

# HUMAN RIGHTS EDUCATION in BASIC SCHOOL EDUCATION OF THE PHILIPPINES

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## CHRP: A Constitutional Creation

The Commission on Human Rights of the Philippines (CHRP) was born immediately after the fall of the dictatorship, as a Presidential Human Rights Committee in 1986, and as the Commission on Human Rights in May 1987 by virtue of the newly ratified 1987 Philippine Constitution.<sup>2</sup>

## BLUEPRINTS FOR CHRP's ACTION ON HRE

As provided for by the Constitution, one of the powers and functions of CHRP is to “establish a continuing program of research, education, and information to enhance respect for the primacy of human rights”.<sup>3</sup>

### Original Blueprint for Action Along HRE

To help the Commission carry on this constitutional mandate, I conceptualized and drafted CHRP's blueprint for action in 1987 which was adopted in 1988 and reviewed in 1990 by all the CHRP's regional directors and central and regional information and training officers as the ***CHRP's Short-Term Human Rights Education Program Plan***.

The Plan defined the following: CHRP mission, philosophy, vision, goal and objectives in its promotion of human rights; the program concept; the content of the HRE program plan; and, its financing scheme.

It says: “The promotion of human rights is not limited to the civil and political rights but also covers the economic, social and cultural rights. Thus, the term “human rights” refers to the whole body of civil, political, economic, social, and cultural rights

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<sup>2</sup> The Presidential Human Rights Committee was established by Executive Order Number 8 on March 16, 1986, i.e., on the 19<sup>th</sup> day of the revolutionary government of Corazon Aquino. Its mandate was to recommend measures for human rights promotion and protection to the President, and to investigate all cases of human rights violations committed by the deposed President Ferdinand Marcos and all agents of Marcos government.

In accordance with Article 13, Section 17, paragraph 3 of the 1987 Philippine Constitution, PHRC was absorbed by the new constitutionally created Commission on Human Rights.

<sup>3</sup> 1987 Philippine Constitution, Article XIII, Section 18 (5).

enshrined in the Constitution of the Philippines and in the international instruments which are binding to the Philippines”.<sup>4</sup>

In its HRE Program Plan, CHRP envisions “a Philippine society that deeply values the dignity of every person and fully respects human rights. The Human Rights Education Program Plan therefore, envisions to lay the groundwork for the continuous improvement of the human rights situation in the country and in raising the Philippine human rights standards by promoting the people’s rights through a continuing program of education, training and research.”<sup>5</sup>

“To meet this end result, CHRP has to ‘awaken in individuals, groups, peoples and governments:

- an awareness of the meaning, content, and value of human rights; how human rights are violated; how violations may be prevented or redressed; and how human rights might be enhanced; and,
- the will to respect and vindicate human rights.

Human rights education shall never make violations appear acceptable.”<sup>6</sup>

CHRP’s HRE Program Plan presents the following objectives for its initial years of operation:

1. To inculcate respect for human rights by implementing a continuing program of education and training for all the sectors of Philippines society;
2. To establish a continuing program of development and prototyping of human rights education curricula, sectoral education programs/modules, instructional materials, methods and techniques of human rights teaching, and structured learning exercises on human rights;
3. To undertake a continuing program of development and production of multi-mediated education materials on human rights;
4. To undertake a continuing program of systematic collection and storage of information relevant to the protection and promotion of human rights in the Philippines and make them accessible to the public.<sup>7</sup>

Various strategies and plans were identified for each objective. The plans for Objectives 1 and 2, for example, were intended to reach the following target audiences:

- The employees of CHRP
- The police, military, para-military and other Law Enforcers

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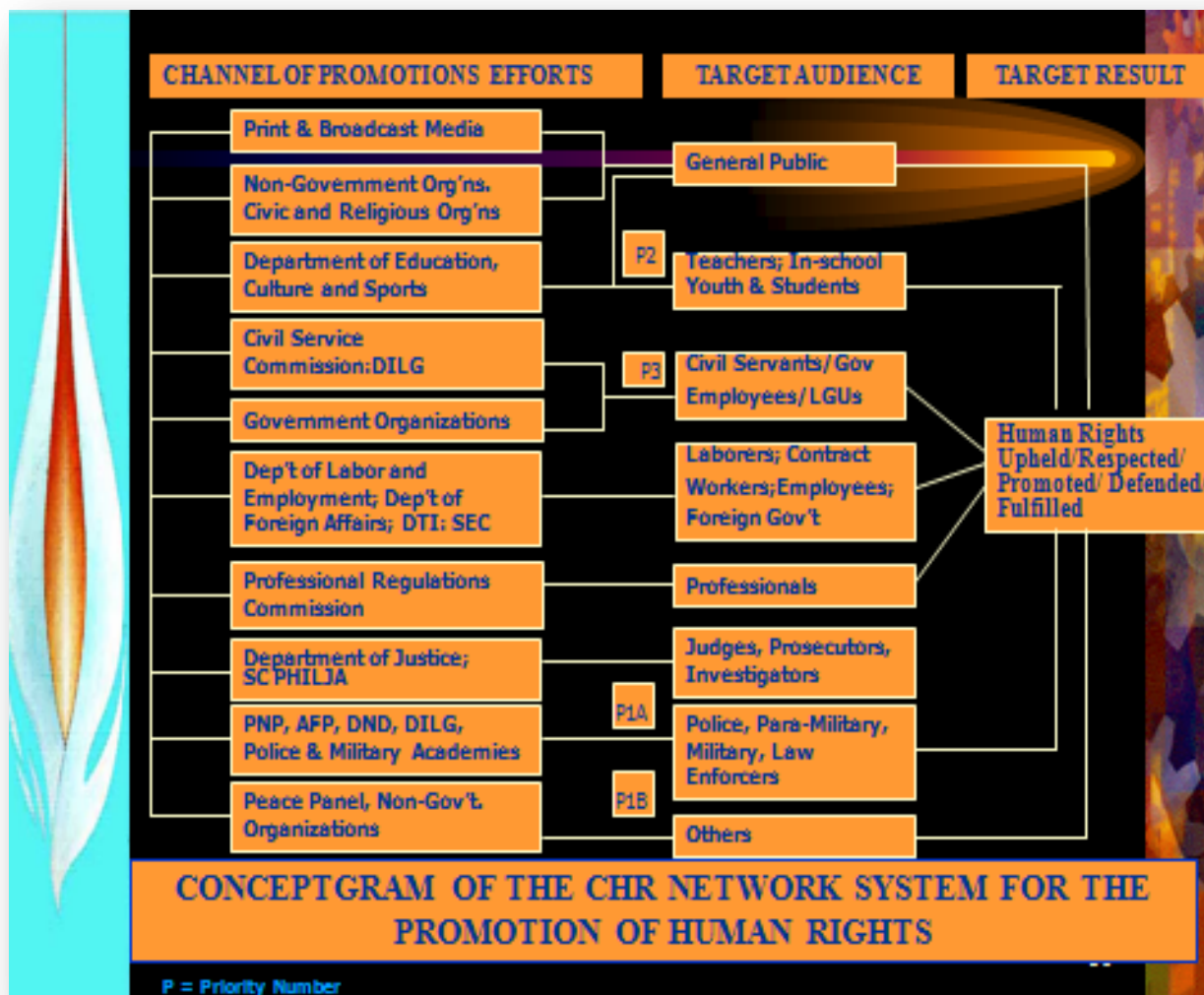
<sup>4</sup> The Short-Term Human Rights Education Program Plan of the Commission on Human Rights of the Philippines, 1988 (revised in 1990), p. 1.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid., pp. 2-3.

Figure 1: Conceptgram of the CHRP HRE Operations Framework



- Academic circles
- Governmental authorities
- Contract workers and their employers
- Socio-Civic and Non-Governmental Organizations
- Professional circles
- The mass media and other cultural gatekeepers
- The general public.<sup>8</sup>

The First Commission<sup>9</sup> resolved that the first three priority target audiences of CHRP should be the police and the military, the academic circles, and the government servants. In short, they chose the potential violators of human rights as the focus of CHRP's initiatives along human rights education. The potential victims of human rights violations were effectively being reached out already by the civil society

<sup>8</sup> Ibid., pp. 6-18.

<sup>9</sup> The Commission on Human Rights of the Philippines is headed by a five-person collegial body of Commissioners, one of whom is the chairperson. They serve a term of seven years with no reappointment (per the 1987 Philippine Constitution, Article 17, Section 3; and, Executive Order No. 163, as amended by Executive Order No. 163-A). My reference to each batch of Commissioners as the First, Second, Third or Fourth Commission has been adopted by all. The First Commission served for the period of 1987-1994. The Second Commission performed in 1994-2001. The Third Commission functioned in 2001-2008. The present Fourth Commission started in 2008 and will retire in 2015.

organizations (CSOs) or non-governmental organizations (NGOs) or special interest groups.

