



Republic of the Philippines
Department of Education

13 JUL 2018

DepEd ORDER
No. **031**, s. 2018

**POLICY GUIDELINES ON THE IMPLEMENTATION OF THE COMPREHENSIVE
SEXUALITY EDUCATION**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Policy Guidelines on the Implementation of the Comprehensive Sexuality Education (CSE)**, which aims to establish a common understanding of CSE key concepts and messages, and to ensure clear implementation of protocols in the CSE.
2. The rationale, legal bases, guiding principles, mechanisms, and procedures shall assist teachers, schools principals, and other education stakeholders in their endeavors to make teaching and learning more relevant, meaningful and useful to learners.
3. All DepEd Orders, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.
4. These guidelines shall take effect immediately upon issuance.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated

References: DepEd Order: Nos. 36, s. 2016; and 58, s. 2017

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
CURRICULUM
LEARNERS

MONITORING AND EVALUATION
POLICY
SEXUALITY EDUCATION

(Enclosure to DepEd Order No. 031, s. 2018)

I. RATIONALE

The 2013 Young Adult Fertility and Sexuality Study (YAFSS) conducted by the Demographic Research and Development Foundation, Inc. (DRDF) and University of the Philippines Population Institute (UPPI) revealed that the proportion of youth aged 15 to 24 who had early sexual encounters, increased from 23 percent in 2002 to 32 percent in 2013. The 2017 National Demographic Health Survey (NDHS) of the Philippine Statistics Authority (PSA) also reported that the proportion of adolescent girls who had begun childbearing rises rapidly with age, from 1 percent at age 15 to 22 percent at age 19. The 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS) Report of the PSA has identified marriage as one of the top reasons for not attending school at 12.9 percent in a survey done amongst young people 6-24 years old. This is particularly highest in the Cordillera Administrative Region (CAR), Davao Region (Region XI) and Soccsksargen (Region XII). In addition, from January 1984 to February 2018, 28 percent of the reported cases of human immunodeficiency virus (HIV) were 15-24 years old according to the Department of Health (DOH). In 2016, the Department of Social Welfare and Development (DSWD) reported that these alarming incidents of risky sexual and social behaviors are further exacerbated by the prevalence of sexual violence among 17 percent of adolescents from 13 to 17 years old.

The current situation of increasing early pregnancies, violence and increasing incidence of HIV among young Filipinos has brought more attention to the need to equip them with the correct information and appropriate life skills that would enable them to make responsible decision-making and respectful behavior that will protect their health, well-being and dignity.

DepEd is committed to provide and protect the rights of Filipino learners to good education and improved health and to help Filipino learners complete basic education without the burden of health concerns. It also recognizes the roles and responsibilities of the school system to give learners their right to good health by leading the implementation of the comprehensive sexuality education (CSE).

In order to effectively address the needs of the learners for health and protection through education, CSE is designed to ensure that the learners are receiving comprehensive and appropriate information that can advance gender equality and empowerment. CSE has been shown to increase learners' knowledge, clarify their values and attitudes, and develop the skills to reduce risks related to poor health outcomes and achieve their full potential.

II. SCOPE

This policy shall apply to all learners of public and private elementary, junior and senior high schools, and of learning centers for Special Education and Alternative Learning Systems (ALS) and laboratory schools of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) except when certain provisions are applicable only to public schools.

Indigenous Learning Systems (ILS) and Madrasah Education Program (MEP) shall integrate the Comprehensive Sexuality Education (CSE) Standards, Core Topics, Core Values and Core Life skills in MAPEH, Science, Edukasyon sa Pagpapakatao (ESP), Araling Panlipunan, and Personality Development.

Specifically, this policy aims to:

1. enhance the over-all wellness of the Filipino adolescents (physical, mental, emotional, social and spiritual);
2. contribute to better learning outcomes, reduced dropout rate, increased completion rate, and improved quality of learning;
3. ensure that adolescents have access to adequate and appropriate information and health care education;
4. address the reproductive health concerns of adolescents, who are exposed to risky behaviors that may cause unfavorable and long-term consequences;
5. promote healthy and responsible sexual and social behavior among adolescents;
6. develop mature and responsible children and young adolescents imbued with desirable health values, which can assist them in making rational decisions that can lead to satisfying productive, and quality life;
7. provide teachers with a resource material for developing life skills such as decision-making and problem-solving relative to adolescent reproductive health; and
8. enable teachers to integrate key concepts and messages on reproductive health concerns across the curriculum wherever these can be done most appropriately.

