



*The State of Human Rights
Education in the Philippines:
Issues, Concerns and
Directions*

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COMMISSION ON HUMAN RIGHTS

The State of Human Rights Education in the Philippines: Issues, Concerns and Directions¹

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Abstract

This paper presents the findings of a two-month study on the state of human rights education (HRE) in the Philippines. It is based on a survey, a series of focused group discussions, interviews with key stakeholders and review of documents. Among the major findings of the study are the following: HRE has a powerful enabling policy framework at the national and international levels; the operational framework to conduct HRE is in place; HRE has been implemented at the mostly at the appreciation level; there are good and best practice for HRE at various levels; and the leading role and support of the CHR in HRE has been recognized. Among the major issues and concerns confronting the conduct of HRE are the following: there continues to be some misconceptions about human rights that can be addressed by HRE; there are capacity issues in the areas of finance and human resources; and HRE has been implemented for compliance sake only. Finally, the study advances some recommendations. These include the following: deepen HRE and go beyond the appreciation level; develop and nurture partnerships for HRE at various levels; continuously review and monitor the implementation of HRE; develop criteria and launch an award for outstanding HRE practices; and develop a media advocacy plan for HRE including the use of alternative HRE approaches. The foundations for effective HRE are in place. The next step is implementation.

I

Overview and Introduction

No cause is more worthy than the cause of human rights
(Diokno 1987)

There is a growing global consensus that recognizes the imperative of human rights education (HRE) towards the creation of a just, free and humane society. HRE is being recognized as essential in the society since it's a vehicle to promote the values of good governance such as equality, participation, empowerment, and accountability. Diokno (1987: 1)

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considers human rights as "more than legal concepts: they are the essence of man." HRE can also be a pre-emptive strategy in preventing human rights abuses.

HRE is one mechanism by which the human rights infrastructure shall be strengthened and intensified. Strengthening the human rights infrastructure, among other things, continues to be a major program of the Philippine Commission on Human Rights under the leadership of Chairperson Loretta Ann P. Rosales. On the occasion of the observation of the International Human Rights Day on 10 December 2010, she stressed that "to strengthen the human rights infrastructure, the CHR shall endeavor in nurturing a human rights culture amongst our people and public servants against a culture of violence, a culture of corruption and a culture of impunity and silence."³ Strategically, according to the Chair, this painstaking task of human rights education is essential in building a just and humane society. Furthermore, it is also recognized that in order to be more effective, HRE has to be conducted in partnership and with the support of other stakeholders, including academic institutions, and local and international partners.⁴

HRE is not just the concern of a single country, it is a global concern. To promote and protect human rights concerns and mainstream HRE as advocate by the international communities, it should be embraced by all concerned State parties including the Philippines and should be backed-up by policies, programs and projects. As such, any efforts towards HRE shall be deepened on the ground. Accordingly, the Philippines has enshrined the protection and promotion of human rights in the 1987 Philippine Constitution. It will be recalled that Section 11 of the 1987 Constitution of the Republic of the Philippines provides that "the State values the dignity of every human person and guarantees full respect for human rights." Article XIII of the Constitution is entitled "Human Rights" and provides, among other things in Section (5) that the Commission on Human Rights shall "establish a continuing program of research, education and information to enhance respect for the primacy of human rights." This is reiterated in Section 3 of Executive Order 163 issued by President Corazon C. Aquino on May 5, 1987 provides, among other things, that the Commission on Human Rights shall "establish a continuing program of research, education and information to enhance the primacy of human rights."⁵

Indeed, the enabling framework for human rights education is provided no less by the highest law of the land, the Constitution of the Republic of the Philippines. This was underscored by the former Chairperson of the Philippine Commission on Human Rights Lella de Lima in her keynote speech during the 2009 HRE national conference. "That is the highest law of our land and it contains specifics and clear provisions which require all educational institutions in the Philippines to foster respect for human rights. Thus, even at the level of the

³ A speech delivered by Chairperson Loretta Ann P. Rosales on the Occasion of the Celebration of International Human Rights Day, "Tungo Sa Karapatang Pantao: Sama-sama sa Isang Daan," held at the Malacañan Palace, 10 January 2010.

⁴ Chairperson Rosales rearticulated this thrust during the CHRPE En Banc and National/Regional Directors Meeting held at the Imperial Palace Suites on 2 September 2010. It was also the occasion the theme "Strengthening Capacities of the Human Rights Infrastructure in the Philippines" was addressed by the CHR leaders at the national and regional levels.

⁵ Chairman de Lima was appointed as Secretary of Justice by President Benigno S. Aquino III when he assumed the Presidency in July 2010. Former Congresswoman and Party List Representative Loretta Rosales was appointed as CHR Chairperson.

national law, it is plain to see that HRE is the requirement for all educational institutions without exception." She recognizes that human rights education and training play a vital role in promoting and protecting human rights in fighting discrimination and promoting equality. These are the most basic principles of human rights and they are not only timeless values but also recurring challenges to the Filipino people.

These challenges are true to all societies in the world. In view of promoting human rights education, the member states of the United Nations, the Philippines included, have expressed their unanimous commitment to support the Universal Declaration of Human Rights (UDHR) in 2004 which professed that education is a basic human right. The Philippines was also signatory to the World Programme for Human Rights Education (WPHRE) and has endeavored to implement the Phase I (2004-2009) which was focused on integrating human rights education in the primary and secondary school systems. The next question now is the extent of implementation of human rights education program as mandated by the constitution and subsequent issuances of the President of the Philippines, the Commission on Human Rights, and other agencies and instrumentalities of the State, as well as those mandated by international treaties from which the Philippines have signified its intention to participate and cooperate.

Hence, this study builds upon the discussions and findings of the First National Educators Congress on Human Rights Education (HRE) held at the Philippine International Convention Center (PICC) in December 2009 with the theme: "Respect for Human Rights: The Key to Democracy, Peace and Development." During said conference, Chairman de Lima disclosed that the state of human rights education in the Philippines is "not encouraging." According to her,

(We are long way off from the human rights ideal, its something so evil to take place in our country... The real question however is whether the subject of human rights really is being meaningfully taught in our schools... (When an attempt was made (by CHR) to determine if schools really were carrying out the responsibilities in terms of HRE, the results were not encouraging. As years have passed since then and attempts have been made to improve the situation, we are again looking to conduct monitoring in order to gauge if improvement has taken place...)

It is within this broad context that a situationer study on human rights education in the Philippines was conducted to determine the degree to which Human Rights education has been integrated into the curriculum, instruction of schools at all levels and whether these are incorporated and implemented in the training institutions in the security sector. The results/findings shall be used as guide to formulate new measures, policies, and guidelines in introducing new reforms in HRE and training systems in the academe and security institutions.

The report is divided into the following parts: the Overview and Introduction; Methodology; the Findings; the Issues and Concerns; Recommendation and Concluding Remarks. The Appendices include the specific and detailed responses gathered during our focused group discussion and the matrix of survey responses.

II

Methodology

This study was conducted over a two-month period, from September to November 2010. It employed a number of methodologies including the following:

- Review of literature, documents and reports, the proceedings of the last human first national conference on human rights education held at the Philippine International Convention Center in December 2009 as well as documents from the United Nations⁶;
- Conduct of four (4) focused group discussions, two in Luzon (San Fernando, La Union and Dagupan), and one each in the Visayas (Cebu) and Mindanao (Davao) participated in by close to 50 human rights education stakeholders and key informants;⁷
- Conduct of a survey: 76 % or a total of 243 out of 320 questionnaires were retrieved from all over the regions;⁸ and
- Conduct of supplemental interviews with key stakeholders from agencies such as: the Armed Forces of the Philippines (AFP), Philippine National Police (PNP) and the Department of Education (DepEd) and the Commission on Higher Education (CHED).

III

Findings

This section discusses the main findings of the study. These are the following:

1. HRE has a powerful enabling policy and legal framework at the national and international levels.
2. The operational framework to conduct HRE is in place.
3. HRE has been implemented at the appreciation level only.
4. The CHR has developed useful materials to supplement HRE.
5. There are good and best practices for HRE at various levels.
6. The support of the CHR in HRE has been recognized.

⁶ It has been a year since the First National Conference on HRE was conducted and it is indeed timely to take stock of the issues, concerns, challenges, advances and accomplishments that have been raised since then.

⁷ The dates, places and participants in the Focused Group Discussion are included in Appendix One

⁸ The professional services of a statistician from the UP College of Statistics were hired to help in processing the questionnaire.

III. Findings

HRE has a Powerful ENABLING Policy and Legal Framework at the National and International Levels. We have no choice but to implement HRE.

The enabling framework for the implementation of human rights education is in place at both local and international levels. No less than the Philippine Constitution recognizes the imperative for HRE. Subsequent issuances from the Office of the President (OP), the Department of Education (DepEd), the Commission on Higher Education (CHED), the Department of Interior and Local Government (DILG), the Department of Defense (DND), and of course the Commission on Human Rights (CHR) have provided the enabling framework and the legal bases for the implementation of human rights education among the schools of the country at various levels: i.e. elementary, secondary, high school and college levels and with the uniformed sectors in the armed forces and in the police forces of the country.

International Human Rights Instruments

At the global level, the Philippines is a member of the United Nations that has the protection of human rights as a cornerstone. Many international human rights treaties and instruments mandate the promotion of human rights thru education and training. The most significant of which is the Universal Declaration of Human Rights (UDHR). Our survey showed that 67% have explicitly made mention of the UDHR in their curriculum and training courses.

A decade earlier, The United Nations Decade for Human Rights Education was proclaimed in December 1994 by the General Assembly of the UN, spanning the period 1 January 1995 to 31 December 2004. In accordance with the relevant provisions of international human rights instruments, and for the purposes of the Decade, human rights education has been defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes, which are directed towards: (a) The strengthening of respect for human rights and fundamental freedoms; (b) The full development of the human personality and the sense of its dignity; (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (d) The enabling of all persons to participate effectively in a free society; (e) The furtherance of the activities of the United Nations for the maintenance of peace." (Office of the High Commissioner on Human Rights (OHCHR), n.d).

There are provisions on HRE that have been incorporated in many international instruments, including the UDHR (Article 26), the International Covenant on Economic, Social and Cultural Rights (Article 13), the Convention on the Rights of the Child (Article 29), the Convention on the Elimination of All Forms of Discrimination Against Women (Article 10), the International Convention on the Elimination of All Forms of Racial Discrimination (Article 7) and the rest of other instruments. There is also the International Covenant of Civil and Political Rights (ICCPR) and the International Covenant on the Economic, Social and Cultural Rights (ICESCR) emphasize education (encompassing HRE) where the Philippines is a party to, and according to Chair de Lima, "our government is legally bound to comply to their provisions." (Please see table 1 for the list of international human rights instruments.)

Table 1. List of International Conventions and Treaties Related to the Promotion of Human Rights Education

Convention/Treaty	Description
World Programme on Human Rights Education	The World Programme on human rights education was established by the General Assembly's resolution 59/113 on 10 December 2004. The WPHRE is divided into two phases: Phase 1: (2005-2009) which focused on human rights education in the primary and secondary school systems and Phase 2: (2010-2014) which on human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel (source: Office of the United Nations High Commissioner on Human Rights accessed at)
Millennium Declaration	Paragraphs 25 and 26 of the Millennium Declaration in which member states including the Republic of the Philippines which resolves to strengthen the capacity of the country level to implement the principles and practices of human rights. These paragraphs noted that the building of strong human rights institution at the country level in the long run will ensure that "human rights are protected and advanced in a sustain manner."
Universal Declaration of Human Rights (UDHR)	"Education shall be directed to the full development of the human personality and to the strengthening of the respect for human rights and fundamental freedoms." Article 26
International Covenant on Economic, Social and Cultural Rights	Article 13 states that the States Parties 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.
Convention on the Rights of the Child (CRC)	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 civilizations 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 peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment. (Article 29)

Philippine Efforts to Promote Human Rights Education

In the Philippines, through the leadership of the CHR, significant efforts have been made to promote and protect human rights concerns through education and training. The highest law of the land per se, the 1987 Constitution upholds the dignity of every human person and guarantees full respect for human rights (Article II, Sec. 11). The Constitution also requires educational institutions to promote respect for human rights (Article XIV, Sec. 3(b)). In July 1986, prior to the ratification of the Constitution, PCHR and DECS lobbied for the passage of EO 27. The executive order then mandated DECS to include human rights courses in the curriculums of all levels of education and training in all schools and has ordered the department to initiate and maintain regular programs and special projects, including informal education and other means, to promote information and discussion on, and respect for, human rights. EO No. 27 has likewise ordered the Civil Service Commission to include in the qualifying examinations for government service some basic knowledge of human rights. Along with the same EO, Memorandum Order No. 20, instructed the National Defense, the New Armed Forces of the Philippines, the former Constabulary, and the Integrated National Police to make the study of human rights an integral and indispensable part of the education and training of all police, military, and other law-enforcement personnel, especially those in charge of detention and of prisoners. Completion of human rights courses is a prerequisite for such personnel's continuance in office. The then Presidential Committee on Human Rights was tasked to assist in developing appropriate study course (Chauhan et al. 2000).

On 30 October 1987, President Aquino issued Proclamation No. 177 declaring 3-10 December of every year as "National Human Rights Week." Pursuant to EO No. 27, the education secretary issued Department of Education, Culture and Sports (DECS) Order No. 61 (9 June 1987), ordering all schools at all levels, including non-formal, technical, and vocational, to include in their curriculums the study of human rights and "accompanying responsibilities." At the primary and secondary levels, human rights lessons may be integrated into civics, culture, geography and history, and social studies; and at the tertiary level, in political science or history. The schools were given the option to determine how to integrate human rights lessons into their courses. CHR published *A Primer on Human Rights*, which was distributed to the regions to provide basic information on formulating and developing instructional materials.

The DECS bureaus, which supervise education at various levels, including technical, vocational, and non-formal, prepared a suggested list of target learning appropriate for each grade level and the corresponding prototype teaching-learning materials to serve as a basis for regional curriculum development and evaluation. The regional directors were tasked to lead in integrating human rights in values education programs, development of instructional materials, and teacher training. They are also tasked to lead in enhancing school-community relationship through contests and other activities (Chauhan et al. 2000). In 1989, CHR and the Bureau of Higher Education has conducted curriculum workshops on the integration of human rights in Bachelor of Science in Education (BSE) and Bachelor of Science in Elementary Education (BSEED) courses. In the 3rd quarter of 1989, they have also conducted orientation conference and workshops for deans and faculty members of try-out schools and pilot testing of human rights modules as integrated in 7 subjects for BSE/BSEED courses. On 29 July to 3 August 1989, a national workshop on Human Rights Education was also conducted. In December 1989, an on-the-spot painting contest on Child's Rights in the elementary, secondary, and tertiary schools was also conducted.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

International Covenant of Civil and Political Rights (ICCPR)

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)

Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment or the (CAT)

International Convention for the Protection of All Persons from Enforced Disappearance

Convention on the Rights of Persons with Disabilities or CRPD

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 a basis of equality of men and women. (Article 10)

Article 2 requires that state party such as the Philippines adopt educative and other appropriate measures in order to fulfill their legal obligations. The Committee believes that it is important to raise level of awareness about the Covenant not only among public officials and state agents but also among the population at large.

"States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to 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." (Article 7)

Each State Party shall ensure that education and information regarding the 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 (Article 10)

Each State Party shall ensure that the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody or treatment of any person deprived of liberty includes the necessary education and information regarding the relevant provisions of this Convention, in order to: (a) Prevent the involvement of such officials in enforced disappearances; (b) Emphasize the importance of prevention and investigations in relation to enforced disappearances; (c) Ensure that the urgent need to resolve cases of enforced disappearance is recognized. (Article 23)

States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to: (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; (c) Enabling persons with disabilities to participate effectively in a free society. (Article 24)

In 1990, DECS published a batch of prototype teaching materials developed with support from the Asia Foundation. The materials, intended for higher education, were titled *Foundations 1 and 2, Social Philosophy 1 and 2, Methods of Teaching, Student Teaching and Health Education, and Livelihood Education*. When the materials were distributed in the regions, the deans and heads of colleges were convened for orientation on their use. On 9 December 1992, CHR and DECS signed a Joint Declaration of Undertaking, in which the two agencies agreed to jointly implement the following: (1) curriculum development; (2) training and capacity building; (3) monitoring research and evaluation; (4) Policy and legislative support; and (5) Cooperative programs and networking. For the joint undertaking, the CHR-DECS Implementing Committee was created with the following functions:

- operation of identified programs;
- submission of regular progress reports to appropriate agencies; and
- performance of other functions as the concerned agencies may direct.

In 1993, DECS and CHR have conducted a consultation workshop on the JDU's implementation which was participated in by key officers of both agencies to prioritize projects for all institutional levels. A National Educator's Conference on HR participated in by principals and regional coordinators of the elementary and high schools levels nationwide was conducted to train the trainers on HR and come up with effective methodologies in the teaching of human rights. A seminar-workshop on Children's Rights for DECS supervisors and principals was also held on the same year. In 1994, Republic Act No. 7722 put the Commission on Higher Education (CHED) in charge of supervising public and private institutions of higher learning, including degree granting programs in all post-secondary educational institutions, public and private. On 24-25 November 1994, a consultative workshop on HRE participated by key officials of the CHR and DECS was conducted to clarify the following issues: common view of HR, who really is a human rights educated person, integration of HR in all levels of education; and trends in the teaching of HR. In April 1996, DECS has conducted a series of seminar-workshops for regional education officials in cooperation with CHR which have provide knowledge on human rights as applied to teaching-learning processes, day-to-day interaction, teacher-training, and other activities. On 8 May 1996, a signing of MOA between CHR, CHED, and Amnesty International was conducted. A week after that, (16 May 1996), CHED issued Memorandum Order No. 31 pursuant to the memorandum of agreement, directing all higher educational institutions to conduct human rights education, and training projects, including but not limited to integrating human rights education concepts in subjects. All higher educational institutions were required to document their human rights education accomplishments and submit a semestral or trimestral report to the CHED office in their respective regions. All reports submitted to regional offices were to be consolidated and submitted to CHED. On 18 October 1996, CHR, DECS, CHED, and Amnesty International-Philippines signed a memorandum of agreement to jointly undertake the nationwide GO-NGO-Academe Consultative Workshop to define a national vision on human rights and produce the Long-term National Plan of Action on Human Rights Education and to implement and/cause 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. From July to December 1996, a series of symposia on HR and trainers' training courses were conducted. A regional HRE decade planning was also conducted.

In February 1997, the Philippine Human Rights Education Decade Plans for Vulnerable Sectors was developed. The National GO-NGO-Academe Consultation Workshop on HRE has

produced the following: National HRE Decade Plan, Organizational activation of HR Volunteer Corps for the HRE, sectoral consultation on HRE. The year 1998, through Proclamation NO 1139, was declared as "Human Rights Year in the Philippines," and the years 1998-2007 as "Human Rights Decade in the Philippines through Proclamation No 1139. In 2002, RA 9201 declared 4-10 December as "Human Rights Consciousness Week"

Currently, all the above pronouncements and issuances are given more significance and emphasis considering that the Philippines has celebrated the Decade for Human Rights Education (1998 to 2007) and has implemented the World Programme for Human Rights Education (2005-2009) Phase I which will be continued in Phase 2 (2010-2014).

A significant administrative order was also signed by the President Arroyo in 2008 to strengthen the commitment of the government in promoting and protecting human rights in general with AO No. 249, "directing all concerned government bodies to strengthen and ensure compliance to their policies, plans and programs as they would enhance overall effort of the government in the promotion and protection of human rights."

The above simply suggest that apart from the existing of very powerful enabling frameworks at the national (our constitution) and international (various treaties of which the Philippines is a signatory), we simply have no choice and are legally and morally bound to implement human rights education. We simply have no choice.

The Operational Framework to conduct HRE is in Place

Building upon the enabling framework provided no less by the highest law of the land, and supplemented by the issuances not only of the CHR but also by the various issuances of the President and the Departments concerns, the operational framework for the teaching of human rights has been provided by the CHR.

Former CHR Chairperson Laila de Lima provided the following framework for operationalizing HRE in the Philippines. She pointed out that the HRE framework can be divided into two areas, i.e., the formal sector and the informal sector. The formal sector has three main parts: the civil service, the uniformed services which include the police, military and other security forces and finally the educational system. With respect to the civil service, HRE comes in the form of in-service education and training as well as by introducing a human rights aspect to the requirements for the eligibility. As regards law enforcement, the principal targets for HRE and the military, the police and other security forces (sometimes referred to as the "uniformed sector.") De Lima emphasized that the internalization of human rights by the uniformed sector is critical to the decisions made during the combat of their operations and especially given the potential for violations and abuse.

During the same First National HRE Conference, Commissioner Jose Manuel S. Mamaug pointed out that HRE shall "run over the next five years (from 2010 to 2015) and will focus on the human rights training for teachers and educators, tertiary or university education and on Human Rights training of duty bearers, especially law enforcement officials." This shall encompass the traditional but every important areas of knowledge and skills; values, attitudes

⁹ Commissioner Jose Manuel Mamaug during the 1st National Conference on Human Rights Education, December 8, 2009.

and behavior, and action. More specifically, Mamaug pointed out that HRE shall target the KSVABA, i.e.

1. **Knowledge and Skills** – learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;
2. **Values, Attitudes and Behavior** – developing values and reinforcing attitudes and behavior which uphold human rights;
3. **Action** – taking action to defend and promote human rights.