Figure 1 shows the diagram of the operations framework of CHRP in reaching out to its target audiences.

### **Paradigm, Development and Implementation of the Human Rights Education and Training Programme (or HRETP)**

Our first task was to ensure the operationalization of and compliance with the very clear legal mandates on HRE by our priority target audiences.

In reviewing the bottom-line objective of HRE, i.e. to prevent human rights violations and create a culture of human rights, we redefined our target audiences into two major categories – the potential violators and the potential victims. Looking at human rights issues from a systems point of view, we identified the stakeholders in terms of relationships between the violators and the victims, their respective supporters and sympathizers, the do-gooders who are generally organized providers of protective services and promoters of human rights, and the general public.

#### **Common characteristics of human rights violators**

In the official statistics of CHR, human rights violations have been perpetrated allegedly by the police, jail wardens, para-military forces, military, rebels/insurgents, national and local government officials/ functionaries, employers, school authorities and parents. Other complaints of violations involve the judges and prosecutors for miscarriages of justice and prolonged, protracted and costly litigation of cases. What we found noticeable among these alleged violators are their common characteristics. Generally speaking, violators have power, authority, money and/or influence. More often than not, they belong to the five pillars of justice and with the government. They are also in the position to make human rights living realities.

#### **Common characteristics of victims of human rights violations**

In the statistics of CHR and NGOs, the victims of human rights violations are the children, youth, women, elderly, indigenous peoples, urban poor, detainees, prisoners, workers, internal refugees, persons with disabilities, overseas contract workers, farmers, and rural poor. What do they have in common? They are powerless, voiceless, poor. They are marginalized and vulnerable. They maintain a hand-to-mouth existence. Generally speaking, they are not sensitive to both the rights to which they are entitled and to the rights of others. They are probably unaware of their rights and duties, ignorant about existing national, regional or international procedures for enforcing human rights standards, and are generally unable to claim the rights to which every person is entitled. Because they do not have clear understanding of the basic dignity that is inherent in each person, it is unlikely that they will protest when they or others suffer indignities or injustices.

We share UNESCO's observation that "effective advancement and defense of human rights are dependent upon a citizenry sensitive both to the rights to which they are entitled and to the rights of others. A person who is unaware of his or her rights – a person who is ignorant about existing national, regional or international

procedures for enforcing human rights standards – is generally unable to claim the rights to which every person is entitled. Likewise, a person who does not understand the basic dignity that is inherent in each man, woman and child is unlikely to protest when others suffer indignities or injustice.”

### **Blueprints for Action for the UN Decade of HRE**

As the UN Decade (1995-2004) of Human Rights Education ushered in, the Short-Term Human Rights Education Program Plan was accordingly reformulated. Heeding the call of the newly installed UN High Commissioner for Human Rights, as well as acting on the 1993 Vienna Declaration on Human Rights, CHRP submitted in August 1994 to the UN Office of the High Commissioner for Human Rights its Recommended ***Plan of Action of the Commission on Human Rights of the Philippines for the United Nations Decade of Human Rights Education.***

CHRP’s Decade Plan has the following objectives:

1. To achieve a 100% human rights literacy rate throughout the Philippines.

Human rights literacy is defined as that level of knowledge where a person knows his basic civil, political, economic, social, cultural and environmental rights as well as the redress system for these rights.

2. To instill the values of human rights in the heart and mind of every Filipino citizen, particularly the youth.
3. To educate key sectors of the Philippine society on their sectoral rights.
4. To educate all law enforcers, prosecutors, judges, jail officers and the military on the rights of those who may be affected by their official actions.<sup>10</sup>

However, CHRP’s Decade Plan is not necessarily the decade plan of all sectors of the entire Philippines.

Thus, on 8 May 1996, CHRP entered into a Memorandum of Agreement with and among the Department of Education, Culture and Sports (DECS), the Commission on Higher Education (CHED), and Amnesty International Pilipinas (AI). The contracting parties agreed, *inter alia*, to conduct deep and wide consultative planning workshops to draw out sectoral human rights education decade plans at the regional and national levels.

In the last quarter of 1996, said contracting parties conducted a series of GO-NGO-Academe regional and island consultative planning workshops on human rights education covering all regions in Luzon, Visayas and Mindanao. As their culminating activity, a national gathering of all regional delegates, human rights practitioners and advocates from both the private, non-government and government sectors was held

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<sup>10</sup> *Plan of Action of the Commission on Human Rights of the Philippines for the United Nations Decade for Human Rights Education*, 1993, p.1

at the Philippine Normal University, Manila on February 3-5, 1997 and produced and consolidated *20 Sectoral Philippine Human Rights Education Decade Plans*. The convenors of the regional, island and national consultative planning workshops divided among themselves the task of inviting and mobilizing maximum participation such that: CHRPP mobilized all concerned government agencies, both DepEd and CHED mobilized participants from the academe, and AI mobilized NGOs/CSOs.

The sectors are: the academe and basic education sector, children, youth, women, elderly, prisoners, detainees, refugees, indigenous peoples, Muslims, Peasants, labor, overseas contract workers, urban poor, persons with disabilities (visually impaired persons, hearing impaired persons, mobility impaired persons, neurologically impaired persons, multiple impaired persons), media, professionals, police, law enforcers and the military.

In addition to the over-all national statements of vision, mission and objectives, each sectoral plan has its own vision statement, mission statement, and a set of objectives. The decade plan for each sector was built on the sectoral human rights education situation assessment. Immediately after the national workshop, the participants organized themselves as the Human Rights Educators Association of the Philippines (HREAP) and took on the task of implementing the Decade Plan.

His Excellency, President Fidel V. Ramos, in his Proclamation 1139 issued on 10 December 1997, adopted it as the ***Philippine Human Rights Education Decade Plan for 1998-2007*** and created an inter-agency committee to ensure its implementation. Anticipating the golden year anniversary of the Universal Declaration of Human Rights, President Ramos further proclaimed that **1998 shall be Human Rights Year in the Philippines.**<sup>11</sup>

The *Philippine HRE Decade Plan* has the following national statements of vision, mission, and objectives:

## VISION

We envision a Philippines in which every Filipino possesses and demonstrates human rights knowledge, values, attitudes, and skills which impel him/her to create and maintain a society governed and guided by the principles of social justice, democracy and participation, gender equality, sustainable development, spirituality, peace, and universality of human dignity.

<sup>11</sup> *Presidential Proclamation Number 1139*, issued on 10 December 1997 by President Fidel V. Ramos.

## **MISSION**

To evolve a human rights culture through the institutionalization of a continuing multi-sectoral and multi-disciplinary human rights education program in the formal, non-formal and community-based sectors.

## **OBJECTIVES**

By the end of the Decade, the following objectives shall have been attained.

### **General Objective:**

**An** organized, functional, effective and relevant Human Rights Education Program in formal, non-formal, and community-based sectors has been established.

