

Integrating Gender Fair Education in the Teaching of Philippine History in Bicol University

Ruby Ann L. Ayo

ABSTRACT: *The study looked into the integration of gender concepts and practices in the teaching of Philippine History in Bicol University for year 2011-2012. Seven lesson exemplars integrating gender fair education were developed. It analyzed the contents of five Philippine History books used. Likewise, classroom observations were done to validate the claims of the faculty teaching the subject. Same group of faculty accomplished Survey Questionnaires with Open-Ended questions to identify gender fair practices. Based on the data gathered, the following results are generated: (1) Gender fair education is integrated in Mandated Subject 1 – Philippine History as shown in the gender concepts and practices introduced by the faculty teaching the subject; (2) Gender fair practices suggests the need for a structured integration of gender practices not only as the situation favors based on the reactions of the learners during discussion and/or class interactions but as long as the subject matter deems it appropriate; and (3) The lesson exemplars developed are samples of gender-fair education materials reflective of specific gender education key thrusts, concepts, and practices imply the feasibility of structured integration gender fair education in the teaching of Philippine History as one of the General Education Courses in Social Sciences.*

KEY WORDS: *Gender concepts and practices, Philippine History, teaching and learning process, and strengthen gender-fair.*

INTRODUCTION

Education plays a significant role in the holistic development of an individual. Its primary goal is to enhance the development of the individual's talents and skills. However, considering the socio-political and economic situations, a lot of factors could affect the realization of this aspiration. Along with the changes in the different facets of life is the

Ruby Ann L. Ayo, Ph.D. is an Assistant Dean/Assistant Professor II at the Bicol University, College of Social Sciences and Philosophy, Daraga, Albay 4500, Philippines. Corresponding author is: rubbyannayo24@yahoo.com

change towards the attitude on women, specifically on empowerment. Women's contribution is recognized as a force in development (Aguilar, 1997).

In response to the outcome of the popular feminist movements as early as the 1960s, Gender Fair Education was introduced. Moffat explained this as an effort to oppose sexism in schools and its overarching goal is to enable the students to reach their full potential regardless of their gender. Gender Fair Education aims to develop among the learners the respect for the abilities and rights regardless whether male or female (cited by Castro & Galace, 2008). Gender Fair Education is the answer to the challenges of gendered roles.

D. Sadker and M. Sadker (1994) pointed-out that various researches show that schools reinforced gendered roles. There were instances wherein males are treated differently from girls. And this is often reinforced among the practices in the classrooms. The perpetuation of gender stereotyping among the schools can be linked to some of the cultural beliefs and practices. This illustrates the definition given by the sociologists of gender socialization, "*the process by which gender expectations in the society are learned – both by women and men*" (Andersen, 1993).

Sofia Dela Cerna (1986) aptly explained that integrating gender perspective in the curriculum is a very helpful way of promoting gender sensitivity and gender equality. It is also a way to develop the youth who will assert their rights and respect the rights of others – male and female. The youth may not only carefully exercise their rights but they may perform their responsibility with utmost accountability. The integration of gender concepts in the teaching of Philippine History may likewise introduce the learners to other ideas which may prepare them how to handle diversity, discrimination, biases, discrimination, and other challenges whether in the workplace or in the society.

The integration of gender concepts and practices in the teaching of Philippine History will similarly offer the learners a broader scope which may challenge them to look at the historical accounts critically. The introduction of gender concepts in the context of Philippine History among the learners may likewise prepare them to think of a valuable contribution that they may share which may eventually led to the transformation of the Philippine society.

The study explored the possibility of integrating gender concepts in the teaching of Philippine History. Gender construction is considered to be an important approach for equitable teaching-learning experience. Understanding gender concepts may properly address issues and

expectations set by the gendered institutions; hence, may result into the development of gender appropriate behavior (Marshall & Reihartz, 1997).

This is in cognizance with the explanations of the sociologists that the process of socialization influences the behavior of the individuals. As pointed-out by Margaret Andersen (1993), the controls exercised by the process of socialization gives the individual of a definition on oneself. Similarly, it defines the external world and the place in it. It even provides definition of others, including their relationships with oneself and the people they interact with. And, lastly, may encourage and/or discourage the acquisition of certain skills by gender. Having these considerations at hand, thus, the study was undertaken.

