

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

SIXTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 638



Introduced by **CHRISTOPHER S. CO** and **RODEL M. BATOCABE**

EXPLANATORY NOTE

This bill seeks to mandate all public and private elementary and high schools to implement a Culture and Gender Sensitivity Program in their respective institutions to instill the said values among students at an early stage.

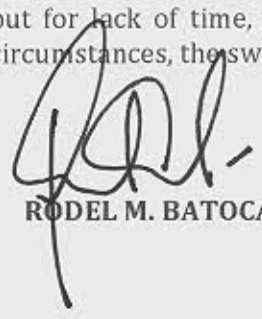
Globalization has paved the way for cross culturalism in the Philippines and all over the world. Many private companies and business opt for a multi-cultural environment where different cultures and nationalities interact to create a symbiotic and creative work force. Naturally, in this environment, there will be conflicts among people because of cultural differences and the variety of backgrounds.

Moreover, even with a very strong campaign against gender discrimination, gender stereotyping and the traditional thinking of biological determinism, a theory that biological differences between women and men dictate a difference in social roles and personality, are still rampant among Filipinos. Women are still viewed as limited in terms of capabilities and capacities, and are therefore shunned out in many professions; thereby lessening employment opportunities.

Because of this, there is a need to raise consciousness among Filipinos to be more culture and gender sensitive, and it needs to start at the crucial and early stages of education.

The bill was filed in the 15th Congress but for lack of time, its progress was halted at the committee level. In light of all these circumstances, the swift passage of this bill is earnestly sought.


CHRISTOPHER S. CO


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AN ACT
ESTABLISHING A CULTURE AND GENDER SENSITIVITY PROGRAM FOR ALL
ELEMENTARY AND HIGH SCHOOL STUDENTS, AND FOR OTHER PURPOSES

Be it enacted by the Senate and the House of Representatives in Congress assembled:

Section 1. **Short Title.** – This Act shall be known as the “Culture and Gender Sensitivity Education Act of 2013.”

Section 2. **Declaration of Policy.** – It is the declared policy of the State:

To provide quality education for all its citizens;

- (a) To instill into students the awareness of the differences among different cultures, and that such differences could affect relationships and communication with others;
- (b) To educate students into recognizing issues and problems in the way societies look at gender, with an understanding of stereotypes and how discrimination and gender roles are counterproductive in society; and
- (c) To institutionalize culture and gender sensitivity in the classroom.

Section 3. **Definition of Terms.** – For the purpose of this Act, the following terms shall refer to and/or mean as hereunder defined:

- (a) **“Culture Sensitivity”** refers to quality of being aware and accepting of other cultures. A person who is culturally sensitivity is aware that there could be differences among cultures, and that such differences could affect relationships and communication with others;
- (b) **“Gender Sensitivity”** is the ability to recognize issues and problems in the way societies look at gender, particularly at how women act and are treated, and an

understanding of stereotypes and how discrimination and gender roles hurt people.

Section 4. **Culture and Gender Sensitivity Training in Classes.** – All public and private elementary and high schools are encouraged to instill culture and gender sensitivity training in all subjects and extra-curricular activities.

Section 5. **Culture and Gender Sensitivity Workshop.** – All public and private elementary and high schools are mandated to conduct a one-day culture and gender sensitivity workshop for all graduating elementary and high school students, which includes a discussion of topics such as but not limited to:

- (a) Traditional views and stereotypes on gender and culture;
- (b) Culture- and gender-sensitive language use
- (c) Forms of cultural and gender discrimination
- (d) Anti-discrimination policies
- (e) Cultural awareness in the classroom and in the workplace

Section 4. **Duty of the Department of Education (DepEd).** It shall be the duty of the Department of Education (DepEd), in coordination with concerned agencies and organizations, to ensure the proper implementation of this Act, and to provide a uniform curriculum for the Culture and Gender Sensitivity Workshop. Towards this end, the DepEd shall:

- (a) Promulgate appropriate rules and regulations for the implementation of this Act;
- (b) Oversee the implementation of this Act by agencies and educational institutions, whether public or private;
- (c) Establish guidelines and mechanisms to ensure effective education of culture and gender sensitivity;
- (d) Coordinate with other concerned agencies for the promotion of gender and culture sensitivity in schools.

Section 5. **Separability Clause.** – If any provision of this Act is declared invalid or unconstitutional, the other provisions not affected thereby shall continue to be in full force and effect.

Section 6. **Repealing Clause.** – All laws, decrees, executive orders or rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Section 7. **Effectivity Clause.** – This Act shall take effect fifteen (15) days from its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved.