



**GOP – United Nations
Multi-Donor Programme Phase 3**



**Komisyon ng Karapatang Pantao
(Commission on Human Rights)**

Strengthening the Capacities of the CHRP for the Promotion and Protection of Human Rights In Mindanao

**Mission - Critical
Systems Reengineering and Installation**

HUMAN RIGHTS EDUCATION SYSTEM

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1

SYSTEM FRAMEWORK

1 INTRODUCTION

1.1.1 A study made by Bertlesmann Foundation (2002) has revealed several characteristics of human rights education to define human rights education in several application scenarios:

- a) Human rights education is grounded on human rights principles – universal in nature, as expressed in the UN Charter, UDHR and subsequent human rights documents. “HRE differs from moral education, citizenship education, or other related educational endeavors precisely because it takes its authority and is relevance from these universal values.”
- b) Human rights values is inherent in all methods for teaching human rights, as part of universal principles for human rights.
- c) Human rights education involves the “whole person and addresses skill and attitudes” that reflect human rights principles. It is more than simply knowledge on human rights documents.
- d) “ Human rights education must lead to action, both in individual lives and in the local and global communities.”

1.1.2 Human rights education is based on two general objectives: learning for human rights and learning about human rights. Learning for human rights is concerned with imbibing the commitment to protect human rights. Learning about human rights is increasing the awareness of the public about human rights, the principles and laws the govern its promotion and protection, the institutions that partake in providing human rights services, and its history, importance and relevance.

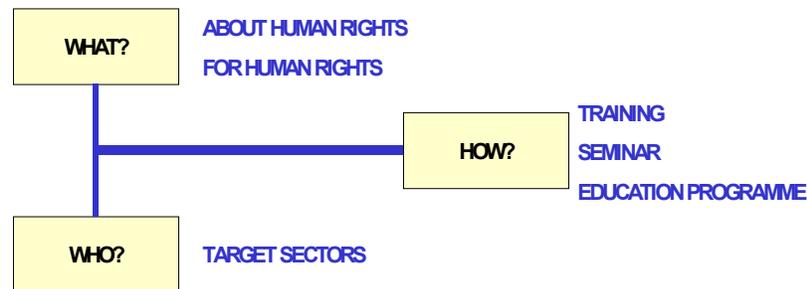
1.1.3 The preamble of the Universal Declaration of Human Rights exhorts “every individual and every organ of society” to “strive by teaching and education to promote respect for their rights and freedoms.” In 1993, the World Conference on Human Rights in Vienna reaffirmed the importance of human rights education, training and public information, declaring it “essential for the promotion and achievement of sable and harmonious relations among communities and for fostering mutual understanding, tolerance, and peace” (Vienna Declaration and Programme of Action, Part I, pars 33-34 and Part II, pars. 78-82).

- 1.1.4 In the United Nations Decade for Human Rights Education (December 1994) the General Assembly defined human rights education as “a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies (Plan of Action of the United Nations Decade of Human Rights Education, 1995-2004, par.2).
- 1.1.5 Human rights are inspirational and highly practical, embodying the hopes of most human beings and also empowering people in achieving them. Human rights education sets standards and produces change, specifically it can produce change in values, change in behavior, empowerment for social justice, develop attitudes of solidarity across issues, communities, and nations, and encourage participatory education.
- 1.1.6 Human rights education is essential in democratic and pluralistic civil societies. Citizens need to be able to think critically, make moral choices, take principled position on issues, and devise democratic courses of action. Participation in democratic process means, among other things, an understanding and conscious commitment to the fundamental values of human rights and democracy, such as equality, and fairness, and being able to recognize problems such as racism, sexism, and other injustices as violations of those value. Participation in the democratic process, motivated by a sense of personal responsibility for promoting and protecting the rights of all. But to be engaged in this way, citizens must first be informed.
- 1.1.7 Only people who understand human rights will work to secure and defend them for themselves and others. Ensuring informed activism of civil society, non-government organizations, people’s organizations and individuals in turn provides basis for commitment to human rights principles and policies. Educating the public with reliable, objective, and timely information is needed in strengthening the civil society.

2 HUMAN RIGHTS EDUCATION – WHAT, WHO AND HOW

- 2.1.1 The human rights education system has several aspects: who are the audience, what are their education and training needs regarding human rights, how will these needs be met by the Commission or what mechanisms can best answer those needs, who will provide the necessary education and training delivery or transfer, how can we sustain effective and efficient education and training methodologies, and what coordinative mechanisms to involve as many groups and individuals in providing human rights education.
- 2.1.2 Three general aspects form the framework for human rights education, and are defined in the figure below.

FIGURE 1
GENERAL ASPECTS FOR HUMAN RIGHTS EDUCATION



What?

- 2.1.3 Human rights education is for people empowerment, increasing the respect for life and giving people control over their lives and their decisions. It empowers people to provide themselves and others healthy living, justice, and dignity. Education has a complex and demanding role to play in upholding human rights, supporting human development and promotion civil society. Ultimately, human rights education is about action for building human rights cultures in our own communities.
- 2.1.4 Human rights education is focused on the development of sectors through mechanisms that transfer knowledge and awareness ABOUT human rights and FOR human rights.
- 2.1.5 Education ABOUT human rights is concerned with identifying what human rights is, the history of human rights and why it is important, the universal meaning of human rights or laws on human rights and how human rights is implemented. Knowing about human rights provides people the following information on human rights:
- a) Inherent dignity of all people and their right to be treated with respect
 - b) Human rights principles, such as universality, indivisibility, and interdependence of human rights
 - c) How human rights promote participation in decision making and the peaceful resolution of conflicts
 - d) History and continuing development of human rights
 - e) International laws like the Universal Declaration of Human Rights or the Convention on the Rights of the Child
 - f) Regional, national, state, and local law that reinforces international human rights law
 - g) Using human rights laws to protect human rights and to call violators to account for their action

- h) Human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them
 - i) Person and agencies that are responsible for promoting, protecting and respecting human rights
- 2.1.6 Education FOR human rights enables internalization of the importance of human rights, rights-based values, and incorporating such in their lives. It opens the eyes of people that together with their rights is an ensuing responsibility to respect and uphold the rights of people and to take positive action through skills in protecting human rights. Learning for human rights is the challenge when one learning about human rights. It concerns the following:
- a) Strengthening respect for human rights and fundamental freedoms
 - b) Nurturing respect for others, self-esteem, and hope
 - c) Understanding the nature of human dignity and respecting the dignity of others
 - d) Empathizing with those whose rights are violated and feeling a sense of solidarity with them
 - e) Recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society

Who?

- 2.1.7 Human rights learning is necessarily focused on the individual, the values and attitude, the skills and behavior, and the awareness and knowledge that pertain to the application of the human rights value system in interpersonal relationships with the community and society in general. Somehow, it is the enrichment of human development skills, formulating mechanisms for moving personal bias, initiatives and actions towards conscious regard of human rights.
- 2.1.8 Human rights education is audience centered, and therefore is grounded on the education and training needs of a defined group or sector. Basically, the CHRP targets to reach all sectors, all individuals and publics, because human rights at its core, is HUMAN, and therefore is a concern of all. However, the following sectors are targets for human rights education for their ability to affect human rights practices in a society:
- a) Children and Parents
 - b) Teachers, Principals, and Educators of all Kinds
 - c) Doctors and Nurses, Lawyers and Judges, Social Workers, Journalists, Police, and Military officials:
 - d) Vulnerable Populations
 - e) Activists and Non-profit Organizations

- f) Public Office Holders (Elected or Appointed)
 - g) Power Holders
- 2.1.9 The WHO aspect does not end in identifying the audience, but most parts of which is knowing them. Each sector vary in some degree with others. The level of awareness, issues, and ideas regarding human rights are some characteristic differences. Aside from which, the age or level of maturity, the intelligence and skills, productivity and literacy, and even their receptiveness to change must be gauged.

How?

- 2.1.10 Based on WHO, HOW may be conjured. HOW is concerned with putting together the knowledge on the audience and what has to be learned to come up with mechanisms for transfer of information and knowledge.
- 2.1.11 Education and training is a structured method of transfer. It is accomplished through meaningful study on its target audience and application of various techniques that are both suitable and strategic. There three major techniques for transfer of knowledge: training, seminars, and education programmes. Training usually relates to the transfer of not only knowledge but also skills to professional target audiences. Seminars on the other hand may be composed of various types of sectors but well focused on a particular topic or body of knowledge. Education programmes, lastly, refers to the incorporation of human rights in the curricula of formal and non-formal education institutions or organizations.