### **Specific Objectives:**

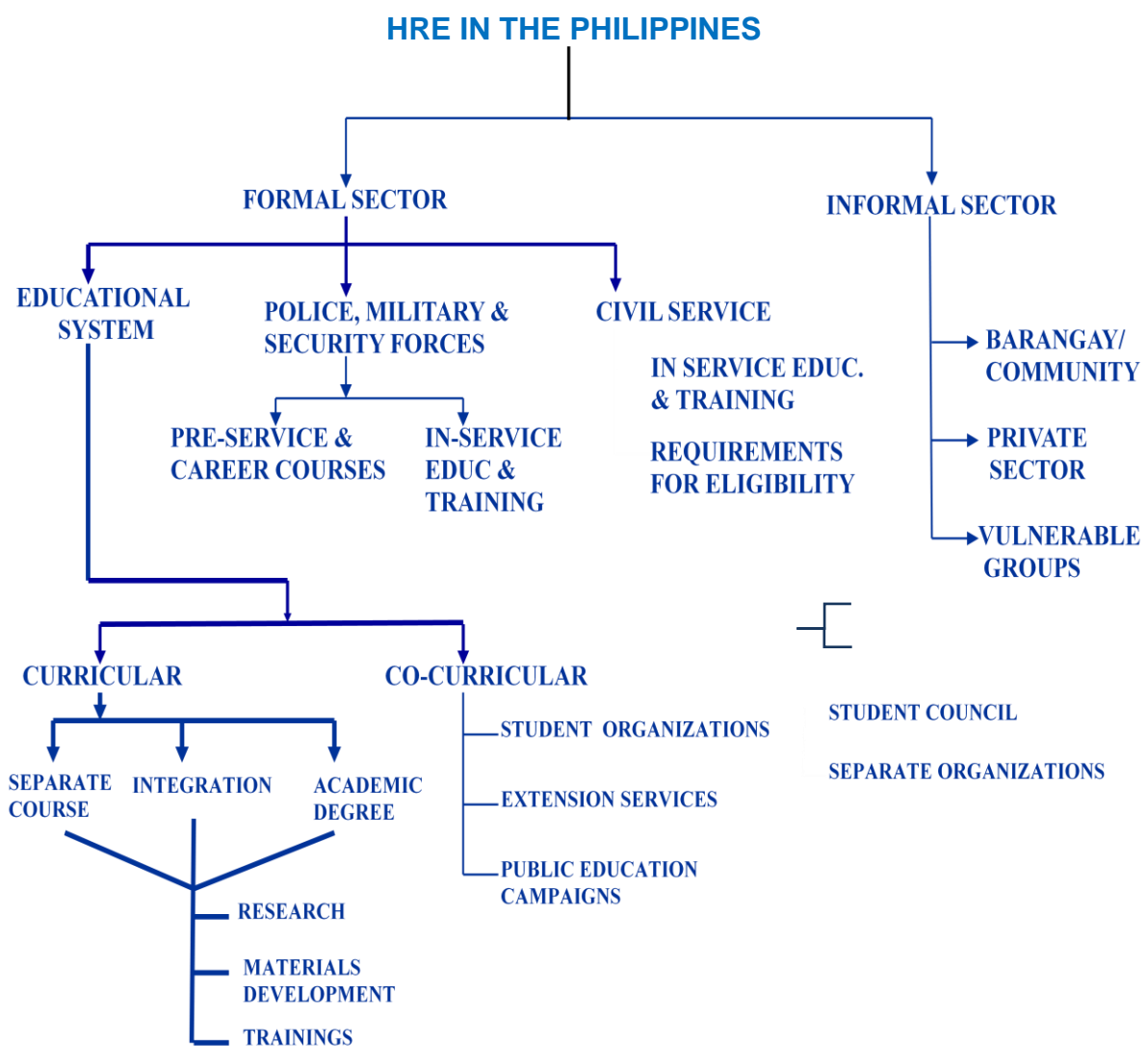
1. Enabling laws and other issuances to institutionalize HRE in the sectors identified;
2. Communication plan disseminating information about the HRE Decade Plan;
3. Regional and Municipal Human Rights eDucation Centers which will provide the needs of sectors on training, curriculum, research, instructional materials, pedagogy, evaluation and monitoring;
4. Integration of HRE plan with the regional and municipal development plans;
5. Databank and human rights information centers to service the information and documentation needs of the different sectors;
6. Adequate funds to ensure implementation of HRE Plan through government, non-government, local and international sources;
7. HRE as required component of national plans, programs implemented by government agencies and local government units.
8. A strong network of human rights education practitioners and agencies engaged in HRE to facilitate exchange of experiences, expertise, and resources;
9. A monitoring and evaluation system to assess projects implemented.

As implemented, and in a nutshell, human rights education in the Philippines is illustrated in Figure 2. Figure 2 is just one of the many ways to graphically present where human rights education has been institutionalized in the Philippines through CHR.P.

For this paper, I shall focus my discussion on human rights education in the Philippine basic school educational system.

Suffice is to say that human rights education is already institutionalized in the Philippine educational system, in the pillars of justice that is consisted of, *inter alia*, the police/law enforcers and military/security forces, and in the civil service as well as at the grassroots or barangays (villages), in the private sector, and among vulnerable groups.

Figure 2:  
Where Human Rights Education is Institutionalized in the Philippines



## **Backgrounder on the Development of HRE for Basic School Education**

Mindful of the fact that all teachers are hierarchical in the way they think and decide on what and how to include human rights as a new subject in an old curriculum, I thought of the daunting task of helping create an enabling policy environment.

### **THE POLICY ENVIRONMENT FOR MANDATORY HRE**

Thus, as their consultant, I presented my recommendation to the members of the erstwhile 1986 Presidential Human Rights Committee. PHRC was quick in charting and undertaking the following tactical moves: defining the minimum mandatory content of HRE in schools as well as in the in-service education and training of the military, police and other arresting and investigating personnel; drafting twin orders on HRE for the President's approval and issuance; lobbying with the Constitution Commission for the inclusion of mandatory HRE in the constitution; and, visiting in full en-banc force the education ministry to mobilize its top leaders to include HR in the curricula of all school levels.

Former President Corazon C. Aquino acted favorably on all the PHRC recommendations. On 4 July 1986, she signed into law the following:

- Executive Order No. 27 -- Education to Maximize Respect for Human Rights
  - Mandating the then Ministry of Education, Culture and Sports to include the study and understanding of human rights in the curricula of all levels of education and training in all schools in the country, adapting the scope and treatment of the subjects or courses on human rights to the respective educational levels, and maintaining regular programs and special projects to provide venues for information and discussion of human rights including the utilization of informal education and other means to stress the importance of respect for human rights; and,
  - Ordering the Civil Service Commission to include in the qualifying examinations for government service basic knowledge on human rights.
- Presidential Memorandum Order No. 20 -- Maximizing Respect for Human Rights by the Police, Military and Other Arresting and Investigating Personnel

### **HRE Provisions in the 1987 Philippine Constitution**

After taking her oath as the first President of the newly reborn democracy in the Philippines, one of the first official acts of Cory Aquino was her issuance of Presidential Proclamation No. 3 on 8 March 1986 that proclaimed three concerns: that her transition government was going to be governed by the rule of law, citing all applicable provisions of the 1973 Constitution; that she was convening a 50-person Constitution Commission that shall draft for a period of three months a new Philippine Constitution; and, that the output of the Constitution Commission shall be immediately submitted to the Filipino people for their ratification. As soon as the

Constitution Commission had started in July 1986, the PHRC began its lobby work for mandatory HRE.

In the referendum held on 2 February 1987, 78% of the Filipino voting population said yes to all provisions of the new Constitution. They said “yes” to the following constitutional provisions that are pertinent to HRE:

Article 2, Section 11: The State values the dignity of every human person and guarantees full respect for human rights.

Article 13, Section 17

(1): There is hereby created an independent office called the Commission on Human Rights.

Article 13, Section 18: The Commission on Human Rights shall have the following functions:

x x x

(5) Establish a continuing program of research, education and information to enhance respect for the primacy of human rights;

(6) Recommend to Congress effective measures to promote human rights ...

x x x

(9) Request the assistance of any department, bureau, office or agency in the performance of its functions.

Article 14, Section 3

(1) All educational institutions shall include the study of the Constitution as part of the curricula.

(2) They shall inculcate patriotism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal thinking, broaden scientific and technical knowledge, and promote vocational efficiency.

### **Presidential Issuances on Human Rights Education**

The rebirth of democracy in the Philippines was thus completed with the ratification of the 1987 Philippine Constitution and the subsequent re-establishment of the legislative branch of government and other old and new State institutions such as the Commission on Human Rights.

As head of the education office of the Commission on Human Rights, I continued to help strengthen the policy environment for human rights education. I helped in the

drafting of the following directives, among many more, and closely coordinated with the Office of the President for their approval and issuance by the President:

- 1988 Presidential Proclamation No. 177 - Declaring December 3-10 every year as the celebration of Human Rights Week
- 1997 Presidential Proclamation No. 1139 – Declaring 1998 as “Human Rights Year in the Philippines” and Years 1998-2007 as “Human Rights Education Decade in the Philippines”
  - Constituting a National Inter-Agency Multi-Sectoral Committee which is composed of representatives from both the public and private sectors who shall formulate, establish and implement programs for human rights education throughout the country in close coordination with the Commission on Human Rights.
- 1998 Four Unnumbered Presidential Memorandum Orders - (Issued by Pres. Estrada in commemoration of the 50<sup>th</sup> Anniversary Celebration of the Universal Declaration of Human Rights, Malacañang, Manila, December 10, 1998), including --
  - Directing all Department Secretaries, Heads of Agencies and Government-Owned and Controlled Corporations to integrate peace and human rights concepts in their training and education programs to help our people internalize these virtues and serve as deterrent to possible abuses and exploitation. It further directed the said offices to encourage the private sector to undertake similar training and education activities.

### **International Laws on Human Rights Education**

The Commission on Human Rights also has the constitutional mandate to monitor Philippine government’s compliance with all its international treaty obligations on human rights. All core international human rights instruments establish the duty of the State to widely disseminate information on their contents. Per the incorporation clause of the Philippine Constitution, all these international human rights treaties form part of the laws of the land.<sup>12</sup>

Thus, in addition to the fundamental and other domestic laws, the following international laws constitute the normative bases of human rights education in the Philippines:

#### **A. Universal Declaration of Human Rights**

Article 26: Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

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<sup>12</sup> 1987 Philippine Constitution, Article II, Section 2.

## B. Convention on the Rights of the Child

Article 28 : States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.

Article 29:

1. States Parties agree that the education of the child shall be directed to:
  - (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential;
  - (b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
  - (c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilization different from his or her own;
  - (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all people, ethnic, national and religious groups and persons of indigenous origin;
  - (e) the development of respect for the natural environment.