The study specifically looked into the: (1) Identification of gender concepts that are integrated in the curriculum of Philippine History; (2) Identification of gender-related practices of the teacher in the teaching of Philippine History; and (3) Preparation of gender-fair curriculum materials that can be used in the teaching of Philippine History.

METHOD

The study made use of descriptive survey method. The descriptive survey method refers to “the general procedure employed in studies that have for their chief purpose the description of phenomena in contrast to ascertaining what caused them and what their value and significance are” (Fraenkel & Wallace, 2006). The descriptive survey was used for the identification of the gender concepts that are integrated in the curriculum as well as the identification of the gender related practices of the teachers in the teaching of Philippine History.

The study involved 8 (eight) faculty members of the General Education Department teaching Philippine History regardless whether they are on a full time or part-time status. They were asked to accomplish the Gender Concepts Inventory Checklist which served as survey instrument. The same group of faculty was made to answer open-ended type of questionnaire in order to capture the gender fair education concepts and practices in their respective classes. Similarly, their classes were observed in order to identify the gender fair practices applied. In order to validate the data generated from the survey questionnaire, open-ended questionnaire and observation of classes, content analysis of 5 (five) Philippine History books currently being used was likewise done.

The data gathering instruments include the Observation Guide, the Gender Concepts Inventory Checklist, and the Open-Ended Questionnaire.

Both the Observation Guide and the Gender Concepts Inventory Checklist used five-point Likert scale as illustrated: 5 = Excellent (4.51 – 5.00); 4 = Very Good (3.51 – 4.00); 3 = Good (2.51 – 3.50); 2 = Fair (1.51 – 2.50); and 1 = Poor (1.00 – 1.50).

Based on the data gathered a researcher made Lesson Exemplars were prepared reflecting the integration of gender concepts as well as the gender fair practices. There are 7 (seven) Lesson Exemplars designed covering 5 (five) major historical periods in Philippine History. The proposed lesson exemplars followed the template using the 4E's approach. The essential parts include the Title, Year Level or Placement; Benchmarks; Objectives; Concepts Taught; Gender Concepts Integrated; Materials; Procedures; and Evaluate. The procedure has the following sub-parts: Engage, Explore, Explain, and Elaborate.

RESULTS AND DISCUSSION

Gender concepts such as empowerment, gender, gender analysis, gender and development, gender audit, gender division of labor, gender equality, gender equity, gender lens, gender mainstreaming, sex, sex disaggregated data, strategic interests, and women and development were found to be integrated in the teaching of Mandated Subject 1 – Philippine History. However, the extent of integration varies based on the claims made by the faculty teaching the subject as compared to the inventory of the books being used as one of the existing instructional materials. As reflected in the data, the claims made by the faculty earned a weighted mean of 4.008 or with an adjectival rating of “Very Good”; whereas, in the inventory of the gender concepts as reflected in the five (5) books being used has earned a weighted mean of 2.81 or with an adjectival rating of “Good”.

One of the implications that can be drawn on the discrepancy between the results in the claims of the faculty teaching the subject and the analysis of the contents of the books currently used is the faculty claimed that gender concepts are integrated but failed to identify the extent of integration whether it is explicitly incorporated in the teaching or implied. On the other hand, the analysis of content determined the level of integration. And, data revealed that although gender concepts are being integrated, however, the concepts are implied. The integration of selected gender concepts are embedded depending on the topics in the various historical events that took place in Philippine History as they happened starting from the pre-historic period until the contemporary time.