3 HUMAN RIGHTS EDUCATION FRAMEWORK

3.1 Program Focus

- 3.1.1 Program focus helps determine the direction of each plan and policy to be made by the CHRP. There are varied models that define the targets and approach to the provision of human rights education that can be adopted by human rights education providers. Choosing the approach and the focus depends entirely on the goals and objectives that are set by the Commission.
- 3.1.2 The goals and objectives define how each target audience will be addressed. However, based on current goals and objectives of the CHRP for human rights education, an incorporation of models as in the study made by Felissa Tibits in "Emerging Models for Human Rights Education" is applicable. Tibits identified the basic focus of human rights education, in especially addressing the various levels wherein education and advocacy for human rights can be made. She identified three models for varied levels as: Values and awareness model, accountability model and transformation model. Application of these models may as well be different in different settings.

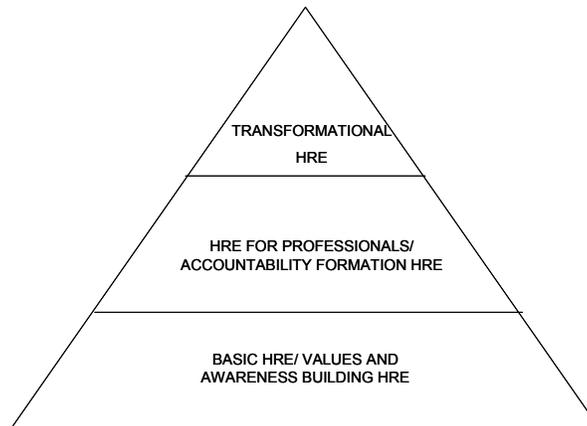
- 3.1.3 Goals for human rights education programs are defined not only by what the CHRP wants to provide, but brings together the framework for human rights in the Philippines: the institutional framework of the CHRP, the human development framework, and the human rights principles and values.
- 3.1.4 The program is generally focused on fostering and enhancing leadership, individual empowerment, and coalition and alliance development. These are some major targets that the CHRP may start on and then on move towards more specific targets and focus.
- a) **Fostering and Enhancing Leadership.** Thus program focus is concerned with providing leaders that know human rights and is aware of the political and cultural environment of the country. Leaders do not necessarily mean government leaders, though may be starting points, but as well developing leaderships within the community with a vision for human rights. Each individual shall be empowered to perform leadership responsibilities. Leaders need skills and knowledge for development of objectives and effective strategies for transformation and sustaining human rights in their area.
 - b) **Coalition and Alliance Development.** Rendering human rights education to a larger audience or to as many publics requires gearing all resources towards a common program of action. There are many local and international advocates to whom coordination for effective and efficient human rights education can be put together.
 - c) **Regular and Continuing Education.** Human rights is a vast and growing body of knowledge that should continuously explored and disseminated. Thus, education is a continuous effort that has to be sustained, developed and reinforced.
 - d) **Ensured Availability.** Human rights education should be accessed by all individuals as a matter of right.
 - e) **Individual Empowerment.** There are several aims for this goal: healing, development of the community, and then social transformation. This is a reflection of interrelated goals of personal empowerment and social change. Tibits identifies the movement from human rights education for spreading information about human rights laws to incorporating social change and development. However, human rights laws are indeed basic and according to Tibits the distinguishing factor to other subject specific education.

3.2 Models for Human Rights Education

- 3.2.1 Models for human rights does not delimit provision of education, instead provides better means to classify and focus on goals and objectives of the CHRP. It allows a structured approach towards promoting human rights.

3.2.2 The figure below shows the focus of HRE:

FIGURE 2
MODELS FOR HUMAN RIGHTS EDUCATION



3.2.3 Tibbits in this model puts together the goal and function of human rights education at each level. She also describes the size of target populations through this figure. Thus, enrichment of values and awareness, happening at the base of human rights activities corresponds to a larger audience, the public and transformational model targets institutions and major organizations.

3.2.4 Each of the three models are the general areas for human rights education. They will be discussed as general system components in the next sections.

BASIC HUMAN RIGHTS EDUCATION/ VALUES AND AWARENESS BUILDING

3.2.5 Herein, the focus of human rights education is transmitting basic knowledge of human rights issues and foster its integration into public values. This model takes in public information and education programs and school-based curriculum development programs. The model is concerned with attracting the interest of target audience to human rights.

