verbal harassment:** offensive or suggestive remarks, comments, jokes, jesting, insults of a sexual nature, sounds, intrusive questions about one's private life or body, obscene communications.

Example: You're walking on the sidewalk and a bystander whistles at you and says, "Hi sexy, can I have your number?" (*Naglalakad ka sa sidewalk nang bigla kang sipulan ng isang tambay at sinabi niyang, "Hi sexy, pahingi naman number mo!"*)
- 2 Non-verbal/gestural harassment:** staring, ogling with suggestive overtones, licking lips or holding or eating food provocatively, hand signal or sign language denoting sexual activity, persistent flirting.

Example: You're buying school supplies at a store. While at the cashier, the person behind the counter keeps staring at your chest area, even when talking to you. (*Bumibili ka ng school supplies sa isang tindahan. Habang nagbabayad sa cashier, nakatitig sa dibdib mo ang kahera, kahit na kinakausap ka niya.*)
- 3 Visual harassment:** showing pornographic materials, drawing sex-based sketches or writing sex-based letters, emails or SMS messages, sexual exposure, sexually explicit pictures, screen savers or posters, accessing sexually explicit internet sites.

Example: On your chat, your classmate confessed to you that they have a crush on you and then sent you a picture of their genitalia. (*Sa isang chat, umamin sa'yo 'yung classmate mo na crush ka raw nya tapos bigla siyang nag-send ng picture ng kaniyang ari.*)
- 4 Psychological harassment:** repeated, unwanted social invitations, relentless proposals for dates or physical intimacy.

Example: Your boyfriend keeps on pressuring you to have sex even when you don't want to and are not ready for it. He then manipulates you into thinking that you don't love him anymore. (*Pine-pressure ka ng boyfriend mo na makipag-sex sa kaniya kahit ayaw mo at hindi ka ready para rito. Minamanipulate niya ang pagiisip mo dahil hindi mo na raw siya mahal nang dahil sa ayaw mong makipag-sex sa kaniya.*)
- 5 Physical harassment:** inappropriate touching, patting, pinching, stroking, brushing up against the body, hugging, kissing, fondling, sexual assault, indecent exposure, stalking, invading your personal space, getting so close to your face or body.

Example: While walking home from school, you passed by a dark alley where a stranger pinned you against the wall and touched you on your private parts. (*Habang pauwi ka galing sa school, napadaan ka sa isang madilim na eskinita kung saan may biglang nagtulak sa'yo sa pader at hinawak-hawakan ka sa mga maseselang parte ng iyong katawan.*)

Annex C

Sexual harassment as one form of violence against women (VAW) is a violation women's rights and punishable by law as provided for in the Magna Carta of Women (MCW). The MCW guarantees the right to protection from all forms of violence; equal access and elimination of discrimination against women in education, scholarships and training. The Philippine government is the primary implementer of MCW – this means all government offices, including LGUs and government-owned and controlled corporations implement provisions of MCW that fall within their mandate, particularly those that guarantee rights of women that require specific action from the State. It also mandates all LGUs to establish a VAW desk in each barangay to address VAW cases, including the barangay including where your TVET school is located. The government's specific tasks are:

- Refrain from discriminating against women and violating their rights;
- Protect women against discrimination and from violation of their rights by private corporations, entities and individuals;
- Promote and fulfill the rights of women in all spheres, including their rights to substantive equality and non-discrimination





The government is expected to fulfill these through the development and implementation of laws, policies, regulatory instruments, administrative guidelines, and other appropriate measures, including temporary special measures, the establishments of mechanisms to promote the coherent and integrated implementation of the MCW and other related laws and policies to effectively stop discrimination against Filipino women. For details on specific responsibilities, penalties and more, see Annex E and a full copy of the Magna Carta of Women Implementing Rules and Regulations.

While it is important to know the law that prohibits sexual harassment, you will still need to know what to do when you experience or witness it in the TVET classroom.

How to respond to sexual harassment is determined by several factors, including **where, who the perpetrator is and how it happened or happens**. In general, the first instinct is to get yourself out of or away from the situation, where one can be safe and/or ask for help. If it happens within a TVET classroom or school, it is important to report it according to the policy protocol, if a policy exists. It is useful to be familiar with the specific pathways with which such incidents are reported as part of preparation for enrolment. In addition, document or record the incident/s and identify as many people or witnesses as possible to support and/or corroborate the incident.