The next step is to scale up the *operational* framework to a higher level. This could be done with the ultimate objective of formulating the national strategic plan for human rights education for the implementation of the World Human Rights Programme for Education as pointed out by Dr Jacqueline Badcock in 2009 during the 1st national congress on human rights education.

In terms of relevance and strategic fit, our surveys showed that generally, close to 50% of our respondents felt that the conduct of HRE continues to be relevant and incorporated in appropriate courses in the curriculum. See table 2.1

Table 2.1. Relevance and Strategic Fit (National)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	39	16.0	18.1	18.1
Medium	98	40.3	45.4	63.4
High	79	32.5	36.6	100.0
Total	216	88.9	100.0	
Missing System	27	11.1		
Total	243	100.0		

In terms of relevance and strategic fit by sector, the survey shows that the relevance of HRE in the PNP/AFP is high with 62.3% while the relevance of HRE in all the three levels of educational institutions is rated "medium."

Table 2.2. Relevance and Strategic Fit by Sector/Level

Sector/ Level	Elementary Count % Agency	2. Relevance and Strategic Fit			Total
		Low Relevance and Strategic Fit	Medium Relevance and Strategic Fit	High Relevance and Strategic Fit	
	12 within 25.0%	27 56.3%	9 18.8%	48 100.0%	
	16 within 28.1%	27 47.4%	14 24.6%	57 100.0%	
	7 within 12.7%	26 47.3%	22 40.0%	55 100.0%	
	3 within 5.7%	17 32.1%	33 62.3%	53 100.0%	
	38 within 17.8%	97 45.5%	78 36.6%	213 100.0%	

In terms of the relevance of the HRE in the region, as shown in table 2.3, Central Luzon (62.5%), Calabarzon (54.5%), Western Visayas (42.1%), Central Visayas (58.3%), and Northern Mindanao with 63.6% have rated HRE as highly relevant. All the rest of the regions have rated "medium" in terms of HRE's relevance.

Table 2.3 Relevance and Strategic Fit by Region

Region	Count	% within Region	2. Relevance and Strategic Fit			Total
			Low Relevance and Strategic Fit	Medium Relevance and Strategic Fit	High Relevance and Strategic Fit	
I - Ilocos Region	2	7.4%	20	74.1%	5	27
II - Cagayan Valley	1	9.1%	5	45.5%	5	11
III - Central Luzon	2	25.0%	1	12.5%	5	8
IV - CALABARZON	1	9.1%	4	36.4%	6	11
V - Bicol Region	4	22.2%	7	38.9%	7	18
						100.0%

VI - Western Visayas	Count	5	6	8	19
	% within Region	26.3%	31.6%	42.1%	100.0%
VII - Central Visayas	Count	2	3	7	12
	% within Region	16.7%	25.0%	58.3%	100.0%
VIII - Eastern Visayas	Count	3	6	6	15
	% within Region	20.0%	40.0%	40.0%	100.0%
IX - Zamboanga Peninsula	Count	4	11	3	18
	% within Region	22.2%	61.1%	16.7%	100.0%
X - Northern Mindanao	Count	1	3	7	11
	% within Region	9.1%	27.3%	63.6%	100.0%
XI - Davao Region	Count	5	4	6	15
	% within Region	33.3%	26.7%	40.0%	100.0%
XII - SOCCSKSARGEN	Count	1	3	1	5
	% within Region	20.0%	60.0%	20.0%	100.0%
XIII - CARAGA	Count	1	12	5	18
	% within Region	5.6%	66.7%	27.8%	100.0%
NCR	Count	6	7	5	18
	% within Region	33.3%	38.9%	27.8%	100.0%
CAR	Count	1	6	3	10
	% within Region	10.0%	60.0%	30.0%	100.0%
Total	Count	39	98	79	216
	% within Region	18.1%	45.4%	36.6%	100.0%

HR has been taught only at the Appreciation Level Only

Generally human rights concerns are incorporated in various subjects taught in schools. For instance at the elementary level, these are incorporated in the *araling panlipunan* and *hekasi* (*heograpiya*, *kasaysayan*, *sibika*), among others. This was validated by the results of the survey conducted for the study, and further validated during the focused group discussions. The following table 3 constructed from the results of our survey shows that one half of our respondents said HR concerns have been incorporated into existing subjects:

Table 3. Frequency Distribution on the Incorporation of Human Rights Concerns

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117	48.1	50.0	50.0
Yes	117	48.1	50.0	100.0
No	234	96.3	100.0	
Total	9	3.7		
Missing	243	100.0		

More specifically, 86.8 % said that HR is integrated in the curriculum specifically in the following subjects shown in the table below.

As shown in table 4, at the college levels, these have been incorporated in existing subjects including the NSTP (National Service Training Program) where topics such as human rights, good citizenship and good governance are taught. HR concerns are also included in the general education curriculum particularly in the social sciences, more specifically in politics and governance. Human rights are also covered in the discussions on the Constitution and the Bill of Rights. At the elementary, high school and college levels, where appropriate and when the opportunity arises, the teachers incorporate HR in the Gender and Development (CAD) and Violence against Women and Children (VAWC).

Table 4. Frequency of Courses where HRE is being integrated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	170	70.0	70.0	70.0
All courses	1	.4	.4	70.4
All training	1	.4	.4	70.8
Araling Panlipunan	3	1.2	1.2	72.0
Araling Panlipunan, Values	1	.4	.4	72.4
Basic	1	.4	.4	72.8
Basic and Advanced Course	1	.4	.4	73.3
Basic Courses	1	.4	.4	73.7
BEC	1	.4	.4	74.1
Children, Peace	1	.4	.4	74.5
Constitution	1	.4	.4	74.9
DPA 102	1	.4	.4	75.3
GE	1	.4	.4	75.7
Gender, Governance	1	.4	.4	76.1
Hekasi	2	.8	.8	77.0
HEKASI	1	.4	.4	77.4
HEKASI, Character Ed	1	.4	.4	77.8
Hekasi, GMRC	1	.4	.4	78.2
HR	8	3.3	3.3	81.5
HR Seminars	1	.4	.4	81.9
HR, Constitution	1	.4	.4	82.3
HR, IHL	4	1.6	1.6	84.0
HR, NSTP	1	.4	.4	84.4

ICRC, CARHRIL	1	.4	.4	84.8
IHL	5	2.1	2.1	86.8
Incorporated program	in 1	.4	.4	87.2
Karapatang Pantao	1	.4	.4	87.7
Law	2	.8	.8	88.5
Makabayan	1	.4	.4	88.9
Military Subject	1	.4	.4	89.3
NA for PNP	1	.4	.4	89.7
NSTP, Educ	1	.4	.4	90.1
Peace	1	.4	.4	90.5
PNP HR	1	.4	.4	90.9
POI	1	.4	.4	91.4
Pol Sci	1	.4	.4	91.8
Pol Sci, Values	1	.4	.4	92.2
PSBRC, PSSILC, PSJLC, PSOBC, PSOCC, PSOAC	1	.4	.4	92.6
Seminars	1	.4	.4	93.0
Social Sciences	5	2.1	2.1	95.1
Social Sciences, Values	2	.8	.8	95.9
Teachers' Manual	1	.4	.4	96.3
Training	4	1.6	1.6	97.9
Values	4	1.6	1.6	99.6
Values, Hekasi	1	.4	.4	100.0
Total	243	100.0	100.0	

In terms of subject area where HRE is included, History has the highest frequency with 17.7% followed by Social Sciences (17.6%). See table 5. Specific topics where a discussion on HR concerns include, MDGs, Rights of the Child, Policing and Rules of Engagement, UDHR, Peace, IHL, among others. Please see appendix for the complete listing.

Table 5. Subject Areas where HRE is included

Subject Areas where HRE is included	Count	Table Responses %
1.5 Subject area where HRE is included: History	106	17.7%
1.5 Subject area where HRE is included: Civic Education	61	10.2%
1.5 Subject area where HRE is included: Social Sciences	105	17.6%
1.5 Subject area where HRE is included: Sociology	47	7.9%
1.5 Subject area where HRE is included: Philosophy	34	5.7%
1.5 Subject area where HRE is included: Religious Studies	44	7.4%
1.5 Subject area where HRE is included: Politics (or Political Sciences)	57	9.5%
1.5 Subject area where HRE is included: Law (or Legal Studies)	57	9.5%
Others	87	14.5%

Although HR concerns have been integrated into the curriculum, the results of our study have revealed that, there is a problem when it comes to implementation due to lack of time, resources and capacities or simply it is not being prioritized. In our FGDS, it was revealed that at the elementary levels, these HR concerns have been included in the elementary textbook *Daloy ng Kasaysayan*. We have been told during the focused groups discussions that this basic textbook has been replaced by a later textbook, *Filipinas: Isang Sulyap at Pagyakap*. However, according to our teacher respondents, *Daloy* emphasizes more human rights concerns than *Isang Sulyap*.

In terms of the level where HR is integrated, the elementary education has the highest ranking followed by the secondary and high school respectively. (Please see appendix of survey results for details)

Because it is supposed to be integrated in the courses, there is not enough time devoted solely to human rights. One teacher put it dramatically, because it is supposed to be integrated, only a total of 2 minutes are used at the end of the course to integrate human rights in the courses. "*Panapiaw lang kung minsan para ma-fulfill ang requirement.*" (the integration is only superficial just to fulfill the requirement) the teacher commented. While this may be an exaggeration, what it suggests is the fact that HRE is not mainstreamed in the education of children at the elementary levels.

The case of armed forces is better, human rights concerns are incorporated in the basic training courses. HR concerns are incorporated by the Training and Doctrine Command (TRADOC). More specifically, eight (8) hours are devoted to HR during such training.

The same is true with the Philippine National Police. In regional training school, it is incorporated as a subject (HR) public safety basic recruit course. However, the course is only

four hours a single session. HR is also included as a four hour course in the Public Safety Junior Leadership Course (PS/JLC) and Public Safety Senior Leadership Course.

In other words, based on the survey and the focused group discussions (FGDs), the concerns of human rights are incorporated at in the various courses of the schools and in the uniformed sector. However, treatment of human rights is quite limited and thus may be said to be only at the level of appreciation, at most. Obviously, the study and practice of human rights, if it is to be meaningful and internalized, especially at the KSVABA levels as pointed out by Commissioner Mاماnauag, especially if this is going to be at the level of action, in Mاماnauag's framework where it really should matter, deserves much more than being treated at the appreciation and "good to know" level. More time should be allocated to it in schools (elementary, high school and college¹⁰) and during the training of AFP and PNP personnel.

Table 6.1 shows that the implementation of level of human rights education in various sectors and levels (elementary, secondary, tertiary, the PNP/AFP) according to the survey respondents. It is, at best "medium" for the education sector and relatively "high" implementation for the uniformed sectors.

Table 6.1. Implementation by Level and Sector

Agency/ Sector	Count	% within Agency	1. Implementation			Total
			Low implementation	Medium implementation	High implementation	
Agency/ Elementary	8	17.4%	30	65.2%	8	46
Secondary	20	37.0%	27	50.0%	7	54
Tertiary	3	5.5%	37	67.3%	15	55
PNP/AFP	3	5.7%	24	45.3%	26	53
Total	34	16.3%	118	56.7%	56	208

¹⁰ As will be discussed later, there have in fact been suggestions for HR to be made a full degree course at the College level.

As regards the extent of "medium" implementation of HR by region, the survey revealed that HRE is highest for Ilocos (with 68% of the respondents claiming medium implementation); Bicol (73.7%) and Eastern Visayas (71.4%) as shown in Table 6.2.

Table 6.2. Implementation by Region

Region	Count	% within Region	1. Implementation			Total
			Low implementation	Medium implementation	High implementation	
I - Ilocos Region	17	68.0%	1	4.0%	7	25
II - Cagayan Valley	7	58.3%	1	8.3%	4	12
III - Central Luzon	3	33.3%	2	66.7%	1	6
IVA - CALABARZON	5	50.0%	0	0%	5	10
V - Bicol Region	14	73.7%	3	15.8%	2	19
VI - Western Visayas	5	25.0%	7	35.0%	8	20
VII - Central Visayas	3	37.5%	0	0%	5	8
VIII - Eastern Visayas	10	71.4%	2	14.3%	2	14
IX - Zamboanga Peninsula	10	52.6%	5	26.3%	4	19
X - Northern Mindanao	5	45.5%	0	0%	6	11
XI - Davao Region	9	50.0%	7	38.9%	2	18
XII - SOCCSKSARGEN	4	80.0%	0	0%	1	5
XIII - CARAGA	9	90.0%	2	22.2%	5	16

There are Encouraging Good Practices in the Teaching of Human Rights at all Levels

In order to be effective and meaningful, the teaching of human rights depends on the commitment and initiative of the teachers. They have to overcome limitations posed by the (over)load or teaching, lack of materials and teaching supplements, etc. Some of our teacher-respondents told us that they simply take the initiative in gathering related materials (newspaper clippings, sources from the internet if internet facilities are available). However the message was that the success of HRE largely depends on the commitment of the teachers.

The success and reach of HRE can also be deepened if the teachers and trainers realize and recognize their own human rights. This is more dramatically illustrated in the case of the Armed Force of the Philippines trainees. The approach of the AFP in HRE emphasizes precisely that in their training programs. The AFP points this out:

In the last two decades, human rights have become a priority agenda for the Armed Forces. It has been infused in the training and education of all AFP personnel so much so that it has become embedded in the military culture. This forms part of the core belief that, ultimately, it is human rights that is what AFP is fighting for. Consequently, human rights have become a strategic communications weapon of choice – AFP personnel strictly adhere to the rules, while insurgent and terrorist continue their reign of terror.

The above statement, drawn from the AFP 2009-2010 document "Providing Human Security in the 21st Century" indeed is one of the nascent bright points as far as human rights education is concerned, specifically in the Armed Forces. Our surveys and focused group discussions somehow validated such an assertion.

There is a no-holds policy in the AFP (emphasized very recently during the time of General Bangit when he was Chief of Staff) where no contact at all with trainees / recruits is upheld. This is a drastic departure from the tradition of hazing that has been considered normal acceptable practice in the recruitment of trainees in the armed forces. HRE in the armed forces takes on a different dimension when the soldiers are transformed into HR advocates of human rights when they themselves first and foremost learn what their rights are as applicants and trainees to the service. More so, they are made of their rights as plebes, and such rights are protected. This is the approach taken by the 10th Infantry Division Training Unit of the AFP in Davao. According to 1Lt Alex Alod, INF, PA, Division Training Unit, "the teaching of HR has been integrated in program of instruction: in bill of rights, rules of engagement. Know when to fire and when not to fire. Standard procedures in the conduct of training." But he emphasized that "the trainees know first what are their rights. SOP number 9, ang kahalagahan ng training. Mayroon silang karapatan. Including the right to eight hour sleep daily, one hour uninterrupted administration breaks. They are given a full 25 minutes to consume meals (in contrast to the standard countdown to 10 given by plebes to finish their meals). They can attend religious activities. They can make emergency phone calls. They may send text messages at the appropriate time. They are given up to fifteen minutes shower. They have schedules for visiting periods." This approach was one of the reforms introduced by General Bangit since 2009 which emphasized that the AFP must be aware of their rights first before they become conscious of the rights of others, and be human rights protectors themselves.

Another notable finding of the study is the increasing standards of AFP when it comes to targeting recruits to the service. Recruits are themselves "educated", many of whom are holders

	% within Region	12.5%	56.3%	31.3%	100.0%
NCR	Count	4	9	4	17
	% within Region	23.5%	52.9%	23.5%	100.0%
CAR	Count	1	8	2	11
	% within Region	9.1%	72.7%	18.2%	100.0%
Total	Count	35	118	58	211
	% within Region	16.6%	55.9%	27.5%	100.0%

Teaching Materials have Supplemented HRE at the Elementary Level and High School Level

The Commission on Human Rights, with support from international donors such as the United Nations Children's Fund (UNICEF) and British Embassy of Manila, has supplemented the teaching materials used for the elementary and high school by taking the lead in the preparation and distribution of Human Rights Education Teaching Exemplars for Elementary and Secondary schools. It will be recalled that the CHR produced three guidebooks in 2003 and 2004 to aid teachers and provide them a comprehensive guide on how to teach HRE in the classrooms in an integrated fashion. Some teachers we talked to who obtained copies of said Exemplars said that these were very useful material for their classes. However, due to the very limited number of copies printed, and due to limitations in distribution capacity of the CHR, the teachers and educators who used these were really a very small minority. The situation really has not changed much from a year earlier. During the 1st National Congress on HRE, Chairman de Lima conducted a rather impromptu survey among the HRE participants as to who have actually seen and used the teaching exemplars. Very few in the audience – and note, these were already the HRE educators in the field chosen to attend the national HRE conference – raised their hands.¹¹

¹¹ A rather telling moment occurred in 2009 when Chairperson De Lima asked the audience, "Can you please raise your hand for those who have seen or got hold of Human Rights Teaching Exemplars? May we know please? Especially from the DepEd people? Raise your right hand? It's the minority in this hall."

of college degrees such as criminology, ("di lang sita high school graduate.") Then the salaries in the AFP are relatively competitive. A candidate soldier is paid PhP12,400 at pre-entry level for six months. The private is paid PhP18,800 per month.

In the police sector, on the other hand, has included HRE in all its career courses for police officers, to wit: Police recruits, Police Junior Leadership Students, Senior Police Leadership Students, and Police students who are candidate as Police Inspector. Human Rights subjects are included in all Programs of Institution (POIS) of all career courses offered in the training schools. This finding is validated by the survey conducted to all regions where in terms of implementation and relevance and strategic fit, the security sector has a "high" rating (see tables 2.1 to 2.3 and 5.1 to 5.3).

Both the AFP and the PNP have made HRE mandatory to all career and specialization course offered by its training institutions. Also, both institutions include Human Rights (HR) and International Humanitarian Law (IHL) provision in the operational plans and orders of the unit and during the conduct of the troops information and Enlightenment (T&E) to our troops. The inclusion of human rights subjects in the training conducted by the unit. The personnel are aware of human rights based policing and R.A. 9745 or Anti-Torture Law. This has led to the decline in the number of human rights abuses.

There are also best practices in the education sector. In Region 1, through the efforts of Atty Anita Chauhan (former regional director of CHR Region 1), several Centers for Human Rights Education were established. For instance, there is a Center for Human Rights at the University of Northern Philippines (UNP). Its Center promotes a four-fold approach: instruction, extension, research and production functions of the center in particular and the university in general. The administration of UNP has enhanced the components of the center by adding drug education and peace education as its program components. All these are geared towards the respect, protection and fulfillment of human rights. With the outstanding accomplishment of the center and the university, it was recognized as awardees for the best practices in human rights education at the national and local levels in 2008; and as HR champion in 2008 and 2009 both at the regional level. Mariano Marcos State University also has a center for human rights with well-defined place in the university organizational structures. The university made it sure that HR is integrated HR in the major functions in the university- instruction, research and extension. They were also able to establish formal and informal linkages in and outside the university e.g. CHR Reg 1; LGUs; NCFHRE. The Center also advocated the use of other forms of media for and HR advocacy. The "GAD Matters" a quarterly publication of the GAD in the university, has provided a section which HRE maintains. This is called the "HR Corner." Moreover, the "Extortionists", a regular publication of the extension directorate also publishes updates and news about HR activities in and outside the university. CHRE was also established in Pangasinan State University. There are also best examples on human rights education in other regions. In the National Capital Region, the Polytechnic University of the Philippines also has a Center for Human Rights Education. In Region 3, the Bataan Peninsula State University (BPSU) Center for Human Rights Education actively disseminates information on human rights through various media such as a regular radio program which airs via the BPSU community radio station. Based on the feedback from listeners of the radio program, there is already an established number of regular program followers. Questions are sent by community members, as well as sentiments and appreciation.

In region VI particularly at West Visayas State University, a significant accomplishment of WVSU in terms of implementing and promoting human rights education is the inclusion in the curriculum of the AB Political Sciences and BSED Social Sciences major in Human Rights and Peace Education Subjects. The said institution also has a Peace Center.

The Support of the CHR in the Conduct HRE by Schools and the Uniformed Sector has been recognized

A consistent reply among the survey respondents – and this was validated during the various focused group discussions we had in Luzon, Visayas and Mindanao. The HRE stakeholders (teachers at various levels, instructors and trainers from the uniformed sector, and even BHRAC volunteers) were unanimous in recognizing the efforts of the regional offices of the CHR to assist them in the conduct of HRE. The CHR continues to be a source of resource persons, experts and speakers, and when and where available, training materials. However, they also recognized the resource limitations of the regional CHRs and have therefore supplemented this with their own meager counterparts, be they in terms of modest allowances and honoraria where available, their own staff time and materials.

At the National Capital Region, the Commission on Human Rights have the following accomplishments: (1) trained 200 trainees nationwide; (2) trained 200 investigators on the paralegal training; (3) hr forum to 163 hr desk officers; (4) hr preparing seminars to 600 police person; (5) hr lectures to more than 10,000 policemen; (6) international policing standard seminar to 100 senior officers nationwide; and (7) launched hr advocacy statement "to serve and protect is upholding HR through corresponding and professionalism.