3.2.6 The implicit strategy in this model is fostering critical thinking of individuals and communities towards government and government policies, as well as values and behavior of communities and its systems.

3.2.7 As base knowledge, information that is transferred on this focal point are for integration to basic education curriculum, television and radio education and other mediums that address the public in general.

HUMAN RIGHTS EDUCATION FOR PROFESSIONALS/ ACCOUNTABILITY FORMATION

- 3.2.8 This model is concerned with professional accountability of individuals or guaranteeing human rights through their professional roles. Human rights education in this model either focuses on the role of individuals or groups in monitoring human rights violations and advocating to necessary authorities or peoples and fostering responsible citizens in protecting human rights of peoples. The goal of this model is enabling and developing all persons to be responsible leaders for protecting human rights.
- 3.2.9 Target audience for this model include lawyers, government officials, doctors, enforcement officials, judges and judicial personnel, journalists and other media personnel, and social service workers, among others. Professional responsibility is emphasized in this model, and therefore is enough to provide the necessary services. Thus individual empowerment is not an explicit goal. This model emphasizes the necessity of social change, and identification of targets at each level: community-based, national and regional.

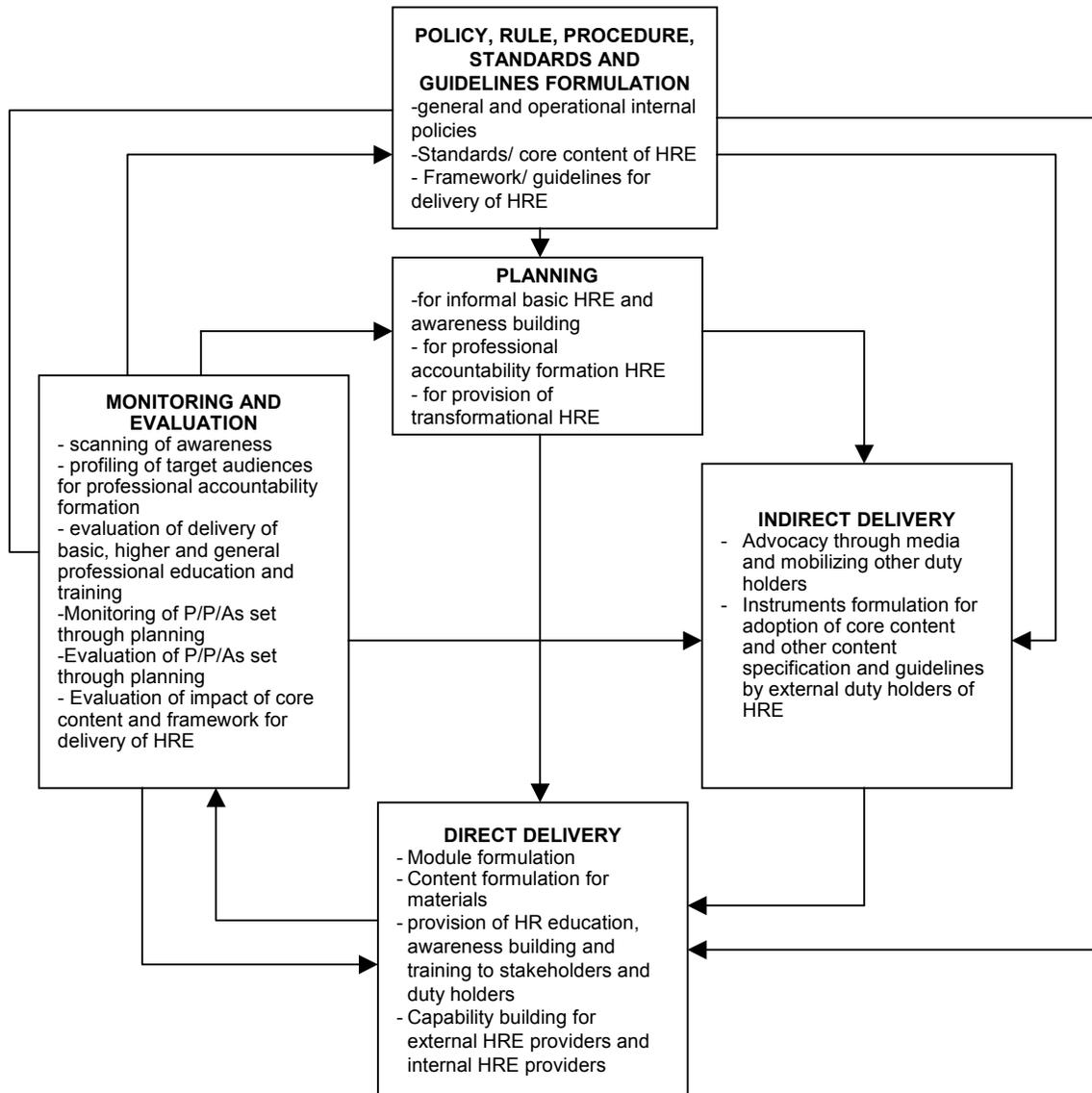
TRANSFORMATIONAL HUMAN RIGHTS EDUCATION

- 3.2.10 The transformational model is concerned with providing individuals or groups with mechanisms in relating their own experiences and values and supporting human rights in their communities. This involves a formal focus on human rights that may include leadership development, conflict resolution training, vocation training, work and formal fellowship.
- 3.2.11 The model assumes that the audiences have personal experiences that can be seen as human rights violations and with such, may become promoters themselves of human rights.
- 3.2.12 The model also shares conscious regard towards cultural and traditional beliefs, historical background, political conditions and human experiences. On the whole, it focuses entirely on human rights violations, its effects and other factors that affect human rights.

4 SYSTEM INTEGRATION

4.1.1 There are five components of the system, and is thus illustrated in the figure below:

**FIGURE 3
GENERAL SYSTEMS INTEGRATION**



5 ORGANIZATION OF THE REPORT

5.1.1 This report also serves as a User's Guide. It is organized into the following sections:

- 1** SYSTEM FRAMEWORK
- 2** FUNCTIONAL COMPARTMENTALIZATION
- 3** STATEMENT OF POLICIES
- 4** PROVISION OF BASIC HUMAN RIGHTS EDUCATION/ HUMAN RIGHTS VALUES AND AWARENESS FORMATION SYSTEM
 - *Scanning of human rights national awareness*