Table 1:
 Comparison of the Integration of Gender Concepts Based on the Claims of the Faculty
 and on the Content Analysis of Instructional Materials Currently Used

Gender Concepts	Claims of the Faculty		Content Analysis of IMs	
	Weighted Mean	Adjectival Rating	Weighted Mean	Adjectival Rating
<p>Empowerment: Both men and women are given the freedom to take control over their lives in terms of setting their own agenda, developing skills, gaining self-confidence, solving problems, and developing self-reliance.</p>	4.25	Very Good	3.12	Very Good
<p>Gender: This refers to the roles as well as the responsibilities of both men and which were determined by the families, societies as well as cultures. This likewise includes the characteristics, aptitudes, and feminine and masculine behaviors of women and men.</p>	4.25	Very Good	3.49	Good
<p>Gender Analysis: The term refers to the qualitative and quantitative collection and analysis of sex-disaggregated information or data. This is in consideration with the differences in the roles perform by women and men; thus, leading to the variation in the experiences, knowledge acquired, felt needs and even to the access, and control over the available resources.</p>	4.12	Very Good	2.23	Fair
<p>Gender and Development (GAD): The Gender and Development approach stemmed from the rooted gender analysis. It centers on intervention so as to address the inequality in gender relations which often marginalized women in terms of decision-making, sharing of benefits as well as promoting strategic interests.</p>	3.87	Very Good	2.77	Good

Gender Concepts	Claims of the Faculty		Content Analysis of IMs	
	Weighted Mean	Adjectival Rating	Weighted Mean	Adjectival Rating
<p>Gender Audit: The term refers to the tool or instrument used in management and planning. It evaluates the culture of an organization in terms of gender responsiveness as well as the integration of gender perspective in the work culture and in the entire organization; hence, the audit aims to guide the organization to become more gender responsive.</p>	3.87	Very Good	2.05	Fair
<p>Gender Division of Labor: This is the outcome of how the society justly divides the work among women and men based on what is considered to be appropriate and suitable.</p>	4.12	Very Good	3.80	Very Good
<p>Gender Equality: The term means that women and men are provided with equal conditions in order for the human rights be fully realized; thus, be able to contribute as well as benefit from economic, socio-cultural, and political development. The term further suggests recognizing and valuing the similarities and differences between men and women.</p>	4.00	Very Good	3.56	Good
<p>Gender Equity: Gender equity refers to the “fairness of treatment for women and men according to their respective needs, including the equal treatment considered equivalent in terms of rights, benefits, obligations, and opportunities”.</p>	4.25	Very Good	3.61	Very Good
<p>Gender Lens: The term refers to a set of questions or could also be a checklist of criteria which are routinely used to determine the participation, needs, and the realities affecting women and men.</p>	3.50	Good	2.04	Fair

Gender Concepts	Claims of the Faculty		Content Analysis of IMs	
	Weighted Mean	Adjectival Rating	Weighted Mean	Adjectival Rating
<p>Gender Mainstreaming: Gender mainstreaming refers to the approach being used in order to integrate the needs, and experiences of women and men into the design, implementation, monitoring, and evaluation of policies and programmes in the socio-political, economic, religious, and societal aspects in order for women and men to enjoy equal benefits.</p>	4.12	Very Good	2.38	Good
<p>Sex: The term refers to the biological differences between women and men which is determined at birth.</p>	4.12	Very Good	3.62	Very Good
<p>Sex-Disaggregated Data: This refers to the quantitative statistical information on the differences and inequalities between women and men.</p>	3.75	Very Good	1.46	Fair
<p>Strategic Interests: The term refers to the instances and/or situations that provide more choices, options or voice. The choices, options, and voices often ties apply to the essential issues related to or affecting women.</p>	3.87	Very Good	1.73	Fair
<p>Women in Development: This refers to an approach which aims to assimilate women in the existing development process specially in activities designed to promote the welfare of the women, health even in the transformation of unequal relationships.</p>	4.00	Very Good	3.59	Very Good
	4.00	Very Good	2.81	Good

As reflected in the table above, data shows that gender concepts are integrated in the teaching of Mandated Subject 1 – Philippine History. However, the comparison of data show the discrepancies in the claims of the faculty teaching Philippine History and the result of the analysis of the content of 5 (five) Philippine History books as one of the IMs (Instructional Materials) currently used. Nine out of the fourteen gender concepts reflect

differences in the two sources of data. This applies to the gender concepts such as gender; gender analysis; gender and development; gender audit; gender lens; gender mainstreaming; sex disaggregated data; strategic interests; and women and development (Vega *et al.*, 2006). The data reflect that the weighted mean based on the claims of the faculty is higher compared to the weighted mean based on the analysis of the content of the books being used.

Meanwhile, the concept of empowerment; gender division of labor; gender equality; gender equity; and sex reflect the same weighted mean both from the claims made by the faculty as well as from the analysis of content. This means that the claims of the faculty were validated by the analysis of content and vice-versa (Eccles, 1986).

The data shown in table 1 implies that in the teaching of Philippine History, gender concepts are incorporated whenever appropriate. It implies further that with the teaching of Philippine History, topics are not merely limited to the historical facts narrated in the books but additional information on related topics are likewise discussed in class. It implies further that there are topics incorporated in the teaching of Philippine History which enrich the discussion of the historical events.

Moreover, it implies that aside from the usual topics identified in Philippine History, it also included discussions on how women and men are given the freedom to be in control of their lives which in turn help develop their skills and confidence, especially when it comes to solving problems. This is a manifestation of the presence of gender fair education in the curriculum. This suggests that in the discussion of the Philippine historical events, the roles and responsibilities of both women which were decided on either by the families, societies or even as a result of the cultural practices are incorporated in the discussions of the identified topics in Philippine History (Avecedo & Patricio, 2006).

This implies further that aside from the discussions on the events that happened during the pre-Hispanic to the contemporary Philippine Republics, there are also discussions on investigating the causes of gender inequality among the women and men in the Philippine society. Similarly, there are discussions that revolved around the interventions introduced in order to address the inequality in gender relations. The inequality may be in relation to the decision-making process which means that the women may not be given voices. Or the inequalities may also be in terms of sharing the benefits that each sex has to enjoy or even in upholding the interests deemed equally strategic for both sexes.

Other implications that can be drawn are in the teaching of the Philippine

historical events, the view of the educational theorists on maximization of the utilization of learning is considered. This further implies that there were gender concepts which were “borrowed” in order to support another concept. In a way, this supports the holistic development of the learner.

On the other hand, in the discussions of the topics intended for Mandated Subject 1 – Philippine History, there is an emphasis on recognizing and valuing the similarities as well as differences between women and men. This may help in addressing the differences in the education received by boys and girls in the classroom as pointed-out by D. Sadker and M. Sadker (1994). In the same instance, they claimed that “*Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations*”. Using this as premise, then, the integration of gender equality may support in the realization in the achieving equal conditions between sexes (Sadker & Sadker, 1994).

In terms of the discussions on the “rights, benefits, obligations, and opportunities” suggests that considering gender equality is regarded synonymous to human rights, in the discussion of the topics included in Philippine History, especially on the status of women and men from the pre-historic period until the present equal value and equal treatment are given emphasis. This approach supports the view presented by S. Klein (1995), wherein integration in the curriculum is considered as interdisciplinary approach in education.

In terms of integration in the context of gender fair education, the American Association of University Women published an important report dealing with gender inequity in the classroom (Bailey, 1992). It illustrates the biases in the educational system which may be addressed by the proper implementation of gender fair education.

Based on the implications drawn from the data presented, the claim of the faculty handling Mandated Subject 1 – Philippine History reflects the insights of the educational theorists when they claimed that “*integration help young minds discover roots running underground whereby contrary and remote things cohere and flower out from one stem*”. This implies that integration enriched the entire teaching-learning process. One of the educational theorists even believed that integration is a revolutionary pedagogical strategy in the realm of interdisciplinary approach in education.

As reflected in the analysis of the data gathered, it illustrates one of the three classifications of the models of integration as pointed-out by R. Fogart (2010) which is the integration across several disciplines. Philippine History is one of the numerous disciplines of Social Sciences. And, gender is

often associated in the discipline of Sociology which like Philippine History is also one of the many disciplines of Social Sciences. This shows that two disciplines were considered in the integration of the various gender concepts. This further suggests that skills and knowledge learned by the students in one discipline were reinforced and/or strengthened in another hence, provided the students with more affluent learning experiences.

Meanwhile, table 2 shows the gender fair practices observed among the faculty teaching Philippine History.