However, the implementation of HRE must be important if the responsibility is carried out by the CHR alone. There must be consistent active partnerships among stakeholders of human rights. Also, in order to be more effective, there must be a continuous monitoring research and evaluation of the HRE program to be initiated by the CHR in partnership with key stakeholders. Results of the survey could also serve as a basis for monitoring the implementation of HR capacity building concerns. Our survey showed that close to 50 percent of our respondents felt that there has been "medium" implementation as far as the establishment of monitoring mechanisms for the implementation of HRE. (See table 7.1)

Table 7.1 Monitoring, Research, and Evaluation (National)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	25.9	30.9	30.9
Low Monitoring, Research, and Evaluation				
Medium Monitoring, Research, and Evaluation	99	40.7	48.5	79.4
High Monitoring, Research, and Evaluation	42	17.3	20.6	100.0
Total	204	84.0	100.0	
Missing System	39	16.0		
Total	243	100.0		

In terms of monitoring, research and evaluation by agency, all levels are in the "medium" rating

Table 7.2. Monitoring, Research, and Evaluation by Agency

Level/ Sector	3. Monitoring, Research, and Evaluation			
	Low Monitoring, Research, and Evaluation	Medium Monitoring, Research, and Evaluation	High Monitoring, Research, and Evaluation	Total
Elementary	21	24	3	48
% within Agency	43.8%	50.0%	6.3%	100.0%
Secondary	25	25	5	55
% within Agency	45.5%	45.5%	9.1%	100.0%
Tertiary	11	25	10	46
% within Agency	23.9%	54.3%	21.7%	100.0%
PNP/AFP	5	25	23	53
% within Agency	9.4%	47.2%	43.4%	100.0%
Total	62	99	41	202
% within Agency	30.7%	49.0%	20.3%	100.0%

In terms of Monitoring, Research and Evaluation by region, CALABARZON area had the highest rating with 55.6% followed by the Central Luzon with 42.9% high rating. Monitoring, research and evaluation is lowest in Zamboanga Peninsula with 55.6% low rating.

Table 7.3. Monitoring, Research, and Evaluation by Region

Region	3. Monitoring, Research, and Evaluation			Total
	Low Monitoring, Research, and Evaluation	Medium Monitoring, Research, and Evaluation	High Monitoring, Research, and Evaluation	
I - Ilocos Region	3	17	5	25
% within Region	12.0%	68.0%	20.0%	100.0%
II - Cagayan Valley	1	9	2	12
% within Region	8.3%	75.0%	16.7%	100.0%
III - Central Luzon	2	2	3	7
% within Region	28.6%	28.6%	42.9%	100.0%

IVA - CALABARZON	Count	1	3	5	9
% within Region		11.1%	33.3%	55.6%	100.0%
V - Bicol Region	Count	6	6	2	14
% within Region		42.9%	42.9%	14.3%	100.0%
VI - Western Visayas	Count	7	7	5	19
% within Region		36.8%	36.8%	26.3%	100.0%
VII - Central Visayas	Count	2	6	5	13
% within Region		15.4%	46.2%	38.5%	100.0%
VIII - Eastern Visayas	Count	6	7	2	15
% within Region		40.0%	46.7%	13.3%	100.0%
IX - Zamboanga Peninsula	Count	10	7	1	18
% within Region		55.6%	38.9%	5.6%	100.0%
X - Northern Mindanao	Count	1	5	4	10
% within Region		10.0%	50.0%	40.0%	100.0%
XI - Davao Region	Count	8	7	3	18
% within Region		44.4%	38.9%	16.7%	100.0%
XII - SOCCSKSARGEN	Count	1	1	0	2
% within Region		50.0%	50.0%	0.0%	100.0%
XIII - CARAGA	Count	7	7	2	16
% within Region		43.8%	43.8%	12.5%	100.0%
NCR	Count	6	9	2	17
% within Region		35.3%	52.9%	11.8%	100.0%
CAR	Count	2	6	1	9
% within Region		22.2%	66.7%	11.1%	100.0%
Total	Count	63	99	42	204
% within Region		30.9%	48.5%	20.6%	100.0%

Issues and Concerns

The implementation of HRE over the recent years has brought to fore a number of issues and concerns. These include the following:

1. There continues to be some misconception about human rights.
2. There are capacity issues – financial and human capacities.
3. HRE has been implemented for compliance sake only.

The Continuing Misconception of Human Rights

Understanding the concept and notion of human rights continues to be a challenge among various sectors of the Philippines. There have always been pre-conceive notion about human rights, that it is an advocacy of the "leftists communists," as one of our participants in the FGBs put it. Chairperson de Lima recognized the challenges brought about by "pre-conceived notions and a number of myths relating to HR." She added that "some people still run scared of the mention of human rights or even not just scared or even paranoid at the mention of human rights." Adds a respondent from Olongapo City, "There are some groups and individuals who (have the misconception) that rights as absolute one. This misconception is hanging and counter-productive."

The notion of human rights has to be framed within a more liberal and open framework. The rights based approach (RBA) advocated by international donor agencies such as the UNDP has been appreciated by HR practitioners and teachers in the country. This can only be done by way of Human Rights Awareness and Education.

Capacities and Lack of Resources and Logistics to support HRE

Another challenge confronting HRE is in the twin area of HRE logistics and capacities.¹² For instance, even if appropriate issuances have been made by the DepEd for the incorporation, and integration of HRE in the school curriculum, the problem of lack of resources continues to haunt implementation. Added to this is the lack of logistical support not only in the CHR but also in the DepEd itself. A classic example would be in the distribution of the Teaching Exemplars initiated by the CHR.

As pointed out earlier, CHR together with the DepEd, with assistance of some donor agencies, prepared some excellent and very useful Human Rights Teaching Exemplars for distribution to all schools of the country. However, based on the results of our survey, and validated by our focused group discussions, said teaching exemplars have hardly reached the target users (teachers) simply because of logistical reasons, i.e., not many were printed, and those that were sent to the field were not distributed.

¹² As pointed out by Department of Education Undersecretary Mnyot in an interview.

In order to overcome financial constraints, the local CHR offices simply mobilize available resource that we have. As pointed out by a regional officer of the CHR, "the CHR does not give financial assistance, just technical assistance. Our limited resources sometimes limit the things that we can do and programs that we can have. Our partner organizations, offices and agencies, however are kind enough to share their resources."

As regards capacities, the teaching of human rights at the elementary and high school levels is, as one of our FGD participants put it, "is there but is not there." In other words, the teaching of human rights is integrated in the subjects, and cuts across all subjects, it being a basic concern. As such, it is largely unfocused and is touched upon by the teachers very indirectly. A better way, according to the teachers, is to have a special course simply devoted to human rights, something that is not yet there. It is within this context that HRE "is there yet not there."

Over and above this would be of course the appreciation and training on human rights of the teachers themselves. They themselves should be trained and should develop an appreciation of human rights and the recognition that it is critical in the development of the hearts and minds of the students. This is where the training of trainers, through short term training programs, seminars, etc that are being conducted by the CHR would come in. Apart from serving as a forum to be updated on the latest developments on human rights education, such activities could also provide the network of HR trainers and practitioners.

HRE for Compliance Sake Only

There is the ever present challenge of overload among the teachers. Chairperson de Lima herself took cognizance of this problem. As she said in during her address at the HRE conference in 2009, "I understand that reasons have been given, explaining why HRE was not been properly or widely introduced in our schools.

If awareness is a problem, more so with updating of the HRE materials. Our survey shows that 65.5 % does not update, research, and develop HRE instructional materials/training courses. Our survey also showed some issues behind this such as the following:

- Lack of resources and time
- Minimal/Lack of training and training materials
- Absence of structure
- Busy school head
- Failure to include in the curriculum
- No follow up and limited updates
- Not enough attention on HR/not a priority
- Not aware
- Not regular
- Heavy workload

A complete listing of the reasons why HRE is not fully implemented is appended.

Emerging Recommendations

Based on the findings, issues and concerns, the following recommendations are being advanced for consideration.

1. Deepen HRE and go beyond the appreciation level. The foundation has been laid. The deepening process must be given emphasis.
2. Develop and nurture partnerships for HRE. The CHR cannot do it alone. Partnerships (vertical and horizontal partnerships; local, national, and international; intra/inter-government, government and civil society) are key to successful implementation.
3. Continuously review and monitor the implementation of HRE by strengthening the appropriate organizational institutions in CHR and partner with other stakeholders including academic (such as through the Centers for Human Rights Education in various universities) and civil society organizations.
4. Develop criteria and launch an award for outstanding HRE
5. Develop a media advocacy plan for HRE, including the use of alternative and supplementary HRE materials

Go Beyond the Appreciation Level in Teaching of Human Rights

The teaching of human rights should go beyond the appreciation level. This would eventually lead to people empowerment. Specific courses should be designed and sufficient number of hours dedicated to human rights should be made mandatory at the elementary and high school levels. Specific subjects focused solely on human rights should be designed and incorporated in the school curriculum. At the College level, courses can be designed that would enable students to even specialized in human rights education.

One respondent from the DepEd in Candon, Ilocos Sur, suggested the broadening and formalization of HR as a formal course in College. This was also articulated during the FGDs that we conducted in various parts of the country. Even the respondents from the Armed Forces of the Philippines supported the proposal that HRE should be extended to all schools/colleges and Universities as well as to the local governments units by our country.

As one college professor put it, "*why can't we offer a degree, say in Political Science, or Sociology, or Public Administration, with the student minoring in Human Rights?*" Similar proposals along that line were given by a number of our survey respondents. In our interviews with CHED officials, there shall be included in the professional courses a separate subject on Human Rights particularly in courses such as BS Criminology, BS Industrial Security Management and Forensic Science. CHED also plans to offer special topics on either Human Rights or Peace Building on Teacher Education. There is also a proposal to include HR course in one of the General Education subjects.

Thinking out of the box, one respondent from the AFP even suggested that "*HRE should be introduced to the CPP/NPA/NDP for them to respect the rights of our people*"

Indeed, the above proposal is not new. Chairman de Lima said in 2009 that "*HRE should be integrated into the teaching of other subjects throughout the elementary, secondary and tertiary levels of instruction in the academic institutions. In addition, stand alone subjects and courses of Human Rights should also exist in certain cases and should be mandatory. In fact, we are pushing for mandatory HR Education at all levels.*"

A collective advocacy for the mandatory teaching of HR at all levels should be launched by the CHR in partnership with the Department of Education, Commission on Higher Education. Corollary to this would be to continue working with, and developing advocacy partnerships with the Civil Service Commission, the Armed Forces of the Philippines and the Philippine National Police. The energies of key sectors from civil society and the academe should likewise be tapped.

Indeed, deepening the appreciation of human rights is one mode of people empowerment. In the words of CHR commissioner Cecilia RV Quisumbing, it is imperative to "*to promote peoples' knowledge, to empower every ordinary person, to know about their rights, to demand their rights and to also ask for remedies when there are some gaps or when there are some violations.*"¹³

Develop and Nurture Partnerships in the Conduct of HRE

Tired and hackneyed as it may sound, it is imperative for the conduct of HRE to be a collective effort. Involve all stakeholders. While the strategies and directions may be crafted by the CHR (it being its mandate), the implementation of HRE should harness the collective efforts of all sectors concerned (government, non-government and civil society). The imperative of partnerships has been emphasized by many of our survey respondents (Appendix Two). Efforts should also be made to engage the parents of the students in the process. In other words, human rights should go beyond being a topic discussed in school, or even a special subject or special course. It should be lived beyond the classroom and this is where the parents and the community come in. Many of our teacher respondents and participants in the FGDs cited the critical role of the parents in supplementing and nurturing HRE interventions.

The energies of students themselves must be harnessed. As pointed out by respondents from Region I, "*leadership training for students on human rights*" must be conducted. Advocacy and awareness of human rights could be a thrust of student organizations – including, for instance, the *Junior Society for Public Administration* that is affiliated with the Philippine Society for Public Administration (PSPA). The PSPA is the organization of academics, professionals and practitioners of public administration based in the Association of Schools of Public Administration of the Philippines, a network of over 120 member-schools of public administration throughout the country.

The recruitment of volunteers to help supplement the teaching of HRE could be considered. Recruit and train volunteers who will teach Human Rights. One of the best examples that we saw was in Mindanao where a former professor at the Ateneo de Davao, who retired, continued to provide volunteer services in HRE in the BHRAC. The energies and

¹³ CHR Commissioner Cecilia RV Quisumbing during the First National Conference on Human Rights Education, 9 December 2009.

commitment of persons such as himself could be harnessed for HRE, both formally, in the school system, and informally, among the BHRAC.

Indeed partnership at all levels and with local and international partners is key to advancing, mainstreaming and institutionalizing HRE. Chairperson Rosales squarely committed the CHR to develop partnerships during the celebration of the international human rights day¹⁴. This is necessary to build and strengthen what she described as the "human rights infrastructure" with HRE playing a key role. According to Chair Rosales,

the CHR shall endeavor in nurturing a human rights culture amongst our people and public servants against a culture of violence, a culture of corruption and a culture of impunity and silence. Strategically, this painstaking task of human rights education is essential in building a just and humane society.

we shall continue in mainstreaming human rights approach in development and governance. We shall continue with the capacity building of the duty-bearers on their obligations especially with respect to the economic, social and cultural rights.

We aim to train all key officials of the executive, legislative and judicial branches of government at the national and local levels on the human rights-based approach.

We shall collaborate with government and private educational institutions, as well as with CSOs, in mainstreaming formal and non-formal or non-traditional human rights education.

Continuously Review Teaching Materials and Methods and Monitor the Implementation of HRE

In response to the perception of elementary school teachers that human rights concerns are not as emphasized in the textbooks, there may be a need to review textbooks being used in the elementary schools and re-emphasize human rights concerns. Additionally, supplementary materials may be distributed for use among the teachers. Foremost of these of course would be the Teaching Exemplars that have been prepared for, and distributed by the CHR. As the previous section pointed out, the framework for monitoring the implementation is in place ("medium implementation"). Also majority of the survey respondents said "no" when asked if materials on HRE are being updated. In the commencement of the 2nd Phase of the WPHRE, it must be timely to review the teaching materials and update the teachers and trainers in HRE.

¹⁴ Address of CHR Chair Etta Rosales during the celebration of International Human Rights Day held in Malacanang, 10 December 2010.

Develop Criteria and Launch an Award for Best Practices in HRE

Another recommendation that emerged from our surveys is the need to develop criteria for best practice/models in the area of HRE in all sectors and at all levels of the education system. This would serve a very powerful tool in sending the message that HRE is not only at the level of theory, but there are actually "best practices" that could push the envelope further in suggesting that is actually working. As a matter of fact, a proposal to "develop" criteria for best practice/models in the area of HRE in all sectors and at all levels of the education system" was articulated by our respondents from Region I. (Refer to Annex 2)

For instance, among the good – and best practices – that can be cited in HRE is the establishment of Centers for Human Rights in the various schools of the countries as shown by Region I. Then, there could also be best practices in the conduct of HRE at the level of teachers. Teaching methodologies, development of materials, study visits and exchange visits (especially at the level of college students) could be conducted.

As a very simple good practice, we have been told by some teachers at the elementary level, is that they have used their own initiative to supplement that lack of teaching materials by collecting their own news clippings on human rights and using them in class. Then there is of course the internet (when available) that the teachers have used as sources for HRE to supplement the lack of, or limited, teaching materials.

Pushing the envelope even further, if HRE were to be given more emphasis and priority, an award could be launched and sponsored by the CHR to recognize best practices in HRE among the various levels of education and sectors of the country. Thus recognition can be given at the elementary, secondary and college levels, and also best practice in HRE in the uniformed sector. Best practices could range from the preparation of training and education materials, to teaching methodologies, to harnessing the energies and potential of partners (local and international government and non-government alike) towards the attainment of the overall goal of excellent HRE.

A proposal could be developed and submitted to the donor organization (such as the UNDP) to support this. Said recognition of best practices could be a highlight of the annual HRE national conferences convened by the CHR.

Develop and Media Advocacy Plan

As has been suggested by the various respondents in the surveys, and also as has been raised during our focused group discussions, awareness about human rights continues to be low in the Philippines. Many myths about human rights still have to be shattered. A massive information dissemination campaign about the value and protection of human rights – and that it is intrinsic in the Filipino culture – should be launched. This may be done through radio and TV spots and filters as ads in the print media. The use of other popular media (such as "comics") may also be considered in popularizing HR and to address the misconceptions about HR.¹⁵ The use of the internet should be explored and maximized.

¹⁵ It may be very timely to conduct such a campaign at this point in time of contemporary Philippine history considering the gruesome murders in Maguindanao, and the labeling of the Philippines by the Asian Human Rights Association as a "lawless and broken nation."

Concluding Remarks

This study tried to paint a picture of the state of human rights education in the Philippines. HRE in the Philippines is still at its infancy. But its importance cannot be over stated. It is important to have HRE that should start from the primary educational years of the human being. Perhaps, one reason why we are where we are (a nation that seems callous to human rights violations as epitomized by the Maguindanao massacre) is that fact that we have lost the capacity to be outraged, a capacity that can only be developed from childhood where we see our basic and fundamental values violated. Valuing human rights should be like a religion deeply embedded in our psyche, and when it is violated, our very response should be to rise up in anger. A culture of human rights should be imbedded as pointed out by Chairperson Rosales.

Indeed, it is imperative to ask the hard questions – have we become numb to the outrageous human rights situation in the Philippines epitomized by the Maguindanao Massacre, that up to a year later, remains unsolved? And more human rights violations have been happening including the killing of two farmers in Mindanao right in front of their families and yet the collective outrage is not there? It has come to a point that the Philippines has been labeled by the Asian Human Rights Commission as a “broken and lawless nation.”¹⁶ Do we blame all these occurrences with the medium level of implementation of HRE in the country?

It is imperative that we correct this growing international perception that the Philippines, because of its perceived dismal record in the protection of human rights, must be corrected. *All the more therefore that Human Rights Education should be given priority and support not only by the government, led by the CHR itself together with the Department of Education and Culture, the Commission on Higher Education, the Armed Forces of the Philippine, the Philippine National Police, and the Civil Service Commission, in partnership with civil society advocated.* As the CHR itself under the leadership of former Chairperson de Lima said in the 2009 HRE conference, that

The policy framework is there, the international and national obligations are clear, what we face is we need to compare on what is on paper with what the reality is on the ground. We need to verify whether individuals or institutions are truly complying with our HRE obligations. Where the training and education programs exists, we need to take a long hard look at whether these programs are anywhere near enough or there is a need to make them last long, improve their design and content and disseminate them further to each members of our agencies and institutions...The human rights situation in the Philippines needs to improve that much is clear... Education is critical to any change to any future improvement.

Indeed, the human rights infrastructure with the interplay of the government, civil society and the private sector must be strengthened by way of human rights education. After all, the essence of good governance goes beyond government. Government itself cannot do it alone. The support of the international community is not also enough especially when the government is not doing anything to strengthen human rights infrastructure. It needs the collective efforts of various stakeholders.

¹⁶ <http://www.gmanews.tv/story/207021/asian-rights-group-calls-phil-broken-and-lawless-nation>

At the end of the day, implementation – accompanied by adequate and appropriate logistical approach is the major challenge confronting HRE in the Philippines today.¹⁷ And this study has shown that the foundations are in place. It can be done. We need to build upon the hard earned gains of the past. With the appropriate and committed leadership of the CHR and with the support of local and international partners, meaningful and effective HRE in the Philippines can be further deepened and attained.

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¹⁷ The honest to goodness and serious implementation of laws is the single most challenge confronting governance in the Philippines today. We have many laws. Implementation in tandem with leadership with political will is key to good governance.

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The State of Human Rights Education in the Philippines: Issues, Concerns and Directions

The views expressed herein are those of the writers and do not necessarily reflect the views and policies of the Philippine Commission on Human Rights and the United Nations Development Programme, or the governments they represent.

Appendix 1
Survey of Human Rights Education in the Philippines

Good day! We are a team of researchers designated by the Commission on Human Rights to conduct a survey on the state of implementation of human rights education in the Philippines. May we request you to be one of our respondents on the survey of Human Rights Education in the Philippines. Results of the survey shall be presented in the 2nd Education Congress on Human Rights on December 1-3, 2010.

We thank you for taking time in responding to this short questionnaire. Please answer every item. All responses are confidential.

Sincerely, The Research Team

For demographic purposes, please fill in the needed information below

Name:	Agency:	Contact Nos.:			
	Region:	Email Address:			
In the questionnaire below, place a check mark on the column that reflects your answer.					
1. Implementation					
1.1 Are there any specific curricula in the teaching of human rights in your institution? () Yes () No If yes, what is it?					
1.2 Are human rights concerns included or incorporated in your curriculum? () Yes () No If yes, Please proceed to answer the following:					
1.3 At what levels, if any, are courses in human rights taught?					
1.4 What human rights language, topic, concepts, topics are being included in the delivery of instruction?					
1.5 What subject area(s) where the human rights education is/are included? (Please check any of the following: () History () Civic Education (or Civics or Citizenship Education) () Social Sciences () Sociology () Philosophy () Religious Studies () Politics (or Political Sciences) () Law (or Legal Studies) () Others					
1.6 Does your curriculum/training courses include any explicit references to the Universal Declaration of Human Rights (1948)? () Yes () No					
Please rate the following with 1 as the lowest and 5 as the highest:					
1.7 Emphasis on some particular violations of human rights in the curriculum/training courses?					
1.8 Capacity-building programs on the development of materials on human rights education					
1.9 Conflict resolution in schools/training institutions					
1.10 Use of instructional materials such as teaching human rights education					
1.11 Integration of HRE curriculum in all career courses and in-service education					
1.12 Updating of education and instructional materials					
2. Relevance and Strategic Fit					
2.1 Relevance on human rights education in the curriculum/training courses in your institution/school/agency					
2.2 Degree to which HRE has been integrated into statewide mandates, standards, and/or frameworks for teaching instruction?					
2.3 Extent to which human rights education program respond to the mandates and international treaty obligations with - the UN					

Decade on Human Rights Education (UNDHRE) and the Philippine HRE Decade (PHRED) Plan and to the World Programme for Human Rights Education (WPHRE).