Annex C

In case you would experience sexual harassment in the classroom and/or workplace, remember to use your **EARS**.

 ESCAPE	Seek safety and get away or remove yourself from the unsafe situation, if you are able to.
 ASK FOR HELP	Scream or approach a colleague, trainer or manager, or a security personnel. If your mobile phone is available, call a trusted individual like a family member or friend to inform of your location and situation.
 REPORT	File an incident report to school authorities or your workplace's human resources department.
 STORE	Document or record the incident, and safekeep any proof for future or ongoing investigations. Identify people who witnessed the incident.

If you are in need of support due to experiencing gender-based discrimination or violence in the home, school or workplace, please contact the following hotlines below.

Inter-Agency Council on Violence Against Women and their Children 09178671907 / 09178748961	PNP-Women and Children Protection Center (WCPC) (02) 8532-6690
Department of Social Welfare and Development (DSWD) (02) 931-8101 to 07;	Aleng Pulis Hotline 0919 777 7377
Philippine National Police (PNP) Hotline 177 / (8)723-0401	NBI Violence Against Women and Children vawcd@nbi.gov.ph

VAWC Hotlines per region: <https://pcw.gov.ph/violence-against-women-helplines/>

Annex D

This section discusses a way forward for TVET students following concrete steps and a list of additional resources for further study. It aims to help you to:

- Reflect on and determine what you have learned from this toolkit and how these lessons can be applied while enrolled in non-traditional TVET and;
- Identify topics that need further clarification and find the relevant resources from the list provided.

TAKING STOCK OF YOUR OWN BELIEFS AND BIASES

We view everything in our life through the lens of our own belief and value system, which is the same system that perpetuates the gender stereotypes and biases discussed in this toolkit. Confronting these beliefs and biases can be very intimate and close to home, taking us into a long, personal journey of its own.

It is crucial that we be aware of our own gender biases before we are able to confront and transform them, so the first step in our plan would be to ask and be aware of our beliefs and values about ourselves as women and men and how these affect our experiences as students in non-traditional TVET fields of study.

WORKSHEET: Answer this short worksheet to help you become aware of your own beliefs on women and men and how these influence your life and study decisions. This is for your own reference, so take note of your own answers and use them as a guide in seeking more input and/or further discussion in the future, possibly when this toolkit will be used as material for a training.

- 1 **What part of the discussions on gender and gender-responsive communication did you agree or not agree with? Why or why not?** (*Balikan ang diskusyon sa gender and gender-responsive communication, alin sa mga napag-usapan ang sumasang-ayon ko o hindi? Bakit o bakit hindi?*)
- 2 **How do these apply to your own experience as a TVET student?** (*Paano ito sumasalamain sa iyong karanasan bilang isang TVET student?*)
- 3 **How do your own beliefs about women and men influence the way you perform in your TVET studies?** (*Paano nakaimpluwensya ang iyong paniniwala sa gender [tungkol sa kababaihan at kalalakhian] sa iyong pag-aaral ng TVET? Sa tingin niyo, saan nanggagaling ang mga paniniwala na ito?*)
- 4 **Which sections in this toolkit are unclear and need further explanation and elaboration?** (*Aling bahagi sa toolkit ang kailangan pang ipaliwanag at paunlarin?*)

Annex D

Identify Available Gender-related Resources in your School

- Inquire about the existence of a gender and/or gender-based violence (GBV) policy in your school, read this carefully and share/discuss with others.
- Find out if there are any activities or events like briefings, orientation, seminars, meetings, or discussions pertaining to the above policy or anything related to gender. Join these and ask for elaboration or questions if there are any ambiguities especially in terms of its implementing rules and regulations.
- Familiarize yourself with the pathways to report a case of any form of GBV, whether involving yourself or another. This may or may not be included in the gender and GBV policy of the school.