## C. International Covenant on Economic, Social and Cultural Rights

Article 13

The States Parties to the present covenant recognize the rights of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.(...).

## D. International Covenant on Civil and Political Rights

General Comment 3 (Adopted by the Human Rights Committee at its thirteenth session, 1981) on article 2: Implementation at the national level

(...)

2.(...) it is very important that individuals should know what their rights under the Covenant (and the Optional Protocol, as the case may be) are and also that all administrative and judicial authorities should be aware of the obligations which the State party has assumed under the Covenant.

To this end, the Covenant should be publicized in all official languages of the State and steps should be taken to familiarize the authorities concerned with its contents as part of their training.(...)

E. International Convention on the Elimination of All Forms of Racial Discrimination

Article 7

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view of combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnic groups, as well as to propagating the purposes and principles of the charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of all Forms of Racial Discrimination, and this Convention.

F. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Article 10

1. Each State Party shall ensure that education and information regarding prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

G. Convention on the Elimination of All Forms of Discrimination Against Women

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on the basis of equality of men and women:(...)

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;(...).

### **Inter-Agency Agreements on HRE**

We approach our constitutional mandate of monitoring Philippine government's compliance with all its international treaty obligations on human rights education in the spirit of partnership, co-operation, dialogue and helping relationship. We go out

of our way to extend a helping hand in ensuring the establishment of a continuing program of research, education and information on human rights. To this end, we analyze the causes and factors impeding the organization of human rights education activities and, where possible and warranted, indicate solutions.

When a concerned State institution has failed to comply with its obligations under pertinent international human rights laws, CHRP issues a friendly advisory and/or offers technical assistance to enable and mobilize said State institution to carry on its duties along human rights education. A gentle hand-holding process takes place in the undertaking of joint or collaborative HRE programs and projects. Institutional promises are vigorously pursued by sealing them in the form of memoranda of agreements, which are subsequently translated into programs, projects and activities. The following are the programmatic agreements between the CHR and the education agencies of the government:

- 1992 Joint Declaration of Undertaking between the Commission on Human Rights and the Department of Education, Culture and Sports (signed on 10 December 1992)

This JDU formalized the partnership between CHRP and DECS that had been going on since 1987.

In this agreement, the two agencies commit to jointly implement the following areas of concern:

☆ Curriculum Development

Continuous integration of human rights education and responsibilities across the three levels of education (elementary, secondary, tertiary) and including non-formal education.

☆ Training and Capability Building

Continuous conduct of pre-school year seminar-workshop on human rights education responsibilities for various school levels intended to identify problems/solutions in the implementation thereof;

Conduct regular refresher courses for teachers;

Conduct regional and national conferences on the teaching of human rights responsibilities.

☆ Monitoring, Research and Evaluation

Regularly update, research and develop the human rights instructional materials.

Continue conducting information campaign through sensitivity trainings and consciousness-raising directed at the education community.

- 1996 Memorandum of Agreement between the Commission on Human Rights, Department of Education, Culture and Sports, Commission on Higher Education and the Amnesty International Pilipinas (signed on 8 May 1996)

In response to the United Nation's declaration of years 1995-2004 as the Decade of Human Rights Education, the four institutions agreed to prepare and implement a national plan of action for human rights education.

The above-mentioned parties -- CHRP, DepEd, CHED and AI -- mutually agreed to jointly implement the following terms, conditions and objectives:

- ☆ Undertake a nationwide GO-NGO-Academe Consultative Workshop with the end view of producing a Long-Term National Plan of Action on Human Rights Education, inclusive of a national vision on human rights in the Philippines;
- ☆ Implement and/or cause the implementation of the Long-Term National Plan of Action on Human Rights Education as maybe formulated through a series of regional consultations and national public hearing.
- ☆ Document the gains made so far in the field of human rights education by, as much as possible, all GOs, NGOs and academic institutions in the Philippines. In furtherance of this thrust, all the parties shall together put up and maintain a Human Rights Education Resource and Documentation Center to be housed at the CHR-PIEO;
- ☆ Undertake the publication and production of documentaries on HRE in the Philippines and other HRE materials;
- ☆ Periodically monitor and evaluate the implementation of the Long-Term National Plan of Action on Human Rights Education.

### **Administrative Orders on HRE**

The en-banc visit of the erstwhile Presidential Human Rights Committee, followed up by the visit in 1987 of the new focal Commissioner on Human Rights and HRE staff, to the government's Department of Education, Culture and Sports inspired the latter to issue its 1987 DECS Memorandum Order No. 61.

- 1987 DECS Memorandum Order No. 61 - Inclusion of the Study of Human Rights and Accompanying Responsibilities in the School Curricula.

Ordering all schools at all levels, including non-formal education, technical and vocational education programs, to include in their curricula the study of human rights as well as the responsibilities that accompany them.

- 1990 DECS Memorandum Order No. 180 – Informing the Undersecretaries of Education, Bureau Directors, Regional Directors and Presidents of State Universities on the launching of prototype materials for the integration of human rights concepts in teacher education courses.

Further instructing the said institutions to convene all the deans/heads of colleges of education for orientation on the use of the said prototype materials on human rights education.

- 1996 CHED Memorandum Order No. 31 – Directing all Higher Education Institutions to conduct human rights education and training projects including the integration of human rights concepts in all their curricular offerings anent the provisions of the Memorandum of Agreement the Commission on Higher Education entered into with the CHR, DECS and Amnesty International Pilipinas.

## **HRE UNDERTAKINGS IN THE ACADEME**

At the beginning (in 1986), I realized soon enough the attitude of key officers of the education department of the government to shun away or avoid taking on an “added burden” of teaching human rights. However, they are generally very obedient to policies and rules. Thus, the necessity of building the policy environment on HRE discussed above.

Always, for any HRE program or project to get implemented jointly by the education agencies and CHR, an administrative order has to be circularized. To ensure effective communication and maximum compliance, CHR regional offices coordinate with their counterpart DepEd regional offices and present to the latter copies of pertinent DepEd administrative orders.

### ➤ **Standard-Setting**

#### **- National Strategic Plan on HRE**

Of course, everything began with a serious situation assessment prior to the crafting of responsive blueprints for action, earlier discussed, that have been guiding the HRE operation of CHRP.

The importance of having a national strategic plan on HRE is aptly put in the concluding statement of the *Inter-Sessional Regional Workshop on National Plans of Action for Human Rights Education in the Asia-Pacific Region* held in Tokyo, Japan on 17-19 January 2000. Paragraph 15 of the 28-paragraph Statement of Conclusions states that “... national plans of action for human rights education are important for building a human rights culture, providing focus and a common framework for carrying out various human rights education activities, and assisting the mobilization of adequate resources to meet national needs.”<sup>13</sup>

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<sup>13</sup> On 17-19 January 2000, CHR Chairperson Aurora P. Navarrete-Recina served as resource person of the *Inter-Sessional Regional Workshop on National Plans of Action for Human Rights Education in the Asia-Pacific Region* held in Tokyo, Japan. CHR Human Rights Education and Research Director Ana Elzy E. Ofreneo also actively participated and shared Philippine experiences in said confab. Participants came from 29 governments and 5 national human rights institutions, while observers came from international governmental organizations and nine non-governmental organizations. At that half-way point in the UN Decade for HRE, in the whole Asia-Pacific region, only the Philippines and Japan had submitted their national plans of action for the decade to the United Nations.

## - General Human Rights Education Curriculum

As soon as the target audiences for HRE had been prioritized, I immediately drafted the appropriate curriculum on HR, initially for use in the organization of HRE programs for the military and police. I searched for any available material from the UN agencies at that time when there was no internet yet. There was no model to begin with. A UNESCO report of one international congress on the teaching of human rights was helpful.<sup>14</sup> Thus, I adapted it in the Curriculum that I prepared as is “*The Guiding Principles and Considerations in the Teaching of Human Rights*”. I interviewed, non-chalantly, renowned activists such as Sister Mariani Dimaranan and law professors such as Dean Merlin Magallona on what should be the content of a HR curriculum for the military and police. I studied the short courses offered in the past by the law schools, PCHR and the NGOs. I also asked key officers of the military and the police on what they feel were their learning needs on human rights. What I produced was printed as an appendix in the book of a visiting Maryland professor, Mr. Richard Claude. Although intended for the military and police, the same was being used as guide in organizing programs for the academe.

### ➤ 1998–2007 : Human Rights Education Decade in the Philippines

In response to the UN Decade for Human Rights Education, CHR, DepEd, CHED and AI entered into a MOA which resulted into the crafting of the Philippine Human Rights Education Decade Plan (PHRED). The *Regional Consultations on the UN Decade for HRE* proceeded to *island consultations* in 1996 and culminated in a *National Consultative Planning Workshop on the UN Decade for HRE* in 1997. After our presentation of the outputs to him, President Fidel V. Ramos issued Proclamation 1139 that proclaimed 1998-2007 as the Philippine Human Rights Education Decade with the outputs of the consultations as the decade’s plan of action. Presidential Proclamation 1139 also created the National Multi-Sectoral Inter-Agency Committee on Human Rights Education.

