


Institutionalizing the Protection of Lesbian Gay Bisexual Transgender Rights in the Public and Private Secondary Schools of Dumaguete City, Philippines

Dindo De La Pena^{1*}, Craig Narzabal Refugio² Libertine Cepe De Guzman³

¹College of Teacher Education, Negros Oriental State University, dinzrah@gmail.com

²College of Teacher Education, Negros Oriental State University, craig.refugio@gmail.com,  <https://orcid.org/0000-0003-1374-6103>

³College of Teacher Education, Negros Oriental State University, alexanderlibertine@gmail.com

*Corresponding author

Abstract: The investigation explored the extent of policy implementation among public and private Junior High School administrators and other policy implementers of the Philippine Department of Education Order Number . 32, series of 2017 in the City of Dumaguete. To obtain the needed data, the researcher came up with the research questions focused on the respondents' profile and their extent of knowledge, attitude, perceived capability, and involvement, serving as important exploratory variables. The theories on planned behavior, curriculum, and policy implementation served as the study's backbone. Then, the researcher utilized the mixed methods of descriptive quantitative and qualitative data analysis. Findings reveal that public school respondents were more knowledgeable on the provisions of the policy. On the attitude, both groups of respondents tended to accept the diversity of the LGBT community. There was a significant difference (probability value = 0.020) in the overall extent of compliance with the GAD policy among the three groups of respondents. There was a significant relationship (probability value = 0.002) between the attitudes toward LGBT and the overall extent of compliance. There was a significant correlation (probability value = 0.000) between the respondents' involvement and compliance to implement the policy. There was a significant association (probability value = 0.000) between the respondents' capability and overall extent of compliance to implement the policy. Lastly, there was a significant difference (probability value = 0.003) between private and public schools regarding the overall extent of compliance to implement the policy. Hence, the respondents in the private schools were less compliant on the implementation of the Philippine Department of Education Order Number 32 series of 2017. From the study results, the researcher recommended that protection of LGBT rights be institutionalized in the junior high schools in Dumaguete City since the respondents' extent of compliance was not sufficient to assure protection of the LGBT sector in the schools. Thus, the writer presents the research output, A Proposed Three-Year Action Plan, 2019-2021.

Keywords: Institutionalizing protection, Public & Private Schools, Rights of Lesbian Gay Bisexual Transgender

Introduction

Everyone strives for respect and equality as basic needs in society. The world wide human rights declaration (1948) disclosed that every human being is born free and has equal dignity and rights. This declaration has also recognized the inherent dignity of human beings are foundation of freedom, justice, and peace of the world. It further declares the universality of human rights, that is, to be enjoyed by all people, whoever they are or wherever they live. These rights include civil and political rights, like the right to life, liberty, free speech, and privacy. The aforementioned

Conference Paper: This *International Conference on Emerging Technology and Interdisciplinary Sciences (ICETIS 2021)* conference paper is published by *JFP Publishers*. This paper is distributed under a Creative Common Attribution (CC BY-SA 4.0) International License.



declaration further includes economic, social, and cultural rights, like the right to health, social security, and education (Australian Human Rights Commission, n.d.). Despite this universal declaration, the global Lesbian Gay Bisexual Transgender (LGBT) sector continuously strives to get equal footing in terms of the rights above with the other members of the society. The LGBT communities are up in every street and everywhere, voicing their sentiments of the unrelenting disrespect and inequalities they have been experiencing, in schools, workplace, or even in the community where they live. The kind of respect and equality longed for is far from the reality as this sector of society has been facing challenging and hostile situations every day. Unsurprisingly, authorities from countries within the range of influence by the United Nations have not been pushing much on this declaration or issue; moreover, the LGBT communities just experience minimal effort to address or lessen their anxieties. This apparent indifference is because member countries of the United Nations consider homosexuality as not moral, if not illegal (Orlandi, 2016).

According to Hutt (2018), the claim on the rights of the LGBT sector has made progress in the past years only in some parts of the world. But worldwide, there are only a few provisions of protection for the LGBT against gender or racial discrimination. At the forefront of education, UNESCO has joined the list of the United Nations organizations advocating for the gender issues in an attempt to address concerns of the LGBT communities relative to bullying, inequalities, and disrespect. The report, "Come Out in the Open," written by Muñoz (2016) and published online at the UNESCO news, informs that students who do not confirm their sexuality are the minority group, and they become vulnerable in educational settings. Previously, Orlandi (2016) urged that school personnel have to provide children with non-judgmental and accurate information on gender identity and preferences through information campaigns and partnerships with civil society and the wider school community. Further, the Rights of the Child Convention (1989) also recognizes the rights of LGBT children, though neither the children's convention nor any UN human rights treaty mentions the issue. More so with junior high school students who are to conform to how society expects of him/her to behave or follow his/her gender preference. Studies addressing the issue of LGBT rights protection in schools have not yet fully explored the problem. Inequality still prevails even in some countries with constitutions that provide protection based on sexual orientation. Murdock and Bolch (in Kosciw, Greytak, Diaz, & Barkiewicz, 2010) assert that research on the LGBT sector has not given more attention to the negative consequences of an unresponsive school climate towards access to education and learning. Further, Barron and Stephens' study (2012) informed that despite awareness of verbal and physical homophobic bullying in their schools, 90% of teachers indicated no mention of gay and lesbian-related bullying in their school's bullying policy.

In the study of Goodhand's (2014), its findings confirm the need for strategic practices that interrupt and confront homophobia through federal building social capital, policies, professional development, inclusive curricula, and a call for social justice leaders within schools, colleges, universities or any educational system. Moreover, Jones (2016) found that despite international policies covering LGBT rights as well as protection in one's sexual orientation, key institutions, such as the Australian Educational System, still implement local policies. Among the eight states in Australia, only two states have duly implemented the policy in protecting the LGBT sector. In the Philippines, the approval of Gender and Development (GAD) law ushered the Department of Education Order Number 32 series of 2017 known as Gender Responsive Basic Education Policy, which was released June 29, 2017 (DepEd). This policy provides opportunities for LGBT students to enjoy security and safety against violence and discrimination. Under this policy, principals, teachers, and GAD focal persons in Basic Education are to integrate respect for the rights of LGBT students. In this context, this study explored the extent of policy implementation among principals and other policy implementers of DepEd Order No. 32, s 2017, and determined explanatory variables for the said phenomenon. Data gathered will validate the proposed framework that aims to institutionalize the policy implementation given the kind of environmental conditions the respondent schools are presently experiencing.

The problems posted in the study

This investigation intended to explore the factors that explain the extent of principals, teachers, and GAD focal person's response to the furtherance of LGBT rights in their respective schools and to develop an intervening gender and development framework that will eventually institutionalize the promotion of LGBT rights in the secondary schools. This study explored answers of the following:

1. What is the respondent's profile in terms of:
 - 1.1. age;
 - 1.2. gender preference;
 - 1.3. religion;

- 1.4. educational attainment; and
- 1.5. position held in school?
2. What is the extent of the respondents' knowledge on the Philippine Gender Responsive Policy for Basic Education provisions?
3. What is the respondents' attitude towards the LGBT sector?
4. What is the respondents' level of compliance in implementing the Philippine Department of Education Order Number 32, series of 2017, vis-a-vis:
 - 4.1. promoting gender equality involving teachers, students as well as the non-teaching personnel;
 - 4.2. reflecting non-discriminatory attitude as embedded in the learning materials, support services, curriculum, methodologies as well as teaching processes;
 - 4.3. addressing gender dimension in information exchange, planning, design as well as delivery of service;
 - 4.4. allocating tasks related to LGBT rights protection to the different subunits of the school understudy; and
5. What is the level of perceived capability of the respondents to integrate into their lessons and school activities the promotion of LGBT rights as stipulated in the Department of Education Order Number 32, series of 2017?
6. What is the extent of involvement of the respondent teachers and GAD Focal Persons on the provisions of DepEd Order No. 32 s, 2017?
7. Is there a significant difference in the level of compliance to implement the provisions of DepEd Order No. 32 s, 2017 among the principal, teachers, and the GAD Focal persons?
8. Is there a significant relationship between the extent of policy compliance and:
 - 8.1. extent of knowledge and attitude towards LGBT rights promotion;
 - 8.2. extent of involvement to implement the policy; and
 - 8.3. extent of the perceived capability to integrate into the lessons and school activities to promote LGBT rights?
9. Is there a significant difference in the policy compliance of the Basic Responsive Education Policy between public and private secondary schools in Dumaguete City?
10. What implementation model can be designed to institutionalize the promotion of LGBT rights protection in Basic Education?

Literature review

The study anchored on three theories as follows: (1) Icek Ajzen's (2006) Theory of Planned Behavior, (2) The Curriculum Theory developed by John F. Bobbit (1918) and Werrett W. Charter (1923), and (3) Policy Implementation Theory advanced by Pressman and Wildavsky (1973). The researcher gives a brief description of each theory and the variables used in this present study. Ajzen (2006) explained that the **theory of planned behavior** deals with human behavior guided by three kinds of considerations: beliefs about the possible consequences of the behavior (behavior beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the presence of factors that may facilitate or impede the performance of the behavior (control beliefs). Attitude toward the behavior, subjective norm, and perceived behavioral control all together leads to the formation of a behavioral intention. However, in the actual execution of the behavior, the perceived behavioral control is considered, and the intention, to substitute for the actual behavioral control of such behavior.

Ajzen further stated that in his model, there are three categories of background factors: individual, social, and information. Firstly, individual includes personality, mood, emotion, intelligence, values, stereotypes, and experience. Social factors consist of education, age, gender, income, religion, race, ethnicity, culture, and laws. And, information covers knowledge, media, and interventions. The **curriculum theory** began to expand in the USA after the publishing of John F. Bobbit's book, *The Curriculum* (1918) and Werrett W. Charter's book, *Curriculum Construction* (1923). Ralph W. Tyler, often called the father of the curriculum movement, came along with other influential proponents, Bobbit and Werrett. Bobbit wrote in *The Curriculum* (1918: 42): The central theory of curriculum is simple. Human life, however varied, consists of the performance of specific activities. Education that prepares for life prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class, they can be discovered. This requires only that one go out into the world of affairs, and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. The curriculum will then be a series of experiences that children and youth must have by way of obtaining those objectives.

On the other hand, Wallin (2011) said that curriculum theory is fundamentally concerned with values and other areas such as the historical background, recent views and policy decisions, and perspectives about the future curricula. Also, Pinar (2004) defines the present-day field of curriculum theory as "the effort to understand

curriculum as a symbolic representation.” Other proponents view curriculum as “simply a collection of study plans, syllabi, and teaching subjects. The curriculum becomes the outcome of a process involving the political and social factors that can affect the education for the future” (Tedesco, Opertii & Amadio; 2014). Pressman and Wildavsky (1973) asserted that **policy implementation theory** is the actual use of policies by the constituents usually based on written laws, which can be in the form of executive orders or court decisions. These decisions emanate from the top officials to achieve the desired results. Three types of variables affect the achievement of legal objectives throughout this entire process. These variables, according to the proponents, include the manageability of the problem(s) addressed, the ability of the directive to design the implementation process, and the effect of the different political variables on the balance of support for the policy objectives. Meanwhile, O’Toole (2003) defined policy implementation as what develops between establishing an evident intention on the part of the government to do or stop doing something and the outcome of such decisions. Briefly, policy implementation is the connection between the intention and the actual result. Hence, O’Toole’s view (2003) relates with Ajzen’s theory (2006) regarding intention as a prerequisite of the desired result or behavior.

As part of the policy cycle, policy implementation concerns how governments put policies into effect (Howlett & Ramesh, 2003). Elmore (1978) identified four main ingredients for effective implementation: (1) specified tasks and objectives that accurately reflect the intent of policy; (2) a management plan that allocates tasks and performance standards to subunits; (3) an objective means of measuring subunit performance; and (4) a system of management controls and social sanctions sufficient to hold subordinates accountable for their performance. Failures of implementation are, by definition, lapses of planning, specification, and control (Elmore, 1978). Successful implementation, according to Matland (in Hill & Hupe, 2002), requires compliance with statutes’ directives and goals, the achievement of specific success indicators, and improvement in the political climate around a program. In line with this, Giacchino and Kakabadse (2003) cited the successful implementation of public policies on decisive factors. These factors are the decisions taken to locate political responsibility for the initiative, strong project management or team dynamics, and the level of commitment shown to policy initiatives.

Thus, implementation focuses on the process, output, and outcome. It involves a series of decisions and actions directed towards putting a prior authoritative decision into effect. The essential characteristic of the implementation process is the timely and satisfactory performance of specific necessary tasks related to carrying out the law. Also, implementation refers to the output or level of program satisfaction by the beneficiaries. Finally, implementation outcome indicates the measurable change in the larger problem addressed by the program, public law, or judicial decisions (Lester et al., 1995).

Figure 1: shows the schematic diagram of the Theoretical Framework of the study focused on three perspectives.

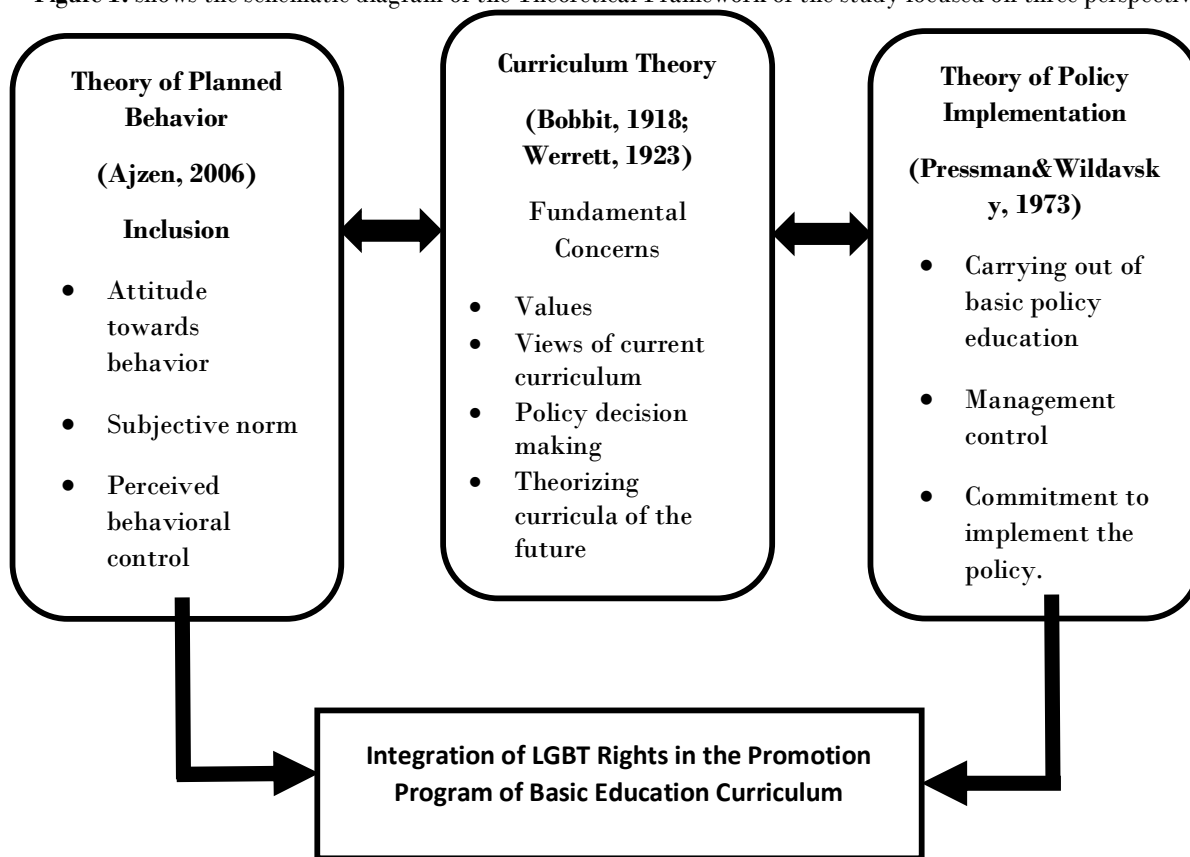


Figure 1: Schematic Diagram of the Theoretical Framework of the Study

Methodology

Research respondents

The respondents were school principals, teachers, and GAD focal persons from the public and private junior high schools in Dumaguete City, Negros Oriental. The teachers included in the study were chosen by proportionate random sampling, and a population of the school principals, GAD focal persons, and teachers served as respondents. Table 1 shows the distribution of participants grouped by high schools and their status.

Table 1: Number of Respondents from Public and Private Junior High Schools of Dumaguete City

Schools	Status	No of Respondents			
		Principal	GAD Focal Person	Teacher	
				Male	Female
1. Camanjac National High School	Public	1	1	6	6
2. Dumaguete City High School	Public	1	1	21	45
3. Hermenigilda Gloria Memorial High School	Public	1	1	1	9
4. Junob National High School	Public	1	1	6	21
5. Negros Oriental High School	Public	1	1	31	97
6. Piapi High School	Public	1	1	13	15
7. RPTM Science High School	Public	1	1	8	24
8. Taclobo National High School	Public	1	1	6	26
9. Cittadini High School	Private	1	1	4	10

10. Colegio de Sta. Catalina, High School	Private	1	1	3	19
11. Don Bosco High School	Private	1	1	11	14
12. Foundation University High School	Private	1	1	9	14
13. Holy Cross High School	Private	1	1	3	9
14. Silliman University High School	Private	1	1	21	34
15. St. Paul University High School	Private	1	1	6	15
Total		15	15	143	358

Research environment

The locale of the study is Dumaguete City, Negros Oriental where the junior high schools are located. The following are the fifteen public and private junior high schools included in the study: 1) Dumaguete City, 2) Junob, 3) Hermenegilda F. Gloria 4) Camanjac, 5) Piapi, 6) Ramon Teves Pastor, 7) Taclobo, 8) Negros Oriental, Silliman University, Colegio de Sta. Catalina, 3) Foundation University, 4) St. Paul University, 5) Holy Cross, 6) St. Louis Don Bosco, and 7) Catherina Cittadini. In addition, the Tanjay City Division consists of public and private high schools. The public high school are: 1) Tanjay National High School (TNHS), 2) Tanjay Legislated High School (TLHS), 3) Luca High School (LHS), 4) Tanjay City Science High School (TCSH), 5) Polo High School (PHS), 6) Azagra High School (AHS), and 7) Lourdes Ledesma Del Prado Memorial High School. While the private schools with junior high schools are as follows: 1) Casa Marie Learning Institute (CMLI), 2) Immaculate Heart Academy (IHA), 3) Villaflores College (VC), and 4) Diaz College.