Photo credit: TESDA Women's Center

Active Participation and Engagement

- Participate in any student governing body and make sure you share and discuss your concerns as women and men students in non-traditional fields of study. If such a body does not exist, advocate for one with the institution or program you are enrolled in to ensure that you have their full support.
- Form support groups among peers, whether all women, all men or mixed women/men where you can openly and safely share your gender-related and other concerns.
- Talk to your peers, classmates, and friends. Share stories, perspectives and opinions on challenging gender norms. Personal conversations are powerful.



Photo credit: TESDA Women's Center

Resources for Self-paced Study

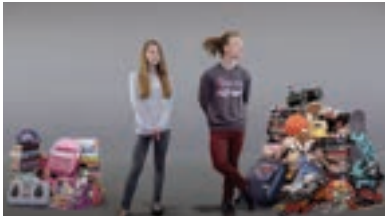
This toolkit is designed only to provide the basics on gender-responsive communication but for those who wish to broaden and deepen their knowledge on gender, here is a list of related resources online that can be accessed for free. These can be downloaded or done online for future study.



The Impossible Dream, animation (Original Long Uncensored Version), English, 8 minutes
United Nations, 1983

The film takes a wry, humorous look at a problem faced by women everywhere: the double workload of a full-time job and being a housewife. We see an average family with a baby and two school-age children. Both parents work outside the home. The woman puts in the same hours as her husband, for less money. In addition, caring for the children and all the household duties remain her responsibility

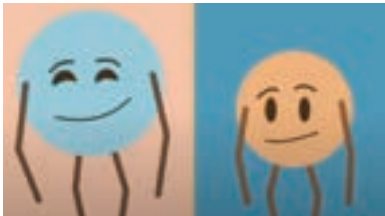
<https://www.youtube.com/watch?v=t2JBPBIFR2Y>



Gender Stereotypes and education, English, 1.5 minutes
EIGE

Gender stereotypes are not always obvious. They start to follow us from our earliest days in the toy store and continue to influence us when choosing subjects at school and career.

<https://www.youtube.com/watch?v=nrZ21nD9I-0>



What are Gender Stereotypes, animation, English, 3 minutes
Parent Lab

Shows how gender stereotypes affects grown-ups and kids

<https://www.youtube.com/watch?v=HdHSDaJNQSg>



Mga Halimbawa ng Gender Stereotypes, Filipino, 9 minutes

Childhope Philippines

#KalyEskwela Session: Ang nakakapinsalang mga stereotype ng kasarian at maling pag-iisip ng kasarian ay isa sa mga pangunahing sanhi ng diskriminasyon, pang-aabuso at karahasan sa maraming lugar at maaaring humantong sa mga paglabag sa isang malawak na hanay ng mga karapatang pantao. Ang mga sumusunod ay ilang halimbawa kung paano nakakaapekto ang stereotyping ng kasarian sa kasiyahan ng mga karapatang pantao. #Online

#AlternativeLearningSessions #GenderSensitivity101 (This is a school project by Ateneo Senior High School for the benefit of street children and youth under the program of Childhope Philippines Foundation. Project Coordinators: Alexandria Ong Avram Liban Leon David Martha De Guzman Lia Manzana)

<https://www.youtube.com/watch?v=BjY5hhLQrMc>



Gender Stereotypes in Philippine Television, Taglish, 14 minutes

Multimedia Production on Gender, Dr. Grace Javier Alfonso
BA Multimedia Studies, UP Open University

<https://www.youtube.com/watch?v=urILM3hWKe8>



Gender Awareness and Sensitivity in the Classroom, Taglish, 45 minutes

GenderTalks, Episode 6 TVUP

Gender Awareness and Sensitivity in the Classroom With Prof. Elizabeth Enriquez, UP College of Mass Communication; Prof. Carolyn Sobritchea, UP Asian Center Former Director, UP Center for Women's and Gender Studies; Prof. Oline deGuzman, UP Dept. of English and Comparative Literature Former Director, & UP Center for Women's and Gender Studies; Prof. Rolando Tolentino, UP Film Institute

<https://www.youtube.com/watch?v=eLLtm7L2VPs>



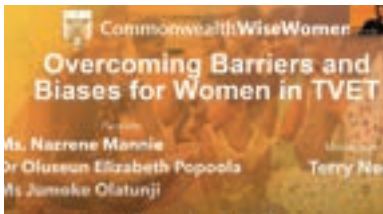
Gender Sensitization, animation, English, 12 minutes
 IDH - the Sustainable Trade Initiative