Formulated through a highly processual series of multi-level and multi-sectoral consultative planning workshops, PHRED has a decade plan for each of the 20 sectors.

The plan for the academic circles takes center stage as everyone believes that it is the most effective avenue towards achieving progressively a 100% functional human rights literacy in the country.

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<sup>14</sup> Final Document of the International Congress on the Teaching of Human Rights (Vienna, 1978). While reading the document, I had the impression that the participants were all teachers, and not lawyers. I was asking myself at that time: Who was I to even draft the curriculum on human rights when I was not a lawyer? There had been that perception that HR advocacy was the turf of lawyers. That perception has never gone. It even goes to the point that a certain home-grown professional discrimination permeates in the technical and administrative operations of CHRP, such as in the selection and appointment of officers. It has been a common occurrence that I am addressed as Attorney. Even when I was being considered to become Commissioner, the President and her Executive Secretary presumed that I was a lawyer.

➤ **Development of Prototype Human Rights Modules For Tertiary Education (1989-1991)**

Executive Order Number 27 directed the Bureaus of Elementary Education, Secondary Education and Higher Education, Technical and Vocational Education and Non-Formal Education to prepare a suggested list of target learnings appropriate for each grade/level and corresponding prototype teaching-learning materials which shall serve as basis for regional initiatives in curriculum development and evaluation. EO 27 directed said education bureaus to provide basic and initial information which may be useful in the formulation and development of instructional materials on human rights. In keeping with this directive and DECS Memorandum Order No. 61, the following were undertaken:

- Curriculum Workshop on the Integration of Human Rights in Bachelor of Science in Education (BSE) and Bachelor of Science in Elementary Education (BSEEd) courses (7 subjects), 1<sup>st</sup> quarter 1989
- Orientation Conference and Workshop for Deans and Faculty Members of Try-out Schools, 3<sup>rd</sup> quarter 1989
- Pilot-testing of Human Rights Modules as integrated in 7 subjects for the BSE/BSEEd Courses, 1990 – 1991
- Integration of Human Rights Concepts in the Foundation Courses of Tertiary Education – Curriculum Writing Workshop (by the Commission on Higher Education), June – October 1997

➤ **Development of HRE Teaching Exemplars for Elementary and High School Education (1997-2003)**

In the Joint Declaration of Undertaking, CHRP and DECS agreed to continuously undertake a curriculum development program on human rights. The same area of cooperation was repeated in the Academic Sector's Decade Plan of Action on Human Rights Education. Although it started in 1987 as part of the DECS Values Education Program, a more serious and intensified curriculum development on human rights was undertaken during the UN Decade for Human Rights Education by way of producing prototype lesson plans for each subject and for each grade or year level of basic school education. The **first edition** of the *Teaching Exemplars on Human Rights Education* was developed from 1997 to 1998. The **second edition** was done from 2001-2003.

The 101 Human Rights Education Teaching Exemplars are curriculum-based. This means that appropriate entry points and opportunities within the prescribed curriculum are identified for the teaching of human rights in all subjects. Mindful of the behavior of classroom teachers (that they only teach what are prescribed in the curriculum and in such teaching requirements where they are evaluated), the exemplars were crafted in complete harmony with the schools' desired learning competencies. Thus, the teaching of

human rights is integrated in all subjects either as **content-based instructions** (CBIs) or as **stand-alone sessions** on human rights.

At the same time, the Teaching Exemplars principally used the Convention on the Rights of the Child, the Universal Declaration of Human Rights and the Philippine Constitution as the bases for the development of concepts and messages (or content for teaching) on human rights.

#### - **First Edition of the Teaching Exemplars**

☆ In March to April 1997, a Writing Workshop to develop Human Rights Education Teaching Modules was conducted at the La Corona Hotel, Manila jointly by CHR and DepEd. The writers consisted of those coming from the Commission on Human Rights, the Department of Education, public and private schools, non-governmental organizations, and media. A total of 250 modules were written with an average of 12 HR modules per grade/year level. The list of the participants is in the appendix.

☆ The 250 modules were field-tested in 54 participating try-out schools nationwide from June to September 1997.

#### ☆ Revision Workshop

The modules were revised based on feedback generated from the pilot-testing. After the revision workshop, a total of 101 modules were left and finally named as HRE Teaching Exemplars for Elementary and High School Education.

#### ☆ Printing of the First (trial) Edition (c/o DECS)

In 1998, the Department of Education, Culture and Sports printed these exemplars using its Special Program Fund allocation totaling P1M. The CHR's printing counterpart supposedly was P.5M from UNICEF's pledge; but, this did not push through because the modules were submitted for review by UNICEF to its consultants to improve on its contents and presentation. Sad to note, none of the versions of UNICEF's consultants passed the field-tests made by DECS.

#### ☆ Distribution of the first (trial) edition in the different regions for pilot-testing

In 1998, a series of orientation workshops for elementary and high school principals was jointly conducted by CHR and DECS back to back with the series of regional launches of the 101 HRE Teaching Exemplars.

☆ Implementation/Introduction in all schools nationwide by school-year 1998-1999 onwards

#### ☆ Initial Evaluation

## - **Second edition of the Teaching Exemplars**

As soon as DepEd has revised its basic education curriculum under the leadership of former Senator and DepEd Secretary Raul Roco, CHRP and DepEd organized reconciliation workshops aimed at reconciling the teaching exemplars with the new curriculum. As discussed earlier, the teaching exemplars on HR are curriculum-based.

In 2001-2003, CHR and DepEd conducted the following:

- ☆ a review of the Basic Education Curriculum,
- ☆ review of the HRE Teaching Exemplars (1<sup>st</sup> edition),
- ☆ writing workshops on additional/new lesson plans for basic education,
- ☆ revision of the 1st edition,
- ☆ pilot-testing in all regions of the country of all revised and additional lesson plans,
- ☆ rewriting/finalization workshops, and
- ☆ preparation of all manuscripts.

The Human Rights Education Teaching Exemplars (2<sup>nd</sup> edition), as classroom instructional materials for basic education, is work-in-progress. Two years in the making and punctuated with major revisions and refinements to suit the changing needs of the academic community, these materials exemplify the resolve and commitment of professionals from across the wide spectrum of human rights to secure an environment conducive to better understanding of the value of human rights education in securing the individual's dignified existence.

As the teacher's school-year guide in the teaching of human rights, it provides varied techniques and contents appropriate to the level of understanding of school children.

The Human Rights Teaching Exemplars provide the teachers with a comprehensive guide on how to teach human rights in the classroom using the integrative mode in all learning areas. Summary of all the teaching guides are in the Annexes. They provide learning opportunities for school children to relate human rights concepts, values and principles to daily life activities at the intrapersonal and interpersonal levels.

In 2003 – 2004, CHR produced three books -- the Teaching Exemplars for Elementary as well as for High School Education on Human Rights, and the Facilitator's Manual on Human Rights Education – initially in mimeographed form and finally in printed form (thanks to the British government).