2.4 Extent of support and direction provided by CHR and the multi-sectoral stakeholders on the implementation of HRE programmes.

2.5 Relevance of curriculum topics addressed within human rights education mandates, standards, guidelines, or proficiencies.

2.6 Priority on human rights education.

2.7 Participation and involvement of significant stakeholders in implementing human rights education programs

3. Monitoring, Research and Evaluation

3.1 Do you regularly update, research and develop HRE instructional materials/training courses? () Yes () No
If yes, why?
If no, why not?

Please rate below, with one as the lowest and 5 as the highest:

3.2 Progress made towards the implementation of the human rights education program in your institution/agency?

3.3 Effectiveness of the use of teaching exemplars, and training modules on human rights

3.4 Measures done to gauge the effectiveness and the impact of the teaching exemplars?

3.5 Achievement of objectives of the teaching exemplars/training courses/modules

3.6 Competency and training in teaching human rights

3.7 Specialized training on human rights

3.7 Extent to which human rights lessons were identified and addressed

3.8 Information dissemination on human rights concerns to the entire academic community

3.9 Monitoring on human rights program/education

3.10 Review and updating of the HRE curriculum and/or training courses

3.11 Research and development of HR modules for law enforcement and enhancement of courses on human rights

3.12 Conduct of HR advocacy courses, orientations, seminars and workshops

3.13 Awareness campaign of HR education

Part II. Please answer the following briefly:

1. What are the major accomplishments as far as the implementation of human rights education in your school or institution is concerned?

2. What are the major issues, challenges and concerns that you encounter in implementing human rights education program in the Philippines?

3. What evidence exists to support claims that human rights education is contributing to the strengthening of human rights infrastructure in the Philippines for the duty bearers in particular?

4. What are your recommendations to further strengthen human rights education in the Philippines?

To be returned on or before October 15, 2010 to the Philippine Commission on Human Rights,
Human Rights Education Division, Diliman, Quezon City
Mr. Hubert Ruiz (cp no. 0916 470 2393, email add: huberruiz@yahoo.com) and to
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Appendix 2.1 Survey Results (Part I)

Method of Analysis

Before the data was analyzed, they were first processed to gain more insights about the respondents. For items measured in a rating of 1 to 5, their sum was computed for each scale so that a descriptive measure for that scale is obtained. Thus, ratings on items 1.7 to 1.12 were added to have a descriptive measure for "implementation". The same was done for items 2.1 to 2.7 for "Relevance and Strategic Fit" and items 3.2 to 3.13 for "Monitoring, Research, and Evaluation". The possible ranges of the measures for each scale was obtained to determine the cutoffs in classifying these scores as low, medium, or high. The following rubric was used:

Scale	Range	Low	Medium	High
Implementation	6 to 30	6 to 13	14 to 22	23 to 30
Relevance and Strategic Fit	7 to 35	7 to 16	17 to 25	26 to 35
Monitoring, Research, and Evaluation	13 to 65	13 to 30	31 to 47	48 to 65

For a respondent having a descriptive sum of ratings of 20, 8, and 50 for the implementation, relevance and strategic fit, and monitoring, research, and evaluation scales respectively will place him/her on a medium level of implementation, low level of relevance and strategic fit, and a high level of monitoring, research, and evaluation. Frequency tables were then generated for each categorized scales, which are shown below.

Table 2.1 Implementation (National)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	14.4	16.6	16.6
Low implementation	118	48.8	55.3	72.5
Medium implementation	58	23.9	27.5	100.0
High implementation	211	86.8	100.0	
Missing	32	13.2		
Total	243	100.0		

Table 2.2. Relevance and Strategic Fit (National)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39	16.0	18.1	18.1
Low Relevance and Strategic Fit	98	40.3	45.4	63.4
Medium Relevance and Strategic Fit	79	32.5	36.6	100.0
High Relevance and Strategic Fit	216	88.9	100.0	
Missing	27	11.1		
Total	243	100.0		

Table 2.3 Monitoring, Research, and Evaluation (National)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	25.9	30.9	30.9
Low Monitoring, Research, and Evaluation	99	40.7	48.5	79.4
Medium Monitoring, Research, and Evaluation	42	17.3	20.6	100.0
High Monitoring, Research, and Evaluation	204	84.0	100.0	
Missing	39	16.0		
Total	243	100.0		

Table 3.1. Implementation by Sector and Level

Agency	Elementary	Count	% within Agency	1. Implementation			Total
				Low implementation	Medium implementation	High implementation	
		8	17.4%	3	37.5%	8	46
		20	37.0%	27	65.2%	7	54
		3	5.5%	37	50.0%	15	55
		3	5.7%	24	67.3%	26	53
		34	16.3%	118	58.7%	56	208
							100.0%

Table 3.2. Relevance and Strategic Fit by Sector/Level

Sector/ Level	2. Relevance and Strategic Fit			Total
	Low Relevance and Strategic Fit	Medium Relevance and Strategic Fit	High Relevance and Strategic Fit	
Elementary	Count 12	Count 27	Count 9	Count 48
	% within Agency 25.0%	% within Agency 58.3%	% within Agency 18.8%	100.0%
Secondary	Count 16	Count 27	Count 14	Count 57
	% within Agency 28.1%	% within Agency 47.5%	% within Agency 24.6%	100.0%
Tertiary	Count 7	Count 26	Count 22	Count 55
	% within Agency 12.7%	% within Agency 47.3%	% within Agency 40.0%	100.0%
PNP/AFP	Count 3	Count 17	Count 33	Count 53
	% within Agency 5.7%	% within Agency 32.1%	% within Agency 61.2%	100.0%
Total	Count 38	Count 97	Count 78	Count 213
	% within Agency 17.8%	% within Agency 45.6%	% within Agency 36.6%	100.0%

Table 3.3. Monitoring, Research, and Evaluation by Agency

Level/ Sector	3. Monitoring, Research, and Evaluation			Total
	Low Monitoring Research, and Evaluation	Medium Monitoring Research, and Evaluation	High Monitoring Research, and Evaluation	
Elementary	Count 21	Count 24	Count 3	Count 48
	% within Agency 43.8%	% within Agency 50.0%	% within Agency 6.3%	100.0%
Secondary	Count 25	Count 25	Count 5	Count 55
	% within Agency 45.5%	% within Agency 45.5%	% within Agency 9.1%	100.0%
Tertiary	Count 11	Count 25	Count 10	Count 46
	% within Agency 23.9%	% within Agency 54.3%	% within Agency 21.7%	100.0%
PNP/AFP	Count 5	Count 25	Count 23	Count 53
	% within Agency 9.4%	% within Agency 47.2%	% within Agency 43.4%	100.0%
Total	Count 62	Count 99	Count 41	Count 202
	% within Agency 30.7%	% within Agency 49.0%	% within Agency 20.3%	100.0%

Table 4.1 Implementation by Region

Region	1. Implementation		Total
	Low implementation	Medium implementation	
I - Ilocos Region	Count 1	Count 17	Count 25
	% within Region 4.0%	% within Region 68.0%	100.0%
II - Cagayan Valley	Count 1	Count 7	Count 12
	% within Region 8.3%	% within Region 58.3%	100.0%
III - Central Luzon	Count 2	Count 3	Count 6
	% within Region 33.3%	% within Region 50.0%	100.0%
IVA - CALABARZON	Count 0	Count 5	Count 10
	% within Region 0%	% within Region 50.0%	100.0%
V - Bicol Region	Count 3	Count 14	Count 19
	% within Region 15.8%	% within Region 73.7%	100.0%
VI - Western Visayas	Count 7	Count 5	Count 20
	% within Region 35.0%	% within Region 25.0%	100.0%
VII - Central Visayas	Count 0	Count 3	Count 8
	% within Region 0%	% within Region 37.5%	100.0%
VIII - Eastern Visayas	Count 2	Count 10	Count 14
	% within Region 14.3%	% within Region 71.3%	100.0%
IX - Zamboanga Peninsula	Count 5	Count 10	Count 19
	% within Region 26.3%	% within Region 52.6%	100.0%
X - Northern Mindanao	Count 0	Count 5	Count 11
	% within Region 0%	% within Region 45.5%	100.0%
XI - Davao Region	Count 7	Count 9	Count 18
	% within Region 38.9%	% within Region 50.0%	100.0%
XII - SOCCSKSARGEN	Count 0	Count 4	Count 5
	% within Region 0%	% within Region 80.0%	100.0%
XIII - CARAGA	Count 2	Count 9	Count 16
	% within Region 12.5%	% within Region 56.3%	100.0%
NCR	Count 4	Count 9	Count 17
	% within Region 23.5%	% within Region 52.9%	100.0%
CAR	Count 1	Count 8	Count 11
	% within Region 9.1%	% within Region 72.7%	100.0%
Total	Count 35	Count 118	Count 211
	% within Region 16.6%	% within Region 55.9%	100.0%

Table 4.2 Relevance and Strategic Fit by Region

Region	2. Relevance and Strategic Fit			Total
	Low Relevance and Strategic Fit	Medium Relevance and Strategic Fit	High Relevance and Strategic Fit	
I - Ilocos Region	Count 2	Count 20	Count 5	27
	% within Region 7.4%	% within Region 74.1%	% within Region 18.5%	100.0%
II - Cagayan Valley	Count 1	Count 5	Count 5	11
	% within Region 9.1%	% within Region 45.5%	% within Region 45.5%	100.0%
III - Central Luzon	Count 2	Count 1	Count 5	8
	% within Region 25.0%	% within Region 12.5%	% within Region 62.5%	100.0%
IVA - CALABARZON	Count 1	Count 4	Count 6	11
	% within Region 9.1%	% within Region 36.4%	% within Region 54.5%	100.0%
V - Bicol Region	Count 4	Count 7	Count 7	18
	% within Region 22.2%	% within Region 33.0%	% within Region 38.3%	100.0%
VI - Western Visayas	Count 5	Count 6	Count 8	19
	% within Region 26.3%	% within Region 31.6%	% within Region 42.1%	100.0%
VII - Central Visayas	Count 2	Count 3	Count 7	12
	% within Region 16.7%	% within Region 25.0%	% within Region 58.3%	100.0%
VIII - Eastern Visayas	Count 3	Count 6	Count 6	15
	% within Region 20.0%	% within Region 40.0%	% within Region 40.0%	100.0%
IX - Zamboanga Peninsula	Count 4	Count 11	Count 3	18
	% within Region 22.2%	% within Region 61.1%	% within Region 16.7%	100.0%
X - Northern Mindanao	Count 1	Count 3	Count 7	11
	% within Region 9.1%	% within Region 27.3%	% within Region 63.6%	100.0%
XI - Davao Region	Count 5	Count 4	Count 6	15
	% within Region 33.3%	% within Region 26.7%	% within Region 40.0%	100.0%
XII - SOCCSKSARGEN	Count 1	Count 3	Count 1	5
	% within Region 20.0%	% within Region 60.0%	% within Region 20.0%	100.0%
XIII - CARAGA	Count 1	Count 12	Count 5	18
	% within Region 5.6%	% within Region 66.7%	% within Region 27.8%	100.0%
NCR	Count 6	Count 7	Count 5	18
	% within Region 33.3%	% within Region 38.9%	% within Region 27.8%	100.0%
CAR	Count 1	Count 6	Count 3	10
	% within Region 10.0%	% within Region 60.0%	% within Region 30.0%	100.0%
Total	Count 39	Count 98	Count 79	216
	% within Region 18.1%	% within Region 45.4%	% within Region 36.6%	100.0%

Table 4.3 Monitoring, Research, and Evaluation by Region

Region	3. Monitoring, Research, and Evaluation			Total
	Low Monitoring, Research, and Evaluation	Medium Monitoring, Research, and Evaluation	High Monitoring, Research, and Evaluation	
I - Ilocos Region	Count 3	Count 17	Count 5	25
	% within Region 12.0%	% within Region 68.0%	% within Region 20.0%	100.0%
II - Cagayan Valley	Count 1	Count 9	Count 2	12
	% within Region 8.3%	% within Region 75.0%	% within Region 16.7%	100.0%
III - Central Luzon	Count 2	Count 2	Count 3	7
	% within Region 28.6%	% within Region 28.6%	% within Region 42.9%	100.0%
IVA - CALABARZON	Count 1	Count 3	Count 5	9
	% within Region 11.1%	% within Region 33.3%	% within Region 55.6%	100.0%
V - Bicol Region	Count 6	Count 6	Count 2	14
	% within Region 42.9%	% within Region 42.9%	% within Region 14.3%	100.0%
VI - Western Visayas	Count 7	Count 7	Count 5	19
	% within Region 36.8%	% within Region 36.8%	% within Region 26.3%	100.0%
VII - Central Visayas	Count 2	Count 6	Count 5	13
	% within Region 15.4%	% within Region 46.2%	% within Region 38.5%	100.0%
VIII - Eastern Visayas	Count 6	Count 7	Count 2	15
	% within Region 40.0%	% within Region 46.7%	% within Region 13.3%	100.0%
IX - Zamboanga Peninsula	Count 1	Count 7	Count 1	9
	% within Region 11.1%	% within Region 77.8%	% within Region 11.1%	100.0%
X - Northern Mindanao	Count 1	Count 5	Count 4	10
	% within Region 10.0%	% within Region 50.0%	% within Region 40.0%	100.0%
XI - Davao Region	Count 8	Count 7	Count 3	18
	% within Region 44.4%	% within Region 38.9%	% within Region 16.7%	100.0%
XII - SOCCSKSARGEN	Count 1	Count 1	Count 0	2
	% within Region 50.0%	% within Region 50.0%	% within Region 0.0%	100.0%
XIII - CARAGA	Count 7	Count 7	Count 2	16
	% within Region 43.8%	% within Region 43.8%	% within Region 12.5%	100.0%
NCR	Count 6	Count 9	Count 2	17
	% within Region 35.3%	% within Region 52.9%	% within Region 11.8%	100.0%
CAR	Count 2	Count 6	Count 1	9
	% within Region 22.2%	% within Region 66.7%	% within Region 11.1%	100.0%
Total	Count 63	Count 99	Count 42	204
	% within Region 30.9%	% within Region 48.5%	% within Region 20.6%	100.0%

For the rest of the items, frequency tables were generated from the raw data.

National Level:

Agency	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Elementary	56	23.0	23.4	23.4
Secondary	62	25.5	25.9	49.4
Tertiary	61	25.1	25.5	74.9
PNP/AFP	60	24.7	25.1	100.0
Total	239	98.4	100.0	
Missing				
System	4	1.6		
Total	243	100.0		

Region	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
I - Ilocos Region	33	13.6	13.6	13.6
II - Cagayan Valley	13	5.3	5.3	18.9
III - Central Luzon	8	3.3	3.3	22.2
IVA - CALABARZON	12	4.9	4.9	27.2
V - Bicol Region	22	9.1	9.1	36.2
VI - Western Visayas	21	8.6	8.6	44.9
VII - Central Visayas	13	5.3	5.3	50.2
VIII - Eastern Visayas	16	6.6	6.6	56.8
IX - Zamboanga Peninsula	20	8.2	8.2	65.0
X - Northern Mindanao	11	4.5	4.5	69.5
XI - Davao Region	20	8.2	8.2	77.8
XII - SOCCSKSARGEN	5	2.1	2.1	79.8
XIII - CARAGA	19	7.8	7.8	87.7
NCR	19	7.8	7.8	95.5
CAR	11	4.5	4.5	100.0
Total	243	100.0	100.0	

1.1 Are there any specific curricula in the teaching of HR in your institution?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	117	48.1	50.0	50.0
No	117	48.1	50.0	100.0
Total	234	96.3	100.0	
Missing				
System	9	3.7		

1.1 Are there any specific curricula in the teaching of HR in your institution?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	117	48.1	50.0	50.0
No	117	48.1	50.0	100.0
Total	234	96.3	100.0	
Missing				
System	9	3.7		
Total	243	100.0		

1.1 If yes, what are these specific HR curricula?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
All courses	170	70.0	70.0	70.0
All training	1	.4	.4	70.4
Araling Panlipunan	1	.4	.4	70.8
Araling Panlipunan	3	1.2	1.2	72.0
Araling Panlipunan, Values	1	.4	.4	72.4
Basic	1	.4	.4	72.8
Basic and Advance Course	1	.4	.4	73.3
Basic Courses	1	.4	.4	73.7
BEC	1	.4	.4	74.1
Children, Peace	1	.4	.4	74.5
Constitution	1	.4	.4	74.9
DPA 102	1	.4	.4	75.3
GE	1	.4	.4	75.7
Gender, Governance	1	.4	.4	76.1
HeKasi	2	.8	.8	77.0
HEKASI	1	.4	.4	77.4
HEKASI, Character Ed	1	.4	.4	77.8
HeKasi, GMPC	1	.4	.4	78.2
HR	8	3.3	3.3	81.5
HR Seminars	1	.4	.4	81.9
HR, Constitution	1	.4	.4	82.3
HR, IHL	4	1.6	1.6	84.0
HR, NSTP	1	.4	.4	84.4
ICPC, CARRRIL	1	.4	.4	84.8
IHL	5	2.1	2.1	86.8
Incorporated in program	1	.4	.4	87.2
Karapalag Panlao	1	.4	.4	87.7
Law	2	.8	.8	88.5
Malabaylan	1	.4	.4	88.9
Military, Subject	1	.4	.4	89.3
NA for PNP	1	.4	.4	89.7
NSTP, Educ	1	.4	.4	90.1
Peace	1	.4	.4	90.5
PNP HR	1	.4	.4	90.9
POI	1	.4	.4	91.4
Pol Sci	1	.4	.4	91.8
Pol Sci, Values	1	.4	.4	92.2

PSBRC, PSSLC, PSSLC, PSOBC, PSOCC, PSOAC	1	4	8	16	32	64	128	256
Seminars	1	4	4	4	4	4	4	4
Social Sciences	5	21	21	21	21	21	21	21
Social Sciences, Values	2	8	8	8	8	8	8	8
Teachers' Manual	1	4	4	4	4	4	4	4
Training	4	16	16	16	16	16	16	16
Values	4	16	16	16	16	16	16	16
Values: HeKasi	1	4	4	4	4	4	4	4
Total	243	100.0	100.0	100.0	100.0	100.0	100.0	100.0

1.2 Are HR concerns included in your curriculum?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	204	84.0	86.8	86.8
No	31	12.8	13.2	100.0
Total	235	96.7	100.0	
Missing	8	3.3		
Total	243	100.0		

1.3 At what levels, if any, are courses in human rights in your institution/agency?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
1st and 2nd Level	5	2.1	2.1	2.1
1st and 3rd year	1	.4	.4	2.5
1st year	2	.8	.8	3.3
2nd and 4th year	2	.8	.8	4.1
2nd year	2	.8	.8	4.9
3rd and 4th year	2	.8	.8	5.7
3rd to 6th grade	1	.4	.4	6.1
3rd year	3	1.2	1.2	7.3
4th to 6th grades	3	1.2	1.2	8.5
4th Year	2	.8	.8	9.3
All courses	8	3.3	3.3	12.6
All levels for Pol Sci, Socio major subjects, Undergrad Thesis for Socio, NSTP for Freshmen	1	.4	.4	13.0
All training courses	1	.4	.4	13.4
Araling Panlipunan	1	.4	.4	13.8
Araling Panlipunan, Values	1	.4	.4	14.2
Basic	5	2.1	2.1	16.3
Basic HR, IHL	1	.4	.4	16.7
Basic Topics	1	.4	.4	17.1

Career courses	2	8	16	32	64	128	256	512
CAR/HL	1	4	4	4	4	4	4	4
Children	1	4	4	4	4	4	4	4
Criminology	1	4	4	4	4	4	4	4
Doctrine	1	4	4	4	4	4	4	4
DPA	1	4	4	4	4	4	4	4
Educ. Nursing	1	4	4	4	4	4	4	4
Elementary	25	10.3	10.3	10.3	10.3	10.3	10.3	10.3
Elementary, Secondary	3	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Elementary, Secondary, Tertiary	2	.8	.8	.8	.8	.8	.8	.8
GE	1	.4	.4	.4	.4	.4	.4	.4
HEKASI	1	.4	.4	.4	.4	.4	.4	.4
HR	1	.4	.4	.4	.4	.4	.4	.4
HR, IHL	1	.4	.4	.4	.4	.4	.4	.4
IGRC, IHL, CAR/HL	1	.4	.4	.4	.4	.4	.4	.4
IHL	1	.4	.4	.4	.4	.4	.4	.4
Leadership, Safety	1	.4	.4	.4	.4	.4	.4	.4
MAKABAYAN	1	.4	.4	.4	.4	.4	.4	.4
Minor integration	1	.4	.4	.4	.4	.4	.4	.4
Optimum level	1	.4	.4	.4	.4	.4	.4	.4
Part of curriculum	1	.4	.4	.4	.4	.4	.4	.4
Part of one of the subjects	1	.4	.4	.4	.4	.4	.4	.4
Part of subject	1	.4	.4	.4	.4	.4	.4	.4
Philosophy, Pol Sci	1	.4	.4	.4	.4	.4	.4	.4
PME Courses	1	.4	.4	.4	.4	.4	.4	.4
PNP Seminar	1	.4	.4	.4	.4	.4	.4	.4
Police Stations	1	.4	.4	.4	.4	.4	.4	.4
Proper Dissemination is needed	1	.4	.4	.4	.4	.4	.4	.4
PSBRC, PSSLC, PSSLC, PSOCC, PSOCC	1	.4	.4	.4	.4	.4	.4	.4
PSBRC, PSSLC, PSSLC, PSOCC, PSOCC	1	.4	.4	.4	.4	.4	.4	.4
Rights of Accused	1	.4	.4	.4	.4	.4	.4	.4
Secondary	19	7.8	7.8	7.8	7.8	7.8	7.8	7.8
Secondary, Tertiary	4	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Seminar prior to graduation from academy	1	.4	.4	.4	.4	.4	.4	.4
Seminars	3	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Social Science, Pol Sci	1	.4	.4	.4	.4	.4	.4	.4
Social Studies, Values Ed	1	.4	.4	.4	.4	.4	.4	.4
Tertiary	18	7.4	7.4	7.4	7.4	7.4	7.4	7.4

