



Republic of the Philippines  
**Department of Education**  
NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

**Office of the Schools Division  
Superintendent**

AUG 18 2025

**MEMORANDUM**

**LRMS – SOUTH MANILA (LAS PINAS, PARANAQUE, MUNTINLUPA)  
COLLABORATIVE ACTION RESEARCH**

TO: OIC- Asst. Schools Division Superintendent  
Chief Education Supervisor, Curriculum Implementation Division  
OIC – Chief Supervisor, School Governance and Operations Division  
Schools Heads- Elementary and Secondary Public Schools  
All Concerned

1. In consonance with the Department of Education's issuance of DepEd Order No. 32, s. 2017, titled "Gender- Responsive Basic Education Policy" that states the DepEd commitment to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education.
2. Relative to the above-mentioned issuance, the LRMS Education Program Supervisors of South Manila (Las Pinas, Paranaque, Muntinlupa) will conduct collaborative action research entitled, "Awareness to Action: Development of Learning Materials for GAD Advocacy".
3. The purpose of this collaborative action research is to gather responses among the school GAD Focal Persons of the 3 divisions and that the findings based on the responses shall be used as basis for the development of NCR's innovative GAD learning materials that will awaken deeper awareness, cultivate genuine inclusive acceptance and uplift the well-being of every individual.
4. The survey questionnaire shall be sent to the responses through this link GAD SURVEY TOOL: <https://forms.gle/HbzppXiii757xle66> on August 25, 2025, and the responses shall be gathered until August 31, 2025.
5. Attached to this memorandum is the action research proposal Template and the Survey Questionnaire.

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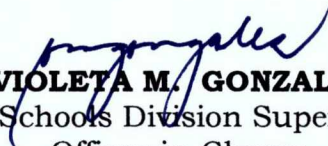
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6. Immediate dissemination of this Memorandum is desired

  
**VIOLETA M. GONZALES**  
Asst. Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

Encl.: As stated  
Reference: None  
To be indicated in the Perpetual Index  
under the following subjects:

LEARNING RESOURCES      SCHOOLS      RESEARCH      TEACHERS  
GUU/ UM LRMS – SOUTH MANILA (LAS PINAS, PARANAQUE, MUNTINLUPA) COLLABORATIVE ACTION RESEARCH

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**ACTION RESEARCH PROPOSAL TEMPLATE**

<b>LEAD PROPONENT</b>	Florante D. Garcia
<b>CO-PROPONENTS</b>	Jennifer L. Tubillo and Gina C. Urquia
<b>TITLE OF RESEARCH</b>	<b>Awareness to Action: Development of Learning Materials for GAD Advocacy”.</b>
<b>TYPE OF RESEARCH</b>	Collaborative Action Research
<b>DIVISION</b>	MUNTIPARLAS (Muntinlupa, Parañaque and Las Piñas)

**INTRODUCTION AND RATIONALE**

In many contexts, there is resistance to addressing gender sensitivity issues because of cultural, religious, or institutional traditions. People may feel that gender equality threatens established norms, leading to pushback against gender-inclusive policies, such as those that recognize non-binary identities or challenge traditional gender roles.

Wiggins-Romesburg and Githens 2018, refusing to implement changes that have been agreed upon includes not allocating resources for the implementation of the change, not enforcing new policies, not setting standards or timelines to monitor the change, co-opting the process by delegating the change to those who disagree with it and actively sabotaging the change process.

It can be considered in any institution that the non-immediate response to change and recognition of the ability of new associates is not recognized by the senior superiors from the newly elected admins even if their ranks are equal. This type of problem is also focused on gender sensitivity related to resistance to changes known as backlash. Flood, Dragiewicz, and Pease (2020), define backlash as any response that seeks to reverse or undermine gender equality gains, or to maintain the status quo of gender power relations. This resistance can be seen in various forms, including political opposition, media campaigns, social movements, or institutional practices. Backlash is not only reactive but also involves efforts to delegitimize feminist arguments and resist policies that challenge traditional gender roles and power structures.

The researcher's study would like to describe the respondents' level of awareness of gender sensitivity, the significant difference in the assessment as regards their profile when taken as a test factor, and the significant relationship that exists in the level of awareness.