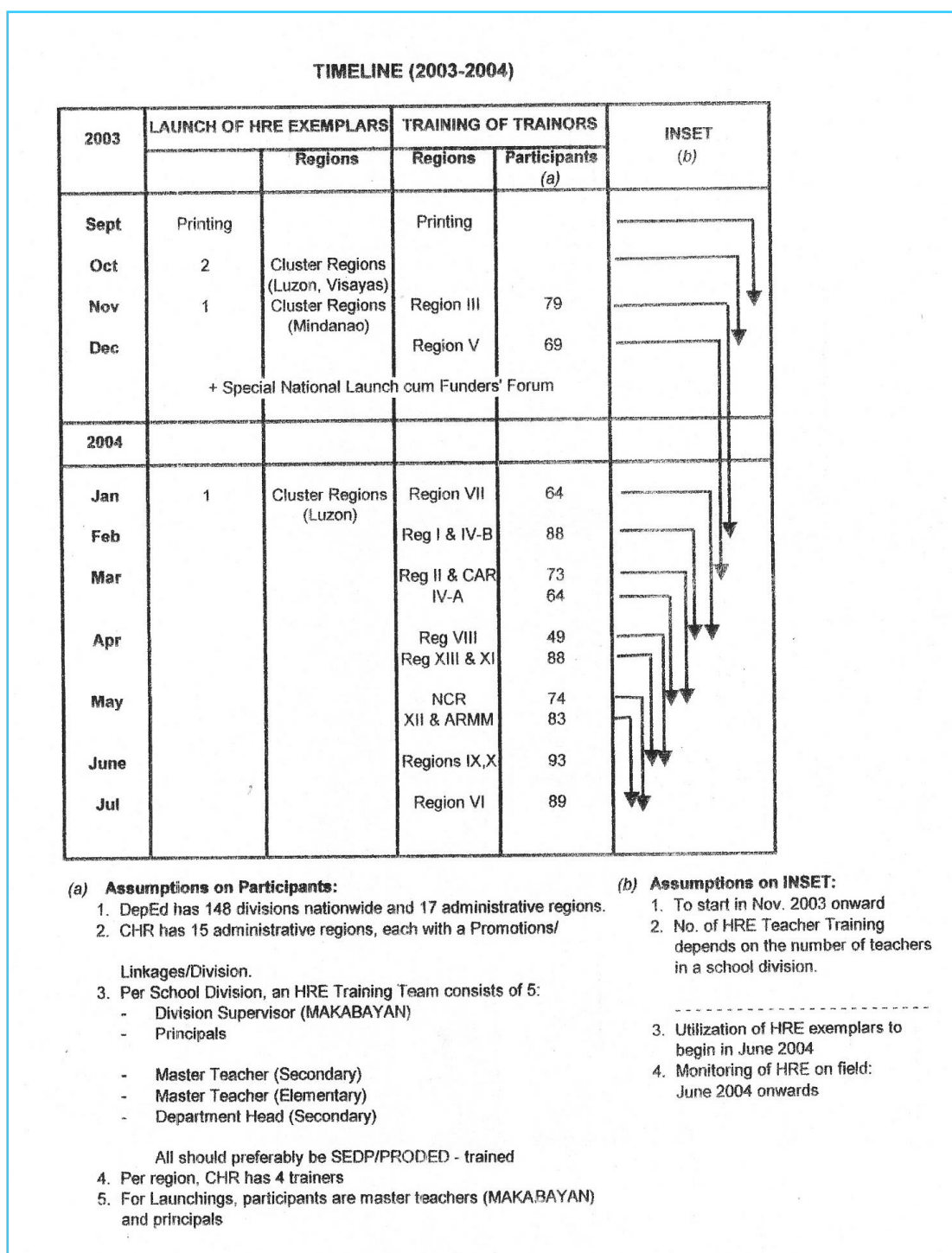
## ☆ **Implementation / Introduction in all schools nationwide by school-year 2004-2005 onwards**

Figure 3 shows the timelines in the institutionalization of the use of the teaching exemplars in elementary and high school education.

In 2003 – 2004, CHR and DepEd conducted a series of regional launches of the 3 books back-to-back with a series of regional training of DepEd trainers.

In 2004 – 2005, the graduates of the trainers training conducted their school-wide in-service education and training (INSET) on HRE and use of the teaching exemplars by classroom teachers.

**Figure 3 : Timeline in the Institutionalization of the Use of the Teaching Exemplars on Human Rights Education in Elementary and High School Education**



➤ **Facilitator's Manual on Human Rights Education**

In 1999, CHR, together with DepEd, commenced a nationwide survey on the awareness level on human rights of classroom teachers.

In June 2003, the inter-agency team of CHR & DepEd officials and staff, processed and analyzed all the data generated. The results of the survey showed a low-level of human rights awareness among the country's classroom teachers.

Thus, both CHR and DepEd deemed it necessary to conduct massive human rights education program among public school teachers. To do this, a standard training tool got to be developed, and all its users got to be trained.

From *June to August 2003*, the inter-agency team of CHR & DepEd conducted a series of writing workshops, field tests, critiquing and revision/ re-writing workshops and developed the ***Facilitator's Manual on Human Rights Education***.

The same writers of the ***Facilitator's Manual*** trained the national and regional facilitators/ trainers of teachers on how to run a human rights training program using the ***Facilitator's Manual***. Same teacher-facilitators/ trainers in turn trained all teachers in their respective areas on what and how to teach human rights at the classroom level using the Teaching Exemplars.

➤ **Children, Parents & Educators Empowerment Program (CPEEP)**

The CHR together with the then Department of Education, Culture and Sports (now DepEd) implemented a series of regional Human Rights Forum called Children, Parents, and Educators Empowerment Program or CPEEP. It was conducted in all regions in 1998 until 1999 and participated in by school supervisors and teachers, parents and PTCA (Parents-Teachers Community Association) officers, and leaders of student organizations. Participants committed themselves to spearhead human rights education and to practice human rights in the schools.

➤ **National Youth Forum on Peace and Human Rights**

The project proponents this time were CHR, DECS, UNICEF and Office of the Presidential Adviser on the Peace Process (OPAPP).

This forum is a sequel to the CPEEP, hence, a follow-through program of the series of HRE regional fora, but with Peace education and advocacy component this time, in consonance with the celebration of the International Year for the Culture of Peace.

Began in year 2000, the National Youth Forum on Peace and Human Rights was a two-day annual gathering of student leaders, PTCA Presidents/Federation officers, school administrators/educators with the aim

of getting reports on the extent of implementation of HRE Regional Action Plans of CPEEP graduates. This was implemented in three batches – in the islands of Luzon, Visayas, and Mindanao.

➤ **National Youth Forum on the Prevention of Child Abuse and Exploitation**

A joint project of CHR and DepEd, this forum aimed at: a) discussing the issues relative to exploitation and abuses of children and youth and generating commitment in the promotion of their rights and vigilance through action plans, vision for peace and strategies/resolutions to prevent child abuse; b) instilling awareness and appreciation of the comprehensive meaning of peace and human and child's rights; and, c) identifying national and school-based program for the welfare of school children.

Every batch had 100 participants who were school representatives composed of student leaders, principals and classroom teachers of Social Studies or Values Education. This forum was implemented through a series of batches in Luzon, Visayas and Mindanao from 1999-2002. (See in the Appendix the exact schedules and venues).

➤ **Continuing School-Wide Campaign on Human Rights**

- National Seminar-Workshop on Human Rights Education held at Teacher's Camp, Baguio City, 29 July – 3 August 1989
- DECS-CHR Consultation Workshop on JDU's Implementation, participated by key officers of both agencies to prioritize projects for the elementary, secondary and tertiary levels of education, 2 March 1993
- National Educators' Conference on Human Rights, 17-21 May 1993

The conference was participated in by principals and regional coordinators of the elementary and high school levels nationwide purposely to train trainers on HR and come up with effective methodologies in the teaching of human rights.

- Seminar-Workshop on Children's Rights for DECS Supervisors and Principals, 13-15 December 1993

This was aimed at producing human rights advocates knowledgeable on laws concerning children's rights and to re-echo the same in their respective areas of jurisdiction.

- Joint CHR-DECS HR Week Celebration - HR Week 1993

Conduct of Annual Observance Programs/Activities on Human Rights during Human Rights Week in all schools, such as Oratorical Contests, Human Rights Exhibits, etc.

- Conduct of a Nationwide On-the-Spot Painting/Drawing Contest in Elementary, Secondary and Tertiary Levels on Child's Rights
- Essay Writing Competition on Human Rights
- Human Rights Education: A Consultative Workshop - November 24-25, 1994

This was participated in by key officials of the CHR and DECS where the following issues were clarified: Common view of what HR is; who really is a human rights educated person; HR should be integrated in all levels of education; and trends in the teaching of HR.

- HR Fora/Symposia participated in by high school/college students and teachers held at different colleges and universities in Metro Manila to increase their level of human rights awareness on HR among the student populace.
- Regional DECS Supervisors and Principals Trainors' Training Courses on Human Rights (3 batches) - July-October 1996
- Drafted and lobbied for the signing of Proclamation No. 1139 re : Declaring 1998 as Human Rights Year and the Years 1998-2007 as the Decade for Human Rights Education in the Philippines (December 10, 1998)
- Constitution/Creation of the National Multi-sectoral Inter-agency Consultative Committee for HRE (Proclamation No. 1139)
- Launching of Community-based programs on the teaching of HR - Jan. 14-19, 1998
- Launching of the PEEP on Human Rights (Parents and Educators Empowerment Program on Human Rights) as part of parents, students and teachers HR advocacy program
- Development / formulation of human rights indicators for the evaluation tool in preparation for the evaluation of textbooks prescribed in all public schools to test their conformity with human rights standards
- **Institutionalization of human rights education in the Police and Military Educational Institutions (1987 to present)**
  - Development of Graduated Human Rights Education Curricula for the Military and Law Enforcement Personnel
  - Regional Trainors Training Courses for the Police and Military personnel
  - Human Rights Advocacy Programs Integrated in all levels of the Career Courses of the Police and Military Personnel
- **Inclusion of the teaching of HR to Local Government Units (LGUs) in the Integrated Capability Building Program (1995 to present) of the Local Government Academy**