Training training for compliance	1	4	4	97.9
Values	1	4	4	98.4
Values, History	3	1.2	1.2	99.6
Total	243	100.0	100.0	100.0

1.4 What human rights language, topic, and concepts are being included in the delivery of instruction/training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	95	39.1	39.1	39.1
1st to 3rd levels	1	.4	.4	39.5
All topics	1	.4	.4	39.9
Awareness	1	.4	.4	40.3
Basic	2	.8	.8	41.2
Bilingual	1	.4	.4	41.6
CAHRIL, ICRC	1	.4	.4	42.0
CARHIL, IHL	1	.4	.4	42.4
Children	20	8.2	8.2	50.6
Children, Consumer	1	.4	.4	51.0
Children, GAD	2	.8	.8	51.9
Children, Gender	1	.4	.4	52.3
Children, Heikasi	1	.4	.4	52.7
Children, HR	2	.8	.8	53.5
Children, UNDHR, HR	1	.4	.4	53.9
Children, UNESCO	1	.4	.4	54.3
Children, Values	1	.4	.4	54.7
Children, civil, sectoral	1	.4	.4	55.1
CHR instructor	1	.4	.4	55.6
citations in the extent of integration	1	.4	.4	56.0
Constitution	4	1.6	1.6	57.6
English	3	1.2	1.2	58.8
English and Filipino	1	.4	.4	59.3
English, Filipino	5	2.1	2.1	61.3
English, Filipino, Cebuano	2	.8	.8	62.1
English, Filipino, Ilocano	2	.8	.8	63.0
English, Filipino, Visayan	1	.4	.4	63.4
English, Tagalog	1	.4	.4	63.8
Ethics, HR	1	.4	.4	64.2
Family Code	1	.4	.4	64.6
Filipino	2	.8	.8	65.4

Gender, Culture	1	4	4	65.8
Gender, HR	1	4	4	66.3
General	1	4	4	66.7
Guest lectures	1	4	4	67.1
History, Basic Principles, Rules of Engagement	1	4	4	67.5
HR	31	12.8	12.8	80.2
HR in Policing	1	.4	.4	80.7
HR Training	1	.4	.4	81.1
HR, Children	8	3.3	3.3	84.4
HR, Constitution	1	.4	.4	84.8
HR, Consumer	1	.4	.4	85.2
HR, CPR	1	.4	.4	85.6
HR, Election	1	.4	.4	86.0
HR, Ethics	1	.4	.4	86.4
HR, Gender	1	.4	.4	86.8
HR, IHL	5	2.1	2.1	88.9
HR, IHL, HRC	1	.4	.4	89.3
HR, MDG	1	.4	.4	89.7
HR, Religion	1	.4	.4	90.1
HR, UDHR	1	.4	.4	90.5
HR, UDHR, MdG	1	.4	.4	90.9
HRE, GD, MDG	1	.4	.4	91.4
IHL, CAHRIL	1	.4	.4	91.8
IHL, HR	1	.4	.4	92.2
IHL, ICRC	1	.4	.4	92.6
IHL, Rules of Engagement	1	.4	.4	93.0
Integrated in curriculum	1	.4	.4	93.4
Karapatang Pantao	1	.4	.4	93.8
Lectures from CHR	1	.4	.4	94.2
MAKABAYAN	1	.4	.4	94.7
National and International	1	.4	.4	95.1
NSTP, Social Science	1	.4	.4	95.5
Peace	1	.4	.4	95.9
Politics, Law	1	.4	.4	96.3
Respect	1	.4	.4	96.7
Social Sciences	2	.8	.8	97.5
Subject matter	1	.4	.4	97.9
Tagalog, English, Visayan	1	.4	.4	98.4
Talks, Film Showing	1	.4	.4	98.8
UDHR	1	.4	.4	99.2
UDHR, HR, Constitution	1	.4	.4	99.6

UDHR, IHL, HR	1	4	4	100.0
Total	243	100.0	100.0	100.0

Subject Areas where HRE is included	Count	Table Responses %
Subject Areas where HRE is included: 1.5 Subject area where HRE is included: History	106	17.7%
1.5 Subject area where HRE is included: Civic Education	61	10.2%
1.5 Subject area where HRE is included: Social Sciences	105	17.6%
1.5 Subject area where HRE is included: Sociology	47	7.9%
1.5 Subject area where HRE is included: Philosophy	34	5.7%
1.5 Subject area where HRE is included: Religious Studies	44	7.4%
1.5 Subject area where HRE is included: Politics (or Political Sciences)	57	9.5%
1.5 Subject area where HRE is included: Law (or Legal Studies)	57	9.5%
Others	87	14.5%

1.6 Does your curriculum/training courses include any explicit references to the UDHR (1948)?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	130	53.5	57.0	67.0
No	64	26.3	33.0	100.0
Total	194	79.8	100.0	
Missing System	49	20.2		
Total	243	100.0		

3.1 Do you regularly update, research, and develop HRE instructional materials/training courses?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	71	29.2	34.5	34.5
No	135	55.6	65.5	100.0
Total	206	84.8	100.0	
Missing System	37	15.2		
Total	243	100.0		

3.1 If yes, why? If no, why not?

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Absence of structure	1	.4	.4	50.2
Advancement of knowledge	1	.4	.4	50.6
Applicability in field	1	.4	.4	51.0
Attending seminars	1	.4	.4	51.4
Attune with the latest info	1	.4	.4	51.9
Awareness	2	.8	.8	52.3
Because it's just part of our subject	1	.4	.4	53.1
Busy school head	1	.4	.4	53.5
Change related reasons	1	.4	.4	53.9
Child friendliness	1	.4	.4	54.3
Competitiveness	1	.4	.4	54.7
Conception Period	1	.4	.4	55.1
Coping with current situation	1	.4	.4	55.6
current trends and HR concepts	1	.4	.4	56.0
Designated unit who does the function	1	.4	.4	56.4
Educ students to teach	1	.4	.4	56.8
	122	50.2	50.2	57.2

Enrichment	1	4	57.6
Failed to include in curriculum	2	8	58.4
Few trainings	1	4	58.8
For better training and education	1	4	59.3
For reference	1	4	59.7
Further research	1	4	60.1
Global compliance	2	8	60.9
HR lectures	1	4	61.3
HRE relevance	5	2.1	63.4
Human Development	1	4	63.8
If there's a new study or innovation in HR, program/training is always undertaken.	1	4	64.2
In culture	1	4	64.6
In life with instruction	1	4	65.0
In one subject only	1	4	65.4
Incorporated in the curriculum	1	4	65.8
Inherent to professors	1	4	66.3
Inquire updates	1	4	66.7
Integrated in curriculum	2	8	67.5
Irregular updates	1	4	67.9
Lack of materials	6	2.5	70.4
Lack of reference books	1	4	70.8
Lack of resources	6	2.5	73.3
Lack of speakers	1	4	73.7
Lack of time	13	5.3	79.0
Lack of training	7	2.9	81.9
Lack/minimal Training	1	4	82.3
Learning	1	4	82.7
Limited funding and materials	1	4	83.1
Maintains a center for HRE	1	4	83.5
Minimal training	1	4	84.0
No follow up	1	4	84.4
No opportunity	1	4	84.8
No specific course on HR	1	4	85.2
No training for teachers	1	4	85.6
Not aware	4	1.6	87.2
Not enough attention	1	4	87.7
Not in curriculum	2	8	88.5
Not my priority	1	4	88.9
Not part of curriculum	2	8	89.7

Not regular	1	4	90.1
Not required	2	8	90.9
only in AP and Values	1	4	91.4
Only in lesson	1	4	91.8
other concerns more important than HRE	1	4	92.2
Part of curriculum development	1	4	92.6
Part of POI	1	4	93.0
Part of TI	1	4	93.4
Promote HR awareness	1	4	93.8
Repond to needs	1	4	94.2
Research	1	4	94.7
Share with students	1	4	95.1
So we can demonstrate to our students	1	4	95.5
There should be ICT materials	1	4	95.9
To be updated	1	4	96.3
To make them relevant and interesting to students	1	4	96.7
To upgrade my knowledge about HRE	1	4	97.1
Training	1	4	97.5
Updates	4	1.6	99.2
Useful to pupils	1	4	99.6
We do not update publications	1	4	100.0
Total	243	100.0	100.0

Tables by Sectors/Levels

Are there any specific curricula in the teaching of HR in your institution?

Agency	1.1 Are there any specific curricula in the teaching of HR in your institution?		Total
	Yes	No	
Elementary	Count 20	Count 32	52
	% within Agency 38.5%	61.5%	100.0%
Secondary	Count 18	Count 41	59
	% within Agency 30.5%	69.5%	100.0%
Tertiary	Count 24	Count 36	60
	% within Agency 40.0%	60.0%	100.0%
PNP/AFP	Count 53	Count 6	59
	% within Agency 89.8%	10.2%	100.0%
Total	Count 115	Count 115	230
	% within Agency 50.0%	50.0%	100.0%

1.2 Are HR concerns included in your curriculum?

Agency	1.2 Are HR concerns included in your curriculum?		Total
	Yes	No	
Elementary	Count 43	Count 9	52
	% within Agency 82.7%	17.3%	100.0%
Secondary	Count 53	Count 8	61
	% within Agency 86.9%	13.1%	100.0%
Tertiary	Count 50	Count 9	59
	% within Agency 84.7%	15.3%	100.0%
PNP/AFP	Count 55	Count 4	59
	% within Agency 93.2%	6.8%	100.0%
Total	Count 201	Count 30	231
	% within Agency 87.0%	13.0%	100.0%

Subject Areas where HRE is included	Agency			
	Elementary	Secondary	Tertiary	PNP/AFP
1.5 Subject area where HRE is included: History	Count 23	Count 43	Count 24	Count 15
	Row N % 43.4%	74.1%	42.1%	27.3%
1.5 Subject area where HRE is included: Civic Education	Count 17	Count 16	Count 14	Count 13
	Row N % 32.1%	27.6%	24.6%	23.6%
1.5 Subject area where HRE is included: Social Sciences	Count 16	Count 30	Count 44	Count 14
	Row N % 30.2%	51.7%	77.2%	25.5%
1.5 Subject area where HRE is included: Sociology	Count 2	Count 7	Count 24	Count 14
	Row N % 3.8%	12.1%	42.1%	25.5%
1.5 Subject area where HRE is included: Philosophy	Count 1	Count 2	Count 22	Count 9
	Row N % 1.9%	3.4%	38.8%	16.4%
1.5 Subject area where HRE is included: Religious Studies	Count 10	Count 16	Count 9	Count 8
	Row N % 18.9%	27.6%	15.8%	14.5%
1.5 Subject area where HRE is included: Politics (or Political Sciences)	Count 1	Count 7	Count 34	Count 15
	Row N % 1.9%	12.1%	59.6%	27.3%
1.5 Subject area where HRE is included: Law (or Legal Studies)	Count 0	Count 3	Count 16	Count 36
	Row N % 0%	5.2%	28.1%	65.5%
Others	Count 23	Count 21	Count 17	Count 25
	Row N % 43.4%	36.2%	29.8%	45.5%

1.6 Does your curriculum/training courses include any explicit references to the UNDHR (1948)?

Agency	1.6 Does your curriculum/training courses include any explicit references to the UNDHR (1948)?		Total
	Yes	No	
Elementary	Count 20	Count 21	41
	% within Agency 48.8%	51.2%	100.0%
Secondary	Count 27	Count 22	49
	% within Agency 55.1%	44.9%	100.0%
Tertiary	Count 39	Count 12	51
	% within Agency 76.5%	23.5%	100.0%
PNP/AFP	Count 43	Count 7	50
	% within Agency 86.0%	14.0%	100.0%
Total	Count 129	Count 62	191
	% within Agency 67.5%	32.5%	100.0%

By Region
1.1 Are there any specific curricula in the teaching of HR in your institution?

Region	1.1 Are there any specific curricula in the teaching of HR in your institution?		Total
	Yes	No	
I - Ilocos Region	Count 17	Count 14	31
	% within Region 54.8%	% within Region 45.2%	100.0%
II - Cagayan Valley	Count 7	Count 6	13
	% within Region 53.8%	% within Region 46.2%	100.0%
III - Central Luzon	Count 2	Count 6	8
	% within Region 25.0%	% within Region 75.0%	100.0%
IVA - CALABARZON	Count 6	Count 6	12
	% within Region 50.0%	% within Region 50.0%	100.0%
V - Bicol Region	Count 11	Count 8	19
	% within Region 57.9%	% within Region 42.1%	100.0%
VI - Western Visayas	Count 9	Count 12	21
	% within Region 42.9%	% within Region 57.1%	100.0%
VII - Central Visayas	Count 8	Count 5	13
	% within Region 61.5%	% within Region 38.5%	100.0%
VIII - Eastern Visayas	Count 8	Count 8	16
	% within Region 50.0%	% within Region 50.0%	100.0%
IX - Zamboanga Peninsula	Count 8	Count 10	18
	% within Region 44.4%	% within Region 55.6%	100.0%
X - Northern Mindanao	Count 8	Count 3	11
	% within Region 72.7%	% within Region 27.3%	100.0%
XI - Davao Region	Count 9	Count 9	18
	% within Region 50.0%	% within Region 50.0%	100.0%
XII - SOCCSKSARGEN	Count 2	Count 3	5
	% within Region 40.0%	% within Region 60.0%	100.0%
XIII - CARAGA	Count 6	Count 13	19
	% within Region 31.6%	% within Region 68.4%	100.0%
NCR	Count 10	Count 9	19
	% within Region 52.6%	% within Region 47.4%	100.0%
CAR	Count 6	Count 5	11
	% within Region 54.5%	% within Region 45.5%	100.0%
Total	Count 117	Count 117	234
	% within Region 50.0%	% within Region 50.0%	100.0%

Agency * 3.1 Do you regularly update, research, and develop HRE instructional materials/training courses? Crosstabulation

Agency	3.1 Do you regularly update, research, and develop HRE instructional materials/training courses?		Total
	Yes	No	
Elementary	Count 10	Count 35	45
	% within Agency 22.2%	% within Agency 77.8%	100.0%
Secondary	Count 11	Count 42	53
	% within Agency 20.9%	% within Agency 79.2%	100.0%
Tertiary	Count 22	Count 34	56
	% within Agency 39.3%	% within Agency 60.7%	100.0%
PNP/AEP	Count 27	Count 21	48
	% within Agency 56.3%	% within Agency 43.8%	100.0%
Total	Count 70	Count 132	202
	% within Agency 34.7%	% within Agency 65.3%	100.0%

1.2 Are HR concerns included in your curriculum?

Region	1.2 Are HR concerns included in your curriculum?		Total
	Yes	No	
I - Ilocos Region	Count 27 87.1%	4 12.9%	31 100.0%
II - Cagayan Valley	Count 12 92.3%	1 7.7%	13 100.0%
III - Central Luzon	Count 6 75.0%	2 25.0%	8 100.0%
IVA - CALABARZON	Count 11 91.7%	1 8.3%	12 100.0%
V - Bicol Region	Count 18 90.0%	2 10.0%	20 100.0%
VI - Western Visayas	Count 15 71.4%	6 28.6%	21 100.0%
VII - Central Visayas	Count 12 92.3%	1 7.7%	13 100.0%
VIII - Eastern Visayas	Count 14 87.5%	2 12.5%	16 100.0%
IX - Zamboanga Peninsula	Count 15 83.3%	3 16.7%	18 100.0%
X - Northern Mindanao	Count 10 90.9%	1 9.1%	11 100.0%
XI - Davao Region	Count 15 78.9%	4 21.1%	19 100.0%
XII - SOCCSKSARGEN	Count 5 100.0%	0 0%	5 100.0%
XIII - CARAGA	Count 18 94.7%	1 5.3%	19 100.0%
NCR	Count 16 88.9%	2 11.1%	18 100.0%
CAR	Count 10 90.9%	1 9.1%	11 100.0%
Total	Count 204 86.8%	31 13.2%	235 100.0%

(see other file for item 1.5 by region)

1.6 Does your curriculum/training courses include any explicit references to the UNDRH (1948)?

Region	1.6 Does your curriculum/training courses include any explicit references to the UNDRH (1948)?		Total
	Yes	No	
I - Ilocos Region	Count 12 54.5%	10 45.5%	22 100.0%
II - Cagayan Valley	Count 7 70.0%	3 30.0%	10 100.0%
III - Central Luzon	Count 6 85.7%	1 14.3%	7 100.0%
IVA - CALABARZON	Count 7 87.5%	1 12.5%	8 100.0%
V - Bicol Region	Count 12 70.6%	5 29.4%	17 100.0%
VI - Western Visayas	Count 10 55.6%	8 44.4%	18 100.0%
VII - Central Visayas	Count 10 83.3%	2 16.7%	12 100.0%
VIII - Eastern Visayas	Count 9 69.2%	4 30.8%	13 100.0%
IX - Zamboanga Peninsula	Count 6 40.0%	9 60.0%	15 100.0%
X - Northern Mindanao	Count 7 77.8%	2 22.2%	9 100.0%
XI - Davao Region	Count 10 58.8%	7 41.2%	17 100.0%
XII - SOCCSKSARGEN	Count 5 100.0%	0 0%	5 100.0%
XIII - CARAGA	Count 9 56.3%	7 43.8%	16 100.0%
NCR	Count 12 80.0%	3 20.0%	15 100.0%
CAR	Count 8 80.0%	2 20.0%	10 100.0%
Total	Count 130 67.0%	64 33.0%	194 100.0%

3.1 Do you regularly update, research, and develop HRE instructional materials/training courses?

Region	3.1 Do you regularly update, research, and develop HRE instructional materials/training courses?		Total
	Yes	No	
I - Ilocos Region	Count: 11 % within Region: 39.3%	Count: 17 60.7%	28 100.0%
II - Cagayan Valley	Count: 0 % within Region: 0%	Count: 1 100.0%	1 100.0%
III - Central Luzon	Count: 5 % within Region: 62.5%	Count: 3 37.5%	8 100.0%
IVA - CALABARZON	Count: 2 % within Region: 18.2%	Count: 9 81.8%	11 100.0%
V - Bicol Region	Count: 6 % within Region: 27.3%	Count: 16 72.7%	22 100.0%
VI - Western Visayas	Count: 4 % within Region: 25.0%	Count: 12 75.0%	16 100.0%
VII - Central Visayas	Count: 5 % within Region: 38.5%	Count: 8 61.5%	13 100.0%
VIII - Eastern Visayas	Count: 5 % within Region: 35.7%	Count: 9 64.3%	14 100.0%
IX - Zamboanga Peninsula	Count: 5 % within Region: 27.8%	Count: 13 72.2%	18 100.0%
X - Northern Mindanao	Count: 3 % within Region: 33.3%	Count: 6 66.7%	9 100.0%
XI - Davao Region	Count: 9 % within Region: 50.0%	Count: 9 50.0%	18 100.0%
XII - SOCCSKSARGEN	Count: 2 % within Region: 40.0%	Count: 3 60.0%	5 100.0%
XIII - CARAGA	Count: 5 % within Region: 31.3%	Count: 11 68.8%	16 100.0%
NCR	Count: 4 % within Region: 23.5%	Count: 13 76.5%	17 100.0%
CAR	Count: 5 % within Region: 50.0%	Count: 5 50.0%	10 100.0%
Total	Count: 71 % within Region: 34.5%	Count: 135 65.5%	206 100.0%

Region	Region													
	II - Cagayan Valley	III - Central Luzon	IVA - CALABARZON	V - Bicol Region	VI - Western Visayas	VII - Central Visayas	VIII - Eastern Visayas	IX - Zamboanga Peninsula	X - Northern Mindanao	XI - Davao Region	XII - SOCCSKSARGEN	XIII - CARAGA	NCR	CAR
Count	6	4	5	7	9	4	10	9	5	7	4	9	10	7
Subject Areas where HRE is included	1.5 Subject area where HRE is included	1.5 Subject area where HRE is included; History	1.5 Subject area where HRE is included; Civic Education	1.5 Subject area where HRE is included; Social Sciences	1.5 Subject area where HRE is included; Sociology									

