

WEBINAR PROCEEDINGS



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E-Net Philippines

SPEAKERS

 SALVACION BAACO PASCUAL	 DIVINA "DOVE" LAMBAN	 LALAIN P. VIADO
 JOHN TIGNO	 BAI SHEINA BALABARAN KUSAIN	 TEDDY A. CAÑETE

**USAPANG
KABABAIHAN,
KASARIAN, AT
EDUKASYON**

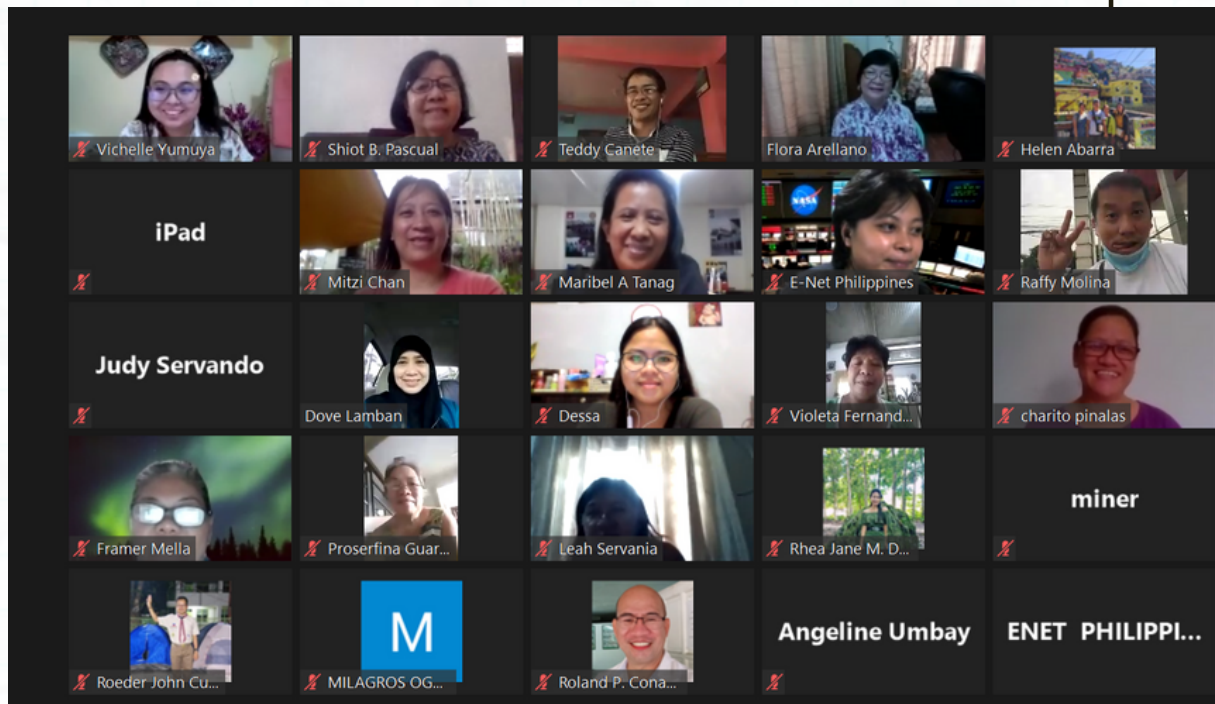
**SEPTEMBER 3, 2020
1:30-4:00 PM**

MODERATORS

 VICHELE C. YUMUYA	 MYRNA "METH" JIMENEZ	 REBECCA S. GADDI	 FLORA C. ARELLANO	 MAY RENDON-CINCO
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INTRODUCTION

Empowering women and promoting gender equality is crucial to accelerating sustainable development. Ending all forms of gender discrimination is not only a basic human right, but it also has a multiplier effect across all other development areas. One of those crucial development areas is Education. In the Philippines, Gender issues remain a practice of 'tokenism' in schools and improvements still need to be done to ensure a safe and gender-fair learning environment. The issue of unsafe learning environment and not-so-motivating teaching approaches contribute to dropout cases in schools for all learners. There is increasing violence among girls because of early marriages and teen pregnancy. Bullying LGBT because of low level of gender sensitivity among teachers and pupils/students is also a contributing factor to prevailing violence. This webinar aims to learn and unlearn various gender perspectives in coming up with gender-responsive and equity-based education engagements.



KEY MESSAGES

LEARNING INSTITUTIONS ARE INTEGRAL IN MOLDING THE CULTURE

Since students spend most of their lives inside the classrooms, schools serve an important part in shaping the character of each individual. Through the bonds created and rules instigated, the mindset of a person is developed. Due to this, a learning institution may be a breeding ground for stereotypes and discrimination or be a place where gender sensitivity and inclusion begin to be prioritized.

SCHOOLS NEED TO STRIVE FOR A SAFE AND INCLUSIVE ENVIRONMENT

Since the world is home to diverse groups of people, the education sector must make great efforts to assure that their constituents are respected and free from any form of harassment. Religious beliefs must be acknowledged by the schools in order to conform to the standards of religions. Women and the LGBTIQ+ must be protected from unfair treatments and social injustice. It is essential for a center of learning to write rules and regulations that safeguard the rights of the students, faculty, and other employees.

RESEARCHERS MUST INCORPORATE GENDER IN STUDIES

Misinformation is widespread in the country due to the inaccessibility of accurate data to the masses. False news are also prevalent in the media while some learning modules still represent old and misleading information. Researches including gender need to be normalized and be made available for the consumption of the community.

KEY MESSAGES

ORGANIZATIONS HAVE TO ENCOMPASS THE CIRCUMSTANCES THAT THE OPPRESSED SECTORS EXPERIENCE

In order to provide a greater assistance to the society, NGOs and other networks must immerse with the people in their areas. Integration with the community is necessary to realize their situations that will result to better serving them according to their needs. These institutions have to focus on the oppressed and marginalized sectors since they receive the most harsh treatment.