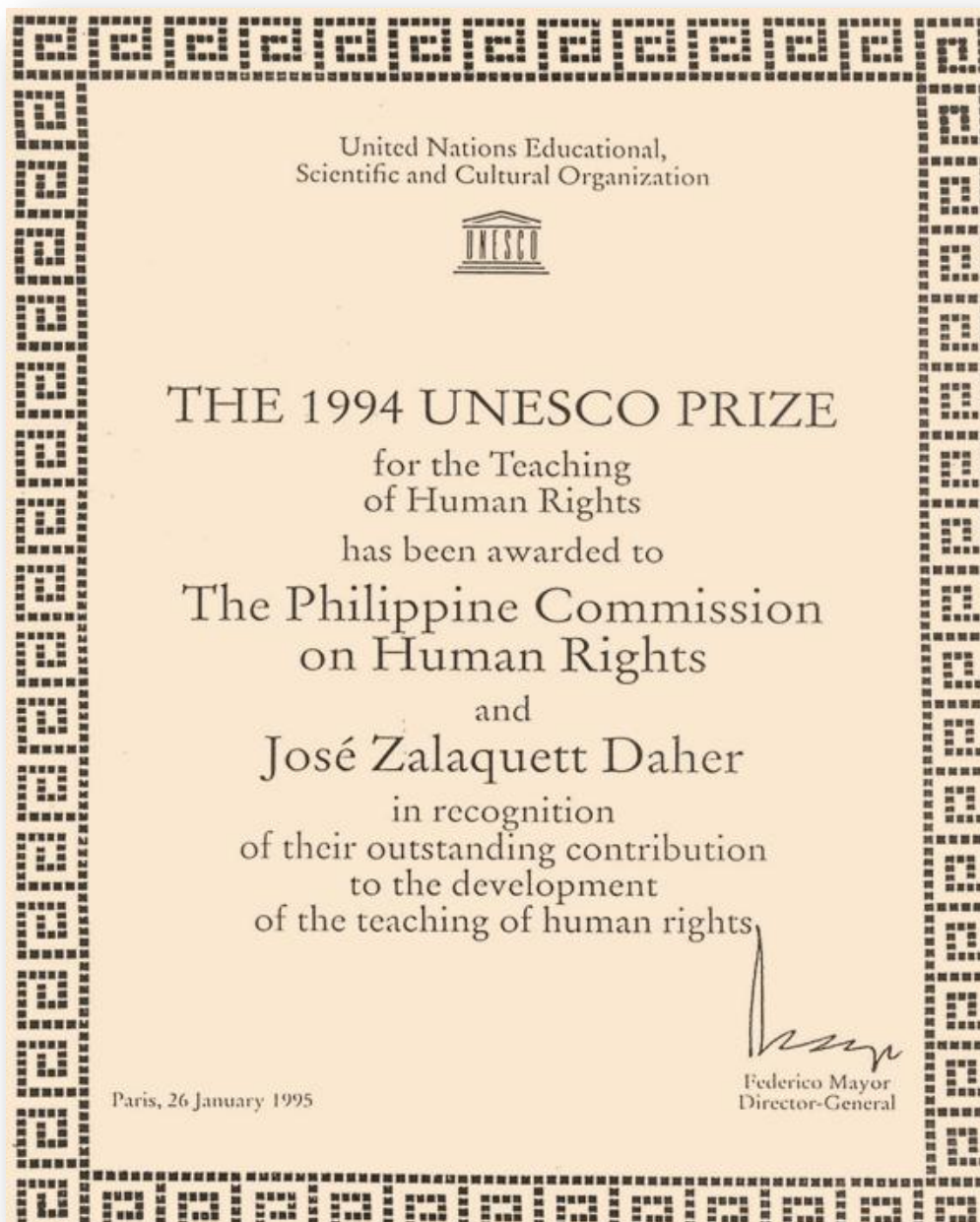
The afore-cited HRE programs and projects are implemented in close coordination with the Department of Education, Culture and Sports (DECS) for the academic community; with the Military Training Institutions and the Philippine Public safety College (PPSC) for the security forces and law enforcers.

## IMPACT OF CHRP'S HRE

What has been happening in the Philippines in the area of human rights education does not occur unnoticed by the international community.

### 1994 UNESCO PRIZE

UNESCO was happy with, and amazed on, the way CHRP has caused the institutionalization of HRE in the military and police establishments from 1987 to 1994. It awarded its **1994 UNESCO PRIZE for the Teaching of Human Rights** to the Philippine Commission on Human Rights on 26 January 1995.



## **CITATIONS AND COMMENDATIONS**

Prof. Richard Claude of the University of Maryland, when he was a visiting fellow of the University of the Philippines, documented the gains on HRE in the Philippines. In his book, he said that one of the best exports of the Philippines is her human rights education experience and expertise.

### **REPLICATION OF THE PHILIPPINE EXPERIENCE:**

- Writing Workshop on the Development of Human Rights Education Teaching Guides for Southeast Asian Schools.

CHRP and DepEd, together with HuRights Osaka, organized in 2001 the 10-day Writing Workshop on the Development of Human Rights Education Teaching Guides for Southeast Asian Schools. CIDA's SEAFILD gave a grant to CHRP to enable it to co-organize this SEA regional program and bring the participants to Manila. DepEd defrayed the cost of food and accommodation. HuRights Osaka sponsored the cost of additional one participant for each country. Each SEAn country had a 4-person delegation consisting of teachers, lesson planners and NGO workers who were actually involved in the teaching of human rights. Southeast Asian resource persons were tapped to share valuable inputs during the writeshop.

In general, the project aimed at developing Human Rights Education Teaching Guides for basic education in ASEAN schools. These were in the form of sample lesson guides for both elementary and high school levels that would promote both basic concepts and principles of human rights vis-à-vis each country's culture, beliefs and practices, and, the principle of universality of human rights that transcends cultural diversities, races, ethnic origins and geographical boundaries.

The project also served as a venue for ASEAN human rights educators to share and exchange experiences in the teaching of human rights in the basic formal educational system. At that time, government and non-governmental institutions in the Philippines, Cambodia, Thailand, Vietnam and Indonesia had on-going programs consisting of developing teaching modules and learning aids and capability building of teachers for human rights teaching in schools. The other ASEAN countries were yet to initiate HRE projects for the academe.

### **INTERNSHIPS, STUDY VISITS TO CHRP and INTERNATIONAL INFORMATION EXCHANGE**

Delegates from various countries keep coming to CHRP, either on study visit or on internship, to learn from the Philippine experiences, *inter alia*, along human rights education. Institutions from different countries and various UN agencies keep asking questions on CHR 'models' on HRE.

## STATUS OF IMPLEMENTATION OF HUMAN RIGHTS EDUCATION IN THE SCHOOL CURRICULUM<sup>15</sup>

With the above policies and programs on HRE in place in the academe, the institutionalization of the continuing education on the protection and promotion of human rights in our educational system, respect for the rights of others and the rule of law, an understanding of the serious consequences of, and the avenues for redress from violations thereof will hopefully finally create a culture of human rights in our country.

However, we still have to hear from the Department of Education and Commission on Higher Education. We still have to once again, size up the magnitude of the misconceptions or wrong notions about HRE that up to now still plague the minds of some school authorities, to wit:

- Myth No. 1: HRE is anti-government;
- Myth No. 2: HRE makes teachers and students radical;
- Myth No. 3: HRE is pro-communist;
- Myth No. 4: HRE undermines responsibility;
- Myth No. 5: HRE promotes pessimism or negativity;
- Myth No. 6: HRE is applicable only to adults;
- Myth No. 7: HRE is a form of cultural imperialism;
- Myth No. 8: HRE threatens good Filipino values
- Myth No. 9: HRE makes one angry and sad; and
- Myth No.10: HRE promotes individualism.

These attitudinal problems and misconceptions on HRE are further compounded by a general culture of hierarchy and seniority in the academe. Generally, teachers do not teach any “new” subject, topic or course if there is no directive, or if the school management appears to be unsupportive of the subject, or simply teachers do not want to tire themselves of bureaucratic procedures. Lack, if not absence, of logistical support also discourages teachers to research on and/or teach human rights.

In implementing HRE in the school, teachers raise many issues and problems.

So they ask: Do you think the curricula can still manage to accommodate human rights? The very character of the present curricula which are rigid, loaded, straight, jacket, crowded appear to be a major problem, too.

Can non-lawyers teach HR? School authorities and teachers alike perceive human rights to be the stuff of lawyers, and not within their teaching competence.

Some other issues on human rights education still remain:

1. Lack, if not absence, of human rights teachers in the classrooms.
2. No government funds for the teaching of all the teachers nationwide on human rights

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<sup>15</sup> The Human Rights Journal, Vol. 2 No. 2; Vol. 3 No. 1 “*Human Rights in the School Curriculum: Issues and Trends in the Third Millenium by Ana Elzy E. Ofreneo*”, July – December 1996 & January –June, 1997, pp. 108-112

3. Whether human rights should simply be integrated in the current human rights-related subjects or be offered as a separate subject in the elementary and secondary schools.
4. Whether human rights should be offered as a major subject in social science courses, or a three-unit elective in the tertiary level.