Research instruments

Survey/Questionnaire instrument

The gathering of data followed the three-phase process, namely; 1) collecting data through the use of questionnaires, 2) Key Informant Interviews (KII's), and 3) Focus Group Discussions (FGDs) with the principals, faculty, and GAD focal persons. The researcher pre-tested the survey questionnaire to remove ambiguities before the data gathering commenced and to ensure reliability. Cronbach Alpha tested the reliability of the instrument, which generated reliability result of .963.

The instrument consisted of two major sections: the extent of implementation of DepEd Order no. 32, s 2017 and extent of the promotion of legal and social rights. Within each of these two sections, there were questions with several subcategories. The faculty and GAD focal persons' questionnaire had the same main parts but with fewer subcategories. Majority of the items were answerable using the Likert-style scale 5 point system. There were open-ended questions that allowed respondents to expand upon their quantitative responses. The questionnaire, which can be answered by about 10 minutes, contained a cover sheet explaining the study's purpose and providing all other information that were necessary to ensure voluntary participation and informed consent.

Research and data gathering procedures

The researcher first met the City Division of School Superintendent to seek permission to meet the school principal or designated representative. The objective was to inform on the purpose of the study, which involved the internal stakeholders, and to discuss the possible dates and time for the gathering, the conduct of the interviews, and the purpose of the data. Then, the principals accomplished the questionnaire at their convenient time. The researcher also interviewed them and they accomplished the instrument longer than the GAD focal persons and teachers. They belong to the top level of the school hierarchy and served as a linkage for DepEd and the other participants.

Finally, the teachers were met as a group to begin the process. The gathering discussed the questionnaires previously distributed. After the interviews, the researcher met the teachers for the focus group discussion.

Statistical treatment

The analysis and interpretation of quantitative data followed after using the appropriate statistical tools. Problem 1 focused on the profile of the respondents and the tools are frequency count, and percentage. And weighted mean for problems 2,3,4,5, and 6. The interpretation used the Likert Scales below:

Extent of attitude and knowledge on the provisions of DepEd Order no. 32, s. 2017

- 5 – Strongly Agree (SA) 75% - 100% of statement complied with
- 4 – Agree (A) 51% - 74% of statement complied with
- 3 – Neutral /Unsure 50%
- 2 – Disagree (D) 25% - 49% of statement complied with
- 1 – Strongly Disagree (SD) 0% - 24% of statement complied with
- **Level of compliance in implementing DepEd Order no. 32, s. 2017**
- 5 – Full Compliance (FC) 81% - 100% of statement complied with
- 4 – High Compliance (HC) 61% - 80% of statement complied with
- 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
- 2 – Less Compliance (LC) 21% - 40% of statement complied with
- 1 – No Compliance (NC) 0% - 20% of statement complied with
- **Level of perceived capability to integrate LGBT rights stipulated in DepEd Order no. 32, s. 2017**
- 5 – Extremely Capable (EC) 81% - 100% of statement can be carried out
- 4 – Very Capable (VC) 61% - 80% of statement can be carried out
- 3 – Moderately Capable (MC) 41%- 60% of statement can be carried out
- 2 – Slightly Capable (SC) 21% - 40% of statement can be carried out
- 1 – Least Capable (LC) 1% - 20% of statement can be carried out
- **Extent of involvement on the provisions of DepEd Order no. 32, s. 2017**
- 5 –Always Involved (AI) 81% - 100% of statement is performed
- 4 – Often Involved (OI) 61% - 99% of statement is performed
- 3 – Sometimes Involved (SI) 41% - 60% of statement is performed
- 2 – Rarely Involved (RI) 21% - 40% of statement is performed
- 1 – Never Involved (NI) 0% - 20% of statement is performed

The rest of the problems called for other types of statistical tools. Kruskal–Wallis test was to test the difference in the level of commitment to implement the provision of DepEd Order No. 32 s, of 2017 among the school administrator, teachers and GAD focal person. Multiple regression was for problem 8, while Spearman rank order coefficient of correlation for problem 9. Problem 10, stepwise multiple linear regression was to generate a model that best explains the study outcome variable/phenomenon identified.

Result and discussion

1. What is the profile of the principal, teacher and GAD focal person respondents relative to their socio-demographic profile?

Table 1 shows the socio-demographic profile of the respondents. Most of the teachers and GAD focal persons are 20-39 years old, while the principals are predominantly within the age range of 40-65. This finding suggests that, in general, teachers and GAD focal persons are younger than the principals. Moreover, most of the respondents are female across the three groups and Roman Catholic by religious affiliation. On educational attainment, most of the school principals pursued graduate studies or earned units in master or Doctor of Education, and they are either full-fledged principals or assistant principals. On the other hand, most GAD focal persons and teachers earned units in a master’s degree. The GAD focal persons are all appointed to that position, while most teachers are within the Teacher 1-3 ranks.

The findings imply that as middle-aged individuals with appropriate educational background and position, they have sufficient exposure to the LGBT issues and can respond positively to the problem in their respective areas. Further, teaching, as a female-dominated profession, is an effective avenue towards values integration and formation, especially with female teachers who are more sensitive to the needs of the LGBT youths in schools. Thus, they serve as role models to the students in exercising equality and mutual respect.

Table 1: Profile of respondents

Age	GAD (%)	Principal (%)	Teacher (%)
20-39	8 (57.14)	4 (28.57)	115 (57.5)
40-65	6 (42.86)	10 (71.43)	85 (42.5)
Total	14 (100.00)	14(100.00)	200 (100)

Mean age	39	46	35
Gender			
Female	13 (92.86)	8 (57.14)	143 (71.5)
Male	1 (7.14)	3 (21.43)	47 (23.5)
LGBT		3 (21.43)	10 (5)
Total	14 (100.00)	14 (100.00)	200 (100.00)
Religion			
Baptist			1 (0.50)
Born Again Christian			2 (1.00)
Christian		1 (7.14)	1 (0.50)
Iglesia ni Cristo			2 (1.00)
Protestant			16 (8.00)
Roman Catholic	14 (100.00)	13 (92.86)	171 (85.50)
Other			7 (3.50)
Total	14 (100.00)	14 (100.00)	200 (100.00)
Educational Attainment			
BS	1 (7.14)	1 (7.14)	60 (30.00)
CAR		3 (21.43)	35 (17.50)
Educ. Units	3 (21.43)	1 (7.14)	17 (8.50)
LI.B			1 (0.50)
MA/MS	1 (7.14)	1 (7.14)	15 (7.50)
MA/MS units	9 (64.29)	4 (28.57)	67 (33.50)
Ed.D		3 (21.43)	
Ph.D			5 (2.50)
Total	14 (100.00)	14 (100.00)	
Position			
Head teacher		2 (14.29)	1 (0.5)
Master Teacher 1			8 (4)
Master Teacher 2			3 (1.5)
Senior Teacher			1 (0.5)
Teacher		1 (7.14)	
Teacher 1			112 (56)
Teacher 2			20 (10)
Teacher 3			55 (27.5)
GAD	14 (100.00)		
Officer in Charge		2 (14.29)	
Assistant Principal		3 (21.43)	
Principal 1		5 (35.71)	

Principal 4		1 (7.14)	
Total	14 (100.00)	14 (100.00)	200 100

2. What is the extent of the principal, teacher and GAD focal person respondents’ knowledge of the provisions of GAD policy?

This problem focuses on the GAD focal persons, school principals, and teachers’ extent of knowledge of the policy in all government and private owned junior high schools in Dumaguete City, Negros Oriental.

GAD Focal Persons

Table 2.1 focuses on GAD focal persons’ extent of knowledge of the policy. The private school respondents rated “moderately agree” ($x=3.16$), while their public school counterparts rated “agree” ($x= 3.43$). As shown in the table, the private school respondents agree with the specific policy items except Gender-Responsive Basic Education Center creation or development for LGBT, providing sufficient, efficient, effective and capacity-building responsive activities for the principals in dealing with children in conflict with the law (CICL), supporting policies on instruction, curriculum as well as assessment consistent with the principles of human rights education. In another perspective, the different public school respondents agree with the Gender and Development policy items, except creating a Gender-Responsive Basic Education Center for LGBT in the school, providing responsive, efficient, effective and sufficient capacity-building activities for the principal in dealing with children in conflict with the law (CICL), ensuring that resources for learning procured from internal sources comply with GAD core messages and concepts, supporting policies on instruction, curriculum as well as assessment consistent with the principles of human rights education.

Thus, the GAD focal persons have sufficient knowledge of the GAD policy, but for some items, they vary according to the type of school where they belong. The extent of their knowledge slightly differs as indicated by their average weighted mean.

Table 2.1. Extent of GAD focal persons’ knowledge on the provisions of GAD policy.

Items	Private		Public	
	WX	VD	WX	VD
1. Promote awareness of the Philippine Gender Responsive Basic Education Policy (GRBE) issues and concerns in the governance and operations of schools, learning centers, and workplaces.	3.40	A	4.50	SA
2. Conduct continuous capacity-building activities to upgrade personnel on Information and Communications Technology knowledge and skills particularly on development of sex-disaggregated database and other Gender and Development information.	3.40	A	4.13	A
3. Create a Gender Responsive Basic Education Center for LGBT in the school.	2.20	D	2.38	D
3. Conduct effective and efficient capacity building trainings or workshops to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture sensitive, and accessible to Persons with Disabilities (PWDs).	3.60	A	4.13	A
4. Provide sufficient as well as gender responsive capacity-building activities for principals in dealing children in conflict with the law (CICL)	2.40	D	2.13	D
5. Ensure gender-responsive implementation of sports programs and activities.	3.80	A	4.13	A
6. Create information, education, and communication (IEC) materials on issues for learners in need of special attention.	3.60	A	3.75	A
7. Create framework policies and standards for learner support programs and services that integrate GAD core messages and key concepts.	3.40	A	4.00	A
8. Make it certain that learning resources procured from internal sources comply with GAD concepts and core messages.	2.60	MA	2.38	D
9. Sufficient support policies on curriculum, instruction, and assessment are consistent with the principles of human rights education.	2.20	D	2.25	D
10. Encourage or motivate all public and private accrediting institutions or organizations to include gender-equality elements in their accreditation criteria.	3.40	A	4.00	A
11. Incorporate effectively and efficiently GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language.	3.40	A	3.75	A
12. Create effective and efficient Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools.	3.40	A	2.88	MA

13. Create, effectively recommend, and efficiently implement policies for youth development aligned with GRBE in coordination with the National Youth Commission (NYC).	3.20	A	3.50	A
14. Make it certain that all schools, learning centers, and workplaces promote mental health and psychosocial support services aligned with GRBE.	3.40	A	3.50	A
Aggregate	3.16	MA	3.43	A

Legend:

- 5 – Strongly Agree (SA)
- 4 – Agree (A)
- 3 – Moderately Agree (MA)
- 2 – Disagree (D)
- 1 – Strongly Disagree (SD)

- WX: Weighted Mean
- VD: Verbal Description

School principals

Table 2.2 presents the school principals’ extent of knowledge of the GAD policy. On average, the rating of the private school principals is “moderately agree” ($x=3.38$). However, they disagree with creating a Basic Education Gender Responsive Center for LGBT in the school, providing adequate and responsive capacity-building activities for the principal in dealing children in conflict with the law (CICL), ensuring that learning resources procured from internal sources comply with GAD concepts and core messages, supporting policies on curriculum, instruction, and assessment consistent with the principles of human rights education, and establishing Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools.

On the other hand, the public school principals rated “agree” ($x=3.60$). They strongly disagree with creating a Gender- Responsive Basic Education Center for LGBT in the school, providing adequate and responsive capacity-building activities for the principal in dealing children in conflict with the law (CICL), ensuring that learning resources procured from internal sources comply with GAD concepts and core messages, supporting policies on curriculum, instruction, and assessment consistent with the principles of human rights education, and establishing Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools.

Both groups have a similar extent of knowledge with the focal persons of the GAD policy. However, the extent of knowledge between the two groups of administrators differs as indicated by the average weighted mean.

Table 2.2. Extent of school principals’ knowledge of the provisions on GAD policy

Items	Private		Public	
	WX	VD	WX	VD
1. Promote efficient and effective awareness towards Gender Responsive Basic Education Policy (GRBE) issues and concerns in the governance and operations of schools, learning centers, and workplaces.	4.00	A	4.93	SA
2. Conduct efficient, effective and continuous capacity-building activities to upgrade personnel on Information and Communications Technology knowledge and skills particularly on development of sex-disaggregated database and other GAD information.	3.33	MA	4.75	SA
3. Create a Gender Responsive Basic Education Center for LGBT in the school.	2.33	D	1.50	SD
4. Conduct efficient and effective capacity building activities to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture sensitive, and accessible to Persons with Disabilities (PWDs).	4.17	A	4.82	SA
5. Provide adequate, efficient, effective and responsive capacity-building activities for principals in dealing children in conflict with the law (CICL)	2.17	D	1.57	SD
6. Make it certain that gender-responsive as well as effective and efficient implementation of sports programs and activities.	4.33	SA	4.43	SA
7. Create appropriate information, education, and communication (IEC) materials on issues for learners in need of special attention.	4.17	A	4.57	SA
8. Create appropriate framework policies and standards for learner support programs and services that integrate GAD core messages and key concepts.	4.17	A	4.68	SA
9. Make it certain that learning resources procured from internal sources fully complied with GAD concepts and core messages.	2.50	D	1.32	SD
10. Support absolutely policies on curriculum, instruction, and assessment which are consistent with the established principles of human rights education.	2.50	D	1.25	SD
11. Make it certain that all Philippine public and private accrediting institutions or organizations to include appropriate gender-equality elements in their accreditation criteria.	4.00	A	4.68	SA
12. Include Gender and Development core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language.	3.67	A	5.00	SA

13. Establish Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools.	2.50	D	1.32	SD
14. Formulate, recommend, and implement policies for youth development aligned with GRBE in coordination with the National Youth Commission (NYC).	3.33	MA	4.54	SA
15. Ensure that all schools, learning centers, and workplaces promote mental health and psychosocial support services aligned with GRBE.	3.50	A	4.68	SA
Aggregate	3.38	MA	3.60	A

Legend:

- 5 – Strongly Agree (SA)
- 4 – Agree (A)
- 3 – Moderately Agree (MA)
- 2 – Disagree (D)
- 1 – Strongly Disagree (SD)

- WX: Weighted Mean
- VD: Verbal Description

Teachers

Table 2.3 presents the teachers’ extent of knowledge of the GAD policy. The private school teachers rated “agree” ($x = 3.49$). But they do not agree with creating a Gender-Responsive Basic Education Center for LGBT in the school, providing adequate and responsive capacity-building activities for the principal in dealing children in conflict with the law (CICL), ensuring that learning resources procured from internal sources comply with GAD concepts and core messages, supporting policies on curriculum, instruction, and assessment consistent with the principles of human rights education, and establishing Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools. The public school teachers also rated “agree” ($x = 3.41$) with the GAD policy. However, they do not agree with creating a Gender-Responsive Basic Education Center for LGBT in the school, providing adequate and responsive capacity-building activities for the principal in dealing children in conflict with the law (CICL), ensuring that learning resources procured from internal sources comply with the GAD concepts and core messages, supporting policies on curriculum, instruction, and assessment consistent with the principles of human rights education, and establishing Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools.

The teachers reveal a similar extent of knowledge with the school principals and GAD focal persons. The finding confirms the teachers’ role, as claimed by Troop and Ladd (2015), to integrate gender sensitivity in the instruction. By doing so, Kosciw, Palmer, Kull, and Greytak (2013) claimed that school-based supports could lower victimization and improve academic outcomes. And these views confirm the previous studies that emphasized school-based supports for LGBT students to have a better school environment and educational outcomes (Goodenow, 2006; Kosciw et al., 2010; Szalacha, 2003).