THE YOUTH SHOULD BE GUIDED IN THEIR JOURNEY TOWARDS BETTER UNDERSTANDING ON GENDER

Children and adolescents are vulnerable to violence because of their innocence and lack of knowledge about their rights. The youth may endanger themselves if they received wrong and unsafe information. Aside from the learning that can be obtained in schools and media, families must normalize conversations that tackle women's rights and SOGIE. Parents must also learn how to unlearn their traditional thinking and acquire a more gender-sensitive mindset.

INVOLVEMENT OF VARIOUS BACKGROUNDS IN CRAFTING LAWS IS VITAL

Making certain that the sectors are well-represented, inclusion of members from the community in writing policies must be done. Only through indicating their experiences can the best solutions be made.

FLORA C. ARELLANO

President
E-Net Philippines

Opening Remarks and Objective-setting



Prof. Arellano extended her warm welcome to educators, development workers, and participants from Facebook Live and Zoom meeting.

She stated the relevance of the webinar, emphasizing the role of gender sensitivity in developing a better and safer environment for schools.

Usapang Kababaihan, Kasarian, at Edukasyon did not limit its contribution to learning institutions only. As mentioned by Prof. Arellano, the webinar also aimed to reach families and other social groups that are possible sites for cultural construction of the self and social identity.

Another objective was to put an end to gender discrimination and sexist culture through learning different perspectives and engaging in conversations. Lastly, she hoped that the webinar will of help in forming solutions in order to build a ...

... nurturing gender-fair education system and society.

Prof. Arellano then gave the floor to Ms. Rebecca Gaddi who played a video that showcased Filipino women in history.

MAY RENDON-CINCO

National Coordinator
E-Net Philippines

Introduction of Discussants



After presenting the video, Ms. Cinco expressed her reflection then proceeded to the introduction of the webinar's honorable guests.

She also emphasized the diversity of the speakers' discipline so that they may tackle a variety of lessons on women, gender, and education.

Ms. Cinco mentioned that there were representatives from Luzon, Visayas, and Mindanao to give information in different contexts. These lecturers were to provide various perspectives in gender like that of a father, the youth sector, and from other work places.

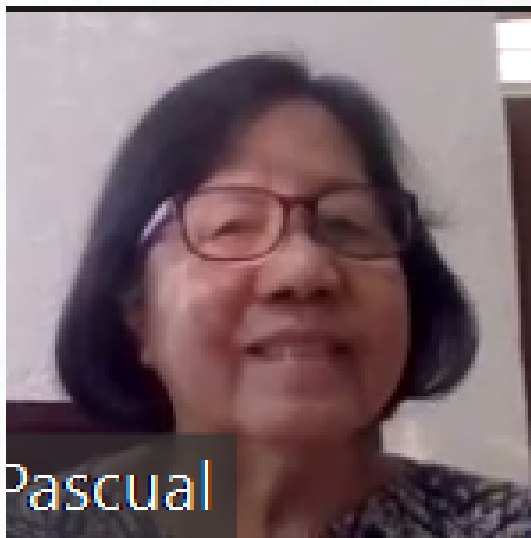
The webinar was organized in a way that it would talk about circumstances that are intended to represent a wider audience. In total, there were nine discussants with different fields to present.

Ms. Cinco gave a warm round of applause to the guests and handed the mic to the next speaker, Ms. Salvacion "Shiot" Baaco Pascual.

SALVACION PASCUAL

Emergency Crisis Counselor
UP Diliman Gender Office

Education Initiatives of UP Diliman Gender Office



Ms. Pascual began her presentation by sharing a brief context of what policies are being implemented in UP Diliman that contribute to gender mainstreaming in their premises.


She also cited the Magna Carta for Women that mandated universities to be gender sensitive.

In 2018, UP Diliman released guidelines on promoting women's empowerment and gender equality in the campus. It stated:



"THEREFORE, the University commits to provide an intellectual, healthy, gender-friendly environment that promotes gender equality within the premises and jurisdiction of the University and shall adopt gender mainstreaming as a strategy to implement the Magna Carta of Women and strictly implement policies, guidelines, rules and procedures which are gender-responsive, gender-sensitive and culture-sensitive to the dynamics of interaction among all members of the academic community;"

Guidelines on Promoting Women's Empowerment and Gender Equality in the University of the Philippines



Ms. Pascual mentioned that the UP system has 8 constituent universities that utilize their women, gender, and anti-sexual harassment offices. Although some of these are in the forms of centers, committees and programs, they continue to share the objective of creating awareness, as well as promoting researches on gender equality.

It is indicated that the University of the Philippines offers assistance and legal services for the students, employees, and faculty through their Office of Counseling and Guidance and Law Office of Legal Aid. The universities' student councils also contain committees on gender where students may file their concerns before seeking help in other offices. Lastly, UP provides a University Health Service that values the community's physical and mental health.

One of the strategies that the UP system conducts is the GAD Focal Point System Organizing that assures that all colleges have their own GAD committee. In addition, capability building and GAD Summit, organized by the UP Diliman GAD office, are done every year.

Another plan of action is having Training and Advocacy that includes gender sensitivity training and module development in *Batayang Konsepto ng Kasarian*, *Kasarian at Kasaysayan*, *Kasarian at Batas*, and *Oryentasyon sa Anti-Sexual Harassment*. UP requires student organizations to get at least four of their officers to attend the said seminars. Ms. Pascual also emphasized their unity with the One Billion Rising campaign as well as Pride Month and Women's Month.

Research and Publication is also a strategy that the UP system administers. The university highly encourages their students to conduct researches with the themes of gender and women. Research grants are also given to students and faculty. In terms of publication, UP releases pamphlets that tackle the said topics.