<https://www.youtube.com/watch?v=Wi1exdO1lig>



Gender and Access to TVET: Challenges and Progress, English, 12 minutes
 Terry Neal, Education Specialist: Technical and Vocational Skills Development (TVSD), Commonwealth of Learning at the Women in Technical Education and Employment International Hybrid Conference on "Gender and Sustainable Development Goals in Africa", 2020
Outlines the inequity that exists between male and female participation in TVET, particularly STEM-related TVET, factors contributing to this and examples of interventions that aim to overcome these challenges.

<https://www.youtube.com/watch?v=5YftQ7xJvd4>



Overcoming Barriers and Biases for women in TVET, English, 34 minutes
 Commonwealth of Learning under a Creative Commons Attribution-ShareAlike 4.0 Licence (international)

<https://www.youtube.com/watch?v=TVRGY5uPYCM>



RA 9710 Magna Carta of Women Implementing Rules and Regulations

<https://drive.google.com/file/d/15HAzXy3NgjlyZairA20MtR3XhcBNf2k7/view?usp=sharing>



Discussion on the Magna Carta of Women in Filipino

<https://www.youtube.com/watch?v=HLIYYJchCJ4>



Episode 8: Magna Carta of Women | Oh My GAD: Gender and Development

<https://www.youtube.com/watch?v=nLt3iciHEpk>



Violence Against Women and their Children Helplines

<https://pcw.gov.ph/violence-against-women-helplines/>

Annex E

Republic Act 9710 or the Magna Carta of Women

Frequently Asked Questions

What is Magna Carta of Women (Republic Act No. 9710)?

The MCW is a comprehensive women's human rights law that seeks to eliminate discrimination through the recognition, protection, fulfillment, and promotion of the rights of Filipino women, especially those belonging to the marginalized sectors of society.

The MCW establishes the Philippine government's commitment to the Convention on the Elimination of All Forms of Discrimination against Women's (CEDAW) Committee and the UN Human Rights Council on its first Universal Periodic Review in 2009.

It is the local translation of the provisions of the CEDAW, particularly in defining gender discrimination, state obligations, substantive equality, and temporary special measures. It also recognizes human rights guaranteed by the International Covenant on Economic, Social, and Cultural Rights (ICESCR)

Why is this law entitled the Magna Carta of Women and not Magna Carta for Women?

In the process of national consultation during the 13th Congress, it was decided to rename the bill to Magna Carta of Women to highlight women's participation and ownership of the bill.

What is discrimination against women?

The Magna Carta of Women defines discrimination against women as:

- any gender-based distinction, exclusion, or restriction which has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field;
- any act or omission, including by law, policy, administrative measure, or practice, that directly or indirectly excludes or restricts women in the recognition and promotion of their rights and their access to and enjoyment of opportunities, benefits, or privileges;
- a measure or practice of general application that fails to provide for mechanisms to offset or address sex or gender-based disadvantages or limitations of women, as a result of which women are denied or restricted in the recognition and protection of their rights and in their access to and enjoyment of opportunities, benefits, or privileges; or women, more than men are shown to have suffered the greater adverse effects of those measures or practices; and
- discrimination compounded by or intersecting with other grounds, status, or condition, such as ethnicity, age, poverty, or religion.

What are the rights of women guaranteed under the Magna Carta of Women?

All rights in the Philippine Constitution and those rights recognized under international instruments duly signed and ratified by the Philippines, in consonance with Philippine laws shall be rights of women under the Magna Carta of Women. These rights shall be enjoyed without discrimination since the law prohibits discrimination against women, whether done by public and private entities or individuals.