 - *Monitoring of Delivery of Human Rights Education in Schools*
 - *Delivery of basic HRE through formal basic education*
 - *Development of oversight operational policies, rules and procedures for delivery of basic human rights education*
 - *Formulation of standards/core content for basic education*
 - *Formulation of framework for delivery of human rights education through formal basic education*
 - *Advocacy for incorporation of basic Human rights education to basic education*
 - *Delivery of Informal Basic Human Rights Education and Public Awareness Building on Human Rights*
 - *Formulation of Standards for informal basic human rights education and public awareness building*
 - *Formulation of Guidelines for the application of core content and framework for delivery of informal basic human rights education and public awareness building*
 - *Planning for informal basic human rights education and public awareness building*
 - *Direct provision/ implementation of informal human rights education and public awareness building programs, projects and activities*

5 HUMAN RIGHTS EDUCATION FOR PROFESSIONALS/ ACCOUNTABILITY FORMATION SYSTEM

- *Scanning of human rights awareness, knowledge, behavior and values of professionals*
- *Monitoring delivery of human rights education by higher education providers and administrators, government academies and training institutions for HR professional accountability formation*
- *Development of oversight policies, rules and procedures for delivery of human rights education for professional accountability formation*
- *Development of standards/ core content for accountability formation for all professionals*
- *Formulation of guidelines for the application of core content and framework for delivery of human rights education for professional accountability*
- *Planning for professional accountability*
- *Advocacy for incorporation of human rights core content/ standards for professional accountability for curriculum of education and training institutions or as standards for qualification in key professions*
- *Direct delivery of human rights education for professionals accountability formation*

6 TRANSFORMATIONAL HUMAN RIGHTS EDUCATION SYSTEM

- *Scanning of human rights awareness, knowledge, behavior, and values of sectors and communities/ groups for transformational human rights education*
- *Development of oversight policies, rules and procedures for delivery of transformational human rights education*
- *Development of standards/ core content for transformational human rights education*
- *Formulation of guidelines for core content application for transformational human rights education*
- *Planning for transformational human rights education*
- *Advocacy for incorporation of human rights core content/ standards and application of guidelines for delivery of transformational human rights education*
- *Delivery of transformational human rights education*