Table 2.3: Extent of teachers’ knowledge on the provisions of GAD policy

Items	Private		Public	
	WX	VD	WX	VD
1. Promote awareness of the Philippine Gender Responsive Basic Education Policy (GRBE) issues and concerns in the governance and operations of schools, learning centers, and workplaces.	4.14	A	4.19	A
2. Conduct effective, efficient and continuous capacity-building activities to upgrade personnel on ICT knowledge and skills particularly on development of sex-disaggregated database and other GAD information.	3.67	A	3.83	A
3. Create a Gender Responsive Basic Education Center for LGBT in the school.	2.82	MA	2.39	D
4. Conduct effective, efficient and continuous capacity building to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture sensitive, and accessible to Persons with Disabilities (PWDs).	4.18	A	4.13	A
5. Provide effective, efficient, continuous and adequate and responsive capacity-building activities for principal in dealing children in conflict with the law (CICL)	2.35	D	2.09	D
6. Make it certain that effective, efficient and continuous gender-responsive implementation of sports programs and activities.	4.12	A	4.10	A
7. Develop information, education, and communication (IEC) materials on issues for learners in need of special attention.	4.06	A	4.12	A
8. Create effective, efficient and continuous framework policies and standards for learner support programs and services that integrate GAD core messages and key concepts.	4.06	A	4.08	A
9. Make it certain that appropriate learning resources procured from internal sources comply with GAD concepts and core messages.	2.39	D	2.06	D
10. Support effective, efficient and appropriate policies on curriculum, instruction, and assessment are consistent with the principles of human rights education.	2.27	D	1.91	D

11. Make it certain that all public and private accrediting institutions or organizations to include gender-equality elements in their accreditation criteria.	3.96	A	3.97	A
12. Include GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language.	3.78	A	3.81	A
13. Create an effective, efficient and continuous Lesbian, Gay, Bisexual and Transgender LGBT Desk in Schools.	3.00	MA	2.62	MA
14. Create, recommend, and implement appropriate policies for youth development aligned with GRBE in coordination with the National Youth Commission (NYC).	3.71	A	3.82	A
15. Make it certain that all schools, learning centers, and workplaces promote mental health and psychosocial support services aligned with GRBE.	3.86	A	4.00	A
Aggregate	3.49	A	3.41	A

Legend:

- 5 – Strongly Agree (SA)
- 4 – Agree (A)
- 3 – Moderately Agree (MA)
- 2 – Disagree (D)
- 1 – Strongly Disagree (SD)

- WX: Weighted Mean
- VD: Verbal Description

Summary on the extent of knowledge of the principal, teacher and GAD focal person respondents on the GAD policy. The overall extent of knowledge reflects similar findings, as shown in Table 2.4. There is just a slight variation among the three groups of respondents in the private schools. These findings imply that they have adequate knowledge of the policy, as mandated to protect the rights of the LGBT sector.

Table 2.4: Summary on the respondents’ extent of knowledge

Items	Private		Public	
	WX	VD	WX	VD
2.0 Extent of knowledge of GAD focal persons	3.16	MA	3.43	A
2.1 Extent of knowledge of the principals	3.38	MA	3.60	A
2.2. Extent of knowledge of the teachers	3.49	A	3.41	A

Legend:

- 5– Strongly Agree (SA)
- 4– Agree (A)
- 3– Moderately Agree (MA)
- 2– Disagree (D)
- 1– Strongly Disagree (SD)

- WX: Weighted Mean
- VD: Verbal Description

1. What is the attitude of the respondents towards the LGBT sector?

The succeeding tables present the attitude of the respondents on the LGBT sector.

GAD Focal Persons

Table 3.1 shows the data from the GAD focal persons’ attitude towards the LGBT sector. On average, the respondents in private ($x = 4.02$) and public schools ($x = 3.90$) rated “agree”. The private school respondents strongly disagree with homosexuality as unnatural and immoral and transgender as strange and sick individuals, while the public school counterparts disagree. The GAD focal persons’ attitude implies acceptance of the LGBT sector. Hence, it is evident that with their favorable attitude, they are supportive in institutionalizing gender equality programs in their high schools.

Table 3.1: Attitude of GAD focal persons towards LGBT sector

Items	Private		Public	
	WX	V D	WX	VD
1. Homosexuality is unnatural and immoral. Transgender individuals are strange and sick.	1.50	SD	2.25	D
2. LGBT people should participate in reparative therapy or any other treatment available to them to fix their sexual orientation or gender identity disorder.	2.00	D	3.38	MA
3. We should have compassion for LGBT people. They can't be blamed for how they were born.	4.83	SA	4.75	SA
4. LGBT people did not choose to be the way they are. If they could somehow, they would certainly choose to be heterosexual or identify as a traditional male or female.	4.50	SA	4.00	A
5. Having same-sex attractions and showing non-gender conforming behaviors is a phase that many people go through and most people outgrow.	4.17	A	3.13	MA
6. LGBT people need our support and guidance as they wrestle with the many difficult issues associated with being LGBT.	4.50	SA	4.50	SA
7. I have no problem with LGBT people, but see no need for them to flaunt their sexual orientation or transgender identity publicly.	4.33	SA	3.50	A
8. What LGBT people do in the privacy of their own bedroom is their business.	4.17	A	4.13	A
9. LGBT people deserve the same rights and privileges as everybody else.	4.83	SA	4.63	SA
10. Homophobia and heterosexism is wrong. Society needs to take a stand against anti-gay bias.	4.00	A	3.75	A
11. It takes strength and courage for LGBT people to be themselves in today's world.	4.17	A	3.88	A
12. It is important for me to examine my own attitudes so that I can actively support the struggle for equality that LGBT people have undertaken.	4.17	A	3.88	A
13. There is great value in our human diversity. LGBT people are an important part of that diversity.	4.50	SA	4.50	SA
14. It is important for me to stand up to those individuals who demonstrate homophobic attitudes.	4.17	A	4.00	A
15. LGBT people are an indispensable part of our society. They have contributed much to our world and there is much to be learned from their experiences.	4.50	SA	4.13	A
16. I would be proud to be part of a LGBT or LGBT-ALLY organization, and to openly advocate for the full and equal inclusion of GLBT people at all levels of our society.	4.00	A	4.00	A
Aggregate	4.02	A	3.90	A

Legend:

5 – Strongly Agree (SA) 75% - 100% of statement complied with WX: Weighted Mean
 4 – Agree (A) 51% - 74% of statement complied with VD: Verbal Description
 3 – Moderately Agree (MA) 50%
 2 – Disagree (D) 25% - 49% of statement complied with
 1 – Strongly Disagree (SD) 0% - 24% of statement complied with

School principals

Table 3.2 shows the principals' attitude towards the LGBT sector. On average, the respondents rated "agree" in private ($x = 4.15$) and public schools ($x = 3.83$). Both groups disagree with homosexuality as unnatural and immoral, and transgender as strange and sick individuals. The finding indicates the principals' positive attitude towards the LGBT sector. This result is consistent with Table 3.1 as revealed by the GAD focal persons, and their positive attitude may contribute to the beneficial implementation of the proposed intervention. This finding seems contrary to the LGBT sector's claim of discrimination in educational institutions. LGBT people argue that schools have the right to create their policies, but the curriculum did not include gender issues. That is why the Department of

Education (2012) issued an order protecting all children from violence, abuse, and exploitation (UNDP, USAID, 2014).

Table 3.2: Attitude of the school principals towards LGBT sector

Items	Private		Public	
	WX	VD	WX	VD
1. Homosexuality is unnatural and immoral. Transgender individuals are strange and sick.	2.33	D	1.50	SD
2. LGBT people should participate in reparative therapy or any other treatment available to them to fix their sexual orientation or gender identity disorder.	2.83	MA	2.63	MA
3. We should have compassion for LGBT people. They can't be blamed for how they were born.	4.17	A	3.50	A
4. LGBT people did not choose to be the way they are. If they could somehow, they would certainly choose to be heterosexual or identify as a traditional male or female.	4.00	A	3.75	A
5. Having same-sex attractions and showing non-gender conforming behaviors is a phase that many people go through and most people outgrow.	3.33	MA	3.13	MA
6. LGBT people need our support and guidance as they wrestle with the many difficult issues associated with being LGBT.	4.33	SA	4.75	SA
7. I have no problem with LGBT people, but see no need for them to flaunt their sexual orientation or transgender identity publicly.	4.50	SA	3.75	A
8. What LGBT people do in the privacy of their own bedroom is their business.	3.50	A	4.38	SA
9. LGBT people deserve the same rights and privileges as everybody else.	4.00	A	4.63	SA
10. Homophobia and heterosexism is wrong. Society needs to take a stand against anti-gay bias.	2.83	MA	2.25	D
11. It takes strength and courage for LGBT people to be themselves in today's world.	4.17	A	4.50	SA
12. It is important for me to examine my own attitudes so that I can actively support the struggle for equality that LGBT people have undertaken.	4.33	SA	4.63	SA
13. There is great value in our human diversity. LGBT people are an important part of that diversity.	4.17	A	4.88	SA
14. It is important for me to stand up to those individuals who demonstrate homophobic attitudes.	3.83	A	4.25	SA
15. LGBT people are an indispensable part of our society. They have contributed much to our world and there is much to be learned from their experiences.	4.17	A	4.75	SA
16. I would be proud to be part of a LGBT or LGBT -ALLY organization, and to openly advocate for the full and equal inclusion of GLBT people at all levels of our society.	3.17	MA	4.00	A
Aggregate	4.15	A	3.83	A

Legend:

5 – Strongly Agree (SA) 75% - 100% of statement complied with WX: Weighted Mean
 4 – Agree (A) 51% - 74% of statement complied with VD: Verbal Description
 3 – Moderately Agree (MA) 50%
 2 – Disagree (D) 25% - 49% of statement complied with
 1 – Strongly Disagree (SD) 0% - 24% of statement complied with

Teachers

Table 3.3 shows the teachers' attitude towards the LGBT sector. On average, the respondents from the private schools rated "agree" (x = 3.70). However, they disagree with homosexuality as unnatural and immoral, and LGBT people need treatment to fix their sexual orientation or gender identity disorder. Similarly, the public school teachers' rated "agree" (x = 3.82). And they also disagree with homosexuality as unnatural and immoral and needs reparative therapy or treatment.

This finding also indicates a positive attitude among teachers like the GAD focal persons and school principals. It confirms the study conducted by Francis (2012) in Durban, South Africa, that teachers' life orientation influences their teaching of sexuality education and homosexuality, particularly in their classrooms. However, knowledge and attitude may differ from actual practice since the type of school (public or private) determines whether or not policy protections are available.

Table 3.3: Attitude of teachers towards LGBT sector

Items	Private		Public	
	WX	V D	WX	VD
1. Homosexuality is unnatural and immoral. Transgender individuals are strange and sick.	1.96	D	2.09	D
2. LGBT people should participate in reparative therapy or any other treatment available to them to fix their sexual orientation or gender identity disorder.	2.20	D	2.57	D
3. We should have compassion for LGBT people. They can't be blamed for how they were born.	4.16	A	4.22	SA
4. LGBT people did not choose to be the way they are. If they could somehow, they would certainly choose to be heterosexual or identify as a traditional male or female.	3.84	A	3.76	A
5. Having same-sex attractions and showing non-gender conforming behaviors is a phase that many people go through and most people outgrow.	3.37	MA	3.55	A
6. LGBT people need our support and guidance as they wrestle with the many difficult issues associated with being LGBT.	4.39	SA	4.26	SA
7. I have no problem with LGBT people, but see no need for them to flaunt their sexual orientation or transgender identity publicly.	3.65	A	3.96	A
8. What LGBT people do in the privacy of their own bedroom is their business.	3.82	A	4.14	A
9. LGBT people deserve the same rights and privileges as everybody else.	4.41	SA	4.54	SA
10. Homophobia and heterosexism is wrong. Society needs to take a stand against anti-gay bias.	3.18	MA	3.74	A
11. It takes strength and courage for LGBT people to be themselves in today's world.	4.12	A	4.18	A
12. It is important for me to examine my own attitudes so that I can actively support the struggle for equality that LGBT people have undertaken.	4.06	A	4.14	A
13. There is great value in our human diversity. LGBT people are an important part of that diversity.	4.16	A	4.18	A
14. It is important for me to stand up to those individuals who demonstrate homophobic attitudes.	3.92	A	3.88	A
15. LGBT people are an indispensable part of our society. They have contributed much to our world and there is much to be learned from their experiences.	4.22	SA	4.19	A
16. I would be proud to be part of a LGBT or LGBT –ALLY organization, and to openly advocate for the full and equal inclusion of GLBT people at all levels of our society.	3.78	A	3.74	A
Aggregate	3.70	A	3.82	A

Legend:

- 5 – Strongly Agree (SA) 75% - 100% of statement complied with WX: Weighted Mean
- 4 – Agree (A) 51% - 74% of statement complied with VD: Verbal Description
- 3 – Moderately Agree (MA) 50%
- 2 – Disagree (D) 25% - 49% of statement complied with
- 1 – Strongly Disagree (SD) 0% - 24% of statement complied with

Table 3.4 shows the summary of the respondents' attitude towards the LGBT sector. The data reveal that both private and public school respondents consistently agree with the items indicating positive attitude towards the LGBT sector. This finding implies that despite their claim of discrimination in some related studies, all of the three groups of respondents have a positive attitude on them. The findings confirm the Pew Research Center (2013) report

that the Philippines is the most broad-minded nation in the Asia-Pacific region included in the survey. However, as Ging Cristobal, a Manila-based activist with the International Gay and Lesbian Human Rights Commission, claimed, there might be high tolerance. Still, there is no actual acceptance (Mosbergen, 2015). He further informed that there is still no legal recognition and protection of LGBT people at the national level.

Table 3.4: Summary on the attitude of the principal, teacher and GAD focal person respondents towards LGBT sector

Items	Private		Public	
	WX	V D	WX	VD
2.3. Attitude of the respondents-GAD	4.02	A	3.90	A
2.4. Attitude of the respondents-PRINCIPALS	4.15	A	3.83	A
2.5. Attitude of the respondents-TEACHERS	3.70	A	3.82	A

Legend:

5 – Strongly Agree (SA) 75% - 100% of statement complied with WX: Weighted Mean
 4 – Agree (A) 51% - 74% of statement complied with VD: Verbal Description
 3 – Moderately Agree (MA) 50%
 2 – Disagree (D) 25% - 49% of statement complied with
 1 – Strongly Disagree (SD) 0% - 24% of statement complied with

2. What is the level of the principal, teacher and GAD focal person respondents’ compliance in implementing the Philippine Department of Education Order Number 32, series of 2017?

The five component variables determined the respondents’ level of compliance in implementing DepEd Order No. 32, s. 2017. In each variable, the data from the three groups of respondents are presented in tabular forms in the succeeding tables.

4.1 Promoting gender equality involving learners, teachers, and non-teaching personnel GAD

Table 4.1.1 shows the level of compliance of the GAD focal persons in promoting gender equality involving learners, teachers, and non-teaching personnel. On average, the rating from both groups is “less compliance,” whereby the private ($x = 2.03$) and public schools ($x = 2.29$) reflect a low level of compliance. Respondents from private schools are not compliant or less compliant with the items, except developing a set of GAD and human rights competencies for the LGBT sector such as the integration of values on respect for oneself and respect for others based on human rights. On the other hand, the focal persons in the public schools are not compliant or less compliant, except enhancing and promoting a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education; and getting involved in the proper orientation and training on gender equality, human rights, sexuality, and reproductive health education, human rights, peace education, and child protection.

The finding implies that despite the GAD focal persons’ acceptance of the LGBT students, they reveal a low compliance of the policy. There is acceptance or, say, tolerance, as claimed by Cristobal (in Mosbergen, 2015) on the LGBT sector, but the actual promotion of gender equality is not clear. That is probably why the problem of discrimination is still lingering up to the time of the study.

Table 4.1.1 GAD focal persons’ level of compliance in promoting gender equality involving learners, teachers, and non-teaching personnel

Items	Private		Public	
	WX	V D	WX	VD
1. Support the Annual Implementation Plans (AIPs) activities related to advocacy on gender equality.	1.50	NC	2.38	LC
2. Include in the school calendar the observance and celebrations related to GAD such as but not limited to Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month (June),	1.33	NC	1.63	NC
3. Include in the lesson plan appropriate topics on LGBT.	2.00	LC	2.13	LC

4. Create a set of GAD and human rights competencies for the LGBT sector such as the integration of values on respect for oneself and respect for others based on human rights.	2.83	MC	2.25	LC
5. Encourage Gay Straight Alliance (GSA) as a student club for this minority group.	1.67	NC	2.13	LC
6. Implement LGBT-specific programs or activities in the daily activities, which may include safe zones, gay-straight alliances, and suicide prevention programs.	2.17	LC	2.25	LC
7. Participate LGBT-related professional development in the school.	2.00	LC	2.13	LC
8. Attend seminars and trainings related to LGBT workshops in regional and national level.	1.83	LC	2.38	LC
9. Improve and promote a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education.	2.50	LC	2.75	MC
10. Get involved in the proper orientation and training on equality of gender, sexuality as well eproductive health education, human rights, peace education, and child protection.	2.50	LC	2.88	MC
Aggregate	2.03	LC	2.29	LC

Legend:

5-Full Compliance (FC) 81%-100% of statement complied with WX=Weighted Mean
 4-High Compliance (HC) 61%-80% of statement complied with VD = Verbal Description
 3-Moderate Compliance (MC) 41%-60% of statement complied with
 2-Less Compliance (LC) 21%-40% of statement complied with
 1-No Compliance (NC) 0% - 20% of statement complied with

School principals

Table 4.2 shows the principals’ level of compliance in promoting gender equality involving learners, teachers, and non-teaching personnel. As shown, the respondents from private schools are not compliant ($x = 1.65$), while those in public schools are moderately compliant ($x = 2.74$). The public school respondents are less compliant or moderately compliant, except attending seminars and training related to LGBT workshops at the regional and national level” that they are highly compliant. Finding implies that school principals in public school are barely able to comply compared with their private school counterparts. Moreover, the private school principals are not responsive, which might have influenced their GAD focal persons’ compliance shown in Table 4.1.1.