Feminist and Legal Counseling & Psychosocial Intervention offers help to students who had been sexually harassed. The last strategy that UP applies is the Extension Work/Public Service where they send speakers from the university to discuss gender sensitivity in different institutions.


Ms. Pascual then stated the objectives of gendermainstreaming in UP.



OBJECTIVES

- AWARENESS OF GENDER RELATED ISSUES AND PROBLEMS
- CRITICAL THINKING ABOUT THE ROOTS OF GENDER OPPRESSION, PATRIARCHY, GENDER-BASED VIOLENCE
- FOSTER GENDER SENSITIVITY AND RESPONSIVENESS
- KNOWLEDGE OF THE ASH CODE
- GREATER AWARENESS OF SEXUAL HARASSMENT AND ITS CONSEQUENCES

Afterwards, she cited the UP Diliman Office of Anti-Sexual Harassment and its tasks.




UP DILIMAN OFFICE OF ANTI-SEXUAL HARASSMENT

Tasked with addressing sexual harassment concerns

- 1.) design and implement programs, activities and initiatives for the prevention of sexual harassment;
- 2.) undertake information and educational activities to ensure that the University policy, rules, regulations, and procedures on anti-sexual harassment are disseminated and become part of academic culture;
- 3.) formulate procedures of such nature as to elicit trust and confidence;
- 4.) coordinate security and support measures to aggrieved parties or victims in sexual harassment cases;
- 5.) serve as the secretariat of the ASH Council and Hearing Committees and act as custodian of records;
- 6.) prepare and submit an annual report to the Chancellor of the University;
- 7.) monitor the implementation of decisions/orders of the appropriate disciplining authority; and,
- 8.) perform such other functions which this Code and the Chancellor may delegate.

Following this, Ms. Pascual emphasized that in the UP's ASH Code, a report may be filed by a student against a fellow student, a student against a faculty member, and an employee to a fellow employee.



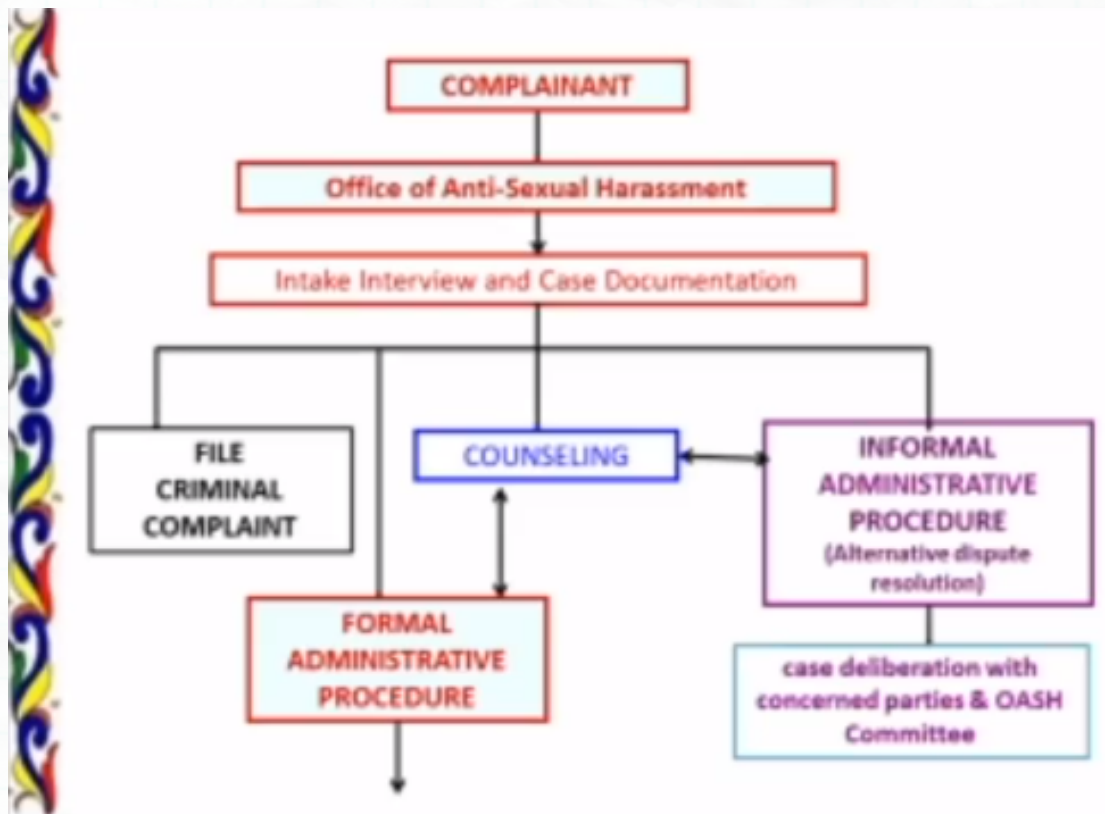
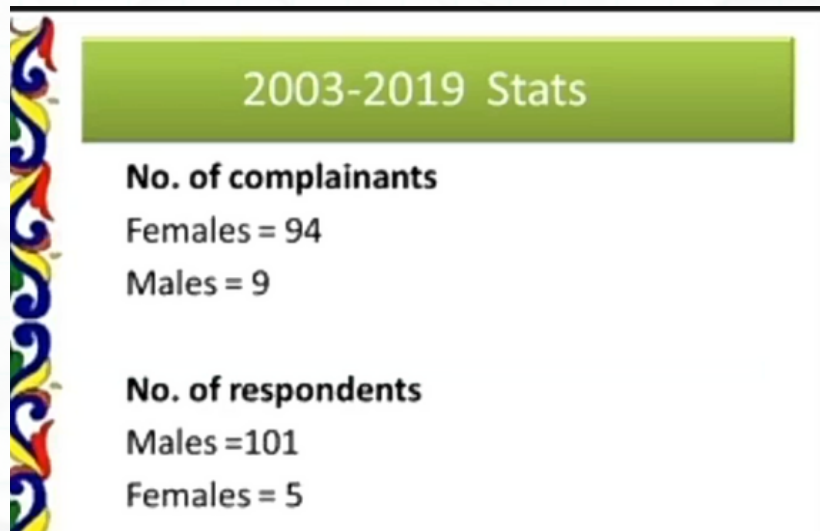
DEFINITION OF SEXUAL HARASSMENT (see ASH Code , Sec. 5)

- UN-welcome
 - UN-wanted
 - UN-invited
- Behavior of a sexual nature or inappropriate sexual advances or offensive remark about a person's sex, sexual orientation, or gender identity.