Table 2:
 Frequency Distribution on Classroom Observation Aimed to Integrate Gender Concepts and Practices in the Teaching of Mandated Subject 1 – Philippine History

Indicators	Frequency					Weighted Mean	Adjectival Rating
	5	4	3	2	1		
	Ex	VG	G	F	P		
Classroom Practices:							
1. Promote awareness on the sexist roles and integrate them in the class discussion whenever appropriate.	1	2	1	0	4	2.500	Fair
2. Regularly observe and check classroom management practices.	0	0	4	1	3	2.125	Fair
3. Regularly re-appraise sex-role behavior.	0	0	4	1	3	2.125	Fair
4. Resource persons invited in class represent gender fair behavior.	-	-	-	-	-	-	-
5. Explore possibilities for students to engage in non-traditional as well as traditional careers as future schooling are discussed.	0	0	1	3	4	1.625	Fair
6. Encourage both male and female students to be free from biases pertaining to the non-traditional beliefs.	0	2	2	3	1	2.625	Good
7. Refrain from using verbal expressions and/or clichés reflecting traditional views on women.	0	2	2	1	3	2.375	Fair

Indicators	Frequency					Weighted Mean	Adjectival Rating
	5	4	3	2	1		
	Ex	VG	G	F	P		
8. Call the attention of students to any instructional materials reflecting unrealistic roles of males and females as well as reflecting unfair treatment to females.	0	0	0	0	8	1.000	Poor
9. Avoid the use of gender biased terms instead promote the use of gender sensitive terms.	0	1	2	3	2	2.250	Fair
Classroom Practices:							
1. Highlight in the discussion of Philippine historical events the significant and untypical role of women.	0	3	1	0	4	2.375	Fair
2. Emphasize both the traditional and non-traditional roles of women from the pre-Hispanic period until the present.	0	3	1	1	3	2.500	Fair
3. Integrate in the discussion the biographies of living women and men who broke sex-role stereotypes and compare them to the biographies of well-known Philippine heroes.	0	1	3	1	3	1.875	Fair
4. Include in the discussion the significant achievements of Filipino women in the country's history.	0	2	2	1	3	2.375	Fair
5. Integrate in the discussion the stereotyping of male and female roles as one of the changes in the Philippine society brought by the Spanish colonization.	1	2	1	1	3	2.625	Good

Indicators	Frequency					Weighted Mean	Adjectival Rating
	5 Ex	4 VG	3 G	2 F	1 P		
Other Relevant Classroom Practices:							
1. Introduce the following activities as enrichment for learning:							
1.1. Assign the students to write to the publisher to call the attention on possible biases on the portrayal of men and women roles in Philippine society.	-	-	-	-	-	-	-
1.2. Modify the terminologies in the instructional materials used so as to reflect gender sensitive terminologies.	0	0	0	0	8	1.000	Poor
1.3. Review list of activities engaged in by prominent Filipino heroes which could be reflections of sex biases in Philippine history.	0	0	0	0	8	1.000	Poor
1.4. Write reflection papers or do similar activities which aims to discuss the historical views on Filipino women and men.	0	0	3	3	2	1.750	Fair
1.5. Refrain from use of dependence themes usually attributed to women.	0	0	2	3	3	1.875	Fair
Weighted Mean						2.000	Fair

The most visible or dominant gender fair related practices are the encouragement of both female and male students to be freed from the biases pertaining to non-traditional beliefs and the integration in the discussion of the stereotyping of male and female roles as one of the changes in the Philippine society brought by the Spanish colonization. In general, the general fair practices observed and practiced among the Philippine History classes were found to be “fair” as reflected by the weighted mean of 2.000.

The different classroom practices may be considered as one of the

indicators of effective as well as efficient teaching-learning process. One cannot over rule the fact that there are expectations set by the society as well as by the various institutions which influences the beliefs and practices of an individual. The school is one of the institutions that play a crucial role in shaping the minds of the learners.