Table 4.1.2. School principals’ level of compliance in promoting gender equality involving learners, teachers, and non-teaching personnel

Items	Private		Public	
	WX	VD	WX	VD
1. Support the Annual Implementation Plans (AIPs) activities related to advocacy on gender equality.	1.00	NC	2.50	LC
2. Incorporate in the calendar of the school the observance as well as celebrations related to GAD such as but not limited to Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month (June),	1.50	NC	2.38	LC
3. Include in the lesson plan topics on LGBT.	2.17	LC	2.75	MC
4. Create certain sets of GAD and human rights competencies for the LGBT sector such as the integration of values on respect for oneself and respect for others based on human rights.	2.33	LC	2.75	MC
5. Encourage Gay Straight Alliance (GSA) as a student club for this minority group.	1.50	NC	2.00	LC
6. Implement LGBT-specific programs or activities in the daily activities, which may include safe zones, gay-straight alliances, and suicide prevention programs.	1.33	NC	3.00	MC
7. Participate LGBT-related professional development in the school.	1.17	NC	2.75	MC

8. Attend seminars and trainings related to LGBT workshops in regional and national level.	1.50	NC	3.75	HC
9. Improve and promote a K-12 curriculum that integrates gender equality, sexuality, human rights, as well as reproductive health education.	2.00	LC	2.50	LC
10. Get involved in the appropriate training and orientation on gender, sexuality, equality, as well as reproductive health education, human rights, peace education, and child protection.	2.00	LC	3.00	MC
Aggregate	1.65	NC	2.74	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

Teachers

Shown in Table 4.1.3 is the teachers’ level of compliance in promoting gender equality involving learners, teachers, and non-teaching personnel. The private school teachers rated “less compliance” ($x = 2.43$) while the public schools, “moderate compliance ($x = 2.79$). The private school teachers are moderately compliant in supporting the Annual Implementation Plans (AIPs) activities related to advocacy on gender equality, developing a set of GAD and human rights competencies for the LGBT sector such as the integration of values on respect for oneself and others based on human rights, enhancing and promoting a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education, and getting involved in the proper orientation and training on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection. They are less compliant with the rest of the items.

On the other hand, the teachers in the public schools are moderately compliant with supporting the Annual Implementation Plans (AIPs) activities related to advocacy on gender equality, developing a set of GAD and human rights competencies for the LGBT sector such as the integration of values on respect for oneself and respect for others based on human rights, enhancing and promoting a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education, and getting involved in the proper orientation and training on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection. They are less compliant with the rest of the policy items in this component variable. The finding implies that in promoting gender equality mandated in DepEd Order No. 32, s. 2017, public school teachers are more responsive than their private school counterparts. This result could be due to the public school principals’ moderate compliance despite less involvement by the GAD focal person. On the contrary, the private school teachers are less motivated to comply, maybe because the school principal, who is the head of the school, is not compliant. Further, GAD focal persons are not doing quite well as the designated individuals in school to organize activities related to gender rights.

Table 4.1.3. Teachers’ level of compliance promoting gender equality involving learners, teachers, and non-teaching personnel.

Items	Private		Public	
	WX	V D	WX	VD
1. Support the Annual Implementation Plans (AIPs) activities related to advocacy on gender equality.	2.73	MC	2.97	MC
2. Include in the school calendar the observance and celebrations related to GAD such as but not limited to Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month (June),	2.16	LC	2.54	LC
3. Include in the lesson plan topics on LGBT.	2.31	LC	2.54	LC
4. Create a set of GAD and human rights competencies for the LGBT sector such as the integration of values on respect for oneself and respect for others based on human rights.	2.80	MC	2.89	MC
5. Encourage Gay Straight Alliance (GSA) as a student club for this minority group.	2.20	LC	2.25	LC

6. Implement LGBT-specific programs or activities in the daily activities, which may include safe zones, gay-straight alliances, and suicide prevention programs.	2.25	LC	2.47	LC
7. Participate LGBT-related professional development in the school.	2.14	LC	2.58	LC
8. Attend seminars and trainings related to LGBT workshops in regional and national level.	2.16	LC	2.42	LC
9. Enhance and promote a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education.	2.80	MC	3.14	MC
10. Get involved in the proper orientation and training on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection.	2.71	MC	3.01	MC
Aggregate	2.43	LC	2.79	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

4.2 Reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching methodologies, and supportive services

GAD

Table 4.2.1 shows that in reflecting non-discriminatory attitude embedded in the curriculum, learning materials, methodologies, and services, private ($x = 2.12$) and public schools ($x = 2.39$) are less compliant. Responses from private school GAD personnel indicate no compliance or less compliance with most items but with moderate compliance to ensuring no discrimination of LGBT students in school by checking the reports of the GAD Focal person and the Guidance Counselor, and encouraging students to participate in programs or students organizations that address LGBT bullying and violence. The respondents in public schools are less compliant but moderately compliant with assisting students in promoting policies that prohibit harassment/bullying of LGBT students, ensuring no discrimination of LGBT students in school by checking the reports of the GAD Focal person and the Guidance Counselor, homophobic comments and actions by coaches and student-athletes are completely unacceptable through reminders during regular meetings, and encouraging students to participate in programs or students organizations that address LGBT bullying and violence.

The finding is consistent with the results in the first component variable (Table 4.1.1). It indicates that the GAD focal persons are not compliant with the specific duties of their position. To reiterate, the type of school (public vs. private) also matters in responding to the provision of the policy. They need to improve their performance in protecting the gender right of the students.

Table 4.2.1. Level of compliance of GAD focal persons in reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching methodologies, and supportive services

Items	Private		Public	
	WX	VD	WX	VD
1. Continuously assist students in promoting policies that prohibit harassment/bullying of LGBT students.	2.33	LC	2.75	MC
2. Make it certain that LGBT students are not discriminated/bullied in school by checking the reports of the GAD Focal person and the Guidance Counselor	3.00	MC	3.38	MC
3. Anti-homophobia education is integrated in the lessons.	1.50	NC	2.13	LC
4. Encourage LGBT students to join of campus athletic programs in LGBT-related initiatives.	2.17	LC	2.13	LC
5. Homophobic comments and actions by coaches and student athletes are completely unacceptable through reminders during regular meetings.	2.50	LC	2.63	MC

6. Encourage students to participate in programs or students organizations that address LGBT bullying and violence.	2.83	MC	2.63	MC
7. Ensure the availability Information Education and Campaign (IEC) materials related to the awareness and protection of LGBT sector in the classroom.	1.83	LC	2.00	LC
8. Avail appropriate trainings related to LGBT issues in relations with CPD units.	1.83	LC	2.25	LC
9. Participate in seminars on the awareness of LGBT rights protection and issues for personal growth.	1.50	NC	2.00	LC
10. Include in the teaching methodologies by film showing, drama, play, symposium and other creative activities that tackle LGBT issues.	1.67	NC	2.00	LC
Aggregate	2.12	LC	2.39	LC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

School principals

Table 4.2.2 presents the principals’ level of compliance in reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching methodologies, and supportive services. The private school respondents are less compliant ($x = 2.28$). They are not compliant or less compliant with most of the items while moderately compliant with ensuring no discrimination of LGBT students in school by checking the reports of the GAD Focal person and the Guidance Counselor, encouraging LGBT students to join of campus athletic programs in LGBT-related initiatives, and encouraging students to participate in programs or students organizations that address LGBT bullying and violence. On the other hand, the public school respondents are highly compliant ($x = 3.45$). But they are less compliant with ensuring the availability Information Education and Campaign (IEC) materials related to the awareness and protection of LGBT sector in the classroom. This response seems unexpected in public schools because the funding and materials in every program are provided by the government, especially when it pertains to government policies. Also, the schools covered in this study belong to remote areas.

Finding implies that LGBT rights are not given much attention in private schools, unlike the public schools. Future researchers may conduct related studies that can look deeper into the discrepancy between the private and public schools’ implementation of DepEd Order No. 32, s. 2017 despite policy awareness and positive attitude towards the LGBT sector.

Table 4.2.2. Level of compliance of school principals in reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching methodologies, and supportive services.

Items	Private		Public	
	WX	VD	WX	VD
1. Assist students in promoting policies that prohibit harassment/bullying of LGBT students.	2.00	LC	3.50	HC
2. Make it certain that LGBT students are not discriminated/bullied in school by checking the reports of the GAD Focal person and the Guidance Counselor	3.17	MC	4.38	FC
3. Anti-homophobia education is frequently integrated in the lessons.	1.33	NC	3.25	MC
4. Encourage LGBT students to join of campus athletic programs in LGBT-related initiatives.	3.33	MC	4.38	FC
5. Homophobic comments and actions by coaches and student athletes are completely unacceptable through reminders during regular meetings.	4.50	FC	3.63	HC
6. Encourage students to participate in appropriate programs or students organizations that address LGBT bullying and violence.	4.00	HC	4.25	FC

7. Ensure the availability Information Education and Campaign (IEC) materials related to the awareness and protection of LGBT sector in the classroom.	1.00	NC	2.38	LC
8. Avail appropriate trainings related to LGBT issues in relations with CPD units.	1.17	NC	3.00	MC
9. Participate in seminars on the awareness of LGBT rights protection and issues for personal growth.	1.17	NC	3.13	MC
10. Include in the teaching methodologies by film showing, drama, play, symposium and other creative activities that tackle LGBT issues.	1.17	NC	2.63	MC
Aggregate	2.28	LC	3.45	HC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

Teachers

Table 4.2.3 presents the level of teachers’ compliance in reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching methodologies, and supportive services. Both teacher respondents from private (x = 2.99) and public schools (x = 3.14) moderately comply with the policy. Looking at the individual items, the teachers from private schools are less compliant and moderately compliant with most of them. They are fully compliant and highly compliant respectively in ensuring no discrimination of LGBT students in school by checking the reports of the GAD Focal person and the Guidance Counselor, and assisting students in promoting policies that prohibit harassment/bullying of LGBT students. On the other hand, teachers in public schools are moderately compliant and highly compliant with most policy items except availing training related to LGBT issues in relations with CPD units.

Finding relates with the data in Table 4.2.2 showing a higher level of compliance in the public schools which could be due to the leadership of the school principals in this area. Thus, from the findings, recognizing LGBT rights is hardly achieved in private schools than in public schools.

Table 4.2.3. Level of compliance of teachers in reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching methodologies, and supportive services.

Items	Private		Public	
	WX	VD	WX	VD
1. Assist students in promoting policies that prohibit harassment/bullying of LGBT students.	3.55	HC	3.54	HC
2. Ensure that LGBT students are not discriminated/bullied at school by checking the reports of the GAD Focal person and the Guidance Counselor	4.29	FC	3.86	HC
3. Anti-homophobia education is integrated in the lessons.	2.82	MC	3.17	MC
4. Encourage LGBT students to join of campus athletic programs in LGBT-related initiatives.	3.12	MC	3.34	MC
5. Homophobic comments and actions by coaches and student athletes are completely unacceptable through reminders during regular meetings.	3.06	MC	3.45	HC
6. Encourage students to participate in programs or students organizations that address LGBT bullying and violence.	3.06	MC	3.36	MC
7. Ensure the availability Information Education and Campaign (IEC) materials related to the awareness and protection of LGBT sector in the classroom.	2.39	LC	2.70	MC
8. Avail trainings related to LGBT issues in relations with CPD units.	2.37	LC	2.58	LC

9. Participate in seminars on the awareness of LGBT rights protection and issues for personal growth.	2.55	LC	2.73	MC
10. Include in the teaching methodologies by film showing, drama, play, symposium and other creative activities that tackle LGBT issues.	2.73	MC	2.72	MC
Aggregate	2.99	MC	3.14	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

4.3 Addressing gender dimension in planning, information exchange, design, and service delivery
GAD

Table 4.3.1 shows the compliance level of GAD focal persons in addressing gender dimension in planning, information exchange, design, and service delivery. Both respondents from private (x = 2.18) and public schools (x = 2.06) are less compliant with the policy. The private school respondents are not compliant or less compliant with most of the policy items but moderately compliant with promoting inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities and doing the recommendations of school heads. On the other hand, the public school respondents are not compliant or less compliant except promoting inclusive education to which they are highly compliant. The finding shows that both groups are not fully compliant of the mandate. This result implies that GAD focal persons do not engage more in planning, information exchange, design, and service delivery related to gender equality despite their knowledge of the policy and right attitude towards the LGBT sector.

Table 4.3.1. Compliance Level of GAD focal persons in addressing gender dimension in planning, information exchange, design, and service delivery

Items	Private		Public	
	WX	V D	WX	VD
1. Frequency promote inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities, fair treatment in the learning process.	3.33	MC	3.63	HC
2. Include or integrate frequently in the calendar of activities the Lesbian, Gay Bisexual, and Transgender (LGBT) Pride Month Celebration for the months of June.	1.50	NC	1.38	NC
3. Frequently or regularly conduct LGBT related activities and ask for a budget from the GAD Plan.	1.67	NC	1.25	NC
4. Require students to attend symposium on gender-based barriers and the different forms of discrimination by listening to guest speakers from the LGBT community to talk on Gender Issues.	2.00	LC	2.00	LC
5. Integrate the LGBT issues in the subject for the good and wellness of LGBT students.	2.33	LC	2.25	LC
6. Collect, analyze and interpret as well conclude on sex-disaggregated data and gender information for informed decision making.	1.83	LC	2.13	LC
7. Frequently coordinate the GAD Focal person on the Philippine Basic Education Research Agenda specifically its GAD component.	1.83	LC	1.88	LC
8. Make it certain that policies and studies being reviewed by the service are aligned with this policy.	2.00	LC	1.63	NC
9. Sensitive of the policy and take actions of the school heads recommendations.	2.83	MC	2.50	LC
10. Conduct research based interventions relative to the LGBT policy.	2.50	LC	2.00	LC
Aggregate	2.18	LC	2.06	LC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

School principals

Table 4.3.2 shows the principal’s compliance level in addressing gender dimension in planning, information exchange, design, and service delivery. Respondents in private schools are less compliant ($x = 1.92$), while in public schools ($x = 2.88$), they are moderately compliant. The private school principals are less compliant with being sensitive of the policy and taking actions of the school heads recommendations, moderately compliant with promoting Philippine-based inclusive education that ensures girls’ and boys’ as well as women’s and men’s equal access to learning opportunities, fair treatment in the learning process, and requiring students to attend a symposium on gender-based barriers, and the different forms of discrimination by listening to guest speakers from the LGBT community to talk on Gender Issues. They are fully compliant with integrating the LGBT issues in the subject for the good of LGBT students.

The school principals in public schools are less compliant with the policy. They are moderately compliant with coordinate the GAD Focal person on the Philippine -based Basic Education Research Agenda specifically its GAD component. And they are highly compliant with integrating the LGBT issues in the subject for the good of LGBT students, requiring students to attend the symposium on gender-based barriers and the different forms of discrimination by listening to guest speakers from the LGBT community to talk on Gender Issues, and promoting inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities, fair treatment in the learning process.

The finding shows that the school principals’ compliance level of this variable varies. The specific item that both groups of principals are highly compliant with is initiating in their context teacher involvement in integrating LGBT issues into their lessons. This finding indicates that they rely on the teachers on the actual implementation of the GAD policy.

Table 4.3.2. Compliance Level of school principals in addressing gender dimension in planning, information exchange, design, and service delivery

Items	Private		Public	
	WX	VD	WX	VD
1. Frequently promote inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities, fair treatment in the learning process.	3.33	MC	3.75	HC
2. Include or integrate frequently in the calendar of activities the Lesbian, Gay Bisexual, and Transgender (LGBT) Pride Month Celebration for the months of June.	1.00	NC	2.00	LC
3. Frequently or regularly conduct LGBT related activities and ask for a budget from the GAD Plan.	1.50	NC	2.38	LC
4. Require students to attend symposium on gender-based barriers and the different forms of discrimination by listening to guest speakers from the LGBT community to talk on Gender Issues.	3.00	MC	3.75	HC
5. Integrate the LGBT issues in the subject for the good of LGBT students.	3.67	HC	3.88	HC
6. Collect, analyze, and interpret as well as conclude sex-disaggregated data and gender information for informed decision making.	1.00	NC	2.13	LC
7. Frequently coordinate the GAD Focal person on the Basic Education Research Agenda specifically its GAD component.	1.00	NC	3.00	MC
8. Make it certain that policies and studies being reviewed by the service are aligned with this policy.	1.50	NC	2.25	LC
9. Sensitive of the policy and take actions of the school heads recommendations.	1.83	LC	3.50	LC
10. Conduct research based interventions relative to the LGBT policy.	1.33	NC	2.13	LC
Aggregate	1.92	LC	2.88	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description

3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

Teachers

Table 4.3.3 presents the teachers’ compliance level in addressing gender dimension in planning, information exchange, design, and service delivery. The data show that respondents in private schools are less compliant ($x = 2.57$). The respondents are less compliant with the policy but moderately compliant with integrating the LGBT issues in the subject for the good of LGBT students, ensuring that policies and studies being reviewed by the service are aligned with this policy, and being sensitive of the policy and taking actions of the school heads recommendations. They are highly compliant with promoting inclusive education that ensures girls’ and boys,’ and women’s and men’s equal access to learning opportunities, fair treatment in the learning process. The teachers in public schools are moderately compliant ($x = 2.82$). While they are moderately compliant in most items, they are fully compliant with promoting inclusive education that ensures girls’ and boys,’ and women’s and men’s equal access to learning opportunities, fair treatment in the learning process. Like their counterparts in the private schools, they are less compliant with including in the calendar of activities the Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month Celebration for June, conducting LGBT related activities and ask for a budget from the GAD Plan, and conduct research-based interventions relative to the LGBT policy.

The finding is consistent with the data in planning, information exchange, design, and service delivery. But none of the policy items that teachers strive to comply with reached a higher compliance level. This result implies that implementing the GAD policy in public and private schools selected in this study needs to be improved.