7 MONITORING AND EVALUATION OF PROGRAMS, PROJECTS AND ACTIVITIES

- *Reporting Process*
- *Evaluation Processes*
 - *Impact Evaluation*
 - *Performance Evaluation*
 - *Outcome Evaluation*
 - *Process Evaluation*

5.1.2 Each system component contained in the various sections of the User's Guide has the following parts are presented in a standard format and flow process charts:

A SYSTEM DESCRIPTION/ PURPOSE

- *Contains the objectives, components, uses and users of the system*

B TARGET AUDIENCE

- *Contains a description of the target audiences of the human rights education system*

C OPERATIONAL POLICIES

- *Defines the key policies and guiding principles that will guide the users in the formulation, implementation and continuing updating of the detailed rules, standards and procedures that will implement the system*

D PROCESS

- *Indicates and presents in flow charts the inputs, procedures (steps that will process inputs into outputs) and outputs of the system*

2

FUNCTIONAL COMPARTMENTALIZATION

1 INTRODUCTION

- 1.1.1 The design of the human rights education systems for the CHRP supports its overall objectives of improving the Commission's capacity to address human rights issues and concerns, upgrade its operational efficiency, install the appropriate mechanisms that will provide continuing learning capacities, promote transparency and accountability, and generally create impact both in terms of its effectiveness and the public perception of such effectiveness.
- 1.1.2 Human rights education is a primary function of the CHRP, which is being implemented through its Commission en Banc, the Education and Research Office and a network of central and regional offices for the protection and promotion of human rights.

2 THE COMMISSION EN BANC

- 2.1.1 The Commission en Banc, as the rule making and policy decision-making body, is responsible for the approval of human rights education policies, rules, standards and guidelines.
- 2.1.2 The Commission en Banc adopts and directs the implementation of human rights education policies for promotion of linkaging for human rights education of internal offices of the CHRP.

3 THE CHAIRPERSON AS CHIEF EXECUTIVE OFFICER

- 3.1.1 The Chairperson is responsible for the implementation and administration and administration of all human rights education policies and programs. The Chairperson will install the appropriate operating systems and procedures and will enforce rules at central and regional office levels to ensure the efficiency, responsiveness and integrity of the CHRP's operations on human rights education.
- 3.1.2 The Chairperson has the authority to determine transactional or operational decisions that will be made at the central level and which will be delegated to the central and regional offices in order to enforce standards and quality and ensure speed, appropriate prioritization and responsiveness in operation.

4 THE COMMISSIONERS-IN-CHARGE (CICs)

- 4.1.1 The CICs concerned perform strategic level responsibility, authority and accountability by setting the direction and coordinating the functioning of major functional groups, programs, and assigned clusters of regional offices on human rights education. As executive officers, they shall provide policy and technical leadership and managerial guidance to offices and officials assigned to them. For specific functions they are answerable to the Commission En Banc through the Chairperson.
- 4.1.2 The CICs in other functional areas will provide leadership and managerial guidance to the offices under their respective supervision in complying with the policies, rules, standards and guidelines on human rights education as approved by the Commission en Banc.

5 THE EXECUTIVE DIRECTOR (ED)

- 5.1.1 The ED coordinates the administrative operations of the various regional and central offices, and assists the CICs and Chairperson in the day-to-day management of the CHRPs' operation on human rights education.
- 5.1.2 The ED has the responsibility of monitoring and reporting on the status of the Commission's human rights education programs, projects and activities. He/she prepares and submits to the Commission en Banc through the Chairperson, and in consultation with the CICs concerned, regular reports on the performance of human rights education policies, procedures and operating mechanisms, together with recommendations on improvements.

6 EDUCATION AND RESEARCH OFFICE – EDUCATION DIVISION

6.1 Education and Research Office

- 6.1.1 Under the reorganization, the Education and Research Office of the Commission has been established as policy level and oversight unit for regional operational planning and implementation of training and education campaigns, as well as research.
- 6.1.2 This office as an oversight unit for education of the Commission, will provide annual and medium-term review on the state of awareness of stakeholders on human rights, competencies and competency requirements of duty holders to protect and promote human rights in relation to international human rights standards, and the quality of human rights educations and awareness building efforts of institutions; annual and medium-term human rights education plan, programs, policies, strategies and action plans; courses, course curricula, and design of delivery systems, testing methodologies as well as assessment of learning outcomes; and form alliances with government, local and international non-government organizations and individuals

engaged in formal and non-formal education for the integration of human rights in their curricula and teaching programs and for training educators; among others.