The DepEd shall ensure the convergences in the implementation of Comprehensive Sexuality Education with other line agencies.

III. DEFINITION OF TERMS

1. **Adolescence**- a period or stage of human development from puberty to pre-adulthood, usually from age 10-19 years old.
2. **Assessment**- appraisal of information relative to sexual education as understood by the learners.
3. **Comprehensive Sexuality Education**- age-appropriate, culturally relevant program to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information. (UNESCO 2009)
4. **Gender** – refers to culturally or socially constructed roles, personality traits, attitudes, behaviors, relative power and influence ascribed to males and

- females. It also refers to one's masculinity/maleness or femininity/femaleness.
5. **Gender-based Violence** – any violence inflicted by reason of one's sex. (RA 9262)
 6. **Health**- is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
 7. **Sex** – refers to the characteristic at birth whether one is born male or female.
 8. **Sexuality** – the totality of personhood encompassing the five components namely; sex, sexual orientation, gender and sexual identity, values and attitudes. It goes beyond mere physical expressions and sexual organs.
 9. **Reproductive Health**- the state of complete physical, mental and social well-being in all matters, relating to the reproductive system, and not merely the absence of the reproductive disease or infirmity.
 10. **Teenage pregnancy**- a situation when a girl, usually within the ages of 10-19 becomes pregnant.

IV. POLICY STATEMENT

DepEd is committed to implement the comprehensive sexuality education with relevant curriculum that protects and promotes the rights of learners to health education, information and care. This DepEd Order sets the standards for efficient and effective teaching of comprehensive sexuality education, which are anchored on the use of pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative. This policy will guide administrators and educators to be reflective, flexible, creative and innovative in their facilitation of the teaching and learning process. Further, this will institutionalize CSE, making it an integral part of lesson planning, instructional design and classroom and school activities.

V. GUIDELINES AND PROCEDURES

In order for the Comprehensive Sexuality Education (CSE) to become effective, DepEd ensures that the curriculum, programs and projects are based on the following:

A. Vision and Mission

In line with the vision of DepEd which states:

“We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.”

and its mission:

“To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment;