Forms of SH

- Physical
- Online sexual harassment (with the use of technology)
- Verbal
- Visual

She then showed their data on the number of reports and counseling, followed by the flowchart on the process of how they respond to complaints.

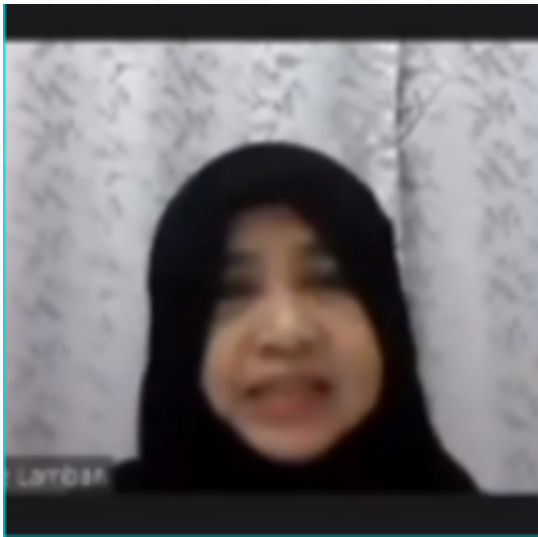


Ms. Pascual ended her discussion and expressed her gratitude to the audience.

DIVINA "DOVE" LAMBAN

School Head
Asia Academic Integrated School

Gender on the Perspective of School Administrator



As she started her presentation, Ms. Lamban shared a general truth to the listeners—the rights of every men and women in Islam are not only recognized but guaranteed.


She then added that men and women are given equal rights, despite having differences.

Ms. Lamban then listed some of the recognized rights of Muslim women. She put an emphasis on the topic of marriage since it is a common misconception that women in Islam do not have a say regarding who to marry.

Women in Islam

- Freedom of expression
- Pursuit of education
- Ownership and disposal of properties and earnings without guardianship
- Right to choose their husbands
- Right to keep the family name
- Ask for divorce
- Etc.





It was stressed that there were no writings in the Quran that deemed the roles of a man superior than that of a woman. It was mentioned that men and women were not created to serve each other. Instead, they were made to complement.

Thereafter, Ms. Lamban showed photos of their school community that display how they value the differences of their male and female students. They acknowledge the needs of each gender in order to create rules and regulations that safeguard equal opportunities to every learner.

In Asia Academic Integrated School, classes for boys and girls are separated from grades 5 to high school. Even the location of classrooms are carefully arranged so that they may occupy different floors. Even co-curricular activities are not done together.

Ms. Lamban explained the reason of creating such guidelines—to assure safe spaces for everyone since there are no courtship culture in Islam. Teachers also plan their lessons to complement the needs of each gender so that the discussions are more intimate, exclusive, special, and empowering. During TLE classes, girls get to assemble computers while boys make bracelets, without stereotyping.

It is also recognized by the school that the Muslim youth need to be in a community that respects and practices their faith. Aside from this, they also conduct JS Prom for the students to experience dressing up and bonding with peers.

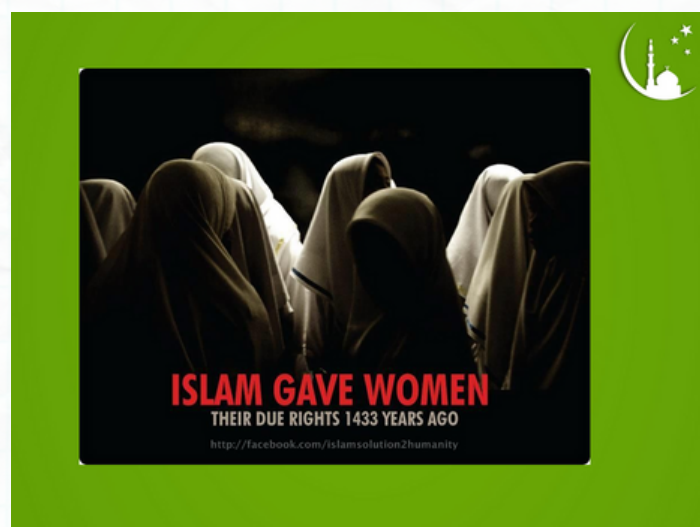
Regarding leadership, the school lets any gender run for a position in their student council. It was the student body that decided that girls will run in the position of vice president and leave the presidency to the boys.

It was highlighted by Ms. Lamban that what matters is how a gender performs their duty and how both complement each other's work in order to achieve their goals. In Islam, Muslims do not insist their rights to others, the same way that others do not insist their rights upon them.

After showcasing the rules they carry out in Asia Academic Integrated School, Ms. Lamban stated the importance of being an educator. She mentioned the challenge to gender advocates to learn how to unlearn wrong concepts about equality and perception. She then said that everyone must not dismiss other people's rights even they are contrary to what they believe in.

Ms. Lamban sent a message to all learning institutions who has Muslim students to know what they are allowed and prohibited to do, as well as the significance of simply saying their given names no matter how difficult they are to pronounce. It is important to note that Muslim girls are forbidden to dance in public and remove their hijab in front of other people.