## **PROSPECTS**

In mobilizing and helping DepEd and CHED to comply with all the legal mandates and international obligations on HRE, and in ensuring genuine integration or infusion of human rights concepts within all levels of academic curricula, the CHR initiated a host of programs and projects with DepEd and CHED and later together with an NGO, the Amnesty International.

In the school years 1998-1999 and 2004-2005, the first (trial) edition and second edition, respectively, of the 101 Human Rights Teaching Exemplars for primary and secondary school levels were implemented nationwide. The trial edition of these 101 HR Teaching Exemplars went through a year of development from multi-disciplinary writing, pilot-testing of 250 human rights modules in 54 try-out schools in the country, multi-disciplinary critiquing, re-writing up to finalization. Being curriculum-based, its second edition went through a process of reconciliation with the revised Basic Education Curriculum, writing workshops on additional/new lesson plans for basic school education, revision of the 1st edition, pilot-testing in all regions of the country of all revised and additional lesson plans, rewriting/finalization workshops, and preparation of all manuscripts.

Should we be able to get a sponsor, the second edition of the exemplars shall be printed in such volume that each of the more than 42,000 barangay elementary schools shall have one set each, and every elementary and high school shall have a trained champion of human rights education. Likewise, central and regional offices of DepEd and CHED, together with their counterpart at the CHRP, must assign focal offices and/or persons who shall be trained to champion HRE in schools.

It is possible that the teaching exemplars are actually not yet being used in some classrooms for several reasons. For one, it is very likely that the myths on HRE still pervade the minds of some sectors in the school system. To erase these wrong notions on HRE, a deep and wide awareness campaign within the academic community has to be undertaken. Another possible reason is that most schools are not able to get copies of the teaching exemplars on human rights. Actual production of the exemplars was limited only to, at most, 5,000 copies due to financial limitations. Public elementary and high schools alone number to more than 500,000.

The Philippine Human Rights Education Decade Plan is a response to the declaration of the United Nations Decade (1995-2004) of Human Rights Education. It grew out of a series of consultative planning workshops across the entire country with both GO and NGO representatives attending. Participants of the consultations took to the task of setting common vision and mission for human rights education in the Philippines, making an inventory of existing human rights education programs and projects, and finally crafting a ten-year plan of action for human rights education. Their implementation of PHRED is yet to be assessed.

In addition to this, nothing seems to have been done by the education agencies to abide by the World Programme for Human Rights Education (WP4HRE) which commenced in January 2005. There is a need for the education agencies, and CHRP, to do the following:

1. Constitution of a working committee to design and work on specific actions for the WP4HRE
2. Development of monitoring and evaluation scheme for the HRE program for the academe by DepEd and CHR especially the INSET
3. Discuss HRE Advocacy plans to reach private elementary and secondary schools
4. Possible collaboration on development/improvement of human rights indicators on the right to education
5. Development of an awareness survey and HRE situation assessment
6. Impact study on the use of the teaching exemplars.
7. Tie- up with the BHRAC program on the use of the exemplars
8. Adopt-a-school program to provide the schools with copies of exemplars
9. Appoint focal persons to have easier access/coordination among the partners
10. Reconstitute the inter-agency technical working group that is stipulated in the CHRP-DepEd Joint Declaration of Undertaking
11. Reconstitute the National Multi-Sectoral Committee for HRE that is provided for in Presidential Proclamation 1139 to, among other concerns, assess the degree of implementation of PHRED.

76-03



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS  
UL Complex, Meralco Avenue, Pasig City



OFFICE OF THE SECRETARY

3 June 1998

DECS Memorandum  
No. \_\_\_\_\_, s. 1998

**ORIENTATION PROGRAM FOR PRINCIPALS ON HUMAN RIGHTS EDUCATION (HRE) AND LAUNCHING OF THE HRE TEACHING EXEMPLARS**

1. The Staff Development Division, HRDS and the National Educators Academy of the Philippines, in coordination with the Commission on Human Rights, will conduct an orientation program for principals on Human Rights Education in five clusters, as follows:

| Region          | Venue                                    | Date                  |
|-----------------|------------------------------------------|-----------------------|
| I, II, III      | NEAP, Baguio City                        | August 5-8, 1998      |
| IV, NCR, CAR    | Benitez Hall, Baguio City                | August 12-13, 1998    |
| V, VI, VII      | ECOTECH, Cebu City                       | September 1-2, 1998   |
| VIII, IX, X     | RELC, Cagayan de Oro City                | September 9-10, 1998  |
| XI, XII, CARAGA | Greenheights Training Center, Davao City | September 23-24, 1998 |

2. The series of orientation programs serve as launching venues for the Human Rights Education exemplars. The participants will be provided working knowledge on HRE and instructions on the use of the teaching exemplars. The principals are expected to form a trainers' group to conduct similar orientation among teachers on the concepts/values and processes adopted in the exemplars.

3. Each division is requested to send 8 participants per division, ensuring that they come from different schools. They are expected to be at the venue in the afternoon of day 0 for registration. For confirmation of attendance, please send list of participants (duly endorsed by your Division Superintendent) to SDD-NEAP, UL Complex, Pasig City at tel./fax no. 6337237.

4. Travel expenses and per diem of participants are chargeable against local funds while board and lodging of participants and staff, travel expenses of DECS central office management and staff and honoraria of external resource persons and facilitators and other miscellaneous expenses are chargeable against HRDS Special Programs. All expenses are subject to the usual accounting and auditing rules and regulations.

5. Immediate and wide dissemination of this memorandum is desired.

*[Signature]*  
NESTOR T. VALLES  
RECORDS OFFICER I  
DEPT. OF EDUCATION, CULTURE AND SPORTS

*[Signature]*  
ERLINDA C. PEFIANCO  
Secretary



REPUBLIKA NG PILIPINAS  
 REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS**  
 DEPARTMENT OF EDUCATION, CULTURE AND SPORTS  
 DECS Complex, Metaleo Avenue  
 Pasig City, Philippines



Sama-Sama  
 sa DECS

August 10, 1999

Tanggapan ng Kalihim  
 Office of the Secretary

MEMORANDUM to

Regional Directors ) Regions I, IV, IX, XI and XII  
 Schools Superintendents )

**SURVEY ON HUMAN RIGHTS AWARENESS LEVEL  
 OF ELEMENTARY AND SECONDARY  
 CLASSROOM TEACHERS**

1. The Staff Development Division, IIRDS and the Commission on Human Rights will conduct a survey among elementary and secondary classroom teachers on human rights awareness level. The survey data will serve as basis for planning a training program on human rights education for teachers and initial monitoring on the integration of human rights concepts and values in the curricula and use of the human rights teaching exemplars. The activities will also serve as the launching venue for the human rights teaching exemplars among teachers.

2. Respondents to the survey are elementary and secondary classroom teachers of the following:

| <u>Region</u> | <u>Division</u>                               | <u>Dates</u>         |
|---------------|-----------------------------------------------|----------------------|
| Region I      | Ilocos Norte<br>Ilocos Sur                    | November 10-12, 1999 |
| Region IV     | Palawan<br>Batangas                           | December 1-3, 1999   |
| Region IX     | Zamboanga City<br><del>Basilan</del> Pagadian | November 24-26, 1999 |
| Region XI     | Davao City<br>General Santos City             | November 17-19, 1999 |
| Region XII    | Cotabato City<br>Iligan City                  | December 8-10, 1999  |

3. The regional offices are requested to submit to SDD-IIRDS list of 10 participating schools in the survey. SDD-IIRDS and CHR staff will conduct the survey and interview in November and December 1999.

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4. Roundtrip airfare, travel expenses, per diem and monitors and board and lodging expenses of SDD-IRDS monitors, supplies and honoraria of external monitors and evaluators are chargeable against IRDS Special Programs Funds A.I.a.1.d.6. subject to the usual accounting auditing rules and regulations.

4. For immediate and wide dissemination to all concerned.

*Andrew Gonzalez*  
ANDREW GONZALEZ, FSC  
Secretary *AG*

**Participants of the Writing Workshop  
(contributing writers) to develop the  
HRE Modules for Basic School  
Education (1997) :**

Atty. Imelda M. Castro  
UP Institute of HR

Atty. Flora C. Atilano  
Commission on Human Rights

Ms. Susan L. Nuguid  
Commission on Human Rights

Dr. Lydia N. Agno  
UP College of Education  
UP IS

Dr. Celinia E. Balonso  
UP College of Education  
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Dr. Rosita C. Tadeña  
UP College of Education  
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Ms. Zaida Talosig-Azcueta  
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Chief, Staff Development Division  
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