Appendix 2.2
Survey Results Part II

Elementary	Accomplishments/contribution of HR	Major Issues and Challenges	Recommendation
Dep Ed	<p>Integration of HR issues in the lessons, organization of HR club in coordination with student council, reinforcement of gender and development issues like women/child abuse, care of elderly and the incapacities; opening of SPED classroom or program</p> <p>Our students learned that each one has rights as individual persons as they also respect others. When people/students respect each other's rights in the school/community level, it follows the entire Filipinos respect each other's. They also learned this obligation attached with right therefore they become responsible</p>	<p>Too many government thrusts for integration in the lesson most especially in araling pagpapaliwanag the guidance office is loaded with problems with regard to student-student conflict, lack of coordination with HR commission in teaching issues</p>	<p>HR Seminar to teachers must be conducted to reinforce their knowledge and skills</p> <p>leadership training to students on human rights</p> <p>more campaign or advertisement through multi-media. The public is not so much aware of the government concern of human rights</p>

1.5 Subject area where HRE is included:	2	0	1	2	2	1	0	6	3	2	2	3	5	4	1
Philosophy	9	3	1	0	4	0	4	5	3	5	3	5	5	1	1
1.5 Subject area where HRE is included:	9	1	1	3	5	3	4	4	2	6	4	5	4	4	1
Religious Studies															
1.5 Subject area where HRE is included: Politics (or Political Sciences)	10	3	2	1	4	3	6	3	3	8	4	2	4	4	1
1.5 Subject area where HRE is included: Law (or Legal Studies)	17	6	2	3	9	4	4	3	8	3	8	0	9	6	5

<p>Dep Ed</p>	<p>Concern/in school, all members of society signifies all children (pupils) teacher, administrators and others, have relevance both to content and to structure or environment of the school itself. Building upon the understanding of characters of different individual's cultures which advance the interaction between the culture and language of the stakeholder in school. An appreciation of the mutual enrichment provided by interchange, an understanding of the concepts of reciprocity and interdependence through related process such as cooperative learning and conflict resolution to education for peace and human rights</p>	<p>Major challenges and concerns in implementing human rights education in school. The govt. promulgated the National Policy on Women in Dev?/A major achievement in implementing the national action plan of action for gender equity & advance of women has been adopted. It focuses on the following 1). Promotion of education 7 skills training which will be done by ensuring that education is designed to create gender awareness 2). Elimination of all negative economic and social cultural practice as well as inappropriate laws which will be done through eliminating all forms of inequities among men and women</p>	<p>Again, we are aware that the Phil government created the presidential human rights committee (PHRC) as the advisory body to the president in effectively addressing all human rights issues in the country. We believe that the following should be recommended to further strengthen human rights education in our country. 1) Continue HR trainings and workshops for law enforcement organization and of course training for Dep Ed personnel especially for teachers and administrators 2). Establish an organizational framework for eliminating gender based discrimination and promoting gender equality 3). Develop criteria for best practice/models in the area of HRE in all sectors and at all levels of the education system 4). Report on the education efforts to strengthen & promote gender equality particularly with regard to women empowerment.</p>
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<p>Catbangen Central School (SFCLU)</p>	<p>Lack of training/seminar on human rights</p>	<p>To make functional and eventually recognize Dep Ed CHREs established by virtue of AO 249</p>
<p>Dep Ed</p>	<p>Influence of politics in disciplining students</p>	<p>Strict enforcement/implementation of HRE police</p>
	<p>1. Lecture, symposia about crime prevention, drug abuse and violence against women & their children 2. Launching of safe school for girls in and out school 3. National training for HRE, rights of the child and RA 7610</p>	
	<p>Violation and policies implement in our curricula should be strengthened. It should be integrated in the educational system not part of it</p>	
<p>City School Division of Candon City</p>	<p>Establishment of Dep Ed and CHRE Almost everybody is aware of their rights</p>	<p>Teachers are still not fully equipped with knowledge and skills on human rights</p>
		<p>1). Creation of a four year course in major rights or minor in human rights; 2). There should be a subject on HR</p>

<p>High school</p>	<p>Accomplishments/contribution of HR (1 and 3)</p>	<p>Major Issues and Challenges (2)</p>	<p>Recommendation (4)</p>
<p>Candon City Tech NHS</p>	<p>Active participation in activities related to human rights</p>		<p>Specific laws on HRE must be passed by congress as soon as possible</p>
<p>Mangaldan NHS</p>	<p>Participation and involvement in</p>	<p>Lack of volunteerism on the of the</p>	<p>Accreditation of volunteer human</p>

Major Issues and Challenges	Recommendation
<p>1)</p> <p>o specific fund earmarked for HRE however, fund is access through the AD and the Extensions Directorate of the University HR is volunteerism; thus it is dependent on available time of volunteers while WMSU have designated the Extension Coordinators as HR coordinators for the College, this also dependent on the work load of the faculty and staff</p>	<p>(4)</p> <p>Strengthen HR in the HEIs through fiscal support earmarked specifically for the HR activities</p> <ul style="list-style-type: none"> -provision of incentives for faculty and staff committed to HR advocacy -mandate LGUs to consider HR activities in their program and projects to serve more "human- rights-in-need" people. -full implementation of laws in HR with teeth sanctions human rights

<p>our faculty, staff and student. This is to evidence that HR advocacy is seeping in to the academic community</p> <p>-One day training of HR capacity building cum organization and action planning of BHRO</p> <p>-symposium on rights of women against violence, torture and child abuse</p> <p>-HRE capacity building</p> <p>-validation of HRBA, MDG localization</p> <p>Top officials are aware that the people are being educated on their rights</p>	<p>No fund since it is voluntary. It is only integrated in our social science subjects</p> <p>There should be a mandate to include you include human rights education in the curriculum on all courses</p>		
<p>Ilocos Sur Polytechnic State College (ISPC)</p>			
<p>Saint Louis College</p>	<p>Aside from subjects and course dealing on HR, SLC also conduct symposium, orientations and seminars on HR</p> <p>Especially in La Union, human rights violations do not exists. This is due perhaps to the fact that people are aware in their rights</p>	<p>Some students and personnel are not supportive or are different, or maybe afraid that human rights issues be discussed in school</p>	<p>Close partnership with DepEd and CHED to assure that HR subjects & courses are taken up from the elementary to the tertiary level.</p> <p>Seminars & orientations on HR to all government officials & employees.</p> <p>Continue to assist CHRE's to implement hr education in the school</p> <p>DepEd and CHED to come up with an order mandating all academic institutions to integrate HR in the</p>
<p>Pangasinan State University</p>	<p>Establishment of CHRE and facilitating in the establishment of PSAT as the Universities satellite</p>	<p>Limited coordinator with the CHR Regional office</p>	

<p>CHRE. Recruitment and accreditation of HR Education Volunteers; Participation to HR based MDG localization; HR Related Researches; Conducted Electoral Education; Mainstreaming HR in the university; Seminar-workshop on integrating HR in general education</p> <p>Decrease of HRVs and enactment of HR related ordinance</p> <p>Was able to reach out at least more than a thousand students per semester especially in NSTP classes and the said students are mobilized in the community for the advocacy programs on HR</p> <p>As se continue advocacies and conduct of human rights awareness/education in schools as well in the community, we raise people level of awareness on HR which also make duty bearers to be more conscious in existing their duties</p> <p>Orientation of basic HR to incoming freshmen, establishments of DMMMSU as center for HRE for the duty</p> <p>Community of students are slowly</p>	<p>curricula or better yet to have a separate subject/course on HR</p> <p>CHED and CHR should release a memorandum mandating that HRE should be included in curriculum</p>	<p>Lyceum north western university</p> <p>DMMMSU-La Union</p>	<p>Congress to legislate a law for the creation of HR courses or institutionalizing CHREs</p> <p>Initial reaction of students on HR is negative, misconception on human rights</p>
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	getting understand the correct view of human rights, more HR related activities	
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Region II

Elementary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Libag Elementary school	Lesser complaints about corporal punishment but poor discipline of pupils and poor study habits Elementary Teachers try their very best to be always aware of the implementation especially on corporal punishment, there are unavoidable circumstances that need to give punishment, their parents become over-protective And exaggerated on the kind of the punishment given to the child. Children become bully and naughty without punishment	With the presence of the HR, wherein parents are aware of imposing discipline, parents become alert, observant and over protective and children has the tendency to lie Teachers become victims of false accusations	Conduct seminars/trainings to school teachers and pupil's parents for total awareness, limitations and degree of implementation of HR
Tuguegarao North Central School	Integration of HR concepts in the curriculum (not always)	There is no specific/explicit curricula for it Integration of HR educational programs is not well planned, organized due to unavailability of instructional materials /modules Teachers are apprehensive in imposing discipline among pupils due to many human rights that they know	

High school	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Cagayan National High School	Dissemination of human rights education in the classes especially the first year students because it's part of their lessons and in all year levels, its being discussed in the lesson needs to discuss human rights Well informed students of their basic rights	We need seminars or symposiums to teachers and students for implementing human rights and more issues and concerns to be discussed	Give more learning modules and pamphlets to be given to students Conduct seminars and trainings for Awaiting Parliapuran Teachers Conduct lectures for the students
Camalanigan National High School	School Organizations strictly follow their constitutions and their laws Organizations Leaders Participate in planning and decision making Awareness level on existing Laws Progressing level awareness on human rights Students awareness of their rights	Students Discipline Parents children relationships Familiar concerns	Training of Awaiting parliapuran teachers and Science Health More Campus lectures and Seminars
CHS			
Aniporda Sr. National High School	Complaints had been minimized and understanding / among parents and teachers became closer		

College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
MCNP-ISAP	Symposium on basic human rights Our graduates became lawful	Lack of information in new, revised and updated laws on Human Rights	Provide teachers seminars /workshops and Training Grant research funds for us to

citizens and carries along with them and enjoy all rights wherever employed locally and abroad	conduct researches on human rights
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Armed Forces/Police	Accomplishments (contribution of HR (1 and 3))	Major issues and Challenges (2)	Recommendation (4)
PNP		Lacks of instructional materials and trained speakers to conduct trainings/seminars to give proper education and implementation of HRE	Proper dissemination and orientation to the citizens of the Philippines about human rights
2 nd RPSB PRO 2	Our major accomplishments of this office regards to implementation of human rights education are the activities or symposiums/seminars conducted by this office which aimed to promote human rights as a basic value in the conduct of police operations wherein the productions of human rights is the basic of police functions. This activity is the part of the PNP integrated transformation program which aimed to internalize and impart to all personnel as they full fill their daily police works.	This office has never condoned violation of human rights, however there are concerns that needs for improvement like the conduct of special training programs on Human Rights and International Humanitarian Law, and other human rights component and the development of police trainers and champions in human rights advocacy and continuing legal education for PNP personnel	There will be a close coordination with Commission on Human rights, PHP, AFP and other criminal justice system pillars for the speedy resolution of cases in pursuit of justice for the victims of HR violations. Further, the establishment for continuing information exchange between the PNP and international and local NGO's for the advancement of HR for the police in particular and in the country in general
	Human rights education contributes to strengthen human rights infrastructure in the Philippines through close		

coordination with the COMMISSION on HUMAN RIGHTS and other organizations/agencies that draw attention to human rights abuses. Moreover, it will participate in their mandated tasks in promoting human rights	Non major issues, except that it seems that violation of human rights only focus on the government officials (students input)	Support the advocacy of commissioner Rosales on Universal Human Rights (for government officials, civilians, in surgenits or lawless elements)
incorporated in the POI at all courses catered by the school invitation at competent quest lecturer from CHR Region II	As far as HRE in concerned, this command has no challenges, issues and concerns encountered	Recommend that HRE should be extended to all schools/colleges and Universities as well as to the local governments units by our country
Camp Melchor F. Dela cruz, Soyong Echague Isabela (Army)	The major accomplishments as far as the information of Human Rights Education, this command was that our personnel especially those who are assigned in the fields were all fully aware on the rights of every individuals and know how respect and protect the people	HRE should be introduced to the CPP/NPA/MDF for them to respect the rights of our people
510 Philippine army	Our troops are compulsory attending HLE seminars being offered by the said agency every year. Hence they are extended to give due respects to our people	

High school	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Caluluan High School	Human rights education is not separately integrated and implemented in our school Cognitive knowledge and skills on human rights will serve as an eye opener to each student and to the teacher as well.	The major challenge is to implement HRE and attend training and workshop for the proper orientation and to gain knowledge and skills on that aspect.	Human rights education must be taught and integrated in the secondary education specifically in social science subjects that student and teachers must be aware on it.
Tagumbao High School	Human rights education is not separately implemented in our school Knowledge on human rights will serve as eye opener to individuals and students	The major challenge is how to implement it	Human rights education must be integrated in some subjects in secondary education
Dejeda alongapo city	All grievances of employee were given "ears" to listen to, resolved and parties were satisfied of the decision Teachers no longer employ corporal punishment. Superiors perform their duties as a leader with big hearts to emphasize and sympathize their subordinates.	There some groups and individual misconcepted rights as absolute one. This misconception is hanging and counter production	Since rights hinge on responsibility, it is imperative that educators give emphasis on the fundamental philosophy that "an individual is given the freedom to freely his duties perform". No such term as absolute freedom especially who are in power.
Palingmasic	Teacher and students are aware of their rights.	Lack of instructional materials on human rights	Sufficient instructional materials on HRE. Integration is not enough and

San Pablo National High School	Abuses are lessened or minimized	make it in effective subject
The students government officers implements/ internalize what they learned as far as human rights education is concerned Awareness in the Human Rights is given focus in the school	Strict discipline in imposing study habits of the students. To improve performance on the part of the students is greatly affected. Parents concern in the education of their students was affected	The students have now the guts to reason out / give their right answer as long as human rights is concerned

College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Bataan Peninsula State University	The BPSU center for human rights education actively disseminates information on human rights. it also has a regular radio program which aired via the BPSU community radio station Based on the feedback from listeners of the radio program, there is already an established number of regular program followers. Questions are sent by community members, as well as sentiments of appreciation	The current difficulty in funding presents a considerable drawback in reproducing IEC materials on HR. Also, the people who are involved in CHRE often find themselves equally preoccupied with other work as part of other designations	Provide sound and clear out funding system
Central Luzon State University	Incorporation of HR in the curriculum, particularly Political Sciences and teach HR as a part of the curriculum of BSED and BEED students who will teach Values Education and Social Studies Students are made aware of HR	Teachers needs more training on teaching HR	Training workshops on HR Particularly its applications and violations and the strategies of teaching it in school

	which they share with the people in their communities.	
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Region IV-A

Elementary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Ip Central School	Need for special training and materials		Periodic trainers training Develop and periodic training materials
			Conduct seminars on HR in all public schools Intensity information drive Intensive monitoring
Lucena East Elementary School	The teachers integrated the HR education in subjects like Sipika and Kultura Violence against children is eliminated. The children became also aware of their rights and at the same time they become aware of their duties	Parents cooperation and support in terms disciplining their children Sufficient instructional materials for classroom instruction	HR education should be integrated in the basic education curriculum and instructional materials be provided in related subjects Regular trainings on HR Education be provided to school personnel, teachers and parents

High school	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Luis Palad National High School	Settlement of minor problems in the school level		Integration of HRE in secondary Curriculum
Quezon National High School	Integration of human rights lesson in social studies Joining Human Rights Celebration Human rights education, its	Accepting students who have problems, personal or social Conflict on Implementing rules and DepEd rules and regulations	Proper information and dissemination campaign Specific lessons on HR to be integrated in some subjects

MSWF	awareness helps a lot complied with the true understanding and implementation of their rights We have really incorporated the teaching of the topic in the Social Sciences curriculum so it has become a major requirement for all the students to know about it before they pass the subject A lot of students are now aware of their rights and have become more aggressive to fight for their rights	Usually, the problem in the funding since the activity is implemented at the college level and has to generate its own funds to push through with the activities	There is a need to conduct activities that will reinforce awareness on human rights education, The CHR should have partnership with schools
Padre Garra National High School		Lack of materials and competency	

College/tertiary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Southern Luzon State University	Equal rights among people of students, implementation of HRE for the students to become aware of it We all know that our society is corrupt that we experiencing injustice all the time	Perhaps, we will find the major issues, challenges and concern once we implement human rights education program in one institution	Full implementation of HRE is necessary

Armed Forces/Police	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
PNIT	Through our graduates by making them sensitive		

PPSC-INTI		Dissemination of basic information on human rights Training of trainers for HR education
PPSS-PNTI	Coverage of introduction to HR in PSFTP course (PO1) Only controversial cases that is covered by the tri-media is exposed	Insufficient time frame allocated to HR More aggressive implementation of HR education through the conduct of seminars in the community and educational institution, over and above the integrated subject

Region V

Elementary	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Bagumbayan Elementary School	The school stakeholder are now aware of their rights and being vigilant of their rights to avoid violation Absence of HR violation in the school Greater vigilance/awareness of all school stakeholder	The insufficient instructional materials and modules as well as multi-media equipment become a setback for instructional purposes while the Grade VI has a module and prototype materials other levels do not have	Conduct teachers in-services training, workshops and seminars on HR
Albay Elementary School			Provide trainings for teachers and materials for instructions Conducts seminars, lecturers etc about human rights
Ibalon Central School	Child and youth welfare Rights of the parents Republic act no. 7192, the Women in the Development and Nation Building Act Republic Act 7877, The anti-Sexual Harassment Act		

Republic act 7610, special Protection of children Against child abuse		Lesson exemplars must be provided to teachers supported with instructional materials
Camalig Elementary School		An orientation seminar on the awareness of Human Rights Education
Gogon elementary school	Human Rights education is integrated in all subjects, there's a unit in Sibka an Helesi Some sector and conscious on human rights. Parents are aware o	The government thrust needs more info- disseminations to teachers and should be monitored
Legazpi Port Elementary School	Can't really tell, but parents are more aware of their rights and responsibilities; pupils and teachers, RA 7610 and Magma Carta for Teachers have been discussed during PTA meetings Pupils come to school with no "marks". Pupils have minimized being troublemaker	Integration of HR education is being done only MAKABAYAN subjects, sometimes in other subjects but only as incidental lessons, this is due to a set of curriculum by the DepEd

High school	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
	The students were able to know and understand their rights and purpose and liabilities if people are educated about their	The major issues that we encounter in implementing human rights education program is that we really don't have standard modules for instructions for HR	CHRs should conduct seminars all over the country for people to be aware Community awareness is very important

	rights as human beings. No rights will be violated		
Daraga National High School	Integration of human rights education in the lessons This will lessen human rights violators and enhance peace among people No major accomplishments	We need additional instructional materials for intensified dissemination and education Lack of teaching materials each of trainings on the part of teachers /facilitators	Provides us curriculum materials and offer more seminars/trainings to everyone Teachers/facilitators should be provided with enough teachings and workshops. Continuous follow-up and monitoring from other parties agencies like Dep ed and CHR
Orosite high school	Can't gauge since HRE is not a regular program of the school	Lack of trainings and materials	Dep ed and CHR should conduct regular monitoring to check whether HRE is implemented or not in all schools
Pagasa national high school	Only in the integration of lesson human rights being given emphasis Only for the information of the state holder	Lack of training and materials for the said program of the CHR	More training on in service training for the teacher. Adequate material for teaching human rights
Marines polytechnic college foundation on (MPCF) Legaspi city campus	Provided yearly seminars on human rights focusing on maritime labor convention (MLC) for maritime students As of the moment, the role and /or contribution of human rights education is not yet very clear, however, we are hoping that in	Difficulty in integrating human rights education topic in the curriculum Lack of sufficient trainings and seminar on the topic for faculty members Lack of instructional material and other resource on human rights	Strengthen CHR and HEIs partnership to infuse/integrate human rights education into the curriculum particularly targeting on NSTP subjects and social science Provide HEIs with instructional and other resource to educating students; provide sustainable program/advocacy campaign to

	the future are more vivid direction and role will be seen		HEIs
College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Bicol university	Inclusion of a human rights course in the AB Peace studies, AB Political integration of HR in subjects such as social dimensions of education, a subject in the BS/ED/BEED holding of foral symposia on HR Victims of HR violations now report these acts of violations. Organizations that assist individuals and groups to monitor and document HR abuses are readily available in the community	There remains the challenge of providing more teachers more teaching materials textbooks for HRE, and funds specially for pre-service and in-service HRE training for teachers	We must ensure that teachers are prepared to facilitate HRE through pre-service and in-service training. Be more creative in involving HR in school curricular especially in courses of such as sciences technology and even humanities. Some examples in the science include integrating the HR framework into discussions of environment degradation or in communication arts, students can explore media bias and the use of HR language in covering events
Aquinas university	Various discussion for a pertinent and prevalent issues eg. Cor-ass, electoral education, human trafficking -reflection papers -number of students who participate in activities and projects -monography -posters	Serving arrogance on the part of agencies that should be responding to issues, e.g. Balikatan forum	Set up HR centers in every institution Continue human rights education/discussion wherever/whenever called for. Establishment/expansion of network and partnerships
DWCL	Seminars conducted on human rights	Lack of teaching materials module asked on the above questionnaire is not available in the school	Conduct seminars and trainings to teachers including the human rights education. More materials available

		in the teaching of human rights
	Knowledge of the people on human rights	
Bicol college		Make the teaching of HR as a important subject in school in the country

Armed Forces/Police	Accomplishments/(contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
AFP	Our man in the field is fully of the human right. It professionalize our profession It is a respect within himself, has moral authority to hold governance. Respect to others and a law abiding citizens.	The scope of human rights in the context of the military personnel	Institutionalized the human right education to all sectors at the society and rationalized justice system in the Philippines
PHIL ARMY	The parable violation of human rights was lessen and awareness to human rights was strengthen The downgrade of human right t violation	Some issues an human rights are being exploited and twisted by the --- groups	It should also be thought to all levels of society and to the anti-government groups in order for the to request also our rights
AFP	Our soldier in the field because aware of the rights of the civilian. Thus, they become more respectful in dealing with the people in the communities	None so far, Our troops are open-minded enough to know that they sometimes forget their basic role of protecting the people	Include human rights education in High School, College and Military Schools Curriculum

