

Foreword

Intersection of Gender and Education

This pioneering Special Issue on Gender Fair Education of *The Normal Lights* is a result of Philippine Normal University's (PNU) dedication and commitment towards transformative education, through the collaboration of the University Center for Gender and Development (UCGD) and the Publications Office (PO). Gender-fair education involves the experiences and views of women and girls, and men and boys (DE, USA 1995 in Quezada-Reyes 2000). Its primordial concern is to advance the teaching and learning of gender equity by emphasizing female experiences as resulting from historical, economic, social and cultural processes. As a broad theoretical perspective in social change and the development of societies, gender-fair education specifically addresses two of the United Nations' Sustainable Development Goals, Goal 4 and Goal 5 (UN, n.d.). The former seeks to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*, while the latter aims to *achieve gender equality and empower all women and girls*. Hence, this Special Issue primarily contributes to the promotion and achievement of these two Sustainable Development Goals by publishing research that utilize the overarching perspective of gender fair education in disentangling issues in teacher education and the education sector in general, as well as in education-related fields such as psychology, philosophy, language, and women's and gender studies. It contains six articles with divergences in terms of research locus and focus, but these also have many convergences as regards to methodological approaches and theoretical considerations.

An inquiry into the disclosure dilemmas of Filipino gays in Manila was brought to the fore by Aguilar and Rungduin (2022). Through a phenomenological approach, they found that there is a connection between the positive and negative experiences of Filipino gays, their disclosure dilemmas, as well as the reason to “come out.” Insights for counseling interventions in relation to various disclosure dilemmas and forwarding the need for a gender-responsive environment are recommended by the authors.

The problematique of Filipino culture’s orientation towards homosexuality was the center of Soberano’s (2022) philosophical analysis. His metaethical discourse of gender and sexuality showed biases among Filipinos in terms of the nature of human actions and moral judgments. Implications to education are emphasized by the author, particularly the creation of safe educational institutions for LGBTQIA+ students.

In terms of explorations on gender-based violence, specifically sexual abuse as experienced by female children, Delos Santos and Abulon (2022) looked into three components of the self-concept of these female children: self-esteem, self-image and ideal self. Their study revealed that the respondents experienced the feelings of worthlessness, self-pity, self-blame and isolation. The authors suggest the conduct of psychological tests on this vulnerable group among other recommendations for educational institutions with learners who were sexually abused.

Written in Filipino, the importance of how language is integral in the social construction of reality with focus on the gender dimension of the Filipino language was unearthed by the study of Zamora and David (2022). Through an examination of selected textbooks on Filipino grammar, the authors were able to conceptualize a classification of gendered nominal words in Filipino. They also found how the element

of gender in the Filipino language is apparent through the semantical aspect of words as contextualized in Philippine culture instead of language structure.

Women's involvement in the community activities of specific university-designed programs was explored by Rungduin, Baclagan, Mangaoil, Rantael and Vendivel (2022) through the life stories of women-volunteers in a rural community in the Province of Quezon. Through participation in the production of gourmet gourami (bottled fish), these women-volunteers perceived themselves as equals to their partners and advocates for change. They were also able to motivate other women to participate in that particular university-designed program.

Using a hooks-Irigaray feminist pedagogical framework, Domingo and Biana (2022) delved into representations of classroom dynamics in education-related films. In their further examination of classroom portrayals of teacher's mindset, perceived curriculum, and interactions between students and teachers, they found four films that present the feminist pedagogical ideal of hooks-Irigaray. These films may help teachers reflect towards new insights of what can be considered as best practices in feminist pedagogy.

As these research articles resonate how gender and education intersect and put forward the essentiality of the promotion and achievement of Sustainable Development Goals 4 and 5, they also contribute towards interdisciplinary or eclectic approaches to theory-building in teacher education and education in general, as well as create new forms of inquiry in relation to the methodological nuances of research and the cultural contextualization of knowledge. Moreover, these research endeavors deepen and expand theoretical frames in women's and gender studies, by emphasizing the instrumentality of education in transforming society towards a more gender equal orientation.

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The Guest Editor

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