Table 4.3.3. Level of compliance of teachers in addressing gender dimension in planning, information exchange, design, and service delivery

Items	Private		Public	
	WX	VD	WX	VD
1. Promote inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities, fair treatment in the learning process.	3.53	HC	3.67	HC
2. Include in the calendar of activities the Lesbian, Gay, Bisexual, and Transgender (LGBT) Pride Month Celebration for the month of June.	2.18	LC	2.34	LC
3. Conduct LGBT related activities and ask for a budget from the GAD Plan.	2.14	LC	2.37	LC
4. Require students to attend symposium on gender-based barriers and the different forms of discrimination by listening to guest speakers from the LGBT community to talk on Gender Issues.	2.53	LC	2.90	MC
5. Integrate the LGBT issues in the subject for the good of LGBT students.	2.69	MC	2.83	MC
6. Gather and analyze sex-disaggregated data and gender information for informed decision making.	2.47	LC	2.80	MC
7. Coordinate the GAD Focal person on the Basic Education Research Agenda specifically its GAD component.	2.45	LC	2.75	MC
8. Ensure that policies and studies being reviewed by the service are aligned with this policy.	2.61	MC	2.95	MC
9. Sensitive of the policy and take actions of the school heads recommendations.	2.67	MC	3.11	MC
10. Conduct research-based interventions relative to the LGBT policy.	2.43	LC	2.50	LC
Aggregate	2.57	LC	2.82	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

4.4 Allocating tasks related to LGBT rights protection to the different subunits of the school under study GAD

Table 4.4.1 shows the GAD focal persons' extent of compliance in allocating tasks related to LGBT rights protection to the different subunits of the school understudy. The data indicate that private ($x = 2.13$) and public school respondents ($x = 2.46$) are less compliant. Examining the items closely, respondents from the private schools reveal no compliance or less compliance but moderate compliance with providing a learning environment that is gender-sensitive and safe, and addressing bullying and harassment with research-based interventions. On the other hand, GAD focal persons in public schools inform that they are less compliant and did not at all request funds from GAD Plan for the related activities. However, they are moderately compliant with ensuring minimum standards on gender sensitivity that will be integrated into the subject taught, providing a learning environment that is gender-sensitive and safe, and addressing bullying and harassment with research-based interventions.

Hence, both groups of respondents need to improve their compliance level in allocating tasks related to LGBT rights protection to the different subunits of their respective high schools if they had to meet the expectations of the LGBT sector. This variable is one of the main tasks of GAD focal persons.

Table 4.4.1. Level of GAD focal persons' compliance in allocating tasks related to LGBT rights protection to the different subunits of the school understudy

Items	Private		Public	
	WX	VD	WX	VD
1. Follow memos from the principal in implementing the DepEd Order No. 32 for the protection of LGBT students.	1.83	LC	2.25	LC
2. Initiate information dissemination programs and organize activities that promote the protection of children from all forms of abuse, violence, discrimination and bullying.	2.33	LC	2.25	LC
3. Coordinate the guidance counselor and GAD focal persons to conduct seminars and workshop that deals with LGBT concerns.	1.83	LC	2.50	LC
4. Ensure minimum standards on gender sensitivity that will be integrated in the subject taught.	2.50	LC	2.75	MC
5. Provide gender-responsive Learning Resources (LRs) in the classroom.	2.33	LC	2.25	LC
6. Request for funds from GAD Plan relevant to any activities on GAD.	1.50	NC	1.75	NC
7. Actively promote an inclusive environment in the classroom for LGBT.	1.67	NC	2.50	LC
8. Provide learning environment that is gender sensitive and safe.	3.00	MC	3.25	MC
9. Provide LGBT students with access to the restrooms and locker rooms that match their gender identity and meet the students' individual needs.	1.67	NC	2.38	LC
10. Address bullying and harassment with research-based interventions.	2.67	MC	2.75	MC
Aggregate	2.13	LC	2.46	LC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

School principals

Table 4.4.2 shows the school principals' compliance level in allocating tasks related to LGBT rights protection to the different subunits of the school understudy. The private school principals are less compliant ($x = 1.82$). They are generally not compliant with the policy, but moderately compliant with ensuring minimum standards on gender sensitivity for integration into the subject taught and fully compliant with providing a learning environment that is gender-sensitive and safe. Unlike their private school counterparts, the public school principals tend to moderately comply ($x = 3.00$) with the policy. They are less compliant with promoting an inclusive environment in the classroom for LGBT, but fully compliance with providing a learning environment that is gender-sensitive and safe, and highly compliant with ensuring minimum standards on gender sensitivity that will be integrated into the subject taught.

The finding indicates that the public school principals have higher compliance level compared to the private schools based on the aggregate weighted mean in Table 4.4.2. The result implies that the respondents differ in implementing

LGBT rights at the high school level. But both groups need to improve their level of compliance to be truly effective in their respective policy implementation.

Table 4.4.2. Level of school principals’ compliance in allocating tasks related to LGBT rights protection to the different subunits of the school under study

Items	Private		Public	
	WX	VD	WX	VD
1. Follow memos from the principal in implementing the DepEd Order No. 32 for the protection of LGBT students.	1.00	NC	2.88	MC
2. Initiate information dissemination programs and organize activities that promote the protection of children from all forms of abuse, violence, discrimination and bullying.	2.17	LC	3.13	MC
3. Coordinate the guidance counselor and GAD focal persons to conduct seminars and workshop that deals with LGBT concerns.	1.17	NC	3.38	MC
4. Ensure minimum standards on gender sensitivity that will be integrated in the subject taught.	3.17	MC	4.13	HC
5. Provide gender-responsive Learning Resources (LRs) in the classroom.	1.00	NC	2.75	MC
6. Request for funds from GAD Plan relevant to any activities on GAD.	1.33	NC	2.63	MC
7. Actively promote an inclusive environment in the classroom for LGBT.	1.33	NC	2.25	LC
8. Provide learning environment that is gender sensitive and safe.	4.33	FC	4.25	FC
9. Provide LGBT students with access to the restrooms and locker rooms that match their gender identity and meet the students’ individual needs.	1.00	NC	3.13	MC
10. Address bullying and harassment with research-based interventions.	1.67	NC	3.00	MC
Aggregate	1.82	LC	3.15	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

Teachers

Table 4.4.3 shows the teachers’ level of compliance in allocating tasks related to LGBT rights protection to the different subunits of the school understudy. The respondents in private ($x = 2.79$) and public schools ($x = 3.08$) are moderately compliant based on the aggregate weighted mean. The private schools are moderately compliant, but less compliant with following memos from the principal in implementing the DepEd Order No. 32 for the protection of LGBT students, requesting funds from GAD Plan relevant to any activities on GAD, and providing LGBT students with access to the restrooms and locker rooms that match their gender identity and meet the students’ individual needs. They are highly compliant with providing a learning environment that is gender sensitive and safe.

Similarly, public school respondents are also moderately compliant with the policy. They are highly compliant with providing a learning environment that is gender-sensitive and safe, but less compliant with requesting funds from GAD Plan relevant to any activities on GAD. Consistent with the findings among the three groups of respondents, the public high schools are more compliant in allocating tasks related to LGBT rights protection to the different subunits of the school understudy. However, the level of teachers’ compliance in both contexts needs to be improved.

Table 4.4.3 Level of compliance: allocating tasks related to LGBT rights protection to the different subunits of the school understudy-TEACHERS

Items	Private		Public	
	WX	V D	WX	VD
1. Follow memos from the principal in implementing the DepEd Order No. 32 for the protection of LGBT students.	2.53	D	3.04	MA
2. Initiate information dissemination programs and organize activities that promote the protection of children from all forms of abuse, violence, discrimination and bullying.	2.94	MA	3.28	MA
3. Coordinate the guidance counselor and GAD focal persons to conduct seminars and workshop that deals with LGBT concerns.	2.61	MA	2.83	MA
4. Ensure minimum standards on gender sensitivity that will be integrated in the subject taught.	2.98	MA	3.36	MA
5. Provide gender-responsive Learning Resources (LRs) in the classroom.	2.67	MA	3.04	MA
6. Request for funds from GAD Plan relevant to any activities on GAD.	2.22	D	2.52	D
7. Actively promote an inclusive environment in the classroom for LGBT.	2.86	MA	3.02	MA
8. Provide learning environment that is gender sensitive and safe.	3.41	A	3.62	A
9. Provide LGBT students with access to the restrooms and locker rooms that match their gender identity and meet the students' individual needs.	2.57	D	2.91	MA
10. Address bullying and harassment with research-based interventions.	3.10	MA	3.11	MA
Aggregate	2.79	MA	3.08	MA

Tables 4.1 to 4.4 present the compliance level of GAD focal persons, school principals, and teachers in implementing DepEd Order no. 32, s. 2017. As presented earlier, the GAD focal persons are less compliant with the policy items expected of them to do in school. Further, the public school teachers are moderately compliant like the school principals. Then, the school principals in the private schools are less compliant. To effectively implement this policy in secondary schools, all three groups of respondents have to improve their compliance level for the protection of the LGBT sector.

Table 4.4.4. Summary of the level of compliance of the respondents in implementing DepEd Order no. 32, s. 2017

Items	Private		Public	
	WX	V D	WX	VD
4.1. Level of compliance: promoting gender equality involving learners, teachers, and non-teaching personnel-GAD	2.03	LC	2.29	LC
4.2. Level of compliance: promoting gender equality involving learners, teachers, and non-teaching personnel-PRINCIPALS	1.65	NC	2.74	MC
4.3. Level of compliance: promoting gender equality involving learners, teachers, and non-teaching personnel-TEACHERS	2.43	LC	2.79	MC

4.4. Level of compliance: reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and supportive services-GAD	2.12	LC	2.39	LC
4.5. Level of compliance: reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and supportive services-PRINCIPALS	2.28	LC	3.45	HC
4.6. Level of compliance: reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and supportive services-TEACHERS	2.99	MC	3.14	MC
4.7. Level of compliance: addressing gender dimension in planning, information exchange, design, and service delivery-GAD	2.18	LC	2.06	LC
4.8. Level of compliance: addressing gender dimension in planning, information exchange, design, and service delivery-PRINCIPALS	1.92	LC	2.88	MC
4.9. Level of compliance: addressing gender dimension in planning, information exchange, design, and service delivery-TEACHERS	2.57	LC	2.82	MC
4.10 Level of compliance: allocating tasks related to LGBT rights protection to the different subunits of the school understudy-GAD	2.13	LC	2.46	LC
4.11. Level of compliance: allocating tasks related to LGBT rights protection to the different subunits of the school understudy-PRINCIPALS	1.82	LC	3.15	MC
4.12. Level of compliance: allocating tasks related to LGBT rights protection to the different subunits of the schools under study-TEACHERS	2.79	MC	3.08	MC

Legend:

5 – Full Compliance (FC) 81% - 100% of statement complied with WX: Weighted Mean
 4 – High Compliance (HC) 61% - 80% of statement complied with VD: Verbal Description
 3 – Moderate Compliance (MC) 41% - 60% of statement complied with
 2 – Less Compliance (LC) 21% - 40% of statement complied with
 1 – No Compliance (NC) 0% - 20% of statement complied with

4. What is the level of perceived capability of the respondents to integrate in their lessons and school activities the promotion of LGBT rights as stipulated in DepEd Order no. 32, s. 2017?

GAD

Table 5.1 shows the GAD focal persons’ level of perceived capability in integrating the promotion of LGBT rights in school activities. The private school respondents are slightly capable ($x = 2.30$), while public schools are moderately capable ($x = 2.79$). However, the private school focal persons are moderately capable in integrating the promotion of LGBT rights into the daily lesson plan. The public school focal persons are moderately capable except creating a seating plan in the class to easily monitor the students. The level of perceived capability is higher when compared to their counterparts in the private schools.

Contrary to common expectations, these respondents have lower capabilities compared to the school principals and teachers themselves. It is a must that they have to enhance their capability to implement the GAD policy since they are designated to perform this school responsibility.

Table 5.1. GAD focal persons’ perceived capability to integrate the promotion of LGBT rights

Items	Private		Public	
	WX	V D	WX	VD
1. Include in the subject LGBT related topics.	1.83	LC	2.88	MC
2. Integrate gender sensitivity issues during class discussions for the benefit of the LGBT students.	2.50	SC	3.00	MC
3. Monitor pupils with tendencies to bully other students.	2.33	SC	2.75	MC
4. Create a seat plan in the class to easily monitor the students.	2.33	SC	2.50	SC
5. Submit weekly reports of students’ behavior to the principal.	2.50	SC	2.88	MC

6. Conduct a monthly meeting with parents for students under monitoring.	2.33	SC	2.75	MC
7. Coordinate with the Guidance Counselor and GAD focal person in the conduct of activities related to the GAD Plan for the student to be aware.	2.33	SC	2.63	MC
8. Integrate in the daily lesson plan GAD activities for easy checking of the in-charge Master Teacher.	2.67	MC	3.25	MC
9. Submit reports by means of verification (MOV's) relative to LGBT concerns.	2.00	SC	2.63	MC
10. Remind the Guidance Counselor and GAD focal person to verify bullying cases.	2.17	SC	2.63	MC
Aggregate	2.30	SC	2.79	MC

Legend:

5 – Extremely Capable (EC) 81% - 100% of statement can be carried out WX: Weighted Mean
 4 – Very Capable (VC) 61% - 80% of statement can be carried out VD: Verbal Description
 3 – Moderately Capable (MC) 41% - 60% of statement can be carried out
 2 – Slightly Capable (SC) 21% - 40% of statement can be carried out
 1 – Least Capable (LC) 1% - 20% of statement can be carried out

School principals

The school principals’ level of perceived capability to supervise teachers’ integration into their lessons and school activities in the promotion of LGBT rights is in Table 5.2. Private school principals are slightly capable ($x = 1.90$), but are they extremely capable in coordinating with the Guidance Counselor and GAD focal person in the conduct of activities related to the GAD Plan for the student to be aware. The data reveal that the school principals are more focused on planning activities for student awareness on LGBT rights. On the other hand, the public school principals are moderately capable ($x = 3.11$). They are least capable in coordinating with the Guidance Counselor and GAD focal person to verify bullying cases, but most capable in creating a seating plan in the class to easily monitor the students, and coordinating with the Guidance Counselor and GAD focal person in the conduct of activities related to the GAD Plan for the student to be aware.

Consistent with the school principals’ perceived capability in implementing the policy, the finding in Table 5.2 reveals that school principals in public schools are more capable in integrating the promotion of LGBT rights than their counterparts in private schools. Both groups are extremely capable of coordinating with other persons involved in implementing the GAD Plan for the awareness of the students. This finding implies that school principals perform administrative duties and less teacher supervision in implementing the GAD policy.

Table 5.2. School principals’ perceived capability to integrate the promotion of LGBT rights

Items	Private		Public	
	WX	VD	WX	VD
1. Include in the subject LGBT related topics.	1.17	LC	2.75	MC
2. Integrate gender sensitivity issues during class discussions for the benefit of the LGBT students.	2.67	MC	3.50	VC
3. Monitor pupils with tendencies to bully other students.	2.67	MC	3.75	VC
4. Create a seat plan in the class to easily monitor the students.	2.00	SC	4.25	EC
5. Submit weekly reports of students’ behavior to the principal.	1.17	LC	2.50	SC
6. Conduct a monthly meeting with parents for students under monitoring.	1.17	LC	2.25	SC
7. Coordinate with the Guidance Counselor and GAD focal person in the conduct of activities related to the GAD Plan for the student to be aware.	4.33	EC	4.38	EC
8. Integrate in the daily lesson plan GAD activities for easy checking of the in-charge Master Teacher.	1.17	LC	3.25	MC
9. Submit reports by means of verification (MOV's) relative to LGBT concerns.	1.50	LC	2.75	MC
10. Remind the Guidance Counselor and GAD focal person to verify bullying cases.	1.17	LC	1.75	LC
Aggregate	1.90	SC	3.11	MC

Legend:

5 – Extremely Capable (EC) 81% - 100% of statement can be carried out WX: Weighted Mean
 4 – Very Capable (VC) 61% - 80% of statement can be carried out VD: Verbal Description
 3 – Moderately Capable (MC) 41% - 60% of statement can be carried out
 2 – Slightly Capable (SC) 21% - 40% of statement can be carried out
 1 – Least Capable (LC) 1% - 20% of statement can be carried out

Teachers

The teachers’ perceived capability in integrating into their lessons and school activities the promotion of LGBT rights is in Table 5.3. Both private and public school teachers are moderately capable with the aggregate weighted mean of ($x = 3.23$) and ($x = 3.13$), respectively. Additionally, both groups claimed high capability in monitoring pupils with tendencies to bully other students and creating a seating plan in the class to easily monitor the students. The finding implies the need to improve their capability in these areas to have a stronger impact on the promotion of LGBT right in both private and public schools covered in this study. The realization occurs when all the three groups taken as respondents can collaborate in terms of school-based activities in their respective settings.

Table 5.3. Teachers’ perceived capability to integrate the promotion of LGBT rights

Items	Private		Public	
	WX	VD	WX	VD
1. Include in the subject LGBT related topics.	3.08	MC	3.05	MC
2. Integrate gender sensitivity issues during class discussions for the benefit of the LGBT students.	3.27	MC	3.23	MC
3. Monitor pupils with tendencies to bully other students.	3.98	VC	3.51	VC
4. Create a seat plan in the class to easily monitor the students.	3.65	VC	3.52	VC
5. Submit weekly reports of students’ behavior to the principal.	3.29	MC	2.97	MC
6. Conduct a monthly meeting with parents for students under monitoring.	3.24	MC	2.98	MC
7. Coordinate with the Guidance Counselor and GAD focal person in the conduct of activities related to the GAD Plan for the student to be aware.	3.22	MC	3.10	MC
8. Integrate in the daily lesson plan GAD activities for easy checking of the in-charge Master Teacher.	2.78	MC	3.03	MC
9. Submit reports by means of verification (MOVs) relative to LGBT concerns.	2.73	MC	2.77	MC
10. Remind the Guidance Counselor and GAD focal person to verify bullying cases.	3.04	MC	3.12	MC
Aggregate	3.23	MC	3.13	MC

Legend:

5 – Extremely Capable (EC) 81% - 100% of statement can be carried out WX: Weighted Mean
 4 – Very Capable (VC) 61% - 80% of statement can be carried out VD: Verbal Description
 3 – Moderately Capable (MC) 41% - 60% of statement can be carried out
 2 – Slightly Capable (SC) 21% - 40% of statement can be carried out
 1 – Least Capable (LC) 1% - 20% of statement can be carried out

Summary on the level of perceived capability of the respondents to integrate their lessons and school activities the promotion of LGBT rights as stipulated in DepEd Order no. 32, s. 2017

As mentioned earlier, the full implementation of the promotion of LGBT rights as stipulated in DepEd Order no. 32, s. 2017 needs collaborative effort among the school principal, teachers, and GAD focal persons. As shown in Table 5.4, results reveal a higher level of perceived capability among public school respondents. Yet, both public and private schools seem to have not maximized the implementation for the benefit of the LGBT sector during the conduct of this study.

