



REPUBLIC OF THE PHILIPPINES
Department of Education
Commission on Higher Education
Technical Education and Skills Development Authority
Philippine Commission on Women

JOINT MEMORANDUM CIRCULAR
No. 2025 - 03

TO : All Curriculum Developers, Instructional Designers, Resource Evaluators, Module Writers, Subject Matter Experts, and Other Relevant Personnel of the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and All Others Concerned

SUBJECT : Guidelines on the Use of Gender-Responsive Assessment Tools for Evaluating Instructional Materials in Basic, Higher, and Technical-Vocational Education

DATE : JULY 28, 2025

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1. RATIONALE/BACKGROUND

- 1.1. Laws were promulgated to achieve quality education for all Filipino learners. These include Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 (commonly known as the Philippine K to12 Program) and Republic Act No. 10931 or the Universal Access to Quality Tertiary Education Act (UAQTEA) of 2017 and its Implementing Rules and Regulations (IRR). These policies support free tuition and other school fees in state universities and colleges (SUCs), local universities and colleges (LUCs), and state-run technical-vocational institutions (STVIs).
- 1.2. Existing data in education show significant progress in women's and girls' access to education. In 2020, female graduates in higher education institutions numbered 13.7 million, surpassing male graduates at 9.8 million. A similar trend is observed in basic education: in Academic Year 2019-2020, more girls (2.1 million) than boys (1.9 million) graduated from senior high school.¹ In technical-vocational education, females enrolled in and graduating from programs outnumbered their male counterparts by 2%.²
- 1.3. Despite the aforementioned laws, efforts, and accomplishments of the Philippine government, gender issues and problems still persist. First, access to education remains a challenge, particularly among children in school-less barangays, Indigenous Peoples and Moro communities, geographically-isolated, disaster-prone, and conflict-vulnerable areas. While both girls and boys are affected, gender disparities are evident. Girls may be pulled out of school for domestic responsibilities or early marriage, while boys are often pushed into labor or exposed to conflict-related risks leading to unequal educational

¹ Women and Men in the Philippines, 2020.

² TVET Statistics Annual Report, 2020.

attainment. Second, poor performance in national and international assessments (e.g., Program for International Student Assessment [PISA] 2018) and licensure examinations reflect broader quality issues in the education system, with gendered dimensions, such as differentiated learning outcomes and subject preferences influenced by stereotypes, unequal teacher expectations, and limited gender-responsive methods. Third, gender biases and stereotyping persist in the curricula, instructional materials, delivery and assessment of instruction, use of sexist language, school policies, learning environment, and other educational concerns.³ Lastly, issues persist in career track choices, where women and girls continue to dominate traditional female careers and remain underrepresented in Science, Technology, Engineering, and Mathematics (STEM) fields.⁴

- 1.4. The Magna Carta of Women (MCW) mandates all government offices to adopt gender mainstreaming as a strategy for implementing the law. Section 13 of the MCW highlights the need for equal access to, and the elimination of discrimination in, education, scholarships, and training. In support of this mandate, key implementing agencies in the Education sector - namely, the Department of Education (DepEd), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA) - have developed and adopted gender mainstreaming policies to institutionalize gender-responsive programs, activities, and projects within their respective institutions.
- 1.5. DepEd issued DepEd Order No. 32, s. 2017: Gender Responsive Basic Education Policy, which ensures that the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights are integrated into the governance, curriculum, learning delivery, learning resources, assessment, learning environment, and support to learners of basic education in the country. These goals are strengthened by the Basic Education Development Plan (DO 24, s. 2022) in honing the learner's potential in a "child-friendly, gender-sensitive, safe, and motivating environment". DepEd Order No 31, s. 2022: Adoption of Rights-Based Education Framework for Philippine Basic Education in the implementation of Child Rights Policy endeavors to achieve three important dimensions of children's rights, such as: "the right to access education, the right to quality education, and the right to respect and well-being in the learning environment which are indispensable, interrelated, and interdependent with each other."
- 1.6. CHED, through CMO No. 1, s. 2015: Establishing the Policies and Guidelines on Gender and Development in the Commission on Higher Education and Higher Education Institutions (HEIs) targets mainstreaming gender equality and women empowerment in instruction, research, extension, library, and learning materials, and institutional systems and mechanisms, among others.
- 1.7. The National Technical Education Skills Development Plan 2023-2028 of TESDA includes "quality, productivity, and high-value employability of the workforce enhanced" as one of its pillars. It seeks to broaden learning and educational TVET opportunities, especially targeting groups in marginalized situations for gender equality and social inclusion. TESDA issued several policies on the development of gender-sensitive curricula and training manuals (TESDA Circular No. 26 series of 2012) and the incorporation of Gender and Development (GAD) in all curricula for training regulations (TESDA GFPS Resolution No. 2013-01, Memorandum dated July 1, 2014). Gender mainstreaming activities cover the policies, programs, and services for all TESDA personnel, TVET institutions, and other stakeholders to achieve a "gender-equitable and sustainable TVET system".