In the school, this situation may arise if the institution implements a GAD program for a gender-neutral dress code. Some groups of female students may disagree with the program. Their opposition may be expressed through bullying of gay or LGBT classmates. Due to continuous bullying, one victim (a gay student) became frustrated



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and angry. He had an intense emotional reaction, stating that he would kill the classmate who was bullying him.

Therefore, it is important to determine the level of awareness of teachers regarding the gender sensitivity of their students to ensure that no one is discriminated against or neglected because of their sex, gender identity, or sexual orientation. This fosters a classroom environment that is open and respectful of differences, where students feel more comfortable expressing their opinions and emotions.

It is important that regardless of age, gender and status of any person should know varied elements of gender sensitivity such as awareness of gender identity and expression, acknowledging gender equality, empathy and respect for diverse gender experiences, understanding gender stereotypes, intersectionality, inclusive language and behavior, challenging gender-based violence and discrimination, education and advocacy, promoting gender-inclusive environments and empowerment and agency.

### **Theoretical Framework**

This study is grounded in Social Role Theory (Eagly, 1987), which explains that gender roles are socially constructed based on historical divisions of labor. According to this theory, societal expectations dictate that men and women occupy specific roles, reinforcing traditional power structures. As a result, when gender-sensitive policies are introduced, resistance may arise because individuals perceive these changes as a direct challenge to established norms. Such resistance is often fueled by a belief that altering gender roles disrupts the existing social order, leading to inequalities or imbalances in perceived rights and privileges.

In addition, this study draws from Backlash Theory (Faludi, 1991; Flood, Dragiewicz, & Pease, 2020), which defines backlash as a reactionary response to progress in gender equality. This theory highlights how opposition to gender-sensitive initiatives can manifest through institutional resistance, public discourse, or policy stagnation. Resistance is not always overt but can be observed in subtle forms, such as failing to implement agreed-upon changes, withholding resources, or actively undermining gender-inclusive reforms. These actions work to preserve traditional gender hierarchies, preventing meaningful progress in achieving gender equality.

The intersection of Social Role Theory and Backlash Theory is particularly relevant in understanding the complexities of gender resistance in institutions. While Social Role Theory explains why individuals and organizations adhere to traditional gender roles, Backlash Theory describes the mechanisms through which they resist change. Institutional resistance may manifest in inconsistent and unequal policies, exclusionary workplace practices, or the deliberate marginalization of gender-inclusive initiatives. By examining these theoretical perspectives, this study aims to uncover the root causes of gender sensitivity resistance and propose strategies for fostering a more inclusive and equitable environment.



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The theoretical framework of this study anchored both Social Role Theory and Backlash Theory help us understand how deeply embedded gender norms influence responses to gender sensitivity issues. Respondents' levels of awareness and understanding may be influenced by traditional gender roles that have historically limited the range of acceptable gender expressions. Those raised in environments with rigid gender expectations might show lower sensitivity in these areas.

### Conceptual Framework

The conceptual framework of this study is to understand that gender sensitivity, while essential for creating inclusive environments, is often met with resistance rooted in long-standing cultural, religious, and institutional traditions. This framework recognizes that established gender norms and power structures can hinder the adoption of gender-inclusive policies. Influential literature, such as that by Wiggins-Romesburg and Githens (2018) and Flood, Dragiewicz, and Pease (2020), highlights how resistance—often expressed as backlash—can derail progress toward gender equality by actively undermining efforts to recognize non-binary identities and challenge traditional roles. This theoretical backdrop sets the stage for exploring how gender sensitivity can be effectively incorporated within institutional practices, despite inherent resistance.

In its in-depth look, the framework identifies key constructs of gender sensitivity, including awareness of gender identity and expression, recognition of gender equality, empathy and respect for diverse gender experiences, understanding gender stereotypes, intersectionality, and promoting inclusive language and behavior. It further encompasses the need to challenge gender-based violence and discrimination, foster education and advocacy, and create gender-inclusive environments that empower individuals. By integrating these multifaceted components, the framework provides a comprehensive lens through which the study examines the level of awareness among SDO Paranaque personnel. Based on Social Learning Theory, which posits that behaviors and attitudes are acquired through observation and reinforcement, the framework emphasizes how individual experiences and societal influences shape perceptions of gender.