Table 5.4. Summary of the respondents’ perceived capabilities to integrate the promotion of LGBT rights.

Items	Private		Public	
	WX	VD	WX	VD
2.18. Perceived capability-GAD	2.30	SC	2.79	MC

2.19. Perceived capability -PRINCIPALS	1.90	SC	3.11	MC
2.20. Perceived capability -TEACHERS	3.23	MC	3.13	MC

Legend:

5 – Extremely Capable (EC) 81% - 100% of statement can be carried out WX: Weighted Mean
 4 – Very Capable (VC) 61% - 80% of statement can be carried out VD: Verbal Description
 3 – Moderately Capable (MC) 41% - 60% of statement can be carried out
 2 – Slightly Capable (SC) 21% - 40% of statement can be carried out
 1 – Least Capable (LC) 1% - 20% of statement can be carried out

3. What is the extent of involvement of the respondents on the provisions of DepEd Order No. 32 s, 2017?

GAD

The GAD focal persons’ extent of involvement on the provisions of DepEd Order No. 32 s., 2017 is presented in Table 6.1. The private school respondents rarely involved ($x = 2.18$) in the implementation of the policy. The result reflects their lack of involvement shown in the following responses: never involved, rarely involved, and sometimes involved. But they often involved in promoting the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying. On the other hand, the public school respondents sometimes involved ($x = 2.98$) in the policy implementation. They never involved in providing library resources/books about sexual diversity in one corner of the classroom.

The finding supports the previous results, which show that GAD focal persons in the public schools are more capable (Table 5.1), and more involved (Table 6.1) than the private school counterparts. However, both groups of respondents cannot provide library resources/books about sexual diversity in the classroom. Perhaps, they rely on the teachers to do this task rather than the GAD focal persons themselves.

Table 6.1. Extent of GAD focal persons’ involvement on policy implementation

Items	Private		Public	
	WX	VD	WX	VD
1. Ensure that students will join an open forum for all male and female students about the Philippine Department of Education Order Number 32 series of 2017	1.67	NI	3.25	SI
2. Include professional development on LGBT issues and infusing these issues into the lessons.	1.83	RI	2.75	SI
3. Provide Library resources/books about sexual diversity in one corner of the classroom.	1.50	NI	1.38	NI
4. Promote inclusive education that ensure girls and boys and women and men equal access to learning opportunities, fair treatment in the learning process and equitable outcomes as well as access to opportunities in all spheres of life.	3.17	SI	3.50	OI
5. Involve in promoting the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying.	3.50	OI	4.13	OI
6. Address gender-based barriers and the different forms of discrimination as a result of being exposed in gender inequality suffered by vulnerable and marginalized groups.	2.83	SI	3.75	OI
7. Involve the students in the promotion of gender equality and non-discrimination through engagement in subjects taught, learning materials, teaching methodologies, and support services that aims to eliminate gender stereotypes, but also transforming gender relations towards empowerment and social change.	3.00	SI	3.63	OI
8. Strengthen structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, and design and delivery services.	1.67	NI	3.13	SI
9. Involve in the innovation of activities relative to the Philippine Department of Education Order Number 32 series of 2017.	1.33	NI	2.13	RI

10. Involve in the post-evaluation of the Philippine Department of Education Order Number 32 series of 2017	1.33	NI	2.13	RI
Aggregate	2.18	RI	2.98	SI

Legend:

- 5 – Always Involved (AI) 81% - 100% of statement is performed WX: Weighted Mean
- 4 – Often Involved (OI) 61% - 99% of statement is performed VD: Verbal Description
- 3 – Sometimes Involved (SI) 41% - 60% of statement is performed
- 2 – Rarely Involved (RI) 21% - 40% of statement is performed
- 1 – Never Involved (NI) 0% - 20% of statement is performed

School principals

The principals’ extent of involvement on the provisions of the Philippine Department of Education Order Number 32 series of 2017 is in Table 6.2. The private school principals rarely involved ($x = 2.13$) in the policy implementation. They participate more in promoting inclusive education that ensures girls and boys and women and men equal access to learning opportunities, fair treatment in the learning process and equitable outcomes, as well as access to opportunities in all spheres of life; addressing gender-based barriers and the different forms of discrimination as a result of being exposed in gender inequality suffered by vulnerable and marginalized groups; and involving in promoting the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying which they are “often involved” and “always involved,” respectively. In contrast, the public school principals often involved ($x = 3.65$) more appropriately than their private school counterparts. Similarly, they cannot provide library resources/books about sexual diversity in one corner of the classroom, but focus on promoting the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying. The public school principals often involved in four more activities than their private school counterparts.

The finding further supports the fact that type of school is a factor in the successful policy implementation. Thus, LGBT students in private schools do not get the adequate protection that they desire in the private schools even during the enforcement of the Philippine Department of Education Order Number 32 series of 2017.

Table 6.2. Extent of school principals’ involvement on policy implementation

Items	Private		Public	
	WX	V D	WX	VD
1. Effectively and efficiently ensure that students will join an open forum for all male and female students about the Philippine Department of Education Order Number 32 series of 2017	1.00	NI	2.75	SI
2. Effectively and efficiently include professional development on LGBT issues and infusing these issues into the lessons.	1.00	NI	3.00	SI
3. Effectively and efficiently provide Library resources/books about sexual diversity in one corner of the classroom.	1.50	NI	1.63	NI
4. Effectively and efficiently promote inclusive education that ensure girls and boys and women and men equal access to learning opportunities, fair treatment in the learning process and equitable outcomes as well as access to opportunities in all spheres of life.	3.50	OI	3.50	OI
5. Effectively and efficiently involve in promoting the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying.	4.67	AI	4.25	AI
6. Effectively and efficiently address gender-based barriers and the different forms of discrimination as a result of being exposed in gender inequality suffered by vulnerable and marginalized groups.	4.00	OI	4.00	OI
7. Effectively and efficiently involve the students in the promotion of gender equality and non-discrimination through engagement in subjects taught, learning materials, teaching methodologies, and support services that aims to eliminate gender stereotypes, but also transforming gender relations towards empowerment and social change.	1.67	NI	4.00	OI

8. Effectively and efficiently strengthen structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, and design and delivery services.	1.83	RI	2.88	SI
9. Effectively and efficiently involve in the innovation of activities relative to the Philippine Department of Education Order No 32, s. 2017.	1.17	NI	2.38	RI
10. Effectively and efficiently involve in the post-evaluation of the Philippine Department of Education Order Number 32 series of 2017	1.00	NI	2.38	RI
Aggregate	2.13	RI	3.65	OI

Legend:

- 5 – Always Involved (AI) 81% - 100% of statement is performed WX: Weighted Mean
- 4 – Often Involved (OI) 61% - 99% of statement is performed VD: Verbal Description
- 3 – Sometimes Involved (SI) 41% - 60% of statement is performed
- 2 – Rarely Involved (RI) 21% - 40% of statement is performed
- 1 – Never Involved (NI) 0% - 20% of statement is performed

Teachers

Table 6.3 shows the teachers’ extent of involvement on the provisions of the Philippine Department of Education Order Number 32 series of 2017. The private school teachers sometimes involved ($x = 2.95$) like their counterparts in the public schools ($x = 3.06$). They rarely or sometimes involved in the implementation of the policy but often involved in promoting inclusive education, child protection, addressing gender-based barriers, and promoting gender equality. The public school teachers, on the other hand, have a lower level of involvement in most items, from sometimes involved to rarely involved. They rated only three of the policy items “often involved.” Like the private school teachers, they often involved in promoting child protection, addressing gender-based barriers and different forms of discrimination, and gender equality.

The finding implies that even if the respondents have lower levels of involvement in this area, they seem to focus on the main concerns of the Philippine Department of Education Order Number 32 series of 2017, which are child protection, addressing the Philippine gender-based barriers and different forms of discrimination as well as gender equality.

Table 6.3. Extent of teachers’ involvement on policy implementation

Items	Private		Public	
	WX	VD	WX	VD
1. Ensure that students will join an open forum for all male and female students about the Philippine Department of Education Order Number 32 series of 2017	2.65	SI	3.02	SI
2. Include professional development on LGBT issues and infusing these issues into the lessons.	2.49	RI	2.97	SI
3. Provide Library resources/books about sexual diversity in one corner of the classroom.	2.27	RI	2.52	RI
4. Effectively and efficiently promote inclusive education that ensure girls and boys and women and men equal access to learning opportunities, fair treatment in the learning process and equitable outcomes as well as access to opportunities in all spheres of life.	3.69	OI	3.38	SI
5. Effectively and efficiently involve in promoting the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying.	3.80	OI	3.63	OI
6. Effectively and efficiently address gender-based barriers and the different forms of discrimination as a result of being exposed in gender inequality suffered by vulnerable and marginalized groups.	3.55	OI	3.44	OI
7. Effectively and efficiently involve the students in the promotion of gender equality and non-discrimination through engagement in subjects taught, learning materials, teaching methodologies, and support services that aims to eliminate gender stereotypes, but also transforming gender relations towards empowerment and social change.	3.45	OI	3.58	OI

8. Effectively and efficiently strengthen structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, and design and delivery services.	2.80	SI	2.85	SI
9. Effectively and efficiently involve in the innovation of activities relative to Philippine Department of Education Order Number 32 series of 2017.	2.47	RI	2.64	SI
10. Effectively and efficiently involve in the post-evaluation of the Department of Education Order Number 32 series of 2017	2.33	RI	2.59	RI
Aggregate	2.95	SI	3.06	SI

Legend:

5 – Always Involved (AI) 81% - 100% of statement is performed WX: Weighted Mean
 4 – Often Involved (OI) 61% - 99% of statement is performed VD: Verbal Description
 3 – Sometimes Involved (SI) 41% - 60% of statement is performed
 2 – Rarely Involved (RI) 21% - 40% of statement is performed
 1 – Never Involved (NI) 0% - 20% of statement is performed

Summary on the extent of respondents’ involvement in the implementation of the Philippine Department of Education Order Number 32 series of 2017. Table 6.4 shows the summary of the data from the three groups of respondents. The data reveal that GAD focal persons, school principals, and teachers’ extent of involvement is low as shown by the aggregate weighted mean, which is between “rarely involved” and “sometimes involved” except for the school principals in the public schools with the aggregate rating of “often involved.”

This finding supports the view that without clear guidance on the importance of a policy protecting the LGBT group, it could not serve much (*Teaching Tolerance*, March 2013). Meyer (2010) argued the absence of clear protection could lead to contradicting interpretation and application of the policy.

Table 6.4. Summary on the extent of involvement on policy implementation

Items	Private		Public	
	WX	VD	WX	VD
2.21. Extent of involvement-GAD	2.18	RI	2.98	SI
2.22. Extent of involvement-PRINCIPALS	2.13	RI	3.65	OI
2.23. Extent of involvement-TEACHERS	2.95	SI	3.06	SI

Legend:

5 – Always Involved (AI) 81% - 100% of statement is performed WX: Weighted Mean
 4 – Often Involved (OI) 61% - 99% of statement is performed VD: Verbal Description
 3 – Sometimes Involved (SI) 41% - 60% of statement is performed
 2 – Rarely Involved (RI) 21% - 40% of statement is performed
 1 – Never Involved (NI) 0% - 20% of statement is performed

4. Is there a significant difference in the level of compliance to implement the provisions of the Philippine Department of Education Order Number 32 series of 2017 among the GAD focal persons, principals, and teachers?

- **Promoting gender equality involving learners, teachers, and non-teaching personnel**

Table 7.1 shows the Kruskal–Wallis test of differences among the principals, GAD focal persons, and teachers regarding their compliance level in promoting gender equality involving learners, teachers, and non-teaching personnel. As shown, there is a significant difference at 5% level of significance among the groups in terms of the said compliance. However, this difference is only between teachers and GAD focal persons. Mean ranks show that teachers reported a higher compliance level than the latter. Thus, it rejects the null hypothesis of no difference.

- **Reflecting non-disciplinary attitude as embedded in the different curricula, diverse learning resources or materials, teaching, different strategies or methodologies, and different support services**

These group of respondents also differ in reflecting non-disciplinary attitude as embedded in the different curricula, differentiated learning materials, teaching, diverse methodologies or strategies, and different support services, as shown in Table 7.2. As seen, the difference is significant at 5% level of significance. But this difference is only between teachers and GAD focal persons, with teachers’ compliance level higher than the latter. Thus, it rejects the null hypothesis of no difference.

- **Addressing gender dimension in planning, information exchange, and design and service delivery**

Table 7.3 shows the difference among principals, teachers, and GAD focal person in addressing gender dimension in planning, information exchange, and design and service delivery. As seen, the mean ranks appear to differ. However, this difference is not statistically significant at the 0.05 level, suggesting that the three groups of respondents have similar levels of compliance in this category. Thus, it accepts the null hypothesis.

- **Allocating tasks related to LGBT rights protection to the different subunits of the school understudy**

Table 7.4 shows the mean rank differences among principals, teachers, and GAD focal persons in allocating tasks related to LGBT rights protection to the different subunits of the school understudy. However, the differences are not significant at the 0.05 level. This finding suggests that the three groups have statistically similar levels of compliance in this category. Therefore, it accepts the null hypothesis.

- **Level of compliance to implement the provisions of the Philippine Department of Education Order Number 32 series of 2017**

Table 7.5 shows the differences among principals, teachers, and GAD focal persons in the overall extent of compliance to implement the provisions of the Philippine Department of Education Order Number 32 series of 2017. As shown, while mean ranks differ, this difference is significantly different at the 5% level of significance. However, this difference is only between teachers and GAD focal persons, with GAD focal persons' compliance level higher than the teachers'. Thus, it rejects the null hypothesis of no difference.

Table 7. Difference between the respondents' level of compliance and other key variables

	Mean Ranks for Sample			H	df	P value	Remarks
	Principal	Teacher	GAD				
7.1 Difference among principals, teachers and GAD focal persons in terms of promoting gender equality involving learners, teachers and non-teaching personnel	13.1	21.2	12.3	6.33	2	0.042	Significant
7.2 Difference among principals, teachers and GAD focal persons in terms of reflecting non-disciplinary attitude as embedded in the different curricula, diverse learning materials, teaching, methodologies or atrategies and different support services	16.5	20.3	9.8	7.22	2	0.027	Significant
7.3 Difference among principals, teachers and GAD focal persons in terms of addressing the different gender dimension in terms of effective planning, efficient information exchange, and effective design and efficient service delivery	14.5	20.6	11.4	5.65	2	0.060	Not Significant
7.4 Difference among principals, teachers and GAD focal persons in terms of allocating tasks related to LGBT rights protection to the different subunits of the school understudy	14.5	20.6	11.4	5.65	2	0.060	Not Significant
7.5 Difference in the mean ratings among the principals, teachers and GAD in the level of compliance to implement the provisions of the Philippine	10.2	15.2	21.2	7.82	2	0.020	Significant

Department of Education Order Number 32 series of 2017							
---	--	--	--	--	--	--	--

5. Is there a significant relationship between the extent of policy compliance and knowledge, attitude, involvement, capability?

Table 8 shows the relationship between the extent of compliance and other key variables such as knowledge, attitudes towards the LGBT sector, involvement, and capability to implement the pro-LGBT policies. In general, the variables tend to influence the compliance level, and the relationship suggests an association between the higher levels of these variables and compliance. Thus, improving the knowledge, attitudes, involvement, and capability of the principals is necessary for implementing LGBT policies to have higher compliance levels among them.

Knowledge and compliance

Table 8 presents the Spearman rho correlations showing a significant relationship between the overall extent of compliance and knowledge at the 0.05 level. This relationship indicates an association between higher levels of knowledge and compliance. And the individual compliance categories show this kind of relationship. The respondents with higher levels of knowledge tend to promote gender equality, reflect non-discriminatory attitude in the curriculum, address gender dimension in planning and other forms of service delivery, and allocate tasks to subunits to preserve LGBT rights. Thus, it rejects the null hypothesis of no relationship.

Attitudes and compliance

Spearman rho correlations reveal a significant relationship between the overall extent of compliance and the attitudes toward LGBT at five (5%) level of significance (Table 8). The relationship indicates an association between the higher levels of positive attitudes and compliance. And the individual compliance categories show this kind of relationship, except promoting gender equality involving diverse learners, diverse teachers and diverse non-teaching personnel, in which the correlation or association is not statistically significant. The respondents with the higher levels of knowledge tend to reflect non-discriminatory attitudes in the curriculum, address gender dimensions in planning and other forms of service delivery, and allocate tasks to subunits to preserve LGBT rights. Thus, it rejects the null hypothesis of no relationship, except promoting gender equality involving learners, teachers and non-teaching personnel.