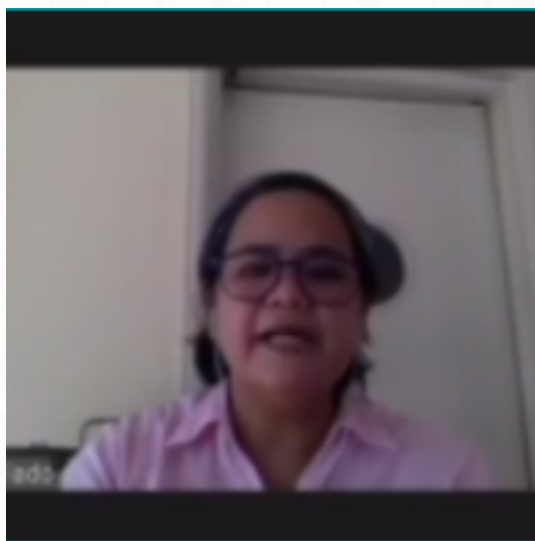
As parting message, the speaker shared how Islam gave women their rights 1433 years ago and how their community greatly honors these rights.



LALAINE P. VIADO

Research Director
Women and Gender Institute (WAGI)

Gender Lens in Research



While Ms. Viado was preparing her presentation, she greatly commended the attendees of the webinar on women, gender and education.

As she expressed her excitement for the program, she also gave credits to her workmate who organized her PowerPoint Presentation.

Ms. Viado began her discussion by defining Gender Research. She debunked the misconception that the said research is only focused on gender. Rather, it is a multi-disciplinary venture that everyone can study.



The WAGI Research Director then proceeded on the foundation of a research that is curiosity. One must start with the research question regarding the problem, followed by knowing the groups of people that play a role in the given circumstances. It is also necessary to recognize the purpose and processes in conducting a research.

CURIOSITY

- What - The Research Question/Problem (inequality, disempowerment)
- Who - Actors (unequal, disempowered)
- Why - For What? (causes, solutions)
- How - Process
- Where/When

Afterwards, Ms. Viado stressed the relevance of gender in research. She noted that studies must integrate the actors in situations since they are important factors that affect the outcome.

Why Gender Matters in Research

- ① According to the European Commission, integrating the gender dimension involves questioning gender norms and stereotypes and investigating both genders' needs, attitudes and behaviours. It enhances the societal relevance of the knowledge, technologies and innovations produced (European Commission 2014-2020).
- ② Failing to integrate sex and gender may neglect an important determinant of knowledge use, reducing the effectiveness of implementation interventions, inadvertently reinforcing sex neutral claims and negative gender stereotypes, and possibly creating or increasing gender and health inequities in care and health outcomes (Graham, Greaves, and Tannenbaum, 2016).

Ms. Viado, then, talked about the dangers of not incorporating gender in researches, as well as the risks of writing stereotypes on gender. It is emphasized that reinforcing these false ideas affect the perception of the community. Through constant learning, the society can break free from the conventional ideas that do not apply to the masses anymore.

Thereafter, she shed a light on the difference between a gender and feminist research. It was highlighted by Ms. Viado that the latter considers patriarchy and capitalism as persistent problems that need to be resolved in order to provide safe spaces for women, effeminate, and the marginalized. The study will be effective through the use of power-structured relationships framework.

What makes a research feminist?

"Important to the concept of research from a gender perspective is the recognition that there is not one specific method or combination of methods that necessarily makes research 'feminist,' but rather that the research comes from an approach that is considerate of the multifaceted nature of gender."

In other words, it is the research approach, or framework, itself that is critical: 'the emphasis ... is on using methods which can best answer particular research questions, but always using them in ways which are consistent with broad feminist goals and ideology' (Jayaratne and Stewart 1991, 91).

As Ms. Viado reached to the presentation's final point, she delivered an inspiring statement.

“ In feminist and gender research, it is in fact a personal journey in our own biases. ”

JOHN TIGNO

Faculty
Ateneo Graduate School of Business

On LGBTIQ+ and SOGIE

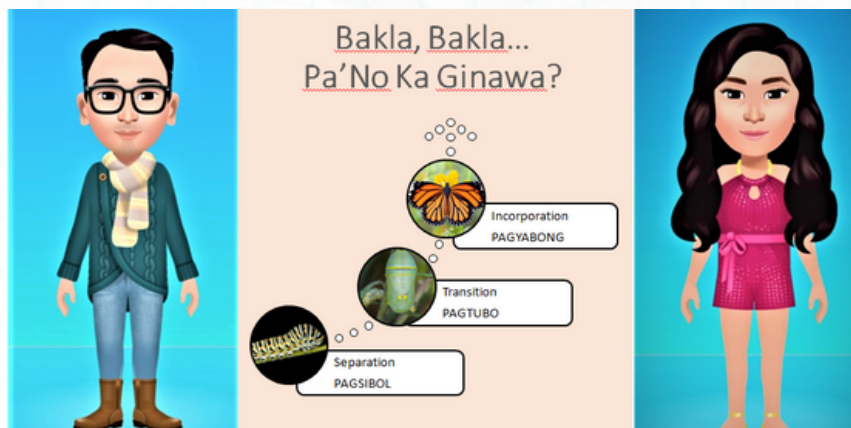


Mr. Tigno opened his presentation by sharing a brief background of his experiences as a youth and as a teacher.

He gave emphasis on the importance of making schools more inclusive particularly to LGBTIQ+ students and faculty.

The acronyms of LGBTIQ+ and SOGIE were expanded for deeper understanding. He explained that sex is genitalia-based while orientation talks about the romantic affinity of a person. Gender identity and expression, on the other hand, is how one views and expresses themselves.

He then mentioned the concept of the Rite of Passage by Arnold van Gennep.



There are three stages in the growth of a person. First is Separation wherein Mr. Tigno shared his experiences of discovering that society seemed to cast him away because of his qualities that were considered unique. Next is the Transition where he encountered a more accepting environment that developed him as a person. Last is the Incorporation that tackled how workplaces are not that welcoming to LGBTIQ+ applicants.