This study by researchers further posits that demographic factor—such as gender, age, educational attainment, and office where belong—play a significant role in shaping individuals' awareness and attitudes toward gender sensitivity of SDO personnel. By examining these variables, the research aims to reveal potential differences and relationships in levels of awareness among personnel, and thereby identify gaps that may hinder the effective implementation of Gender and Development (GAD) initiatives. Ultimately, this conceptual framework not only provides a theoretical foundation for understanding resistance to and acceptance of gender-inclusive practices but also guides the development of actionable strategies. These strategies aim to change institutional cultures, promote gender-sensitive leadership, and facilitate the adoption of policies that drive social and organizational change toward gender equality.



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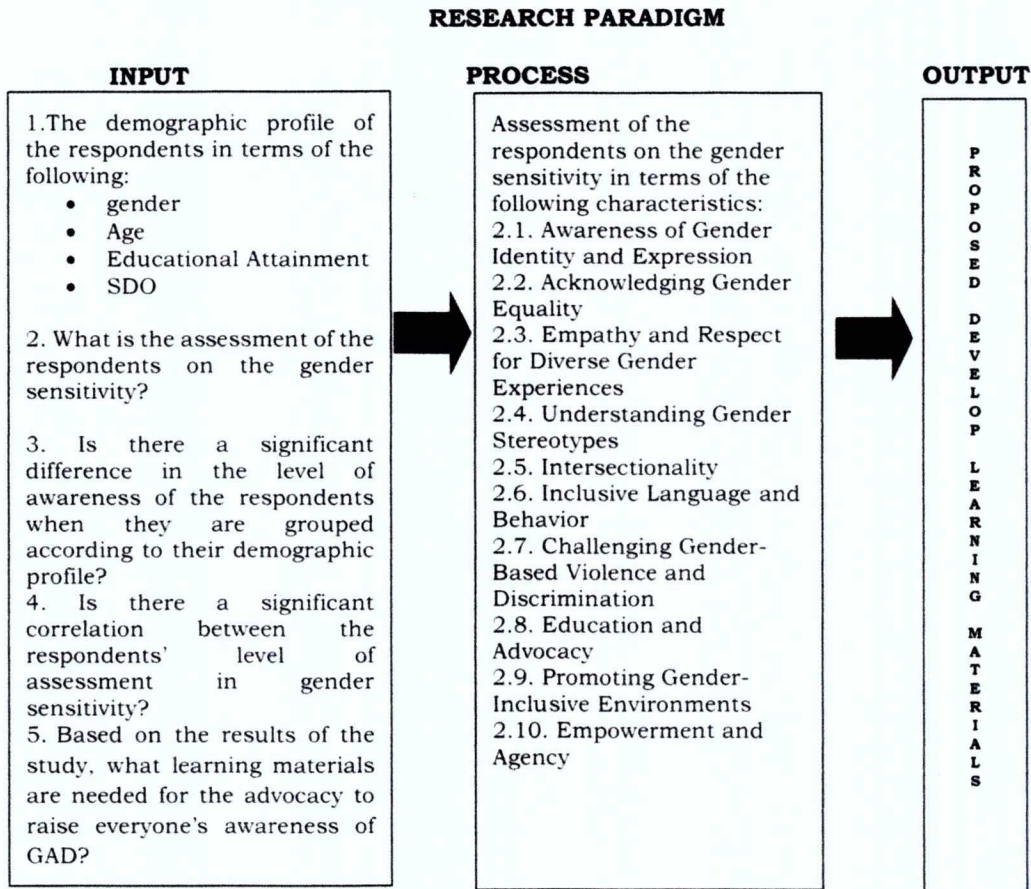


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Figure 1 illustrates the direction of this study.



**Figure 1: Research Paradigm**

Figure 1 shows that the input covers the assessment of the respondents on the gender sensitivity in terms of the given characteristics. The survey tool will be administered to the respondents to answer. Then, the results of the data will be analyzed using SPSS to provide interpretation, identify the significant difference in the assessment of the respondents as regards their profile when taken as a test factor and significant relationship that exists in the level of awareness of the respondents. In this way, based on the findings, conclusions can be drawn and a strong enhanced action plan can be proposed regarding the implementation of the GAD development of learning materials.



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**LITERATURE REVIEW**

**Gender Identity and Expression**

Gender identity and expression refers to understanding and recognizing how individuals experience and express their gender, which may or may not align with societal expectations or biological sex.

Transgender young people are individuals whose gender identity differs from the sex they were assigned at birth. In recent years, the number of adolescents seeking support with gender dysphoria (distress resulting from the incongruence between assigned and experienced gender) has significantly grown (Gender Identity Development Service [GIDS], 2021a).

**Gender Equality**

Gender equality means that all genders can pursue whatever career, lifestyle choice, and abilities they want without discrimination.

Amirkhanyan, Krawczyk, and Wilamowski 2021, Fisher, and Naido 2016, the persistent gender inequalities that currently exist across the developed and developing world are receiving increasing attention from economists, policymakers, and the general public's simplified approach to measuring national gender inequality, Stoet and Geary 2019. Economic studies have indicated that women's education and entry into the workforce contribute to social and economic well-being, Maceira 2017. Minasyan, Zenker, Klasen, and Vollmer 2019, while their exclusion from the labor market and managerial positions has an impact on overall labor productivity and income per capita.

The United Nations 2015, selected gender equality, with an emphasis on female education, as part of the Millennium Development Goals and gender equality at-large as one of the 17 Sustainable Development Goals (SDGs) to be achieved by 2030 UN. These latter objectives involve not only developing nations but rather all countries, to achieve economic, social, and environmental well-being.

**Empathy and Respect for Diverse Gender Experiences**

The ability to understand, share, and appreciate the experiences, emotions, and perspectives of individuals across the spectrum of gender identities fosters an inclusive, compassionate, and supportive environment where all gender identities are valued and treated with fairness and understanding.

Heidari, Babor, De Castro, Tort, & Curno, 2016, gender must also be considered in the development of empathy. Generally, sex refers to a set of biological attributes in humans and animals, while gender refers to the socially constructed roles, behaviors, and identities of females, males, and gender-diverse people.

Gender is often used as a term to refer to biological sex or how an individual chooses to present themselves, Hankivsky, Springer, & Hunting, 2018. The term self-identified gender has also been used in recent research articles, Yarnell, Neff, Davidson, & Mullarkey, 2019. The term gender refers to one's self-identity, which may or may not correspond to biological attributes that were assigned at birth. However, the assumption is that sex and self-identified gender are deeply interconnected given how embedded they are within our social conventions (Hankivsky et al., 2018). In addition, these terms will also be used when referring to previous studies, regardless of how they were represented in the original articles.



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### **Education and Advocacy**

The process of teaching and learning about gender equality, roles, and relations, to foster an understanding of how gender norms, biases, and stereotypes shape individual experiences and societal structures.

Based on the study of Bockers et al., 2017, five studies reported on sex differences between learners. The study found that among medical students' men showed lower acceptance of the gender training compared to women. Women in this study noted the gender-specific content of each lecture was significantly more relevant to their future occupation than men. Women students agreed more often that they learned to scrutinize gender stereotypes and to consider gender as a socio-cultural factor in their medical profession than men. Meanwhile, Johnson et al. (2015) found that among clinical psychology graduate students, men entered graduate training significantly less informed and more stereotypically biased towards women than women counterparts. In contrast, Siller et al. (2018) noted that men studying medical allied health benefitted more from gender medicine lectures than women did.

### **Promoting Gender-Inclusive Environments**

Create spaces, policies, and practices that acknowledge, respect, and support the diverse gender identities and expressions of all individuals to eliminate gender-based discrimination, ensuring equal opportunities for everyone regardless of gender, and actively fostering an atmosphere where people of all genders feel safe, valued, and empowered to participate fully.