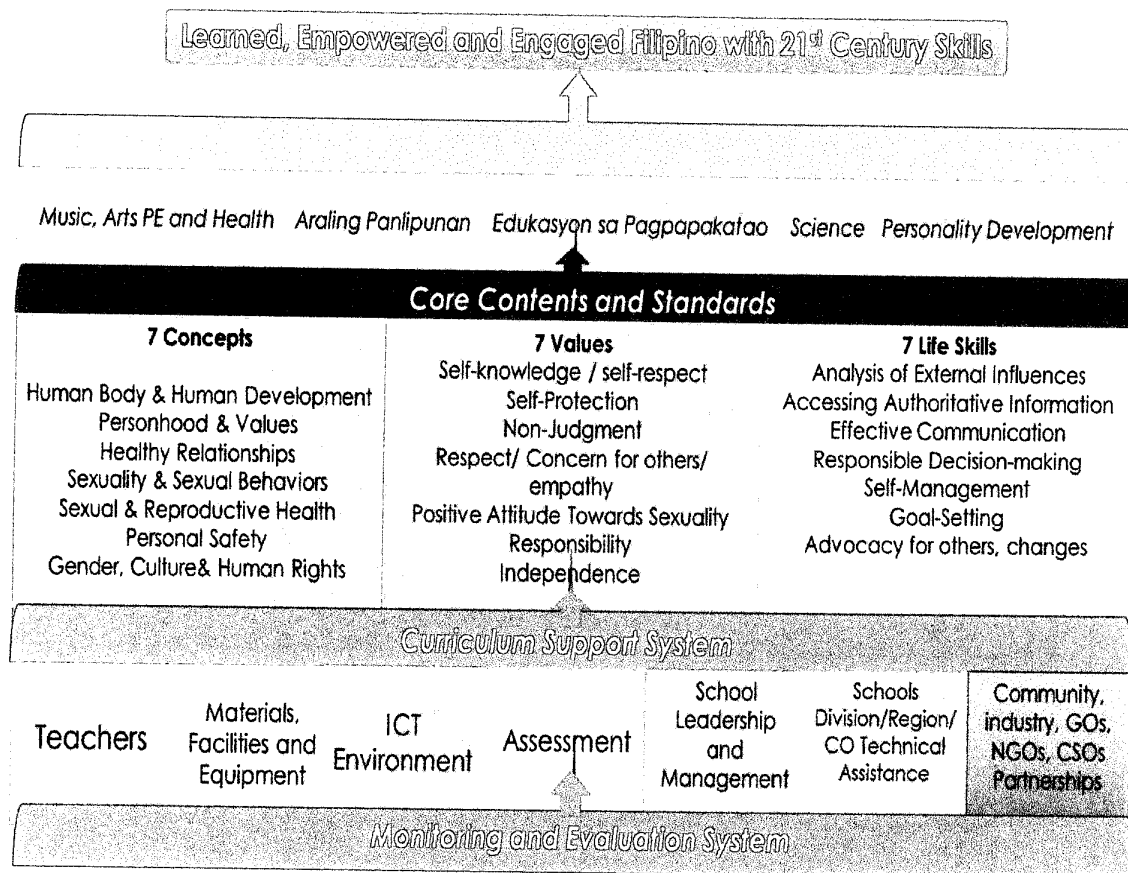
- Teachers facilitate learning and constantly nurture every learner;
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; and
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.”

B. Comprehensive Sexuality Education Goal

Comprehensive Sexuality Education (CSE) is a curriculum-based process of teaching and learning about cognitive, emotional, physical and social aspects of sexuality that is scientific, age-and-developmentally appropriate, culturally and gender responsive, and with rights-based approach. It aims to equip the learners with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity.

It teaches life skills among learners to help them develop critical thinking in relation to risky behaviors related to poor reproductive health outcomes, enhance self-esteem and develop respectful intrapersonal and interpersonal relationships that enable them to deal with the complex changes happening in them throughout their lives. The implementation of CSE likewise benefits from consultations from parents-teachers-community associations, school officials, civil society organizations and other interest groups that ensures cultural acceptability, efficiency and appropriateness of key concepts and messages.

C. The Comprehensive Sexuality Education Framework



The CSE framework is aligned with the K to 12 Basic Education Curriculum highlighting the different support systems to make the program effective and sustainable. It includes core topics and subtopics integrated in various learning areas to develop and nurture positive values and life skills among learners.

D. Comprehensive Sexuality Education Standards

The Comprehensive Sexuality Education standards are carefully crafted so that content will naturally blend with the competencies of the mother subject/learning area listed in the K to 12 basic education curriculum. It is also anchored on the tenets of social learning theory, social cognitive theory, and the social-ecological model of prevention emphasizing the following:

- **Personalization.** Students learn and retain more when the core content and skills are relevant to their lives.
- **Motivation and emotion.** Learning is enhanced when students' feelings and emotions are acknowledged and affirmed.

- **Susceptibility.** Learning is facilitated when the students assess the relative risks of their behaviors to potential negative outcomes “without exaggeration”.
- **Skills.** Learning is evident when the students apply core contents and values to their everyday lives.
- **Self-Efficacy.** Learning takes place when students learn and develop confidence by practicing skills necessary to manage risk and manage their lives.
- **Social Norms.** Health-positive behaviors are adopted when perceptions are debunked and positive behaviors are highlighted.
- **Environment.** Students need to critically assess the layers of influences in their environment –from the family, community, media, and other social agency – as basis for sound decision making.