³ Updated Gender Equality and Women's Empowerment (GEWE) Plan 2019-2025, 2022.

⁴ Saloma-Akpedonu, 2020

2. PURPOSE

- 2.1. This Joint Memorandum Circular (JMC) provides the policy framework and implementation guidelines for using the Gender-Responsive Assessment Tools for Evaluating Instructional Materials in Basic, Higher, and Technical-Vocational Education sectors.
- 2.2. The Gender-Responsive Assessment Tools aim to:
 - 2.2.1. Provide a minimum standard set of indicators for gender-responsive instructional materials used in basic, higher, and technical-vocational education;
 - 2.2.2. Guide curriculum developers, instructional designers, resource evaluators, module writers, and subject matter experts in integrating gender concepts and principles in the curriculum and instructional materials;
 - 2.2.3. Serve as a guide to address and eliminate gender discrimination, biases, gender-based violence (GBV), gender stereotypes, and other gender issues in the education sector; and
 - 2.2.4. Serve as an evaluation instrument in reviewing and enhancing the gender-responsiveness of existing instructional materials that are being used or will be developed for use in the classroom (both for face-to-face and online classes).
- 2.3. The tools also aim to uncover gender biases, stereotypes, or discriminatory content in instructional materials and ensure: (a) the balanced representation of all genders in text, images, examples, and case studies; (b) the creation of learning environments that are welcoming and affirming for learners of all gender identities; (c) the elimination of gender stereotyping in learners' career choices; and (d) the enhancement of learners' critical thinking skills to question traditional norms and adopt more inclusive perspectives on gender and society.

3. GENERAL GUIDELINES

- 3.1. The Gender-Responsive Assessment Tools shall serve as the standard instrument for evaluating instructional materials in terms of content, presentation, pedagogical approach, language, and overall messaging, ensuring that they promote gender equality and women's empowerment goals in the education sector.
- 3.2. Instructional materials shall be assessed prior to their approval, adoption, or dissemination. This includes printed, digital, audio-visual, and other multimedia formats. The evaluation shall cover texts, discourses, messages, and images to ensure alignment with gender equality principles and the elimination of gender bias and stereotypes.
- 3.3. The use of the tools shall be integrated into the standard development and quality assurance processes of the respective educational agencies.
- 3.4. Instructional materials shall embody gender-responsiveness by:
 - 3.4.1. Using gender-fair, inclusive, and non-sexist language and visuals;
 - 3.4.2. Avoiding stereotypes, biases, and discriminatory content;

- 3.4.3. Reflecting inclusive and diverse representations of gender roles, identities, and experiences;
- 3.4.4. Highlighting intersecting gender issues related to ethnicity, ability, age, and other identities;
- 3.4.5. Promoting empowerment, equality, and participation of all genders, including women and LGBTQ+ individuals, in both traditional and non-traditional roles; and
- 3.4.6. Encouraging critical thinking on gender, social inclusion, peace, and feminist perspectives in learning materials.