Verge, 2021, in promoting gender-inclusive environments by transforming the gender-blind higher education curriculum is a crucial step in successfully integrating gender mainstreaming into diverse policy areas. This initiative unveils the organizational structures and institutional settings that shape the micro-political strategies employed by feminist strategic alliances, resulting in significant policy changes. Additionally, the discussion delves into the possibility of transferring these effective strategies to different contexts. According to Rosa and Clavero (2022), universities have significant influence, not only within the academic sphere but also in society at large. Implementing best practices involves recognizing the transformative power of education and research and leveraging universities as key players in championing gender equality, diversity, and inclusion. By integrating these principles into higher education institutions.

### **Empowerment and Agency**

An individual's capacity to act independently, make choices, and exert influence over their actions and decisions, despite constraints posed by societal structures or external pressure, enables them to challenge oppressive gender norms and create more equitable opportunities for all genders.

Empowerment can be characterized in several ways, including self-sufficiency, economic independence, social transformation, decision-making authority, knowledge advancement, demanding equality and resource control, and so on. A sociocultural environment must be established that disfavors gender-based behaviors and encourages both men and women to act and behave rationally. Gender sensitization is therefore a crucial area for work in the empowerment of women.



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(Mittal and Kaur, 2019). Empowering women through gender sensitization is a multifaceted approach aimed at creating awareness, understanding, and advocating for gender equality and the rights of women in education, breaking stereotypes, creating safe spaces, enhancing leadership skills, promoting economic empowerment, addressing violence against women, engaging diverse genders in policy, and advocacy.

This study was supported by several literature reviews to strengthen the level of awareness of the respondents. Durrani, & Khan (2020), These researchers explored the role of gender-sensitive leadership in corporate settings, examining how leaders who actively promoted gender equality contributed to improved team morale and reduced gender disparities in the workplace. Pritchard & Taylor (2020), the study emphasized investigating how feminist movements have influenced public policy changes related to gender equality. The study found that advocacy for gender-sensitive policies, such as equal pay and reproductive rights, was instrumental in shifting public attitudes toward gender equality.

Linos & Linos (2020), This study discussed recent media campaigns aimed at raising awareness about gender-based violence. It concludes that media representations and awareness campaigns play a crucial role in changing public attitudes and reducing the stigma surrounding Gender-based Violence. Media plays a significant role in shaping public perceptions of gender roles and in either reinforcing or challenging traditional stereotypes. Raising awareness about gender-based violence and its connection to gender inequalities is key to shifting societal attitudes and behaviors.

Singh & Shah (2019), emphasize the impact of gender sensitivity initiatives on organizational culture in corporate settings in India. The study found that employees in organizations with robust gender equality programs reported greater job satisfaction and a reduction in gender-based discrimination.

Le & Choi (2019) explored how global health programs incorporate intersectionality into gender-sensitive interventions. The research emphasized that understanding how race, class, and other factors intersect with gender is critical for creating effective health policies for marginalized populations.

Garcia-Moreno & Pallitto (2018), the study examines the role of educational programs in raising awareness about gender-based violence (GBV). The findings suggest that educational initiatives that focus on the causes and consequences of GBV, as well as promoting gender equality, significantly contribute to changing societal attitudes toward gender roles and violence.

Bandura & Walters (2018), This meta-analysis assessed the role of media in shaping societal attitudes toward gender roles and sensitivity. The research indicated that media portrayals of gender roles significantly affect viewers' perceptions of gender equality, often reinforcing or challenging existing stereotypes.

Bell & Goosby (2017), the study explored how peer groups influence adolescents' attitudes toward gender equality. The findings suggest that adolescents in peer groups that promote inclusive gender attitudes are more likely to develop gender-sensitive behaviors and challenge discriminatory practices.

Choudhury & Singh (2017), the study examined the role of non-governmental organizations (NGOs) in promoting gender sensitivity and women's empowerment in rural India. The research highlighted how gender-sensitive programs improved



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community understanding of gender roles and helped reduce gender-based discrimination.