E. Integrating Comprehensive Sexuality Education in the K to 12 Curriculum

1. CSE Curriculum

The CSE curriculum standards adapt a grade level, age-and development-appropriate teaching and evaluation approach, which corresponds to the current grade levels in the K to 12 Enhanced Basic Education. The teaching and learning objectives logically spiral upward, beginning with more basic information, simple cognition tasks and skill activities gradually progressing in complexity. The teaching and learning evaluation is set 1-2 years before the development milestones, namely puberty and early adolescence, middle adolescence, late adolescence, and early adulthood.

2. CSE Key Stage Standards

In line with the K to 12 key stage standards, CSE contents and learning competencies are developed where the learning outcomes are expected to precede anticipated biopsychosocial milestones by about two years.

3. Core Topics and Subtopics

DepEd includes the following core topics and subtopics across grade levels and subject areas in the K to 12 Curriculum:

- **Human Body & Human Development.** This includes Sexual & Reproductive Body, Human Development & Reproduction and Puberty & Adolescence;
- **Personhood-** Values, Norms & Peer Influence and Life-skills
- **Healthy Relationships** - Families; Friendship, Romantic Relationships, Long-term relations, Marriage & Parenting and Sex and Marriage
- **Sexuality and Sexual Behaviors-** Sexuality & Sexual Life Cycle and Sex and Sexual behaviors
- **Sexual and Reproductive Health-** Reproductive Health, Consequences of Early Pregnancy and STIs and HIV-AIDS
- **Personal Safety-** Privacy & Bodily Integrity, Gender-Based Violence and Bullying
- **Gender, Culture, and Human Rights-** Gender Equality, Media and Sexuality and Human Rights

4. Integration of CSE Core Topics/Subtopics and Key Messages across all Learning Areas

The integration shall be based on the identified learning areas below. Likewise, they are made congruent to the learning objectives and competencies:

1. Music, Arts, PE, and Health;
2. Araling Panlipunan;
3. Edukasyon sa Pagpapakatao;
4. Science; and
5. Personal Development

However, CSE may also be integrated in other learning areas and grade levels.

F. Duties and Responsibilities

The DepEd, through the appropriate and relevant units, shall:

Central Office

Bureau of Curriculum Development (BCD)

1. Formulate a national policy and framework for the development, implementation, and review of the CSE curriculum in collaboration with stakeholders and development partners.
2. Develop a set of CSE competencies including, but not limited to, identified core topics and key messages, to be integrated across learning areas and across grade levels.
3. Ensure minimum standards on CSE that will be integrated in learning areas, curricular, co-curricular, and extra-curricular programs for learners and trainees.
4. Provide the CSE Implementing Rules and Regulations (IRR) particularly on fund and resource allocation.
5. Design and conduct national CSE-related trainings.
6. Lead the development of learning resource packages in coordination with stakeholders and development partners.

Bureau of Learning Delivery (BLD)

Coordinate with NEAP and BCD in the development and management of CSE-related training programs.

Bureau of Learning Resources (BLR)

1. Coordinate with BCD and NEAP in the development of CSE learning resources.
2. Ensure that the learning resources to be developed and adapted are aligned with the CSE core topics and key messages.
3. Gather and upload quality-assured CSE learners' and teachers' resources to the DepEd Learning Resources Portal.
4. Ensure that field offices shall implement contextualized learning resources integrating CSE core topics and key messages.

Bureau of Educational Assessment (BEA)

Ensure integration of CSE concepts and messages in the national assessment.

National Educators Academy of the Philippines (NEAP)

1. Integrate CSE in its relevant learning and development programs and interventions.
2. Provide technical assistance to Central Office units and bureaus in developing CSE-related trainings.
3. Coordinate with BCD and BLR in the development of teachers and learners' resource packages.

Planning Service

1. Ensure the inclusion of CSE programs and projects in the Work and Financial Plan (WFP) of the concerned units and bureaus.
2. Provide national CSE-related baseline data for informed decision-making.
3. Ensure that policies and studies being reviewed by the Service are aligned with this policy.

External Partnerships Service (EPS)

Strengthen cooperation and partnership with stakeholders and development partners in implementing CSE.