The Magna Carta of Women also spells out every woman's right to:

- Protection from all forms of violence, including those committed by the State. This includes the incremental increase in the recruitment and training of women in government services that cater to women victims of gender-related offenses. It also ensures mandatory training on human rights and gender sensitivity to all government personnel involved in the protection and defense of women against gender-based violence, and mandates local government units to establish a Violence Against Women Desk in every barangay to address violence against women cases;
- Protection and security in times of disaster, calamities and other crisis situations, especially in all phases of relief, recovery, rehabilitation and construction efforts, including protection from sexual exploitation and other sexual and gender-based violence.
- Participation and representation, including undertaking temporary special measures and affirmative actions to accelerate and ensure women's equitable participation and representation in the third level civil service, development councils and planning bodies, as well as political parties and international bodies, including the private sector.
- Equal treatment before the law, including the State's review and when necessary amendment or repeal of existing laws that are discriminatory to women;
- Equal access and elimination of discrimination against women in education, scholarships and training. This includes revising educational materials and curricula to remove gender stereotypes and images, and outlawing the expulsion, non-readmission, prohibiting enrollment and other related discrimination against women students and faculty due to pregnancy outside of marriage;
- Equal participation in sports. This includes measures to ensure that gender-based discrimination in competitive and non-competitive sports is removed so that women and girls can benefit from sports development;
- Non-discrimination in employment in the field of military, police and other similar services. This includes the same promotional privileges and opportunities as their men counterpart, including pay increases, additional benefits, and awards, based on competency and quality of performance. The dignity of women in the military, police and other similar services shall always be respected, they shall be accorded with the same capacity as men to act in and enter into contracts, including marriage, as well as be entitled to leave benefits for women such as maternity leave, as provided for in existing laws;
- Non-discriminatory and non-derogatory portrayal of women in media and film to raise the consciousness of the general public in recognizing the dignity of women and the role and contribution of women in family, community, and the society through the strategic use of mass media;

- Comprehensive health services and health information and education covering all stages of a woman's life cycle, and which addresses the major causes of women's mortality and morbidity, including access to among others, maternal care, responsible, ethical, legal, safe and effective methods of family planning, and encouraging healthy lifestyle activities to prevent diseases;
- Leave benefits of two (2) months with full pay based on gross monthly compensation, for women employees who undergo surgery caused by gynecological disorders, provided that they have rendered continuous aggregate employment service of at least six (6) months for the last twelve (12) months;
- Equal rights in all matters relating to marriage and family relations. The State shall ensure the same rights of women and men to: enter into and leave marriages, freely choose a spouse, decide on the number and spacing of their children, enjoy personal rights including the choice of a profession, own, acquire, and administer their property, and acquire, change, or retain their nationality. It also states that the betrothal and marriage of a child shall have no legal effect.

The Magna Carta of Women also guarantees the civil, political and economic rights of women in the marginalized sectors, particularly their right to:

- Food security and resources for food production, including equal rights in the titling of the land and issuance of stewardship contracts and patents;
- Localized, accessible, secure and affordable housing;
- Employment, livelihood, credit, capital and technology;
- Skills training, scholarships, especially in research and development aimed towards women friendly farm technology;
- Representation and participation in policy-making or decisionmaking bodies in the regional, national, and international levels;
- Access to information regarding policies on women, including programs, projects and funding outlays that affect them;
- Social protection;
- Recognition and preservation of cultural identity and integrity provided that these cultural systems and practices are not discriminatory to women;
- Inclusion in discussions on peace and development;
- Services and interventions for women in especially difficult circumstances or WEDC;
- Protection of girl-children against all forms of discrimination in education, health and nutrition, and skills development; and
- Protection of women senior citizens.

The Magna Carta of Women defines the ***marginalized sectors*** as those who belong to the basic, disadvantaged, or vulnerable groups who are mostly living in poverty and have little or no access to land and other resources, basic social and economic services such as health care, education, water and sanitation, employment and livelihood opportunities, housing security, physical infrastructure and the justice system. These include, but are not limited to women in the following sectors or groups: Small farmers and rural workers, Fisherfolk, Urban poor, Workers in the formal economy, Workers in the informal economy, Migrant workers, Indigenous Peoples, Moro, Children, Senior citizens, Persons with disabilities, and Solo parents.

How can Filipino women living abroad benefit from this law?

Statistics show that more and more Filipino women are migrating for overseas employment. In many places, women migrant workers have limited legal protections or access to information about their rights, rendering them vulnerable to gender-specific discrimination, exploitation and abuse.