Collins & Bilge (2016), the researchers examine how intersectionality, when integrated into gender sensitivity initiatives in education, can address the unique challenges faced by women who experience multiple forms of discrimination, such as those based on race, class, and sexuality. The authors argue for the importance of intersectional approaches in shaping more inclusive educational practices.

McCormack & McLaughlin (2016), the study reviews various gender sensitivity training programs implemented in schools, emphasizing the importance of integrating gender-sensitive approaches into school curricula. It found that training teachers to recognize and address gender biases was effective in creating more inclusive classrooms.

Collins & Bilge (2016), the researchers examine how intersectionality, when integrated into gender sensitivity initiatives in education, can address the unique challenges faced by women who experience multiple forms of discrimination, such as those based on race, class, and sexuality. The authors argue for the importance of intersectional approaches in shaping more inclusive educational practices.

These studies provide valuable insights into the various ways in which gender sensitivity awareness is being promoted and the barriers to achieving greater gender equality in the division of Paranaque.

A learning theory that is particularly suited for addressing gender sensitivity is Social Learning Theory, developed by Albert Bandura. Fagot & Hagan (1991), the researchers discuss how children observe and internalize gender roles through social learning, which is highly relevant to fostering gender sensitivity in educational and social settings. Fagot and Hagan explain how the reinforcement of gender-typed behaviors can influence children's understanding of gender and the formation of their own gender identities. This aligns with Social Learning Theory, emphasizing the role of observational learning and reinforcement in shaping gendered behaviors and attitudes., while Wang & Degol (2017), emphasize gender biases in STEM fields can be reduced through changes in learning environments and role modeling, drawing on Social Learning Theory to explain how gendered behaviors and stereotypes can be challenged through observation and reinforcement of non-traditional gender behaviors. Both studies touch on how gender roles are learned and how they can be reshaped, highlighting the relevance of Social Learning Theory in promoting gender sensitivity.

**SYNTHESIS**

The review highlights the importance of gender-sensitive awareness, emphasizing key elements such as gender identity and expression, gender equality, empathy, education, advocacy, and empowerment. It emphasizes the importance of fostering inclusive environments in which individuals, regardless of gender, can thrive. Studies show that increased gender awareness positively impacts economic productivity, workplace dynamics, and societal attitudes. Gender-sensitive awareness fosters respect for one another.

Education plays a key role in challenging stereotypes and promoting inclusion. Research findings suggest that gender-sensitive curricula, workplace policies, and media portrayals shape public perceptions and behaviors. Social Learning Theory



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provides a framework for understanding how gender norms are internalized and how they can be changed through education and role modeling.

**Statement of the Problem**

The study will assess the level of awareness of SDO Personnel on gender sensitivity. Specifically, it aims to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following?
  - 1.1. gender;
  - 1.2. age;
  - 1.3. educational attainment; and
  - 1.4. SDO where they belong?
2. What is the assessment of the respondents on the gender sensitivity in terms of the following characteristics:
  - 2.1. Awareness of Gender Identity and Expression
  - 2.2. Acknowledging Gender Equality
  - 2.3. Empathy and Respect for Diverse Gender Experiences
  - 2.4. Understanding Gender Stereotypes
  - 2.5. Intersectionality
  - 2.6. Inclusive Language and Behavior
  - 2.7. Challenging Gender-Based Violence and Discrimination
  - 2.8. Education and Advocacy
  - 2.9. Promoting Gender-Inclusive Environments
  - 2.10. Empowerment and Agency
3. Is there a significant difference in the level of awareness of the respondents when they are grouped according to their demographic profile?
4. Is there a significant correlation between the respondents' level of assessment in gender sensitivity?
5. Based on the results of the study, what learning materials are needed for the advocacy to raise everyone's awareness of GAD?

**Hypothesis**

- There is no significant difference in the assessment of the respondents as regards their profile when taken as a test factor.
- There is no significant relationship that exists in the level of awareness of the respondents.

**Scope and Delimitation of Study**

This study covers the level of awareness of the GAD focal persons from the three divisions comprising MUNTIPARLAS in the National Capital Region (NCR) regarding gender sensitivity, which will serve as the basis for developing learning materials based on the findings of the study. The limitation of the study is its focus solely on the responses of the GAD focal persons from the three neighboring divisions—Muntinlupa, Parañaque, and Las Piñas (MUNTIPARLAS)—with the specific aim of determining their level of awareness on gender sensitivity.