Bureau of Learner Support Services (BLSS)

1. Coordinate with the BCD in the development of the CSE core topics and key messages.
2. Provide technical and resource support to health initiatives to CSE program implementers in the field.
3. Activate and mobilize youth organizations in all public and private schools, including laboratory schools of SUCs and LUCs, to ensure representation of the youth in the development of CSE-related programs and projects.

Public Affairs

1. Establish a media network and mechanism for effective public relations especially on information dissemination and advocacy campaigns on CSE.
2. Lead in ensuring public awareness of DepEd's initiatives in the implementation of this policy.
3. Provide direct support to officials and spokespersons in communication related to this policy.
4. Provide guidance to regional and schools division communications teams in information dissemination related to CSE.

Regional Office**Curriculum and Learning Management Division (CLMD)**

1. Adapt, institutionalize, and contextualize the national CSE policy and framework and its implementation mechanisms.
2. Facilitate the integration of CSE curriculum across learning areas and the development of contextualized learning resources (2nd quarter of SY).

3. Conduct regional trainings on CSE-related programs and projects based on region-wide learning and development needs analysis and research-based data.

Human Resource and Development Division (HRDD)

Coordinate with CLMD in the development of CSE training programs.

Policy, Planning and Research Division (PPRD)

1. Facilitate fund allocation of CSE programs and projects and its inclusion in the Regional Education Development Plan (REDP).
2. Spearhead regional CSE-related research and data collection procedures.
3. Contextualize the inclusion of research-based CSE programs and projects in the REDP.
4. Publish CSE researches in information, education, and communication (IEC) materials and other media platforms.

Education Support Services Division (ESSD)

Provide technical and resource support to CSE program implementers in the field.

Field Technical Assistance Division (FTAD)

Provide technical assistance in the conduct of CSE trainings.

Quality Assurance Division (QAD)

Provide quality assurance mechanisms in the conduct of CSE trainings.

Division Office

School Governance and Operations (SGOD)

1. Ensure implementation of the CSE policy and framework through relevant programs and projects such as information dissemination and advocacy campaigns, networking and partnerships.
2. Ensure inclusion of CSE programs and projects in the Division Education Development Plan (DEDP).
3. Initiate and strengthen CSE-related researches, field studies, and other data collection procedures as embedded in the DEDP.
4. Publish CSE researches in information, education, and communication (IEC) materials and other media platforms.

Curriculum Implementation Division (CID)

1. Conduct trainings for school heads and teachers on the integration of CSE across learning areas in coordination with SGOD.
2. Lead in the development of contextualized CSE learning resources and content-based assessment.

School

1. Implement CSE programs and projects through curriculum integration across learning areas, information dissemination and advocacy campaigns, networking and partnerships.
2. Include CSE programs and projects in the School Improvement Plan (SIP).

3. Initiate and conduct CSE-related classroom action researches, field studies, and other data collection procedures articulated in the SIP through the school publication/newsletter.
4. Utilize the contextualized CSE learning resources.
5. Include CSE in the conduct of school Learning Action Cells (SLAC) sessions.

VI. MONITORING AND EVALUATION

The Comprehensive Sexuality Education Monitoring and Evaluation (CSE-ME) framework shall provide the mechanisms for the Department of Education to assess its progress in achieving the overall goal of implementing Comprehensive Sexuality Education. It shall ensure that Comprehensive Sexuality Education (CSE) shall be an integral component of the school policy formulation on curriculum implementation and contextualization in conformance to set standards. The Department of Education (DepEd) Central Office, through the Bureau of Curriculum Development; and its field offices, through its curriculum Implementation division, in coordination with the quality assurance division, shall ascertain the inclusion of the CSE integration in the assessment processes.

It shall institute regular monitoring and reporting of the integration of core contents and key messages in the formal, non-formal, community-based education, special education and indigenous learning systems.

Likewise, it shall assess the processes of implementation of the Comprehensive Sexuality Education across all levels of governance to identify implementation gaps and determine program development opportunities.

Correspondingly, it shall assess the appropriate structures of governance, enabling capacity among teachers and key implementing officials, inputs, processes and outputs. More so, the committee shall develop indicators to measure program results vis-a-vis budget allocation.