He presented a video that showcases the experiences of LGBTIQ+ students and what educators may do to assist them. Afterwards, Mr. Tigno discussed some ways that teachers can do to make learning institutions more inclusive.

Making School a Safe Place for LGBTQ Students:
What Teachers Can Do

- Educate yourself.** (Icon: Person reading with speech bubbles)
- Check your biases.** (Icon: Scales of justice)
- Teach inclusively.** (Icon: Diverse group of children holding hands)
 - Include a variety of gender representations.
 - Evaluate your speech and materials for heteronormative and gender-normative bias.
 - Include positive representations of LGBTQ people in your curriculum.
- Be visible.** (Icon: Hand holding rainbow flag)
- Respond to anti-LGBTQ behavior.** (Icon: Sign with 'RESPECT EQUALITY' and rainbow flag)
- Support students who come out.** (Icon: Diverse group of people)
- Revisit your school policies.** (Icon: Hands holding a 'Policies' document)
- Educate your colleagues.** (Icon: Group of people with a central figure)

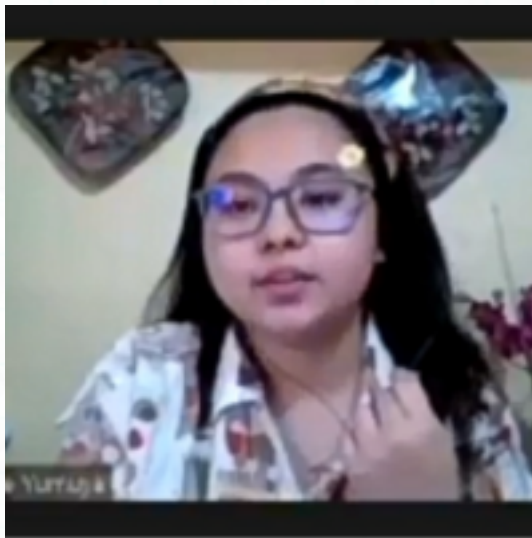
After giving references for the audience to read, he conveyed his parting message.

“ **It's always important to become a teacher that listens, that's nurturing.** ”

VICHELE YUMUYA

Monitoring & Evaluation Specialist
E-Net Philippines

Gender on the Perspective of the Youth



As a law student, Ms. Yumuya shared her advocacy to fight for equality. She greeted everyone a pleasant afternoon then moved along to providing a short background of her discussion. Her objectives for the presentation were to lay out gender in the perspective of the youth.

Speaking from experience, Ms. Yumuya elaborated that a part of the everyday lifestyle of being LGBTIQ+ is being exposed to discrimination. Homosexuality is treated as a subject to entertainment while there is no proper representation in media.

Being LGBTIQ+ means living daily with discrimination

risk of economic and social exclusion

Young people at risk

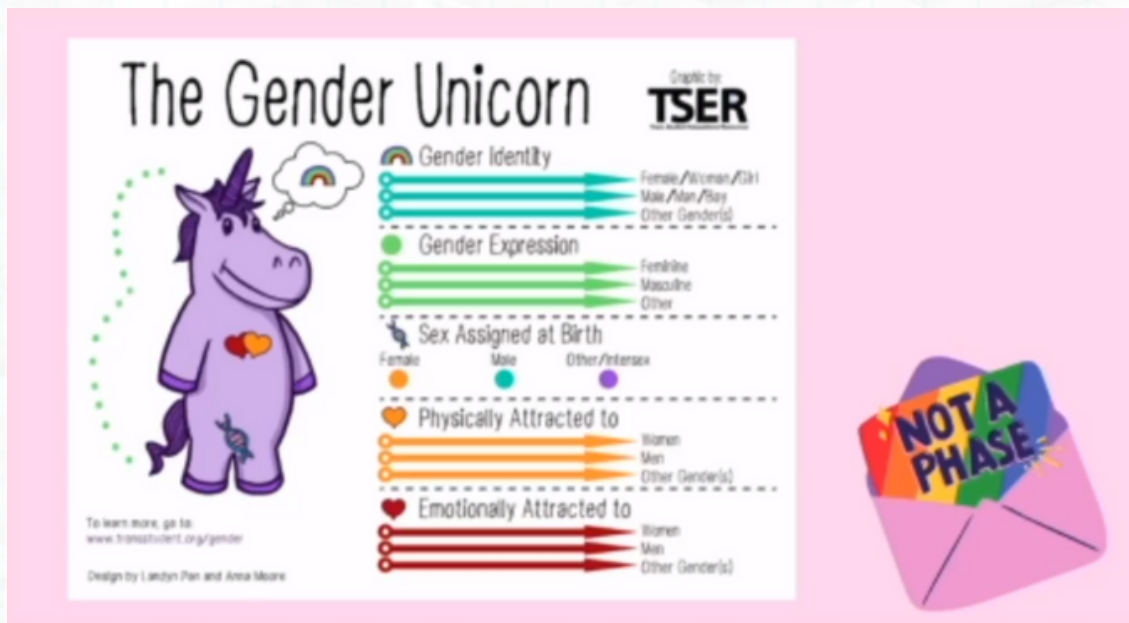
at least 5517 murders of trans and gender-diverse people registered worldwide

Undergo dangerous, invasive and completely unnecessary surgeries



Not only that, the youth are left with no other choice but to hide their identity since most families are still tied with backward conceptions on gender. This culture breeds hate crime and violence against the LGBTIQ+ community. Due to the lack of researches and information, the youth who are transitioning are prone to medical risks.

Ms. Yumuya then explained the following terms: sex, orientation, gender identity, and gender expression. She also stressed that the gender spectrum is infinite so it is not restricted to a few labels only.



The need to address the issues that the LGBTIQ+ youth experience today is to create a culture of trust and accountability.