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### Methodology

This chapter presents the research design, the subject of the study, the research environment, the data-gathering instrument used, the data-gathering procedure, and the data analysis.

#### Research Design

A quantitative research design will be used, due to the specific nature of the research questions guiding the current study. The quantitative approach in this study will examine the profile of the respondents concerning the subject of this study. As part of the correlational study, the researchers will measure the significant difference between the respondent's profile and the relationship that exists in the level of awareness of the SDO personnel of Paranaque.

### Research Locale and Population Sampling

The study will be conducted to the entire community of the Schools Division of Paranaque from the different offices. This study will concentrate on the items in the survey questionnaires to the following offices:

**Table 1: Number of Respondents**

Offices	Total Number of Respondents
SDO Muntinlupa	29
SDO Paranaque	45
SDO Las Pinas	39
Total	113

### Data Gathering Instrument

The researchers will use a survey instrument that focuses on the assessment of awareness of school GAD focal persons in gender sensitivity. In this study, the researcher maximized their time in reading works of literature from journals, articles, internet, theses, and books, which serve as supplementary for the data gathering instrument. In addition, the researchers will be utilized personal experiences and observations manipulated to construct appropriate items in the questionnaire.

### Construction of the Questionnaire

In this study, the researchers will use a questionnaire as the main instrument for data gathering that will substantiate the responses of the study.

The data-gathering instruments will be conceptualized based on readings and previous similar studies. This underwent a thorough validation by research experts from the field and thesis adviser. Their comments and suggestions regarding the face and content of the instrument were considered. Relevant books, journals, memoranda, and these were reviewed to gain insights into concepts related to the study.



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### Administration of questionnaires

With all the suggestions and recommendations incorporated, the final copy of the questionnaire will be distributed personally by the researcher among the intended respondents with their permission through Google form.

### Scoring of responses

A four-point scale patterned from Likert's will be used to score responses to the items in the questionnaire. The score of each item was given a corresponding weight value with 1 as the lowest and 4 as the highest. Descriptive verbal descriptions will be provided for the interpretation of results.

The data gathered from the respondents were given weights ranging from 1-4 scale with 1 as the lowest and 4 as the highest value quantitatively.

The scale used to assess the level of awareness of gender sensitivity of SDO Personnel that is necessary is as follows:

Scale	Value	Verbal Interpretation
3.35 – 4.00	4	Highly Aware / Very Deliberate
2.55 – 3.34	3	Aware / Deliberate
1.75 – 2.54	2	Slightly Aware / Slightly Deliberate
1.00 – 1.74	1	Not Aware / Not Deliberate

### Data Analysis

To analyze and interpret data obtained from the respondents, the following statistical techniques and procedures will be applied: Frequency and percentage. It will be used to describe the groupings of the respondents' profile variables and to determine the values necessary to identify the offices.

### Arithmetic mean

This was utilized to assess and interpret the aggregate responses of the SDO Personnel on the main research about the level of awareness of the respondents in ten (10) gender sensitivity attributes.

For the comparison of the evaluation of the various respondents on the assessment level of awareness in gender sensitivity the Chi-Square Tests - were used to get the P-value, and Symmetric Measures - were used to get the contingency coefficient.

All statistical computations were performed using SPSS for Windows.



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**Survey Tool**

**Part I : Demographic Profile of the Respondents**

**Direction: Please check the requested information for your profile identification.**

Name : (optional)

Gender :  Male  Female

Age :  21 – 30 years old;  31 – 40 years old;  41 – 50 years old;  60 years old above