Section 37 of the Magna Carta of Women mandates the designation of a gender focal point in the consular section of Philippine embassies or consulates. The said officer who shall be trained on Gender and Development shall be primarily responsible in handling gender concerns of women migrant workers, especially those in distress. Other agencies (e.g. the Department of Labor and Employment and the Department of Social Welfare and Development) are also mandated to cooperate in strengthening the Philippine foreign posts' programs for the delivery of services to women migrant workers, consistent with the one-country team approach in Foreign Service.

Who will be responsible for implementing the Magna Carta of Women?

The State, the private sector, society in general, and all individuals shall contribute to the recognition, respect and promotion of the rights of women defined and guaranteed in the Magna Carta of Women. The Philippine Government shall be the primary duty-bearer in implementing the said law. This means that all government offices, including local government units and government-owned and controlled corporations shall be responsible to implement the provisions of Magna Carta of Women that falls within their mandate, particularly those that guarantee rights of women that require specific action from the State.

As the primary duty-bearer, the Government is tasked to:

- refrain from discriminating against women and violating their rights;
- protect women against discrimination and from violation of their rights by private corporations, entities, and individuals;
- promote and fulfill the rights of women in all spheres, including their rights to substantive equality and non-discrimination.

The Government shall fulfill these duties through the development and implementation of laws, policies, regulatory instruments, administrative guidelines, and other appropriate measures, including temporary special measures. It shall also establish mechanisms to promote the coherent and integrated implementation of the Magna Carta of Women and other related laws and policies to effectively stop discrimination against Filipino women.

What are the specific responsibilities of government under the Magna Carta of Women?

The Magna Carta of Women mandates all government offices, including government-owned and controlled corporations and local government units to adopt gender mainstreaming as a strategy for implementing the law and attaining its objectives. It also mandates (a) planning, budgeting, monitoring and evaluation for gender and development, (b) the creation and/or strengthening of gender and development focal points, and (c) the generation and maintenance of gender statistics and sex-disaggregated databases to aid in planning, programming and policy formulation.

Under this law, the ***National Commission on the Role of Filipino Women which will be renamed as the Philippine Commission on Women (PCW)*** shall be the overall monitoring and oversight body to ensure the implementation of the law. As an agency under the Office of the President of the Philippines, it will be the primary policy-making and coordinating body for women and gender equality concerns and shall lead in ensuring that government agencies are capacitated on the effective implementation of the Magna Carta of Women.

Consistent with its mandate, the ***Commission on Human Rights*** shall act as the Gender and Development Ombud to ensure the promotion and protection of women's human rights.

The ***Commission on Audit*** shall conduct an annual audit on the government offices' use of their gender and development budgets for the purpose of determining its judicious use and the efficiency, and effectiveness of interventions in addressing gender issues.

Local government units are also encouraged to develop and pass a gender and development code to address the issues and concerns of women in their respective localities based on consultation with their women constituents.

What are the penalties of violators?

If the violation is committed by a government agency or any government office, including government-owned and controlled corporations and local government units, the person directly responsible for the violation, as well as the head of the agency or local chief executive shall be held liable under the Magna Carta of Women. The sanctions under administrative law, civil service or other appropriate laws shall be recommended by the Commission on Human Rights to the Civil Service Commission and the Department of the Interior and Local Government.

Further, in cases where violence has been proven to be perpetrated by agents of the State, such shall be considered aggravating offenses with corresponding penalties depending on the severity of the offenses.

If the violation is committed by a private entity or individual, the person directly responsible for the violation shall be liable to pay damages. Further, the offended party can also pursue other remedies available under the law and can invoke any of the other provisions of existing laws, especially those that protect the rights of women.

How will the implementation of the Magna Carta of Women be funded?

The Magna Carta of Women provides that the State agencies should utilize their gender and development budgets for programs and activities to implement its provisions. Funds necessary for the implementation of the Magna Carta of Women shall be charged against the current appropriations of the concerned agencies, and shall be included in their annual budgets for the succeeding years. The Magna Carta of Women also mandates the State to prioritize allocation of all available resources to effectively fulfill its obligations under the said law.

Reference:

Magna Carta of Women (Republic Act 9710), Implementing Rules and Regulations