“

Everyone has the right to life, freedom, and safety.

”

After describing the circumstances that the youth experience, Ms. Yumuya provided a list of her advocacy for gender and human rights. She focused on the implementation of policies in the school communities that ensure a safe and motivating environment that would nurture every LGBTIQ+ learner.

The speaker also expanded on the importance of passing the SOGIE Equality Bill that safeguard the rights of the LGBTIQ+ community since current laws do not cover the discrimination and gender-based violence that they experience.



Most importantly, Ms. Yumuya put an emphasis that in order to accomplish these advocacy, change must start within ourselves.



BAI SHEINA KUSAIN

Teacher III
Cotabato City Central Pilot School

Gender in the Context of Muslim Mindanao



Opening her presentation, Ms. Sheina greeted everyone as-salamu alaykum which means peace be upon us. She then laid out a brief context of the Moro Situation. Their struggles and of the indigenous peoples were also stated. She mentioned that these conflicts are deeply rooted in historical injustice.

She then proceeded to listing gender issues that women experience aside from suffering from poverty, war, and displacement.

Context

- **Moro women against backdrop of poverty, war, and displacement:**
 - Other forms of oppression and discrimination under formal laws such as the Code of Muslim Personal Law and traditional and cultural practices
 - Gender Issues:
 - Early, arranged and/or forced marriage
 - Polygyny
 - Gender-based violence
 - Inequitable rights and responsibilities between husband and wife
 - Loss of inheritance rights

Ms. Kusain put into light that gender issues in Muslim Mindanao began only some years ago due to the efforts of women advocates and researchers.



Gender issues in the context of Muslim Mindanao or within the Bangsamoro Territories surfaced three areas of concern:

1. marriage and family,
2. economic rights, and
3. participation in politics and decision-making.

She revealed that early marriages start at 13 years old which result to loss of opportunity to education and work. These young Muslim women also experience forced sexual relations that greatly affect their reproductive and mental health. Violence against women are also increasing in Muslim communities.

Afterwards, Ms. Kusain shared the roles that society insists to Muslim women. Those who live in the rural areas are expected to fly abroad to work in other countries while those who grew up in urban places get to be employed as skilled workers.

Following this, the speaker provided some things that may be done in order to support Muslim women. She mentioned the importance of proposing laws that are crafted by gender advocates and gender-sensitive Muslim women themselves. This will guarantee the proper representation of their religion and community.

In Education, Ms. Kusain shared her experiences as an elementary teacher. She emphasized the need to check up on the students to know and understand their struggles. She also recognized the efforts of educators in preparation for the online classes during the pandemic.



Mainstreaming the issues of gender in Mindanao context will help to ease the problem through the help of different line agencies and concerned agencies.

With hope and a deep gratitude, Ms. Kusain ended her presentation.

TEDDY A. CAÑETE

Lead
Child Protection Program Gender and Development
Quidan-Kaisahan, Negros Occidental

Gender on the Perspective of a Father and NGO staff



Mr. Cañete delivered his warm greetings to the guests, participants, and audience. He also expressed his praises to the previous speakers for imparting their knowledge to all.

He then gave a short background of his talk about gender on the perspective of an NGO staff..

Sharing his observations as a student until volunteering in organizations, Mr. Cañete mentioned that only through these did he realize the relevance of gender. He also described that the living conditions in Negros differ from other provinces since there is a wide gap between the richest and poorest families. Only a few own agricultural lands while most of the population are hired to work in haciendas.

He then told the audiences that Quidan-Kaisahan, during its early years, began to conduct trainings and seminars on gender awareness and women in politics. The latter helped significantly to their communities since their baranggay-level governance was dominated by men.

As the organization developed, more data were gathered and analyzed. They came to the conclusion that women are the most vulnerable sector in their area. Due to this, programs were conducted that aim to empower women in baranggay level. Quidan-Kaisahan prioritized helping the councils for the protection of children and women that already exist in the community.

Mr. Cañete stated the prevalence of gender biases in Negros. Because of this, the NGO focused on child protection and bullying in schools. He greatly emphasized the significance of educating the people on gender. In fact, the organization coordinated with the School Governing Councils to create a safe learning environment for the students.

Interventions are also done wherein they invite the masses to attend in order to learn their rights according to the Philippine Constitution. Laws are also elaborated for better understanding. In addition, the organization also aids in rescuing violated women and sending reports to the police.

As his discussion was coming to an end, Mr. Cañete thanked everyone for listening to his presentation.

QUESTION AND ANSWER

WITH THE SPEAKERS

From Mr. Raffy Molina:

Ang gender bias ba, as of this point in time na highly informed na ang mga tao, nararanasan pa rin ba ito o geographically-based na lang?

ANSWER: "For the gender bias, I would say na iba-iba ang level. Pagdating sa trabaho, mayroon pa ring gender bias. Halimbawa, mas hina-hire ang isang gender sa posisyon sa trabaho, Sa Manila, kapag sinabing LGBT, they are seen as criminals or comedians. That's the bias we are looking into. Regarding being geographically-based, pwede naman because we can attribute the way gender is treated in religion. It is not based in bias but in belief." - **MR. JOHN TIGNO**

From Prof. Flora Arellano:

Makikita rin ang diskriminasyon sa larangan ng gawain. Kapag sa parlor, karamihan mga gay ang hina-hire. Hindi kaya isa iyon—ang mindset—sa pagtingin sa sexual orientation?

Ano ang konteksto ng same-sex relationships at paano nama-manifest ang usapin ng power relations?

ANSWER: "Sa mindsetting, kadalasang makikita ang mga bading sa parlor not because it was their choice, but because of the opportunity that was given to them. Kapag larangan ng beauty, inaasahan agad ang mga bading doon. Kapag reproductive work, babae naman. Regarding naman sa vulnerability sa corruption, mayroon kasing conditioning na kapag bading ka, you're the lowest of the ranks—lalaki, babae, bading. Kaya para maging kapaki-pakinabang ka, you have to provide to people. Kaya in this case, may mindset na para matanggap sila, they have to give something para mahal sila. You are accepted because of the monetary value that you're giving na hindi naman dapat. Nag-uugat ito sa pamilya dahil hindi ka naman magkaka-anak, ikaw na ang mag-alaga sa pamilya.