	People in the community become more aware of their basic human right and likewise law enforcement become more respectful of the rights o the people	
PA	It was imparted to all soldiers in the field Knowledge on human right decreases the case of human rights	Soldiers are being accused as human rights violators It should be included in the teaching curriculum in secondary up to higher level

Region VI

Elementary	Accomplishments/(contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Division of Iloilo City	Human rights Education is being implemented and integrated in character education and HEKASI subjects hence conflicts between teachers and parents, pupils to pupils are minor and minimal	Indifferences of parents Ignorance of parents, community in both their responsibilities Teachers are already overloaded with paper works and teaching loads	The CHR in itself provides an opportunity and venue to help individuals who are in need, so I guess each one should imbued with correct values and build positive character to be successful. It has no start with oneself. Give support to their programs and advocacies
Jaro Elementary School	Conduct advocacy on HR of children Conducting advocacy seminars to the schools, other agencies and community	The lack of ample knowledge and internalization of HRE among pupils, teachers and community	
Mambusao			Massive campaign and training towards HRE
Antique Iloilo	Observe and practice the rights of		

Jack and Jill School	the children Conducted seminars on R.A 7610 People now tend to ask about their rights and very vigilant if certain abuses exist	Rights of the children Rights of the women Mostly doesn't know where to file the complaint	Include HRE in the curriculum to inform the students of their rights for their protection
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High school	Accomplishments/contribution of HR (1 and 3) Respect of every individual right. Minimizing the participation of students to maternity and other odd groups Speech/ opinion Form of organization recognized by the school	Major issues and Challenges (2) Rebellion Abuse of privileges	Recommendation (4) Proper inculcation of human rights education in the curriculum Scheduled activities like symposium, trainings and case studies
INHS			The DeptEd should take the initiative and coordinate with the CHR regarding the implementation by the said program
BCNHS	HRE is our school is not fully implemented An educated citizen will be a responsible one. If they're educated with HR principles, they tend to respect individual rights	HRE is not integrated fully in our learning competencies hence the teachers fail to give their focus on HR issues and concerns	Human rights education should be integrated in Philippine Secondary Learning Competencies, thus, all teachers are duty bound to teach HR
Antique National School	So far no accomplishment since H.R.E is not adopted in our school as part of curriculum. Because of	The major issue exposed by the media is only our tool to enlighten the mind and awareness of our students.	Provide modules, video and audio materials Conduct HR advocacy, orientations,

	the awareness we learn it from media and it usually relate it to the students in class for awareness purposes Concerned and justice Information campaign against human violation Support of the government Cooperation of the people	Example, killings, deprived of rights and privileges of children and women	Seminars and workshops HRE must be included in the curriculum Strengthen the curriculum Government concerned
Bacan National High School	The major accomplishment in human rights education is in the form of accepting all students to enrol and those who wanted to learn The idea is on how the individual protect himself from any violation in some cases those many experiences related to human rights abuses	The wrong notion understanding of parents on the essence of human rights which resulted in some conflicts	To strengthen the human rights education teaching by giving emphasis on fairness and just implementation to every individuals

College/Tertiary	Accomplishments/contribution of HR (1, 2 and 3) Students are getting aware of their rights and the rights of other people Conduct of some seminars/symposium are done at least annually Awareness of the HRE, as such	Major Issues and Challenges (2) Students are made aware but as long as values of people are not strengthen, we will still be paying lip service respecting human rights HRE is not part of curriculum include only on some subjects (social science subjects)	Recommendation (4) Specifics subject on HR be included in all curriculum as a mandated subjects Maybe more awareness campaign should be done and if it can be incorporated in the curricula
CSCI			
USA, Iloilo			

	<p>some time discussed on symposiums or TV/Radio Programs, contribute to the consciousness of people's rights so they can fight for such rights if violated</p> <p>Establishment of a Peace Center</p> <p>Inclusion in the curriculum of the AB, Political Sciences and BSED Social Sciences major in Human Rights and Peace Education Subjects</p> <p>Existence Training program for PNP/AFP on human rights Information Dissemination conducted by PNP/DOJ on human rights</p> <p>Symposium of HR (Summer 2010)</p>	<p>Lack of Professionals/Teachers with ample background training and field exposure in the field of Human Rights Education</p> <p>Weak linkages with Institutions, P.O., NGO's, Local and International</p>	<p>Increase in funding for Human Rights Education</p> <p>Enhanced curriculum from elementary to Collegiate on Human Rights Education</p> <p>Strengthening of linkage of P.O.S and Institutes local and international on Human Rights Education</p>	
West Visayas State University				
University of Antique			<p>Teacher training seminar</p> <p>Information dissemination, using flyers, modules and CDs/DVD's</p>	
WJT	<p>As far as know the implementation of HR here, is just as part in the teaching of our Social Sciences Subjects</p> <p>It contribute a lot for, if a person knows his rights and privileges, he will know where he is going to</p>		<p>It should conduct seminar/workshop to this students especially to college students so that he will understand better his own rights</p>	

Armed Forces/Police	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges	Recommendation
AFP(PA)	<p>The inclusion of report for Human Rights (HR) and International Humanitarian Law (IHL) provision in the operational plans and orders of the unit and during the conduct of the troops information and Enlightenment (I&E) to our troops. The inclusion of human rights subjects in the training conducted by the unit</p> <p>The significant decrease of the reported violations of human rights by AFP and PNP personnel. the 301st Infantry Brigade and its operationally controlled units has no human rights violation for the past years</p>	<p>(2) The major issues, challenges, and concerns we encountered in the implementation of the human rights Education program in our organization is that we have no available details as to the status of human rights violations/cases of the adverse party particularly the CPP/NPA/NDF. The C&R has to inform also the public the status of cases involving human rights violations of CPP/NPA/NDF</p>	<p>(4) The convergence of efforts of all stakeholder in our society to strictly adhere to respect human rights and International Humanitarian Law (IHL)</p>
Regional Training School 6	<p>HRE is included in all career courses offered in this school for police officers, to wit:</p> <p>Police recruits</p> <p>Police Junior Leadership Students</p> <p>Senior Police Leadership Students</p> <p>Police students who are candidate as Police Inspector</p> <p>Human Rights subjects is included in all Programs of institution (PO) for all career courses offered in this school</p>	<p>The HR instructions can best tell such issues, concerns and challenges while discussing their lesson on Human Rights. And I think they can best answer all the questions asked here</p>	<p>Continue what has been done and improve whatever there is to be done</p>

Philippine Army	Distributions of Human Rights information booklets to soldiers	Scarcity of instructors	Continuous Education
	Our soldier are very much aware of this advocacy and the leadership does not fail to reminds the constituents in adhering the human rights		
PIP Program, RPHRDO	Awareness of PNP personnel on human rights based policing and RA- 9745 and also IHL The decline in terms of number of human rights abuses	The legality, necessity and proportionality in the use of the force	Continual Education on RA-9745,IHL and other related laws
604 CDC, BRCCOG	The number of this institution they were not commit any violation against human rights		

Region VII

Elementary	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Tejero Elementary School	Little by, there's teacher, parent and community involvement, there such awareness on live a life of freedom and dignity. It recognizes the right of every child to a standard of living adequate for child to a moral and social development. It lives with institutions, organizations for sharing best	Creates healthy mental and physical for learners. Reflect on how resource materials support the implementation on human rights education.	Allocates for personal and professional development through participation in the seminars and workshops, once a year for the public school teachers as refresher for the implementation on human rights education program. We need resource material support for the implementation and integrating HRE and HEKASI and Sibika at kultura.

practices. It maintains status and behaviour that upholds the dignity of individuals	Updating that availability of the teaching guides to all values education and social studies teachers	Continue the integration of human rights in the curriculum
DEPED	The awareness of the students of their basic rights The number of people with human rights abuses who are complaining broadcast in media signify the awareness of their basic rights	
Don Sergio Osmeña sr. MNHS (DEPED)	It cannot mention any major accomplishment except on the dissemination of information on the rights of a child	School or classroom discipline against the rights of a child More information dissemination. More seminar or symposia
Dep ed	Have symposium/seminars about human rights	Child abuses Have modules and handbook human rights
DEPED Labangon Bliss Elementary		Most common issues that we encounter in allowing us and our children to voice out our opinion
		May I recommend to please provide necessary material in HR and training for teachers. Also, I would like to be emphasis if HR is to be given emphasis in the subjects, responsibilities also should be given equal emphasis too

Armed Forces/Police	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Phil. army	Aside from the subject, other seminars and workshops where taken into considerations such as	The working hours subjects being subjects being taken	There should be instructors training program for military units, the advocacy to human rights education.

Inter government agency	It makes us responsible in teaching, sharing that knowledge and actually implemented in the field	It is conducted on a regular basis	Regular seminars for the HR in the schools. Quarterly possible basis if possible
Regional training school 7, Apas Cebu city	Inclusion of HR/HR in the [POI] program of instruction of career and specialization courses. Soldiers follow religiously the rules of engagement and laws of armed conduct to avoid human right violations Teaching of human rights Lack of teaching hours	Lessen the human rights violation in the organization	Continuous information dissemination

Region VIII

Elementary	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Babatngon, Leyte	Integration in Sibika Makabayan subjects in all grade levels Children must be aware of their rights and responsibilities through their lessons in the Sibika/Kultura Pupils were taught and made to understand their basic rights as human beings, and that their parents and other people have rights, too, that they have to respect	Revolving conflict arising in school level Pupils tend to take for granted the responsibilities that come with every right	In -service training of all teachers regarding Human Rights Education
V&G Memorial School			

Basul			Create a specific learning Area that focus human rights instruction with corresponding disciplinary acts
Marabut Elementary School			I suggests to have Orientation Conference regarding Human Rights Education to teachers of Marabut District, Samar before the end of 2010

High school	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Tacloban City Night High School	Integration of HRE in the different subject areas Respect the rights of the students and teachers. Students awareness of their human rights	Limited allotment time for some subject area	Increase time allotment in Araling Panlipunan to give ample time for integration of HR
San Jose National High School			Integration in the school curriculum
Juan S. Tisno National High School	Integrate issues as it goes with the subject/content Submit relevant cases in recommendation position to parents on the law enforcement personnel Relevance to teachers / school heads and student affairs		Exposure to relevant trainings or whatever
Sta. Fe National High School	The rights of the students and teachers are the paramount, concerns and present Administration in order to operationalize the basic education	In -state -national high school, the issues, challenges and concerns that encountered are the strict implementations of school, policies and regulations that sometimes	Conduct of in -service trainings regarding Human Rights law and its application to the students Easy access of human rights advocates for the students are

	program of DeptEd through information dissemination about problems arising in the area, the students and parents as well as stakeholder comprehend the common groups in of HR program	students are not convinced to follow for its advocacy. Sometimes, parents are complaining about school policies but through PTCA	encourage to visit oftentimes to school to further inform the students about HR programs and applications to the students
Marabut National High School	Our school is a developing institution on a child friendly school The school itself as an instruments for the advocacy about human rights	Cooperation of teaching staff and stakeholders	Government should support the program
Lawaan National of Crafts and Home Individual	Integration of human rights in values education, as a subject and in Araling Panlipunan IV (Economics) No existing conflict among teachers and employees nor teacher with parents and students	Lack of trainings, instructional materials for teachers in the implementation of the program	Justice more for the least privileges /no departmentalized justice

College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Asian Development Foundation College	Human rights education has been incorporated in the Socio subjects since the opening of BS. Criminology Research shows that violators decreased in number because of fear for being penalized	Students violators mostly complained the manner of approach by the security force, OJT Criminology in handling the violators	Extend information dissemination, seminars, trainings not only educational institutions but also in the communities
Leyte Normal University	High awareness level among faculty and students	The mistaken notion of some that to inform of human rights is to be	More linkages with CHR and other bodies with similar concerns

	The growing awareness of members of the LNU that everyone has certain rights that must be respected	There is a need to strengthen to EC component of the program The need to provide financial support to generate full/enhanced implementation of the program	Reinforce the inclusion of human rights education in the Philippines Regularly conduct trainings/seminars/conferences on human rights
Eastern Visayas State University	Conducted a forum on human rights education Participated advocacy on the "Education for All" program Incorporated the topic on human rights in our curricular offering There is an increased awareness on human rights education in the country as disseminated them to media		

Armed Forces/Police	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
PPSC-Regional Training School	Decreased incidents of HR violations among PHP members in the field Tremendously reduced instances of police brutality and other violations of HRs committed against stakeholder	Completion in police work, high public expectation on knowledge in law of police officers and the culture of filling harassment cases against them on the part of arrested. Suspects as cover up line of offences as well as bias tri media broadcast /sensationalization of these cases	Public accessibility to HR issues and concerns through massive tri-media, broadcast, internet, tweeters, blogs, face books, symposium, seminars along cross section of Philippine society
Philippine National Police	Definitely this institution unit practice "NO HAZING" during the conduct of training Decrease the number of Human Rights violation	How far each students who taught the Basic of Human Rights will resist if not violating such rights The monitoring process, it each and every one of them practice the presentation of Human rights	Increase the se the period of coverage in HRE Provide with competent Human Rights who will handle the teaching of HRE Include HRE in all training curricula

Elementary	Accomplishments contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
St. Joseph school	So far the student learned that it is their right to attend school and they learned that it is the obligation of their There are many evidence and one of them is that even a little child and the un-educated knows their rights and privileged	One problem is that as educators will find it hard to discipline our student	I think HRE should be made mandatory to be taught in school and likewise the government should train teachers to teach and implement training for them in the classroom
Zamboanga Arakitesvara School	Awareness of the community about the dignity of each one -Respect for life as well as the rights of each individual -minimize social and integrated discrimination	None	Continue implementing the human rights education in our country
Aeneo de Zamboanga university	Not so evident efforts and initiative are limited to conducting -recognition conference -talks and the likes Please refer to my comment on item number one	Lack of human rights resource trained to handle such program	HRE be part of the curriculum across levels (basic to higher education) Provide training for HRE effective implementation in the classroom as well as training on research and development

Pilar university	The values and respect is being reinforced/practiced/lived		
Zamboanga City State Polytechnic College	HRE is integrated to social sciences subject to develop awareness	Exercise of human rights	Seminars and training to further strengthen human rights education
High school	Accomplishments contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Zamboanga high school	None what so ever What we have been experiencing in this institution are more discrimination against rank and file	besides the fact that our principals as well as other school officials, are prime violators of human rights	The school administration as well as employees must undergo proper human rights education and practice what they have learned
ZHS west	Objective of human rights lesson were addressed	Instructional materials training course on particular subject	Specialized teachers training must be conducted. Instructional materials must be provided
St. Joseph school		We need orientation and training in order to implement HR education in our school	It should be integrated in the curriculum
Zamboanga State College of Marine Sciences and Technology			

Pillar college	Attendance of students to major "human rights" gathering such as symposiums, seminar, etc. Unfortunately, most important of those who are involved in human rights abuse are "front of the laws" it is because they have access to information, have the means and can easily get into any situation as they are experienced. It does not strengthen but rather weakens the infrastructure in the Philippines unless strengthen law and paused to duty bearers in particular.	None so far	Proper dissemination of information about rights
Zamboanga City School of Polytechnic College	Integration in social and ethics subjects Out orientation	Labor laws to our students	Need more support from CHR for seminars, training both for instructors and students

College/Tertiary	Accomplishments/contribution of HR (Land 3) The school has no major accomplishments yet regard the implementation of human rights education Awareness of the existences of the human rights program of our country	Major Issues and Challenges (2) Lack of emphasis in the teaching rights topic and it is just one of the many topic under the "bill of rights" Lack of awareness of the occurrence of "human rights violations" except if read on news paper and watch on TV where in students have little access	Recommendation (4) Conduct of more symposiums with "relevant" speakers, probably victims of human rights violation Conduct of seminars with visual presentations (stuck reality) without modifications if possible Laws which will strength toward in human rights abuse and strengthen punishment of law of enforcer Government support and
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Pillar College	Lectures with follow-up laws affecting private education Discipline coordinators have updated guidelines on students rights and wrong book	Yearly lectures with follow-up are conducted about laws affecting rights of personnel and students	psychology of treatment of victims of human right abuses Proper education of persons concerned
Zamboanga City State of polytechnic college	Participation of students in the formulation of some policies of the college empowerment of students through their association empowerment of faculty member in their faculty association	Traditional attitudes of some school official in the implementation of some policies where effectiveness student are no involved in fact, some human rights of the faculty members are not considered, especially in the performance evaluation	Include it as are specific cause in the curriculum

Armed Forces/Police	Accomplishments/contribution of HR (Land 3) -Human rights seminar -Environmental humanitarian law -Purpose driven life seminar Exercising your right and liberties at all units	Major Issues and Challenges (2) Failure to respect or defend the right of freedom of others Failure to denounce and resists violations of basic rights and freedom	Recommendation (4) Keep people being aware of this rights Support human rights groups and maintain a vigilant posture in the exercise of rights and liberties
PNP			
PPSC RTSA	That our institution was able to institutionalized HR education as reflected in our program of instruction for various courses such as PSBRC, PSILC, PSSIC, PSOCC, PBOAC That our police officers had	Capability enhancement in terms of human resources and facilities	To train and involved the academic in order to produce better resource persons in human rights education

	become more aware and conscious of the basic human rights w/c has resulted to an improved public safety services		CHR, and other institutions to include the Phil. Air Force, Navy and Army should make an understanding, coordinating and planning in the conduct of HR activities
Phil. Air Force	I guess it would be awareness about HR		
Naval Forces western Mindanao, Philippine	The trust of the AFP to strictly observed and respect human rights is being implemented by the command and our subordinate units. HR advocacy seminar are conducted to educate soldiers and help them internalize the importance of HRE The implementation of HRE through advocacy seminars guided our personnel in the observance of HR resulting to none or to a minimal number of complaints regarding the violations of HR of the individual	So far, we have not encountered any major issues or concerns	Emphasize the HRE in our academic institution as early as these secondary education where puberty and curiosity of individuals start to grow

Region X

High school	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Capitol University Basic Education Department	The students enjoy the rights granted to them by the constitution. Recently, some (4 th year students) ran for SK chairman and SK councilors in their respective barangay		Hosting in regular forum about human rights, emphasizing on violations of these are addressed. This is to be done in schools
CUBED	Awareness of human rights as reflected in the textbook Hekasi subject is taught in which HR is oftenly mentioned The passing of bills regarding "anti-bullying". Here, the students will be protected from any forces	There should be specific subject, aside from Hekasi, which would tackle about HR There should be heavier punishment for those HR violators Government, implementers must be aware about it, thus, implement the law religiously and equally	HR education must be fully integrated in our educational system/ curriculum or there are must be a separate subject about it in all level of education (preschool to college)
Iligan National High School	Very high enrolment rate and high education The very strong concern among Filipino familiar to have education	Very crowded curriculum	Strengthen the institution especially the justice systems to make their rights credible

College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Liceo De Cagayan	It is developmental syllabus		
Pilgrim Christian College	Safety of our community		It must be put recommended approved by DepEd and CHED

Academic Institution	Our institution produces Christians, Muslims and non-Christian students with quality education We accept and produces successful working scholars With the aid of technology our students, people and the individuals can easily express their ideas and opinions on certain issues Cases about the discrimination are now minimized	Not for issues but challenges, all of us needs to awakened the advocacy of implementing our roles one of the prime models of what is human rights	In the academic institution it is better to group or organize our student as watchers as patrolers of rights
St. Michael's College of Education	HR awareness to faculty and students HR awareness to faculty and students	Lack of HRE training	More forums, seminars symposium on HR, etc.
Thomas Cabill Central School	Awareness of HR for the teachers Behavioural development of pupils Development of behaviour of the children	Financial assistance is the usual issue	More training on HR to teachers and administrators

Armed Forces Police	Accomplishments/contribution of HR (1 and 3) No more human rights reported. Personnel are already aware on the disadvantages of human rights.	Major Issues and Challenges (2) Personnel questioning the action taken of CHR as to the punishments and violations of commit terrorist	Recommendation (4) It should included in DeptEd curriculum
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violation in the organization As for AFP institution is concern Human rights subject was always included in the POI, likewise in all Troop Education and Information HR was always give emphasis Conduct of HR seminars quarterly Reduce incidents of HR violators	human rights violations	Continuing leaders and updates on new information in HR
PNP	Availability of instructors	

CARAGA

Elementary	Accomplishments/contribution of HR (1 and 3) Learners are aware on their Basic human rights Mural paintings on the walls reflecting their human rights, roles and responsibilities Integration on their lesson plan and upon their implementation We may able to resolve complaints from our parents regarding the ranking the ranking of honor pupils and the selection of HR. I Parents/stakeholders are cooperative/supportive in all undertakings of the school We created environment of a	Major Issues and Challenges (2) Constitution provides free education n both Elementary and Secondary, But the school had a difficulty of some aspects because of the non- collection policy Ranking of honor pupils	Recommendation (4) Be a model in all aspects Conduct of HRE advocacy training program
Bading Central Elementary School			
Buanavista Elementary School			
Butuan Central Elementary		Teaches could not do away with	Seminars and trainings should be