It shall conduct a midyear and year-end review on the inputs, processes, and program results across all levels, in collaboration with stakeholders and partner agencies. It shall regularly appraise the planning process, generate regular feedbacks from all concerned, and adopt a progressive perspective on the inclusion of research-based information to further enhance its provisions and effectiveness.

CSE Monitoring and Evaluation Team

The Department of Education (DepEd) through its CSE Monitoring and Evaluation team in partnership with the Department of Health (DOH), Department of Social Welfare and Development (DSWD), Commission on Population (POPCOM), National Youth Commission (NYC), development partners and non-government organizations (NGOs) engaged in adolescent health and psychosocial interventions and otherS related services shall conduct semestral monitoring and evaluation. It shall be composed of the following:

- A. The DepEd-Central Office team shall be chaired by the Undersecretary of Curriculum and Instruction with its Bureau Directors and the Undersecretary of the Legal Affairs Services as members;
- B. The Regional Office team shall be chaired by the Regional Director/Assistant Regional Director with the Chiefs of All Functional Divisions as members;
- C. The Division Office team shall be chaired by the Schools Division Superintendent/Assistant Schools Division Superintendent with the Chiefs of the Curriculum Implementation Division and School Governance and Operation Division as members;
- D. The School Level team shall be chaired by the School Head with the School Governing Council (SGC) and representative from Supreme Students/Pupil Government as members; and
- E. The Learning Centers shall be chaired by the Public Schools District Supervisor and Division Alternative Learning System (ALS) Coordinator with the Education Program Specialist-Alternative Learning System (EPSALS) and the representative from the Barangay Council for the Protection of Children (BCPC) as members.

All offices shall comply with all reporting requirements as prescribed by the Central Office including the submission of all reports to partner agencies.

VII. EFFECTIVITY/TRANSITORY PROVISION

Budget allocation for the orientation of school heads and capacity building of trainers and teachers, materials preparation/reproduction, advocacy, monitoring and evaluation shall be incorporated in the Work and Financial Plan (WFP) of each governance level from the Central, Regional, Division, District, and School. It can also be sourced from Gender and Development (GAD) fund, Special Education Fund (SEF), Maintenance and Other Operating Expenses (MOOE) and other sources of fund. Memorandum of Agreement and Memorandum of Understanding (MOA/MOU) may also be forged with partner agencies such as but not limited to the United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF), Department of Health (DOH), Commission on Population (POPCOM), Non-Government Organizations/Agencies (NGOs/NGAs) in order to generate funds intended for the CSE implementation.

Immediate dissemination and compliance with this Order is directed.

VIII. REFERENCES

DO 32, s. 2017 - *Gender-Responsive Basic Education Policy*

DO 52, s. 2015 - *New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education*

Demographic Research and Development Foundation, Inc. and University of the Philippines Population Institute (2016). *The 2013 Young Adult Fertility and Sexuality Study in the Philippines*. Quezon City: Demographic Research and Development Foundation, Inc. and University of the Philippines Population Institute.

Department of Health. February 2017. HIV /AIDS and ART Registry of the Philippines (HARP)
http://www.doh.gov.ph/sites/default/files/statistics/EB_HIV_FebruaryAIDSreg2017.pdf

Grusec, Joan E. "Social Learning Theory and Development Psychology: The legacies of Robert Sears and Albert Bandura." *Development Psychology* 28, No. 5 (1992):772

International Technical Guidance on Sexuality Education. An Evidence Informed Approach. UNESCO
2018.<http://unesdoc.unesco.org/images/0026/002607/260770e.pdf>

Philippine Statistics Authority (PSA) [Philippines], and ICF International. 2014.

Philippines National Demographic and Health Survey 2013. Manila, Philippines, and Rockville, Maryland, USA: PSA and ICF International.

Council for the Welfare of Children and the United Nations Children's Fund (UNICEF)

Philippines. October 2016. The Philippine National Baseline Study on Violence Against Children (NBS-VACS).https://www.unicef.org/philippines/PHL_NBSVAC_Results_ES.pdf