Involvement and Compliance

Table 8 presents the Spearman rho correlations showing a significant relationship between the overall extent of compliance and involvement at the 0.05 level. The relationship indicates an association between the higher levels of involvement and compliance. And the individual compliance categories show this kind of relationship. The respondents with the higher levels of involvement tend to promote gender equality, reflect non-discriminatory attitude in the curriculum, address gender dimension in planning and other forms of service delivery, and allocate tasks to subunits to preserve LGBT rights. Thus, it rejects the null hypothesis of no relationship.

Capability and Compliance

The tests of relationships through Spearman rho correlations in Table 8 show a significant relationship between the overall extent of compliance and capability at the 0.05 level. The relationship indicates an association between higher levels of perceived capability and compliance. And the individual compliance categories show this kind of relationship. The respondents with higher levels of capability tend to promote gender equality, reflect non-discriminatory attitude in the curriculum, address gender dimension in planning and other forms of service delivery, and allocate tasks to subunits to preserve LGBT rights. Thus, it rejects the null hypothesis of no relationship.

Table 8. Relationship between policy compliance and other key variables

Variables	Spearman rho	P value	Remarks
Knowledge and compliance categories			
Promoting gender equality involving learners, teachers and non-teaching personnel	0.348	0.000	Significant

Reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and support services.	0.236	0.000	Significant
Addressing gender dimension in planning, information exchange, design, and service delivery	0.243	0.000	Significant
Allocating tasks related to LGBT rights protection to the different subunits of the school under study	0.217	0.000	Significant
Overall extent of compliance and extent of knowledge	0.289	0.000	Significant
Attitudes toward the LGBT and compliance			
Promoting gender equality involving learners, teachers and non-teaching personnel	0.070	0.295	Not Significant
Reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and support services.	0.264	0.000	Significant
Addressing gender dimension in planning, information exchange, design, and service delivery	0.174	0.009	Significant
Allocating tasks related to LGBT rights protection to the different subunits of the school under study	0.254	0.000	Significant
Overall extent of compliance and attitude	0.208	0.002	Significant
Extent of involvement and compliance			
Promoting gender equality involving learners, teachers and non-teaching personnel	0.603	0.000	Significant
Reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and support services.	0.614	0.000	Significant
Addressing gender dimension in planning, information exchange, design, and service delivery	0.640	0.000	Significant
Allocating tasks related to LGBT rights protection to the different subunits of the school under study	0.668	0.000	Significant
Overall compliance and extent of involvement	0.693	0.000	Significant
Perceived capability and compliance			
Promoting gender equality involving learners, teachers and non-teaching personnel	0.514	0.000	Significant
Reflecting non-discriminatory attitude as embedded in the curriculum, learning materials, teaching, methodologies, and support services.	0.596	0.000	Significant
Addressing gender dimension in planning, information exchange, design, and service delivery	0.622	0.000	Significant
Allocating tasks related to LGBT rights protection to the different subunits of the school under study	0.645	0.000	Significant
Overall compliance and perceived capability	0.655	0.000	Significant

6. Is there a significant difference in the policy compliance of the Basic Responsive Education Policy between public and private secondary schools in Dumaguete City?

Table 9 shows the Mann-Whitney U test of differences between private and public schools regarding the extent of compliance to the Basic Responsive Education Policy. In terms of the overall compliance, the difference between the two groups is significant at the 0.05 level. The public school respondents tend to have higher levels of compliance than their private school counterparts. The different compliance categories reflect this difference, except reflecting non-discriminatory attitude as embedded in the different methodologies, different learning resources or materials,

curriculum, teaching, and different support services. The results suggest that public school respondents tend to promote gender equality, address gender dimension in planning and other forms of service delivery, and allocate tasks to subunits to preserve LGBT rights more than the private school counterparts. But they have statistically similar compliance levels in reflecting non-discriminatory attitude as embedded in the different curricula, different learning resources or materials, teaching, different strategies or methodologies, and different support services. Thus, it rejects the null hypothesis of no difference, except in the latter category.

Table 9. Difference between public and private secondary schools in terms of policy compliance of the Basic Responsive Education Policy

Variable	Mann-Whitney U	Z	P value	Remarks
Promoting gender equality involving teachers, learners, and non-teaching personnel	3914.5	2.67	0.008	Significant
Reflecting non-discriminatory attitudes as embedded in the different developed learning resources or materials, curriculum, teaching, methodologies or strategies as well as support services.	4273	1.86	0.063	Significant
Addressing dimensios of gender in planning, design, information exchange as well service delivery	4112.5	2.22	0.026	Significant
Task related allocation to LGBT rights and protection to the different subunits of the school under study	3908.5	2.69	0.007	Significant
Overall compliance	3768	3.01	0.003	Significant

Note: In all comparisons in Table 9, it is consistently shown that the public school has a higher rating compared to the private schools.

7. What implementation model can be designed to institutionalize the promotion of LGBT rights protection in Basic Education?

As reflected in the Model Summary, r^2 is .541, which means that 54% of the model explains the identified outcome variables, which are the Extent of Compliance of the Philippine Department of Education Order Number 32 series of 2017

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 ^a	.541	.528	.66121
a. Predictors: (Constant), meanExtent of Implementation, meanExtent of Attitude, meanExtent of Knowledge, meanExtent of Perceived Capability				

Results of the ANOVA test further shows that the model significantly predicts the outcome variables. As shown in the table, the F-value of 42.95 yielded a p-value of .000. This finding is less than the set level of significance; hence, the model significantly predicts the extent of compliance of the Philippine Department of Education Order Number 32 series of 2017

ANOVA ^a					
Regression Model	Sum of Squares (SS) ²	Degrees of Freedom	Mean Square (MS) ²	F-Value	Probability Value

1	Regression	75.110	4	18.778	42.950	.000 ^b
	Residual	63.830	146	.437		
	Total	138.941	150			
a. Dependent Variable: mean Extent of Compliance						
b. Predictors: (Constant), mean Extent of Involvement, mean Extent of Attitude, mean Extent of Knowledge, mean Extent of Perceived Capability						

In the model, the beta weight of the extent of attitude is 0.299, perceived capability is 0.280, and involvement is 0.400. This finding indicates that of the three that significantly correlated with the extent of compliance at 0.05 alpha, involvement has the highest weight or has the highest contribution to compliance, followed by attitude, and lastly, by perceived capability.

The linear regression equation or the equation for computing the prediction of the criterion variable (the extent of compliance) is:

Extent of Compliance = $-0.246 + 0.400 X$ extent of involvement + $0.299 X$ extent of attitude + $0.280 X$ extent of perceived capability. To illustrate, a respondent with the extent of involvement score of 5, extent of attitude of 4 and extent of involvement of 3, his/her predicted extent of compliance is: $-0.246 + 0.400 \times 5 + 0.299 \times 4 + .280 \times 3 = 3.79$ (High Compliance). Using the standard error of the estimate in the model to determine the range to which the value of the predicted variable would likely fall at 0.05 level of significance and the regression equation, the predicted extent of compliance would likely be within 3.79 plus/minus 0.66 or 3.13 – 4.45.

Moreover, the attributes’ disparity in the beta coefficients conveys a message. Based on the difference in their contribution to one’s extent of compliance, there should also be a difference in the weights/emphasis in implementing the activities offered to enhance the respondents’ extent of compliance. To be more specific, if, for instance, the allotted ten days for the intervention, with beta weights of 0.400 for involvement, 0.299 for the extent of attitude, and 0.280 for the extent of perceived capability, involvement should be made four days, and three days each for the extent of attitude and perceived capability.

Coefficients ^a						
Regression Model		Unstandardized Coefficients		Standardized Coefficients	t-Value	Probability Value
		Beta Coefficient	Standard Error	Beta Coefficients		
1	(Constant)	-.246	.712		-.345	.731
	mean Extent of Knowledge	-.017	.188	-.005	-.088	.930
	mean Extent of Attitude	.299	.115	.148	2.595	.010
	mean Extent of Perceived Capability	.280	.074	.313	3.809	.000
	mean Extent of Involvement	.400	.071	.444	5.653	.000

a. Dependent Variable: mean Extent of Compliance

The table shows the hierarchical linear regression used to determine the unique contribution of each of the variables to the variance of the overall extent of compliance to gender-responsive policy. As shown, Model 1, entering only knowledge, causes R^2 to change from 0 to 0.059, and this change in the amount of variance explained in the extent of compliance led to an F -ratio of 9.27, which is significant at the 0.05 level. In Model 2, entering knowledge and attitude, R^2 increases by 0.054 and this change is significant. In the third model, entering the perceived capability in addition to the previous two variables, R^2 increases by 0.328, whose F -ratio is also significant at the 0.05 level. Lastly, entering the extent of involvement in the fourth model, R^2 increases by 0.101, whose F -ratio is also significant. This result means that each of the four independent variables has a unique contribution in accounting for the variance explained in compliance. They all influence the extent of compliance. However, among these variables, the extent of perceived capability has the largest unique contribution in explaining compliance.

R square and R square changes in the model.

Model Summary									
Regression Model	R	R ²	Adjusted R ²	Standard Error of the Estimate	Change Statistics				
					R ² Change	F-Value Change	Degrees of Freedom 1	Degrees of Freedom 2	Probability Value of F-Value Change
1	.242 ^a	.059	.052	.93695	.059	9.271	1	149	.003
2	.335 ^b	.113	.101	.91277	.054	8.996	1	148	.003
3	.663 ^c	.440	.429	.72751	.328	85.978	1	147	.000
4	.735 ^d	.541	.528	.66121	.101	31.958	1	146	.000
a. Predictors: (Constant of the regression equation model), mean Extent of Knowledge									
b. Predictors: (Constant of the regression equation model), mean Extent of Knowledge, mean Extent of Attitude									
c. Predictors: (Constant of the regression equation model), mean Extent of Knowledge, mean Extent of Attitude, mean Extent of Perceived Capability									
d. Predictors: (Constant of the regression equation model), mean Extent of Knowledge, mean Extent of Attitude, mean Extent of Perceived Capability, mean Extent of Involvement									

$$\text{Compliance} = (.059 * \text{EOK}) + (.054 * \text{EOA}) + (.328 * \text{EOP}) + (.101 * \text{EOI})$$

Where

- EOP = Extent of Perceived Capability (32.8%)
- EOI = Extent of Involvement (10.1%)
- EOK = Extent of Knowledge (5.9%)
- EOA = Extent of Attitude (5.4%)

Conclusion

The findings of the study have led to the following conclusions:

1. In a school context, people differ in terms of their gender responsiveness. In general, GAD focal persons are more likely to be gender-responsive, and principals the least. Thus, school administrators are less likely to be gender-responsive than teachers and GAD focal persons.

2. The respondents differ in terms of their responsiveness to the specific and itemized categories of the policy. Teachers are more likely to (a) promote gender equality that would always include learners, teachers, and non-teaching personnel, (b) reflecting non-disciplinary attitude as embedded in the curriculum, learning materials, teaching, methodologies and support services than principals, and GAD focal persons.
3. Moreover, several factors comprising (a) knowledge on the different itemized provisions of the Philippine-based Gender-Responsive-Basic Education Policy; (b) attitudes towards LGBT sector; (c) perceived capability integrating into the lessons and school activities the promotion as well as integration of LGBT rights; and (d) extent of involvement in observing the provisions of gender-responsive basic education policy influence the variations in gender-responsiveness in the schools. Teachers, GAD focal persons, and principals who have higher levels of these factors tend to be more gender-responsive, and vice versa.
4. The type of school also influences gender-responsiveness. Public schools are more likely than private schools to (a) promote gender equality, (b) address gender dimension in planning and other forms of service delivery, and (c) allocate tasks to subunits to preserve LGBT rights.

References

1. Alicas, M. D. (2017). The socially-excluded groups in the Philippines: A context analysis for the voice program Baseline Report January
2. Alicas, M. D. (2017). The socially-excluded groups in the Philippines: A context analysis for the voice program.
3. Anderson, W. (2006). Site-based management: in S. C. Smith & P. K. Piele (Eds), School
4. Archer, J. (2002, February). Local schools must address safety for gays. *Education Week*, 21 (23), 3. Retrieved October 12, 2007, from EBSCO Host database.
5. Austria Jr., F.A. (2013). Being LGBT: Is it more fun in the Philippines” *Social Science Diliman*, 9(2).115-122
6. Baird, V. (2007). *The no-nonsense guide to sexual diversity* (new updated ed.). Toronto, Ontario, Canada: New Internationalist.
7. Barron, M., & Stephens, A. (2012) (BeLonGTo) and (Youthnet) Working with LGBT young people for ‘Access All Areas – a Diversity Toolkit for the Youth Work Sector’ published by NYCI and Youthnet.
8. Bauer, A. F. (2002). State of the states 2002: GLSEN’s policy analysis of lesbian, gay, bisexual and transgender (LGBT) safer schools issues [Electronic version]. New York: Gay, Lesbian and Straight Education Network. Retrieved from http://www.GLSEN.org/binary-data/GLSEN_ARTICLES/pdf_file/1397.pdf; Lambda Legal Defense and Education Fund, & Gay, Lesbian and Straight Education Network. (2001). A guide to effective statewide laws/policies: Preventing discrimination against LGBT students in K–12 schools [Electronic version]. New York: Authors. Retrieved from http://www.lambdalegal.org/binary-data/LAMBDA_PDF/pdf/61.pdf; D’Augelli, 1996; Lipkin, 1994.
9. Bilodeau, B.L., & Renn, K.A. (2015). A review of LGBT identity development models reveals fluidity, complexity, and contradictions. *New directions for student services*, no. 111, Fall 2005 © Wiley Periodicals, Inc. 25 3 Analysis of LGBT Identity Development Models and Implications for Practice
10. Blackman, G.J (2017). How are LGBT youths affected by discrimination and what can schools do to help? Retrieved from <https://www.york.cuny.edu/academics/writing-program/the-york-scholar-1/volume-5-fall-2008/how-are-lesbian-gay-bisexual-and-transgender-lgbt-youths-affected-by-discrimination-and>
11. Bochenek, M., & Brown, A. W. (2001). Hatred in the hallways: Violence and discrimination against lesbian, gay, bisexual and transgender students in U.S. schools [Electronic version]. New York: Human Rights Watch. Retrieved from <http://www.hrw.org/reports/2001/uslgbt/toc.htm>
12. Bontempo, D. E., & D’Augelli, A. R. (2002). Effects of at-school victimization and sexual orientation on lesbian, gay, or bisexual youths’ health risk behavior. *Journal of Adolescent Health*, 30, 364–374. doi:10.1016/S1054-139X(01)00415-3
13. Boske, C., & Jones-Redmond, S. (2007). Hopefully we will be led by those who help us grow: Aspiring school leaders and addressing LGBT issues in schools. in UCEA
14. Browman, D. H. (2001, June). Report says schools often ignore harassment of gay students. *Education Week*, 20 (39), 5. Retrieved October 12, 2007, from EBSCO Host database. conference fostering compassion and understanding across borders: An international dialogue on the future of educational leadership (pp. 1-18).
15. Cagandahan, J. (2003). Petitioned to change his sex from female to male on the claims that he had Congenital Adrenal Hyperplasia, which caused him to manifest female biological characteristics. Republic of the Philippines

- versus Jennifer B. Cagandahan (G.R. No. 166676). Retrieved from http://sc.judiciary.gov.ph/jurisprudence/2008/september2008/166676.htm#_ftnref12
16. Callaghan, T. D. (2007). That's so gay: Homophobia in Canadian Catholic schools. Saarbrücken, Germany: VDM Verlag Dr. Müller.
 17. Callaghan, T. D. (2016). Young, queer, and Catholic: Youth resistance to homophobia in Catholic schools, *Journal of LGBT Youth*, 13:3, 270-287, DOI:10.1080/19361653.2016.1185758
 18. Carrara, S. (2012). Discrimination, policies, and sexual rights in Brazil. *Cadernos de Saude Pública*, 28, 184–189.
 19. Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of homosexuality*, 1979, 4, 219–235.
 20. Cass, V. C. (1984). Homosexual identity formation: testing a theoretical model. *Journal of Sex Research*, 1984, 20, 143–167.
 21. Central Intelligence Agency (2014). Philippines. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/rp.html>
 22. Christophe Cornu (2016) Preventing and addressing homophobic and transphobic bullying in education: A human rights-based approach using the United Nations Convention on the Rights of the Child, *Journal of LGBT Youth*, 13:1-2, 6-17, DOI: 10.1080/19361653.2015.1087932
 23. Cianciotto, J., & Cahill, S. (2003). Education policy: Issues affecting lesbian, gay, bisexual, and transgender youth. New York: The National Gay and Lesbian Task Force Policy Institute. P 48
 24. Collier KL, van Beusekom G, Bos HMW, Sandfort TGM. Sexual orientation and gender identity/expression related peer victimization in adolescence: A systematic review of associated psychosocial and health outcomes. *The Journal of sex Research*. 2013;50:299–317.[PMC free article] [PubMed]
 25. Cornu, C. (2016). Preventing and addressing homophobic and transphobic bullying in education: A human rights-based approach using the United Nations Convention on the Rights of the Child. *Journal of LGBT Youth*, 13 (1–2)
 26. Costales, B. A. & Arguelles, R. M. (2015) Profiling the gay market in the Philippines: 4 Ps and brand communities. Saint Louis University. National Business and Management Conference 2015p. 195
 27. D'Augelli, A. R., Grossman, A. H., & Starks, M. T. (2006). Childhood gender atypicality, victimization, and PTSD among lesbian, gay and bisexual youth. *Journal of Interpersonal Violence*, 21(11), 1462e1482.
 28. Department of Basic Education. (2014). Safer schools for all: Challenging homophobic bullying. Pretoria, South Africa: Author.
 29. Department of Education Retrieved from <http://www.deped.gov.ph/2017/06/29/do-32-s-2017-gender-responsive-basic-education-policy/>
 30. Department of Education (2017) Gender-responsive basic education policy DepEd Order No. 32, s. 2017 <https://www.teacherph.com/gender-responsive-policy/> Retrieved October 6, 2018 2:15 P.M
 31. Department of Health (2005). 2005 HIV Estimates in the Philippines. Retrieved from <http://www.doh.gov.ph/sites/default/files/2005%20HIV%20Estimates%20in%20the%20Philippines.PDF>
 32. European Union Agency for Fundamental Rights. (2013). EU LGBT Survey, European Union Lesbian, Gay, Bisexual and Transgender Survey: Results at a glance. Vienna, Austria: Author. Retrieved from http://fra.europa.eu/sites/default/files/eu-lgbt-survey-results-at-a-glance_en.Pdf
 33. Ferfolja, T. (2005). Institutional silence: Experiences of Australian lesbian teachers working in Catholic high schools. *Journal of Gay & Lesbian Issues in Education*, 2 (3), 51–66.
 34. Formby, E. (2013). The impact of homophobic and transphobic bullying on education and employment: A European survey 2013. Sheffield: IGLYO and Sheffield Hallam University.
 35. Francis, DA. (2012) Teacher positioning on the teaching of sexual diversity in South African schools. *Cult Health Sex.* ;14(6):597–611. [PubMed]
 36. Freedman, R. (2016) UN fight over LGBT protection threatens to undermine the human rights system <http://theconversation.com/un-fight-over-lgbt-protection-threatens-to-undermine-the-human-rights-system-68215>
 37. Gilliam, J. (2002). Respecting the rights of LGBTQ youth, a responsibility of youth-serving professionals. *Transitions: A Newsletter of Advocates for Youth*, 14(4), 1–2; Ginsberg, R. (1999). In the triangle/out of the circle: Gay and lesbian students facing the heterosexual paradigm. *The Educational Forum*, 64, 46–56.