For the second question, we can base power in two things: Monetary power and your sexuality as power. In a relationship, pumapasok ang power, based on kung sino ang mas kumikita nang malaki. Minsan din ay mas may control yung mas gwapo o mas maganda. May mga linyang 'Pwede naman kitang iwan kasi I can easily get anyone.'" - **MR. JOHN TIGNO**

ANSWER: "Nakita natin na ang stereotyping ay hindi lang nararanasan ng babae kundi maging ng LGBTIQ+. Laging sinasabing pang-parlor ang mga bading dahil doon sila mahusay ngunit hindi dapat sinasabing hanggang doon na lang sila magaling. May pag-aaral na ginawa sa call center at lumabas sa resulta na ang pinaka-productive ay ang mga gays. Ibig sabihin masipag sila at they can contribute to the office beyond the productivity level. Tanggalin natin ang stereotyping.

Sa power relations, depende ito sa magkarelasyon whether heterosexual or homosexual. Sila ang nagde-decide kung ano ang pagde-define ng ano ang maganda, peaceful, at produktibong klase ng power relations. Nagva-vary ito dahil hindi absolute ang power. Ang empowering din ay hindi nangangahulugang we overpower the other. When we empower women, we mean that we want men and women to work together." - **MS. REBECCA GADDI**

ANSWER: "Regarding po sa gender bias, even sa education sector sa schools, nandoon pa rin ang gender bias, Halimbawa kapag men, ganito ang kulay. Kapag women, ganito naman. At the same time, sa tasks, kapag tagawalis, mga babae. Kapag magbubunot, mga lalaki. This makes you think, 'Bakit? Hindi ba ako marunong magbunot kung gustuhin ko?' Mayroon pa ring gap sa wage ng men and women. Until now, mayroon pa ring gender bias regardless of the location. Maging ngayon sa gitna ng pandemic, dumadami yung cases ng online sexual exploitation na ang victims ay kababaihan. Dumadami rin ang harassment at rape cases. We recognize that the victims of patriarchy are both men and women so ayun yung gusto nating i-break dahil yung mga kalalakihan, nabibigyan din ng stereotyping. Sinasabing hindi sila pwedeng umiyak dahil lalaki sila o kaya bawal maging malambot." - **MS. VICHELLE YUMUYA**

From FB Comment Section:

Ngayon sa online, paano ba natin malalaman ang mga bagay na ito gaya ng bullying at gender bias?

ANSWER: "Kanina, magandang nag-share si John ng mga references to read dahil laganap ngayon ang mga fake news. Kaya ang maganda ngayong online ay doon tayo tumingin sa mga resources na mula sa trusted sources like UN or Philippine Commission on Women. We should also start within our family and friends to be gender-sensitive. Pwede tayong mag-research at magbasa about this. Supported din ng E-Net ang pag-advocate ng safe schools for everyone. Lastly, i-engage natin ang government to pass anti-discrimination policies kasi kapag we have these policies, we can make sure that everyone is safeguarded with these laws." - **MS. VICHELLE YUMUYA**

From Mr. Raffy Molina:

Isa-suggest niyo po na ang isang Muslim child must really study in a Muslim school?

ANSWER: "Nakita ko po ang kahalagahan na mag-aral sila sa isang Islamic school. Mahirap kasi talagang mag-aral sa isang kultura at environment na hindi nakakaintindi dahil sa may kakulangan sa education. Makaka-encounter po siya ng maraming problema. Kaya sinasabi ko po kanina na dahil hindi lahat ay makapag-aaral sa private Islamic school, ang pakiusap po ay if you have Muslim learners, alamin ang mga dapat at hindi dapat na gawin nila." - **MS. DIVINA LAMBAN**

ANSWER: "In my case, I have studied 6 years in a public school and now, teacher na po ako ngayon kung saan ako nag-elementarya. Noong high school po ako, ako po ay nag-aral sa isang Christian school. Ang challenge po doon ay paano mag-aaral ang isang Muslim sa Catholic school. Hindi po iyon naging balakid dahil nandoon po ang respeto at unity in diversity. Wala po akong naranasang discrimination dito sa Cotabato. Hanggang sa college po, sa mga areas na nagiging maunlad ay okay po." - **MS. BAI KUSAIN**

ANSWER: "Sa PUP kung saan ako nagtuturo, mayroon din kaming mga Muslim students. Ang mahalaga rito ay yung respect ng mga guro sa mga estudyante. May pagkilala dapat ang guro sa karapatan ng mga mag-aaral anuman ang kinabibilangang lahi, uri, social origin, at relihiyon. Hindi ito naging balakid sa mga naging katuwang ko at malaki ang naitulong nila." - **PROF. FLORA ARELLANO**

MYRNA JIMENEZ

Board Secretary
E-Net Philippines

Closing Remarks



Ms. Jimenez recognized the importance of education in the growth of the youth. Most of their years are spent inside the classrooms. Due to this, it was stressed how education develops the character of each person. Online classes was also mentioned since it is the mode of learning during the pandemic.

She mentioned the relevance of creating consciousness and mainstreaming feminism to the liberation of women in this patriarchal society. These biases are reflected in schools since these learning institutions produce some disadvantageous mindset. She emphasized that everyone must continue to push for positive changes and accurate researches in the education system.

“What is personal is also political' is a phrase that tells us that we have to embrace each other towards something that we want to improve.”

AWARDING OF CERTIFICATE

to the discussants of
Usapang Kababaihan, Kasarian, at Edukasyon



Sample Certificate