**Educational Attainment:**  undergraduate;  Bachelor Degree;  MA  
 Units:  Master Degree  PhD Units  Doctorate Degree

SDO where you belong:  Muntinlupa  Paranaque  Las Pinas

**Part II: Check the column that describes your awareness of characteristics of gender sensitivity.**

**4 – fully aware    3 – aware    2 – slightly aware    1 – not aware**

<b>Characteristics of Gender Sensitivity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>A. Gender Identity and Expression</b>				
1. I know that gender is not limited to a binary (male or female) but exists on a spectrum.				
2. I know that gender identity includes asking for, using, and respecting preferred pronouns.				
3. I know that gender expression does not make assumptions about someone's gender based on these outward expressions.				
4. I know that the harmful effects of rigid gender roles and stereotypes are a crucial component of gender awareness.				
<b>B. Acknowledging Gender Equality</b>				
1. I know that gender has an equal opportunity to receive quality education at all levels.				
2. I know that gender equality in the workplace is the narrowing or elimination of the gender pay gap.				
3. I know the significant presence of gender-diverse individuals in leadership roles.				
4. I know legal protections and policies in place that prohibit gender discrimination and promote equal opportunities.				
<b>C. Empathy and Respect for Diverse Gender Experiences</b>				



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1. I know that respecting diverse gender identities involves acknowledging and validating someone's gender identity or expression.				
2. I understand and empathize with others' gender experiences.				
3. I empathize with individuals who recognize and challenge the rigid expectations and stereotypes associated with gender.				
4. I respect the individual's needs based on their gender identity, including the challenges faced by marginalized gender groups.				
<b>D. Understanding Gender Stereotypes</b>				
1. I understand gender stereotypes of behaviors are ascribed to men and women in forms of media.				
2. I understand gender stereotypes as recognizing how biases can shape professional and educational environments.				
3. I understand that gender stereotypes often critically reflect on societal expectations and norms.				
4. I understand gender stereotypes to broader systems of power and inequality.				
<b>E. Intersectionality</b>				
1. I recognize multiple forms of discrimination that interact with gender.				
2. I acknowledge diverse gender experiences across different social groups and identities.				
3. I am sensitive to structural inequality and power dynamics that affect marginalized groups differently.				
4. I use inclusive language and ensure diverse representation in all areas of society.				
<b>F. Inclusive Language and Behavior</b>				
1. I use gender-neutral and non-binary terms that avoid assuming or reinforcing traditional gender roles.				
2. I respect and recognition of diverse identities and experiences.				
3. I actively listen and empathy in communication making others feel heard and respected.				
4. I am committed and support inclusive behavior in actions, policies, and practices ensuring an individual's identity is respected and included in all aspects of life.				
<b>G. Challenging Gender-Based Violence and Discrimination</b>				
1. I know the scope of the issue and identify high-risk populations or areas requiring intervention.				
2. I know access to support services for survivors of GBV, such as shelters, counseling, legal support, and medical care.				
3. I understand the legal and policy framework for deterring GBV and holding perpetrators accountable.				
4. I am aware that public attitudes and social norms influence both the prevalence of GBV and the willingness of individuals to speak out, seek help, or challenge harmful behavior.				
<b>H. Education and Advocacy</b>				
1. I understand the importance of feedback forms that assess participants' knowledge before and after the campaign or training.				



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2. I change my behavior and increase the advocacy of participation and adoption of new practices for gender sensitivity.				
3. I am motivated and engage in participation in educational programs, workshops, campaigns, and events of GAD.				
4. I encourage a goal of advocacy is often to create structural or systemic change.				
<b>I. Promoting Gender-Inclusive Environments</b>				
1. I understand gender-balanced representation across all levels, from leadership roles to entry-level positions, with equal participation in decision-making processes.				
2. I actively support gender inclusivity help to dismantle systemic barriers, promote fairness, and create a safe and welcoming environment for all genders.				
3. I support gender diversity and awareness for employees or members to express their gender identity freely.				
4. I support gender bias in recruitment and ensure that individuals are judged based on their skills and qualifications, not their gender.				
<b>J. Empowerment and Agency</b>				
1. I support gender sensitivity that individuals or groups are actively involved in shaping policies, laws, and social norms, and they have a voice in shaping their community or society.				
2. I believe gender sensitivity that access to and control over resources that enable them to make informed choices and act independently				
3. I can influence the environment and achieve goals through their actions.				
4. I can make decisions that affect one's own life, and the environment is a core indicator of agency.				



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