- 3.5. DepEd, CHED, and TESDA, including their curriculum developers, instructional designers, resource evaluators, module writers, subject matter experts, and all others concerned shall be capacitated on the proper use of the assessment tools. This includes training sessions, orientation programs, and the provision of instructional guides.
- 3.6. A repository of assessed materials shall be established and systematically maintained to ensure accessibility, consistency, and quality assurance. Compliance with gender-responsive standards shall be regularly monitored to uphold inclusivity and equity in educational content.
- 3.7. The Gender-Responsive Assessment Tools for the Basic, Higher, and Technical Vocational Education may be periodically reviewed and updated by DepEd, CHED, and TESDA, respectively, in consultation with PCW to reflect emerging gender issues and concerns in the education sector based on empirical findings, users' feedback, and existing international standards for the Philippine education system to be at par and globally competitive. While the assessment tools are grounded on the GAD framework, the agencies may incorporate other relevant frameworks when revising their respective assessment tools to better align with their respective mandates.
- 3.8. An electronic copy of the Gender-Responsive Assessment Tools may be accessed and downloaded from the websites of PCW, DepEd, CHED, and TESDA. Printed copies may also be requested, subject to availability. To immediately access it, please click: bit.ly/GRAssmtTools.

4. ROLES AND RESPONSIBILITIES

As the implementing and oversight agencies for basic, higher, and technical vocational education, the DepEd, CHED, and TESDA, respectively, shall have the following roles and responsibilities:

- 4.1. Issue internal policies adopting and implementing the use of the gender-responsive assessment tools for evaluating instructional materials within their respective sectors, to ensure consistent application of the tools by their respective relevant stakeholders;
- 4.2. Ensure that their policies on the use of the Gender-Responsive Assessment Tools are disseminated to their respective relevant stakeholders to ensure understanding and consistent application of the tools;
- 4.3. Provide technical assistance for their respective relevant stakeholders in basic, higher, and technical-vocational education on how to effectively use the gender-responsive assessment tools;

- 4.4. Together with relevant stakeholders, periodically assess and enhance the tool in consideration of the emerging gender issues and concerns in the sector;
- 4.5. Allocate budget for the implementation of this policy consistent with their mandate, which shall be included in their respective GAD Plans and Budgets, subject to the standard budgeting, accounting, auditing, and procurement rules and regulations, the internal guidelines of the contracting parties relative thereto, and relevant provisions of the applicable General Appropriations Act; and
- 4.6. Submit a consolidated copy of the assessment results to the PCW for informational purposes. The PCW may be tapped to provide technical assistance, if necessary, based on the assessment results and upon the request of the agency.

5. SEPARABILITY CLAUSE

If, for any reason, any part or provision of this JMC is declared invalid or unconstitutional and any part or provision not affected thereby shall remain in full force and effect.

6. REPEALING CLAUSE

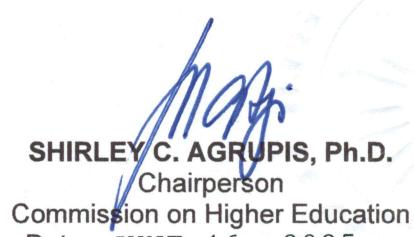
Other related issuances inconsistent with the provisions of this JMC are hereby revised, modified, or repealed accordingly.

7. EFFECTIVITY

This Joint Memorandum Circular shall take effect upon the signing and/or approval of the heads of agencies and will continue to be in effect unless otherwise amended or repealed by the signatories.



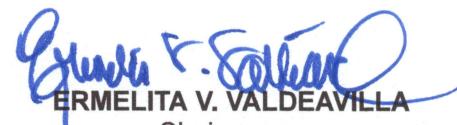
JUAN EDGARDO M. ANGARA
Secretary
Department of Education
Date: JULY 03, 2025



SHIRLEY C. AGRUPIS, Ph.D.
Chairperson
Commission on Higher Education
Date: JUNE 16, 2025



JOSE FRANCISCO B. BENITEZ
Secretary/Director General
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Authority
Date: JULY 25, 2025



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Chairperson
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Date: JUNE 02, 2025