School	child-friendly school. We accept children in our school who are coming from the different areas of the city who would like to enrol following the order of Education for all (EFA) and no child should be left behind	scolding and shouting at the pupils at times due to the number of pupils in a room and because most of the children are 6 years old)	made in all schools. Teachers should be taught and reminded about the HR so that they'll
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High school	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Agusan National High School	Integration in lessons/ Ataling Paripauran/ only Becoming more vigilant and just in dealing with the clientele; graft and corruption issues and gender-based discrimination	Full implementation of the program	Operationalize the HR program
Agusan National High School	HRE only implemented/ integrated in the subject area depending in the lesson Values information	No instructional materials used are references	Trainings/ seminar workshops are needed
Buenavista National High School	The administration encourages the PTCA and Teacher Organization to participate in the discussion and planning of the school. Encourage transparency Human rights education contribute in the way as to bridging the gap between the Administration and the PTCA		There should be a symposium to be conducted in our school participated by the parents particular
Buluan City School of Arts and Trade	The school is able to cater a symposia sponsored by DSWD, PNP and PDEA The human rights is somehow	I strongly believe one of the problems encountered in the implementation of this program is the time and the numbers of school days in teaching for	To conduct symposium on Human Rights by the Commission on Human Rights To integrate Human Rights in the

Lesson in Social Studies and Values Education subjects To conduct research works on Human Rights Violation	Social Studies twice a week while Values Education is once a week	integrated in the social studies and values education subjects If there are cases on Human Rights violations in the countryside it will be properly investigated by the police authorities and Department of justice	
Libertad National High School	Awareness of human rights Increase awareness on the part of student in particular	Awareness of human rights	Misconception of human rights as absolute traits and as Value
San Vicente National High School	Students become aware of their basic rights as individual Shows respect to others as evident in Education/ learning HR and there is harmony in relationship among others Teachers are gradually change their attitudes towards fellow mentors and in dealing school stakeholder's	No references, magazines and lack of textbook about HRE. Instructional materials in developing the lesson is limited to exemplars Teachers has no broader knowledge, needs additional training about HRE	Integrate in curriculum particularly by Social Sciences Provided books in every secondary schools Teachers should be trained further about HRE Training for school administrators in handling disciplinary matters to teachers and students Lack of implementation to other subject area

College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major issues and Challenges (2)	Recommendation (4)
Agusan Colleges Incorporation	Every faculty member treats each other with the observance of human rights of a person Students were taught on the values education The teachers and students are gradually observing the values on	Major issues Lack of financial support to conduct forum on human rights concerns	Recommendations The human rights Commission shall extend services in private through conducting human rights seminar in school

Caraga State University	human rights as basic rights of a person There is a mutual respect of rights between students and the administration Students empowerment in the redress of sentiments and grievances towards the administration Graduates of this university are value-oriented individuals	Understanding one's limitation in the exercise of his rights, gender bias/inferior – superior condition due to work status, inferiority complex with respect to the socio economic status, tribal prejudice	Every HEI must create a HRE Center to promote further the program Every subject/course offering should have a 5-minute HRE every meeting Creation of students advocacy program unit on HRE spearheaded by students included in the university code
SIIT	Integrating HRE in Political science, NSTP and other GE subjects also, conducting seminar type class, discussion wherein general topics allotted to HR are being discussed HR education and information drive will level to mainstream especially those stakeholders, knowing your rights in the basic of the fundamental human rights	Lack of refresher Course for HRE dissemination, IEC materials	Emphasize "right based approach" Publication of IEC materials to be given to delivery institution, conduct training on HRE course for diseminations
SMCC, Nassifit	Full awareness of appreciate human rights, policies for appropriate action		Human rights should be part of the curriculum of Technical and Baccalaureate courses Human rights Education should be integrated in secondary education

NCR

Elementary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
DEP ED	There are subject on which human rights education are being tackled especially in Sibika at Kultura. Some in GMRIC. In that case, we had been observe that pupils knowledge on human rights are better than before New era elementary school together with the church administration and the community with 85% INC supports all project of human rights common to strengthen HR infrastructure in the Philippine	Teachers, parents and pupils so far are aware of their responsibility with respect on human rights	More teaching materials, books, guides, in-training service and seminar to update our knowledge on human rights education
DEP ED	Stickiness on the classroom -corporal punishment -hostility I suggest that the curriculum for human right should be implemented in public schools, particularly in the primary level	The major in the quarrelsome of the pupils may be because of be the size number of pupils. Another in showing their experience by viewing DVD bold	
DEP ED	Human rights is taught in our school depending the subject matter that we are teaching There are pupils that sexually harass other pupils Topics on human rights are	When the pupils are quarrelling each other sometimes they harm each other like stubbing using sharp pencil	Human rights education should be included in our curriculum
PWU		Sensitive issues in line with teaching	

	integrated in the social studies subject	human rights	
PWU-JASMS	Children are more knowledgeable of their rights		

High school	Accomplishments/Contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Culiat High School	We have created the office of the school Discipline the (OSD) to the look into the cases of students with behavioural problems Respect for others right	That parents are so persistent about their rights and their children's rights to the extent of neglecting their corresponding duties and responsibilities opposite that rights none	Intensify integration of human rights curriculum in the course seminars and training for teachers and students -have separate subject for this discipline to understand more human rights
New Era High School (DEPED, Q.C)	The students are made aware of the rights They are assertive and penalty express their views on human rights issues Since HRE is training on the best interest of the child, the program has gained importance in respecting the child's views and participation in the decision-making	-inadequate materials -insufficient training of teachers -prepare module for implementation & sustainable	Have the Dep Ed work/provides modules for HRE to be implemented. Periodic & need for its effectiveness
Capital hills Christian school	Respect of authority lives, property stimulate in our students handbook and integrate in values education	Involvement in the solution of the problems and awareness of the problems	Nationwide Dissemination information campaign, its concepts, principles, fundamentals

	Less researched conducted on the area		
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College/Tertiary	Accomplishments/Contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
National College of Business and Arts	-Confined to classroom teaching/lessons in seminars -Certain HR issues for included in seminars for teachers & and the teachers Students verbalizing their agreement with accepted HR principles -evident change in behaviour of students	-Differences in beliefs & viewpoints of students owing to their children/ethnic backgrounds	-Participation & commitment of all sectors, government, military & police, media, church, etc. -Consistent practice of all of them of HR tenets/principle
FEU	It is integrated in the course peace education and Phil. constitution		
PWU	Women desk was not established at our gender development office -battered student are identified and gives Awareness of the student on human life	-openness of the students -most student are afraid, shy to talk about human rights abuses at home	Integrate human rights in the curriculum to increase awareness of students
University of the East		No standard instructional materials	Prepare instructional on HRE conduct training program for teachers on HRE
PUP	Establishment of the university	Lack of funds for hr education	Fund the education programs in the status

center for the education (UCHVRE). Conducting gender sensitivity for a including human rights a subject in the sociology curriculum	program
Having a commission on hr (CHR) efforts to institutionalize HR education in the curricula	

Armed Forces/Police	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Phil. Marines, AFP			Conduct human rights seminar in every barangay so that citizen will be fully aware of it
AFP	AFP has made HRE mandatory to all career and specialization course offered by its training institutions. However, there is no effect on CHR to build the capacity of AFP instructors to teach HRE	Minimal/lack of instructors. Lack of standard module	build the capacity of HR educators of each to teach HR education
PAF	The HR is being made as they baseline or guidelines of officers in the tactical unit after having been completed the PME course. Since the HR was then not given emphasis before it was then tackled in passing but now it from part of the curriculum and it is being taught by SME	Since the same or the lecturer comes CHR officers honoraria are given to them and by the school desire that HR should be lectured by illegible persons of the school (faculty staff)	It should be taught in all training institution be it military or non-military
	Less HR violation in the field		

Human Rights Office	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
	<ol style="list-style-type: none"> Inclusion of the in all training course Trained 200 trainees nationwide Trained 200 investigators on the paralegal training HR forum to 163 hr desk officers HR preparing seminars to 600 police person HR lectures to more than 10,000 policeperson International policing standard seminar to 100 senior officers nationwide Launched HR advocacy statement "to serve & protect is upholding HR through corresponding and professionalism" <p>Police personnel are now aware of the principle of HR</p>	<ol style="list-style-type: none"> Negative perception of police on HR HR desk/offices are in Ad-Hoc status Budget requirement 	

CAR

Elementary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Gibraltar Elementary School	I can think of any	The abuse of the meaning of human rights. Some parents use this as an issue to get back at teachers whom they are in conflict with	Extensive information dissemination; trainings and workshops to school stakeholder
DepEd	Maximum teaching of all the	We are hard up in the discipline of	Continue educating our people

	Lessons concerning HR education/lessons Advocacy of HR to school clientele Requested for HR seminar in schools Organization of HR in the barangay Referrals of HR problems to CHR personnel Many abuse were found	pupils when they knew their rights although we took agreed in PTA meetings Children now have different attitudes	regarding human rights
DepEd	The manifestation that there are no reports of victims in the school	Lack of IEC materials and other resources and resource person in dealing with HR education	Provide additional logistics and resources including incentives to Education

High school	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Baguio City National High School	Students are made aware of their rights as well as the teachers. They have become assertive in their rights	Training limited to master teacher and done once only during the distribution of exemplars	Conduct information dissemination to the grass roots Re-training of teachers
Kibungan National High School	Information dissemination on CHR advocacy which was attended in the municipal premieres year Students leaders from the school were encouraged to attend said seminar/training on CHR (municipal level) Parents child abuse lessened	Maximizes tolerance to some students who misbehave/unruly	Strongly recommend that parents, teachers and community/stakeholders must be given equal rights also since some children/students abuse their parents/teachers resulting to hyper national stroke
Baguio Patriotic High School	Incorporation of integration of human rights in the school's	Different human perspective on	Implementation of the institution's

	curriculum, focusing on the full development of the student's personality and laying down the corner stone for a strong sense of respect for human rights and fundamental freedom of each persons The continued existence of the omission on human rights and government agencies like the DSWD and other non-government agencies which informs, promotes, and strengths respect and observance of basic human rights	human rights, its observance and implementation Cultural differences and attitudes which affect the promotion and defenses of human rights	rule and regulation which almost observance of due process and with high regards to the individuality of each person
Pines National High School			There must be HRE trainings and exemplars where HR for children and adults are to be integrated in the lesson exemplars in Social Studies

College/Tertiary	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Easter College	Seminars on HR awareness are given to the students employees. HRE is incorporated in history, sociology, political science, Social studies. HEKAS in all levels The fact that these rights are discussed, through part of being integrated in various subjects	Teaching HRE is challenging as there are cases in the region which are cited in the lecturers. These cases are appreciated as they are used to discuss the concepts and various human rights. Systematization or institutionalization of form and discussion would also help the understanding and internalization of	Make HRE as subject in the tertiary level Train teachers who will teach subject provide additional teaching materials on HRE

	shows the interest of students by having case studies reported and discussed in class. From these case studies or reporting that they learn more as they try to learn why these rights are important	human rights, whether they are civil or political, sectoral or people rights	
Armed Forces/Police	Accomplishments/contribution of HR (1 and 3)	Major Issues and Challenges (2)	Recommendation (4)
Philippine Military Academy	Abolition of hazing and maltreatment practices Inclusion of international Humanitarian Law in the curriculum Conduct of specific lecturers on Human Rights Laws (such as those mentioned in question 1.4) Monitoring and continued research on Human Rights Laws No sufficient data yet	Lack of fund support for the transfer of knowledge International materials from the national government (CHR)	CHR to invite PMA personnel and instructor to relevant activities and seminars CHR to provide fund support for the instructional materials and subject matter expert CHR to conduct outreach programs to all private government agencies and NGO's regarding information disseminations, continued research, monitoring, evaluation and implementation of the laws Information dissemination of HR
PNP	High respect of human rights Some people/youths presumed that they know their rights but actually they need more continuing education	By the continuous education and seminars being attended by PNP personnel, human rights are being respected	By continuous information education regarding human rights Let people from the far flung areas be informed on their rights Coordinate with other government agencies to participate on the conduct of HR education

	The implementation of human right is "bias" Put people that are sincere, honest, and god-fearing from the national level down to the lowest office of HR. Do not put people who are just money oriented but a man of god	People who undergo HRE. Or undergo seminar with HRE are less likely more became violators and victim	
PNP	Major accomplishments in our institution because of human rights education are were able to know and avoid human rights issues on cases violation to human rights	R.A9344 – THIS R.A should be amended because most of the criminal suspect now a days is minors, congress should lessen the age of minors criminal suspect	More information and dissemination Conduct more lectures and seminars
PNP	Issues on human rights especially on cases violation to human rights		Human rights should conduct be concentration on the issues on law enforcement
PNP	Not yet Human rights usually protects the criminals like "holdovers"		They should have equal judgement because they only focus on the weakness of military and PNP which also have human rights
	Enlightened us about the job of human rights between law enforcement and the people		Legalization in the implementation of rules and regulation between the enforce and the complainant
PNP	Giving us update, programs and information through classroom lecture At least some and able to understand that there are many individual rights Seminars and info-drive	Some comment can unequal implementation of said program	Continuous education and information dissemination in all parts of the country
PNP		The "bias" implementation/investigation on	Put people that are sincere, honest and god-fearing from the national

<p>The transformation on the Belief of the people who are undergone HRE. In short, people undergone educated with HRE are less likely become violators and victims</p> <p>None</p>	<p>violators of human rights, it should be applied to all be it from the government or not</p> <p>I do not remember any</p>	<p>down to the lowest office of human rights, do not put people who are just "salary or money" oriented, but a man of god</p> <p>I do not believe in human rights. They always side with the criminal elements</p> <p>Continuing education and advocacy on human rights</p>	<p>educated also on human rights observation</p> <p>Conduct seminar to all concern agency and others in order to understand fully HR, its program</p>
<p>PNP</p>	<p>PNP</p>	<p>PNP</p>	<p>PNP</p>
<p>Seminars</p> <p>The PNP observed the human rights during police operational</p> <p>We give high regards to the rights of people who we deal with</p> <p>The PNP is really implementing human rights to the people, the hard times is the duty bearer are always the ones who become violators. But with continuous education and seminar, we are now lessening the violators in HR</p>	<p>One man is the RA 9344 where in when children knew o their rights especially the kids who are not out of school, they are the ones who we particularly meet or encounter with plenty crimes as if they know how to circumvent the law or actually knows or exercise their rights</p> <p>R.A 9262 and R.A 9344 must be learned in school as part of subject from elementary to college</p>	<p>Continue education/seminar to every PNP personnel</p> <p>Distribution of HR pamphlets</p> <p>Longer subject matter in HR not just in posing</p> <p>Continuous education on human rights symposium/dialogue to every institutions/school</p> <p>PNP training school to strengthen human rights education</p> <p>There should be equality in the implantation of this law</p> <p>Continuous education</p> <p>Continuous symposium and seminars of every institution school</p>	<p>rights/no human rights, on the AFP and PNP</p> <p>Human right should be applied to all concern citizens such as the CPP, NPA, MILF, and others. There should be fair investigation "REPAEAT" fair investigation</p> <p>In implementing human rights mostly law of enforcement are being subjected for investigation</p> <p>The nature of work sometimes used to contradict some provisions</p> <p>The Maguindanao massacre, the killing of medical nursing of launched by friendly government forces</p> <p>The "bias "implementation" investigation on violators of human rights. It should be applied to all, be it from the government or not</p> <p>Human rights violators and implementation</p> <p>Human rights violators</p> <p>Minimizing human rights violators</p> <p>Updating of the human rights</p> <p>Basic rule of war</p>
<p>PNP</p>	<p>PNP</p>	<p>PNP</p>	<p>PNP</p>
<p>Rights of the people</p> <p>Know what is human rights violation</p> <p>Rights of every human being</p> <p>No accomplishment noted</p>	<p>Rights of the people</p> <p>Know what is human rights violation</p> <p>Rights of every human being</p> <p>No accomplishment noted</p>	<p>Appropriate fund</p> <p>Pit people that are sincere, honest, and god fearing from the national down to the lowest office of human rights. Do not put people who not "salary or money-oriented, but a man</p> <p>Continues education, seminars and information drive regarding human rights</p> <p>Human rights should be</p>	<p>Human rights should be</p>

	education and information dissemination Conducting advocacy courses, in giving orientation seminars and workshop	taught/conduct, orientation, seminars to all level of government to strengthen human rights infrastructure
PNP	Giving information on the violators of military and police to the enemies of the state and criminals They conduct seminars on schools, institution and agencies as an information on the rights of a human being	Enforce human rights fairly. If there is human rights, there is also human life
PNP	Respect of individual to be protected under commission Observe the implementation of the law Enhancement of CHR to continue conducting lectures, seminars to government agencies, NGO's	Force implementation of the law in parallel/equal application of law to all concern
PNP	We given high respect and show good example to people whom we deal with The human rights violation is lessen due to the good teamwork of the PNP and CHR member We students are aware of those human rights	Continue provide seminars to the PNP personnel These human rights and related courses must be taken most in classroom instruction and applied outside Strict information dissemination,

	Arresting of criminals Students are aware and updated about human rights	more seminars It should have affective and efficient instructional materials for the people understand better the importance of human rights
CARTS	We were able to inform our rights and was able to learn to other human rights we are not aware of	Be strict in implementing the said human of the rights and by regular lecture regarding the subject to always remind everyone
PNP	By its implementation We have informed all our rights These are related to violators of women's and children rights	To informed not only to those person in our reach but also to those who are out of school youth Human rights education is very important, this should be taught during the early start of education, beginning from the age that anyone can understand and every time the violators of human rights should be checked. Seminars can also help especially on those who do not know observe human rights Create more agencies to implement and support the law
	All students and staff are aware and practicing the human rights There are many victims reporting their rights being violated Students became aware of Human Rights and the rights that are being violated	Schools should always teach HR and this lesson should be discussed thoroughly and should concentrate in implementing this rights Human Rights violations should

		apply to everybody especially to NPA'S, MILF, MNLF and uniformed men
Human Rights should be applied to all	Human Rights should be applied to MILF, CPP, NPA, c criminals, civilians, violators particularly Abu sayaf	All citizens in the Philippines should conduct human rights seminars. No one is exempted to know the do and don'ts
Freedom of the press	Not only to uniform personnel likes PNP/AFP	
We were updated on charges and other provision	Sometimes the nature of our own works contradicts some provisions and many of our co-workers were involved on it	More seminars to be conducted not only to the PNP members but also to the other agencies and the community
Many cases were ruled in court for violation of human rights especially against law enforcers who were exercising their duties and does not know that there was a violations		
Decrease in the commission of human rights violations by the law enforcement agencies but increase of undisciplined manners of our constituents towards their elders/leaders	It seems that the uniformed personnel are the main subjects	Not to focus mainly to the law enforcement agencies but should also to the criminals, rebels, irresponsible rich class of the society
The increase of abusive and irresponsible children and youth today		
The strict observance of human rights during the discharge of or duties and responsibilities in the area of jurisdiction	The rights of the accused under custodial investigation and all rights embodied in the 1987 Philippines constitution	Human rights concern be included in the curriculum in all courses and also in the primary and secondary education Human rights violations committed by uniformed personnel should be addressed fairly and thoroughly investigated so that truth shall
Human Rights education in the Philippines is poorly appreciated due to the unfair practices and		

services of those employed in the commission on Human Rights. There was never a time available of the services of the CHR	I did not notice any accomplishment of HRE in our institution. However there are teaching on Human Rights. They should be show example by filing against NPA for the violations of HR	preval Specialized courses on Human Rights be offered
I did not notice any accomplishment of HRE in our institution. However there are teaching on Human Rights. They should be show example by filing against NPA for the violations of HR	I encounter that the HRE is only applicable to PNP/Army. Example in Magindanao massacre the killing of medical nurses	I recommend that HRE will be apply to all not only PNP/ARMY
The students were updated to the new laws of human rights	The major issues, challenges and concerns that we encounter are policemen involved in human rights violations	My recommendation should be human rights education should be implemented from Elementary school to college an likewise should be teach to seminars of all government agencies
The evidence that I may claimed is that human rights violation involving PNP are becoming lessen since the human rights education regularly implemented as training module in every training courses of PNP		
All PNP personnel are knowledgeable about this law through seminars	Most PNP and military know what is Human Right all about however most of them believed that human rights is designed to control them from employing the tactics to defeat the enemy of the state	The CHR shall also conduct motto proper investigation to members of the CPP/NPA who always violate this law and file a case against their leader like what they are doing to the AFP or PNP involved in the violations of this law. There shall be no bias because all human being are equal as stated in this law
In the PNP organizations, every personnel are aware of the law		
The right of a person under custodial investigation being observed	To suspect has the right to remain silent, not to give any statement if she/he wishes. He/she have the right to presume innocent until proven	To protect the right of individual against injustice, the supreme ruled to inspect or suspend
Knowledge on the inherent right		

	<p>of a person Everyone is accorded with constitutional rights Philippines is a member of the International Humanitarian Law</p> <p>To strengthen the Human Rights education in the Philippines, the principle of GMA Channel 7 should be adopted "Walang Kinikilingan, Pawang Katotohanan" consider two sides of the coin</p>	<p>otherwise. The suspect invokes his/her constitutional right during custodial investigations which hamper the speedy trial of case. "no complaint, no crime" no human right violations if the complaint invoke his/her right not to file a case against the suspect</p>	<p>the implementation of E.O. 220 pending review by the supreme court. The stoppage of the demolition of squatter in Metro Manila by the president</p>
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