One of the many examples that may illustrate the expectations within the society is on gender. From the sociological point of view, gender is “systematically structured in social institutions, which is deeply embedded into the social structures” (Andersen, 1993). Gender, therefore, is created at the onset in the family, within social relationships, among the schools, in the realm of religion, within the economic structure, and even in the state. From these, the total pattern of gender relations is defined. Margaret Andersen (1993) explained that based on the defined social patterns results the practice of stereotyping, the development of interpersonal relationships, the placement of both women and men in the various social, economic, and political hierarchies.

The school being the institution that provides the formal training plays a delicate role in shaping the minds of the learners, specifically along the definition of gender. As reflected in the historical accounts whether globally or within the Philippines, it is recorded that educational system used to portray an authoritarian nature. The teachers themselves admitted that, in practice, they imposed different standards of disciplines between boys and girls. At one point in history, there was even the existence of sex-segregated schools as represented by the existence of exclusive schools for boys and exclusive schools for girls. This illustrates that schools and even teachers channel boys and girls towards the suppose gender appropriate behavior and activities.

In the illustration of the learning situations from the teachers' point of view of R.F. Garcia (2012), he stressed the role plays by the teachers in stimulating the minds of the students in any learning situations. He expounded on the idea that as the child attends school, the level of interaction between the child and the teacher is greater than compared to the child's exposure to the parents; hence, the teacher plays a salient and sensitive role in child development.

The data as shown in table 3 reflect that among the practices in the classrooms two got an adjectival rating of “good”. These are the classroom practice of encouraging the students to be freed from biases, specifically on the non-traditional beliefs and the inclusion of stereotyping in the discussion of the Philippine historical events as reflected as one of the changes in the society brought by the Spanish colonization. This

implies that these were frequently observed as the situation deemed it appropriate. This implies further that the faculty handling the Mandated Subject 1 classes considered the appropriateness of the topics as well as the practices where gender practices could be inculcated.

On the other hand, most of the practices and the discussions were observed to be fair. This means that they were occasionally observed as the situation deemed them appropriate. This means further that even though there were topics or situations in the class which may appropriately integrate gender fair practices yet, the observance was rarely done. The infrequent observance may be attributed to several factors. Some of the factors which could have influenced the occasional observance of gender fair practices are the routine practice done in the classrooms and the conformance to the institutional definitions of gender (Jacobs, 1990).

Meanwhile, the rest of the practices and discussions observed were poor. This implies that even though there were topics, situations and practices which may appropriately capture the discussions and introduction of gender fair practices in the classroom these were not captured. The opportunities were either deliberately or in deliberately ignored for gender fair education to be promoted (Avecedo & Patricio, 2005).

As captured by the responses of the faculty based on their responses in the Open-Ended Questionnaire, it shows that the existing instructional materials being used vary from the teacher made IMs (Instructional Materials) to the readily made/bought such as books, globes, maps, and the like. The data also shows that with regard to the preparation of the teacher-made IMs not all of the faculty are aware on the process being undertaken, especially in terms of validation. One of them talked about the existence of the Instructional Materials Committee in-charged of the validation, however, majority is unaware of such.

In terms of integration of gender concepts and gender fair practices which are integrated in the IMs, majority claimed that there are only one asserted that seldom those concepts or topics are seen. The majority reinforces the claim made among the responses in the survey questionnaire. The same holds true when asked on the gender fair sensitive practices in the classrooms.

The data similarly reflect the clamor for integration although there were reservations that only as long as the topics deemed appropriate. This clamor is consistent to the principle of integration that the connections between two disciplines will be done naturally and will appear seamless.

Based on the identified gender fair concepts integrated and gender fair practices observed, 7 (seven) lesson exemplars were developed designed

to structurally integrate gender fair education in the teaching of Philippine History. The lesson exemplars are reflective of gender education key thrust such as equality between sexes, sex roles and stereotyping, elimination of gender biases, elimination of all forms of violence against women, respect for abilities and rights of both sexes, opposition to sexism and equal opportunities between male and female. The gender education key thrusts are supported by gender concepts which are specifically matched among the Philippine Historical periods and specifically identified topics.