38. Goodenow, C., Szalacha, L., & Westheimer, K. (2006). School support groups, other school factors, and the safety of sexual minority adolescents. *Psychology in the Schools*, 43, 573–589. doi:10.1002/pits.20173
39. Goodhand, Margaret (2014) Dissertation Entitled “Teachers’ Perceptions of Heteronormativity In Elementary Schools: The Hidden And Evaded Curricula Of Gender Diversity”
40. Grace, A. P. (2007). In your care: School administrators and their ethical and professional responsibility toward students across sexual-minority differences. *Approaches to educational leadership and practice*, 16-40. Greytak, E. A. & Kosciw, J. G. (2014). Predictors of US teachers’ interventions in anti-lesbian, gay, bisexual, and transgender bullying and harassment. *Teaching Education*. <http://dx.doi.org/10.10476210.2014.920000>
41. Grace, A. P., & Wells, K. (2005). The Marc Hall prom predicament: Queer individual rights v. institutional church rights in Canadian public education. *Canadian Journal of Education*, 28 (3), 237–270.
42. Griffin, P., & Ouellett, M.L. (2002). Going beyond gay-straight alliances to make schools safe for lesbian, gay, bisexual, and transgender students. *Angles*, 6(1).
43. Hay, C., & Meldrum, R. (2010). Bullying victimization and adolescent self-harm. *Journal of Youth and Adolescence*, 39(5), 446e459.
44. Haynie, D. L., Nansel, T., Eitel, P., Crump, A. D., Saylor, K., Yu, K., et al. (2001). Bullies, victims and bully/victims. *Journal of Early Adolescence*, 21(1), 29e49.
45. High Gay/Straight Alliance v. Bd. of Educ., No. CIV. 2:98-CV-193J, 1999 WL 1390255 (D. Utah, Nov. 30, 1999). Available at <http://www.lambdalegal.org/cgi-bin/iowa/documents/record?record=534>
46. Human Rights Education Associates (HREA) (2003). Sexual orientation and human rights. Retrieved from <http://hrlibrary.umn.edu/edumat/studyguides/sexualorientation.html>
47. Hutt, Rosamond (2018, June 14) This is the state of LGBTI rights around the world in 2018. Retrieved from <https://www.weforum.org/agenda/2018/06/lgbti-rights-around-the-world-in-2018/>
48. Iffland, A & Hatch, T. (2014) The impact of Attendance at a LGBTQIA conference on school counselors’ and other educators’ beliefs and behaviors ideas and research you can use: VISTA Retrieved from [Shttp://counselingoutfitters.com/vistas/VISTAS_Home.htm](http://counselingoutfitters.com/vistas/VISTAS_Home.htm)
49. Jones, T. (2016) Education policies: Potential impacts and implications in Australia and beyond, *Journal of LGBT Youth*, 13:1-2, 141-160, DOI:10.1080/19361653.2015.1087926
50. Jones, T. (2015). Policy and gay, lesbian, bisexual, transgender and intersex students. Cham, Heidelberg, New York, NY: Springer.
51. Karpinski, C. F., & Lugg, C. A. (2006). Social justice and educational administration: mutually exclusive?. *Journal of Educational Administration*, 44(3), 278-292.
52. Kiekel, Crystal (2012). *Perceptions of Campus Climate and Engagement for Lesbian, Gay, Bisexual, and Transgender Community College Students*
53. Kim, R., Sheridan, D. & Holcomb, S. (2009). A report on the status of gay, lesbian, bisexual, and transgender people in education: Stepping out of the closet, into the light. National Education Association. Retrieved September 16, 2010, Retrieved from <http://www.nea.org/assets/docs/glbstatus09.pdf>.
54. Klomek, A. B., Marrocco, M. K., Kleinman, M., Schonfeld, I. S., & Gould, M. S. (2007). Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46(1), 40e50.
55. Kosciw JG, Greytak EA, Palmer NA, Boesen MJ. The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation’s schools. New York: GLSEN; 2014.
56. Kosciw, G. J. , Palmer, A. N. , Kull, M. R. & Greytak, A. E. (2013) The effect of negative School climate on academic outcomes for LGBT youth and the role of in-school supports, *Journal of school violence*, 12:1, 45-63, DOI: 10.1080/15388220.2012.732546 To link to this article: <http://dx.doi.org/10.1080/15388220.2012.732546>
57. Kosciw, J., Greytak, E., Diaz, E., & Barkiewicz, M. J. (2010). The 2009 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation’s schools. New York, NY: Gay, Lesbian and Straight Education Network.
58. Kosciw, J., Greytak, E., Diaz, E., & Barkiewicz, M. J. (2010). The 2009 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation’s schools. New York, NY: Gay, Lesbian and Straight Education Network.
59. Kosciw, J.G., Diaz, E. M. & Greytak, E. A. (2008). 2007 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation’s schools. Gay, Lesbian and Straight Education Network. Retrieved July 2, 2010, Retrieved from <http://www.glsen.org/cgi-bin/iowa/all/news/record/2340.html>.

60. Kosciw, J.G., Diaz, E. M. & Greytak, E. A. (2009). Who, what, where, when, and why: Demographic and ecological factors contributing to hostile school climate for lesbian, gay, bisexual, and transgender youth. Published online: 7 May 2009_ Springer Science+Business Media, LLC 2009
61. Kosciw, Joseph G.; Greytak, Emily, A., Giga, Noreen M.; Villenas, Christian; Danischewski, David J. (2015) *The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. Gay, Lesbian and Straight Education Network (GLSEN) Retrieved from <https://eric.ed.gov/?id=ED574780>
62. Kose, B. W. (2009). The Principal's role in professional development for social justice: An empirically-based transformative framework. *Urban education*, 44(6), 628-663.
63. Kost, Sara (March 1, 2010); LGBT students face harassment in Schools; Retrieved 12 feb 2014 Retrieved from <http://www.examiner.com/article/lgbt-students-face-harassment-schools>.
64. Lambda Legal Defense and Education Fund & Gay, Lesbian and Straight Education Network. (2001). *A guide to effective statewide laws/policies: Preventing discrimination against LGBT students in K-12 schools* [Electronic version]. New York: Authors. Retrieved from http://www.lambdalegal.org/binary-data/LAMBDA_PDF/pdf/61.pdf
65. Leadership: handbook for excellence in student learning (P223-244). London: SAGE Publications.
66. Lee, C. (2002). The impact of belonging to a high school gay/straight alliance. *High School Journal*, 85(3), 13–26.
67. Levy, O.P., & Kosciw, J. G. (2016). School climate and the experience of LGBT students: A comparison of the United States and Israel, *Journal of LGBT Youth*, 13:1-2, 46-66, DOI: 10.1080/19361653.2015.1108258
68. Lipkin, A. (1994). The case for a gay and lesbian curriculum. *The High School Journal*, 77 (1&2), 95–107.
69. Litton, E. F. (2001). Voices of courage and hope: Gay and lesbian Catholic elementary schoolteachers. *International Journal of Sexuality and Gender Studies*, 6 (3), 193–205.
70. Love, P. G. (1997). Contradiction and paradox: Attempting to change the culture of sexual orientation at a small Catholic college. *The Review of Higher Education*, 20 (4), 381–398.
71. Maher, M. (2003). Review of research: Some background on addressing the topic of homosexuality in Catholic education. *Catholic Education: A Journal of Inquiry and Practice*, 6 (4), 498–515.
72. Maher, M., & Sever, L. (2007). What educators in Catholic schools might expect when addressing gay and lesbian issues: A study of needs and barriers. *Journal of Gay & Lesbian Issues in Education*, 4 (3), 79–111.
73. Marshall, C., & Gerstl-Pepin, C. (2005). *Re-framing educational politics for social justice*. Boston, MA: Pearson Education, Inc.
74. McNamee, H. (2006). *Out on your own: An examination of the mental health of same-sex attracted young men*. Belfast: The Rainbow Project Belfast: Retrieved from www.rainbow-project.org
75. Menesini, E., Modena, M., & Tani, F. (2009). Bullying and victimization in adolescence. *The Journal of Genetic Psychology*, 170(2), 115e133.
76. Meyer, E. (2010). *Gender and sexual diversity in schools*. New York: Springer Science & Business Media.
77. Meyer, E. J. (2008). Gendered harassment in secondary schools: Understanding teachers' (non) interventions. *Gender and Education*, 20(6), 555-570.
78. Mosbergen, D. (2015). The Dangers of Being LGBT In 'Tolerant' Philippines: "There is high tolerance here, there's not real acceptance. Retrieved from https://www.huffingtonpost.com/entry/lgbt-philippines_us_5614f92fe4b021e856d2d870
79. Muñoz, M. J. (2016, October 16). Countries support a call for action on homophobic and transphobic violence. Retrieved from http://www.unesco.org/new/en/media-services/single-view/news/countries_support_a_call_for_action_on_homophobic_and_transp/
80. Munoz-Plaza, C., Quinn, S., & Rounds, K. (2002). Lesbian, gay, bisexual and transgender students: Perceived social support in the high school environment. *High School Journal*, 85(4), 52–63.
81. Nardi, H. C., & Quartiero, E. (2012). Educando para a diversidade: Desafiando a moral sexual e construindo estratégias de combate a discriminação no cotidiano escolar [Educating for Diversity: challenging sexual morality and building strategies to fight discrimination in school everyday life]. *Sexualidad, Salud y Sociedad-Revista Latinoamericana*, 11, 59–87.
82. National Association for Multicultural Education. (2003). Definition of multicultural education. Resolutions and position papers. Retrieved from <http://name.org/names-mission/definition-of-multicultural-education>
83. National Center for Lesbian Rights. (2002). Harassment & discrimination: A legal overview. Retrieved October 16, 2003 Retrieved from <http://www.nclrights.org/publications/pubs/harass-overview0902.pdf>

84. Nel, J., & Judge, M. (2008). Exploring homophobia in Gauteng, South Africa: Issues, impacts and responses. *Acta Criminologica*, 21 (3), 19–36.
85. Oren Pizmony-Levy & Joseph G. Kosciw (2016) School climate and the experience of LGBT students: A comparison of the United States and Israel, *Journal of LGBT Youth*, 13:1-2, 46-66, DOI: 10.1080/19361653.2015.110825
86. Orlandi, Marianna (2016, October 28) UN agency promotes ‘LGBT rights’ for students. NEWS Gender, Homosexuality from <https://www.lifesitenews.com/news/unesco-promotes-lgbt-rights-for-children>
87. Osmeña, MN, Ramacho, E., & Tayco, R., (2014). Acceptability of gender preference of LGBTs in selected countries based on religiosity and well-being index: An analysis of fractal correlation. *PRISM*, 19 (No. 2), 79-85.
88. Pascoe, C. (2007). *Dude, you’re a fag: Masculinity and sexuality in high school*. Berkeley, CA: University of California Press.
89. Passani, A. & Debicki, M. (2016). Students opinions and attitudes toward LGBT persons and rights: Results of a transnational European project, *Journal of LGBT Youth*, 13:1-2, 67-88, DOI: 10.1080/19361653.2015.1087927
90. Passani, A., & Debicki, M. (2016) Students opinions and attitudes toward LGBT persons and rights: Results of a transnational European project, *Journal of LGBT Youth*, 13:1-2, 67-88,
91. Philippine Commission on Women. (PCW) (n.d). Enacting an anti-discrimination based on sexual orientation and gender identity law. Policy 11 www.pcw.gov.ph
92. Reprolatina. (2011). *Estudo qualitativo sobre a homofobia no ambiente escolar em onze capitais brasileiras* [Qualitative study on homophobia in the school environment in eleven Brazilian cities]. São Paulo, Brazil: Reprolatina.
93. Russell ST, Kosciw J, Horn S, Saewyc E. Safe schools policy for LGBTQ students. *Social Policy Report*. 2010;24(4):1–17. Retrieved from http://www.sred.org/sites/default/files/documents/spr_24_4_final.pdf.
94. Ruth Hunt (2014) The Teachers’ Report 2014 YouGov polling of almost 2000 primary and secondary school teachers across Britain on homophobic bullying in schools
95. Savin-Williams, R. C. “Gay and Lesbian Adolescents.” *Marriage and Family Review*, 1990, 14, 197–216.
96. Schneider, M. E. & Owens, R. E. (2000). Concern for lesbian, gay and bisexual kids: The benefits for all children. *Education & Urban Society*, 32(3), 349–68.
97. Schneider, M., & Dimito, A. (2008). Educators' beliefs about raising lesbian, gay, bisexual, and transgender issues in the schools: The experience in Ontario, Canada. *Journal of LGBT Youth*, (5)4, 49-71.
98. Sergio Carrara, Marcos Nascimento, Aline Duque & Lucas Tramontano (2016) Diversity in School: A Brazilian educational policy against homophobia, *Journal of LGBT Youth*, 13:1-2, 161-172, DOI: 10.1080/19361653.2016.1160269
99. Smith, M., & Payne, E. (2016). Safe Space Stickers and the Risks of LGBTQ Ally Work in U.S. Secondary Schools
100. Stuart, B and Kuehl, S.J.(2010) Safe at school: Addressing the school environment and LGBT safety through policy and Legislation Retrieved from <http://escholarship.org/uc/item/6882f656>
101. Symons, C., Sbaraglia, M., Hillier, H. and Mitchell, A. (2010). *Come out to play - The sport experiences of lesbian, gay, bisexual and transgender people in Victoria*. Victoria University, Australia. Retrieved from <http://www.glhv.org.au/files/ComeOutToPlay.pdf>
102. Teaching Tolerance. (2013, March). *Best practices: Creating an LGBT-inclusive school climate*. Southern Poverty Law Center. Retrieved from <http://www.tolerance.org>.
103. Thoreson, Ryan (2017) “Just Let Us Be” Discrimination against LGBT students in the Philippines. Human Rights Watch. <http://www.hrw.org>
104. Today’s gay youth: The ugly, frightening statistics (n.d.). Retrieved October 31, 2007, from www.pflagphoenix.org
105. Troiden, R. R. “Becoming Homosexual: A Model of Gay Identity Acquisition.” *Psychiatry*, 1979, 42, 362–373.
106. Troop-Gordon W, Ladd GW.(2015) Teachers’ victimization-related beliefs and strategies: Associations with students’ aggressive behavior and peer victimization. *Journal of Abnormal Child Psychology*. 2015;43:45–60. [PubMed]
107. U.S. Department of Education, Office of Civil Rights. (2001, January). *Revised sexual harassment guidance: Harassment of students by school employees, other students, or third parties* [Electronic version]. Washington: Author. Retrieved from <http://www.ed.gov/offices/OCR/archives/pdf/shguide.pdf>

108. UNDP & USAID (2014). Being LGBT in Asia: The Philippines country report. Bangkok Thailand: United Nations Development Program
109. UNESCO (2012). Education sector responses to homophobic bullying. Paris, France: Author. Retrieved from <http://unesdoc.unesco.org/images/0021/002164/216493e.pdf>
110. UNICEF Current Issues (2014). Eliminating discrimination against children and parents based on sexual orientation and/ or gender identity
111. UNICEF current no. 9 issues june 2015 eliminating discrimination against children and parents based on sexual orientation and/ or gender identity. Retrieved from https://www.unicef.org/videoaudio/PDFs/Current_Issues_Paper- Sexual Identification Gender Identity.pdf
112. United Nations Committee on the Elimination of Discrimination against Women (UNCEDAW) (2013). Report on violations of the human rights of women with disabilities and transgender persons in Colombia. Geneva, Switzerland.
113. Universal Declaration of Human Rights (1948) Retrieved from <http://www.un.org/en/universal-declaration-human-rights/>
114. Walls, N. E., Freedenthal, S., & Wisneski, H. (2008). Suicidal ideation and attempts among sexual minority youths receiving social services. *Social Work*, 53(1), 21e29.
115. Winerip, M. (2003, February 5). Promoting tolerance, not paying heed. *The New York Times*, p. B9.