Table 3:
 Matrix that Outlines the Topics and Specific Gender Concepts Integrated in the Teaching of Mandated Subject 1 – Philippine History

Topic	Philippine Historical Period	Gender Education Key Thrust	Gender Concepts
The Women in the Egalitarian Society	Pre-Historic	Equality between sexes	<ul style="list-style-type: none"> ▪ Empowerment ▪ Gender ▪ Gender Equality ▪ Gender Equity
The Domestication of Women	Spanish	Sex roles and stereotyping	<ul style="list-style-type: none"> ▪ Gender Division of Labor
The Status of Women	American	Elimination of gender biases	<ul style="list-style-type: none"> ▪ Gender Analysis ▪ Gender and Development
The Filipino Women Under the Japanese Rule	Japanese	Elimination of all forms of violence against women	<ul style="list-style-type: none"> ▪ Sex-Disaggregated Data
Changing Roles of Women in the Post War Republic	Period of Philippine Republics	Respect for abilities and rights of both sexes	<ul style="list-style-type: none"> ▪ Empowerment ▪ Gender ▪ Gender Equality ▪ Gender Equity ▪ Gender Mainstreaming
The Philippines Under the Rule of Women Presidents	-do-	Equal opportunities between males and females	<ul style="list-style-type: none"> ▪ Empowerment ▪ Gender ▪ Gender Equality ▪ Gender Equity ▪ Women in Development
The Challenges Confronting Women in the Contemporary Time	-do-	Respect for abilities and rights of both sexes	<ul style="list-style-type: none"> ▪ Empowerment ▪ Gender ▪ Gender Equality ▪ Gender Equity ▪ Women in Development ▪ Gender Lens

The seven lesson exemplars were designed covering five major historical periods in Philippine History. The proposed lesson exemplars followed the template using the 4E's approach. The essential parts include the Title, Year Level or Placement; Benchmarks; Objectives; Concepts Taught; Gender Concepts Integrated; Materials; Procedures; and Evaluate. The procedure has the following sub-parts: Engage, Explore, Explain and Elaborate.

Meanwhile, the Philippine historical events captured were the pre-historic, Spanish period, American period, Japanese period, and the period of the Philippine Republics. One lesson exemplar from each period from the pre-historic to the Japanese periods were developed whereas, three lesson exemplars from the period of Philippine Republics were designed. Based on the table, it captures the specific topics in Philippine history where gender concepts could be aptly integrated along with the gender key thrusts and the definite gender concepts integrated.

CONCLUSION

Gender fair education is integrated in Mandated Subject 1 – Philippine History as shown in the gender concepts and practices introduced by the faculty teaching the subject. This manifests the awareness of the faculty on certain gender concepts and practices and their relevance on specific topics in Philippine History. However, the findings further revealed the need to expand the number of gender concepts which may possibly be integrated in the teaching of Philippine History.

On the other hand, the findings on gender fair practices imply the need for a structured integration of gender practices not only as the situation favors based on the reactions of the learners during discussion and/or class interactions but as long as the subject matter deems it appropriate.

The lesson exemplars developed are samples of gender-fair education materials reflective of specific gender education key thrusts, concepts, and practices. This implies the feasibility of structured integration gender fair education in the teaching of Philippine History as one of the GEC (General Education Courses) in Social Sciences.

Based on the findings of the study, the following recommendations are forwarded: (1) to conduct a follow-up study which may check on the discrepancies on the claims made by the faculty handling the subjects with the inventory made on the books being used as part of the instructional materials; (2) to encourage the faculty handling Philippine History classes to strengthen gender-fair practices in the classroom through trainings, exposure to reading materials or other audio-visual materials which may

influence them and eventually adopt said practices in the classrooms; (3) to try-out the seven lesson exemplars prepared as a form of validation; and (4) to conduct parallel researches with other General Education Courses in Social Sciences as a focus.

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Undergraduate Students of Bicol University
(Source: www.google.com, 24/3/2013)

Gender fair education is integrated in Mandated Subject 1 – Philippine History as shown in the gender concepts and practices introduced by the faculty teaching the subject. This manifests the awareness of the faculty on certain gender concepts and practices and their relevance on specific topics in Philippine History.