- 6.1.3 The ERO also provides coordination, monitoring, evaluation and reporting functions for the CHRP in the actual implementation of human rights education programs/projects. Aside from which, capacity building assistance for the regional offices for provision of education and training functions at the regions is also a function of the ERO.

6.2 Office of Director

- 6.2.1 The office of the director is tasked to, aside from other functions that may be assigned to him/her:
- a) Advise and assist the Commission En Banc, the Chairperson and the CIC on matters pertaining to the Office's assigned functions;
 - b) Exercise technical and administrative supervision and control of and provide direction to the conduct of functions, programs, projects and activities of the office;
 - c) Be responsible for the management of the implementation of policies, orders, rules and regulations promulgated and adopted by the Commission En Banc, as well as the instructions and decisions of the Chairperson or the CIC;
 - d) Provide consultative and advisory services to the Regional Offices on matters pertaining to the functions of the office; and
 - e) Prepare and submit to the Chairperson, through the Executive Director and the CIV, periodic reports on the operations of the office.

6.3 Education Division

- 6.3.1 The ED provides the technical support functions for the accomplishment of the following, among other functions that may be assigned by the Commission to them:
- a) Development of methodologies and conduct of annual and medium term of:
 - State of human rights awareness
 - Competencies and competency requirements of duty holders to protect and promote human rights in relation to prescribed international standards
 - The quality of human rights education and awareness building efforts of concerned and responsible institutions
 - b) Prepare the annual and medium-term human rights education plan report
 - c) Design training programs for implementation by the AIHR and the regional offices and assess learning outcomes. The design of training programs will include the following:
 - Identification and design of courses and core curricula

- Definition of learning objectives and requirements
 - Design of Teaching/ training materials
 - Design of Delivery systems
 - Design of Testing methodologies
 - Assessment of learning outcomes
- d) Formulation and coordination of implementation of mechanisms and methodologies for the forging of alliances with government, local, and international non-government organizations, and individuals engaged in formal and non-formal education for the inclusion or integration of human rights into curricula and teaching program, and for the training of educators at primary, secondary and tertiary levels of education on human rights education.
- e) Provide capacity building assistance and monitor, evaluate as well as report on the operations of the Regional Offices in the provision of education activities on human rights.
- f) Conduct annual and medium-term assessments to determine effectiveness of individual programs/ projects and the over-all impact of the CHRP annual and medium term human rights education plan and prepare assessment reports thereon.

7 ASIAN INSTITUTE OF HUMAN RIGHTS (AIHR)

7.1.1 The AIHR is an attached component of the CHRP. It is a training school for human rights advocates, agents of government, private institutions and civil society organizations. In relation to the education and research function of the offices of the CHRP, the following functions will be provided by the AIHR:

- a) Provide teaching interventions in strategic institutions;
- b) Capacitate agents and institutions, such as government institutions, private sector, and civil society for increased internal and external vigilance in promoting, respecting, and fulfilling human rights in their respective work environment; and
- c) Act as research advocate of policies and other publications on human rights and development as well as development issues and concerns that have human rights implications.

7.1.2 The institute has three schools/ centers: the School for Human Rights Teaching (SHRT); School for RBA to Governance and Development (SRBAGD); and Center for Policy Research and Publication (CPRP). Each of these office contribute to deliver the above mentioned functional specifications of the AIHR.

8 THE OTHER CENTRAL OFFICES

- 8.1.1 The other central offices act as implementing arm for their specific area of specialization, or functional area. Thus, each office may serve as experts in their field concerning human rights and may contribute to the development of human rights education content.
- 8.1.2 The cooperation offices function as policy, rule and guidelines provider on the various aspects of cooperation that will be employed by the Education Division with government and non-government, international and local partners and duty holders; as well as provide the initiatory assistance for all cooperative activities by the CHRP concerning human rights education.
- 8.1.3 In relation to the legal instruments and agreements to be formulated by the Education Division, the LIO and the GCO shall provide their legal expertise and assist the Division in accomplishment of which.

9 REGIONAL OFFICES OF THE CHRP

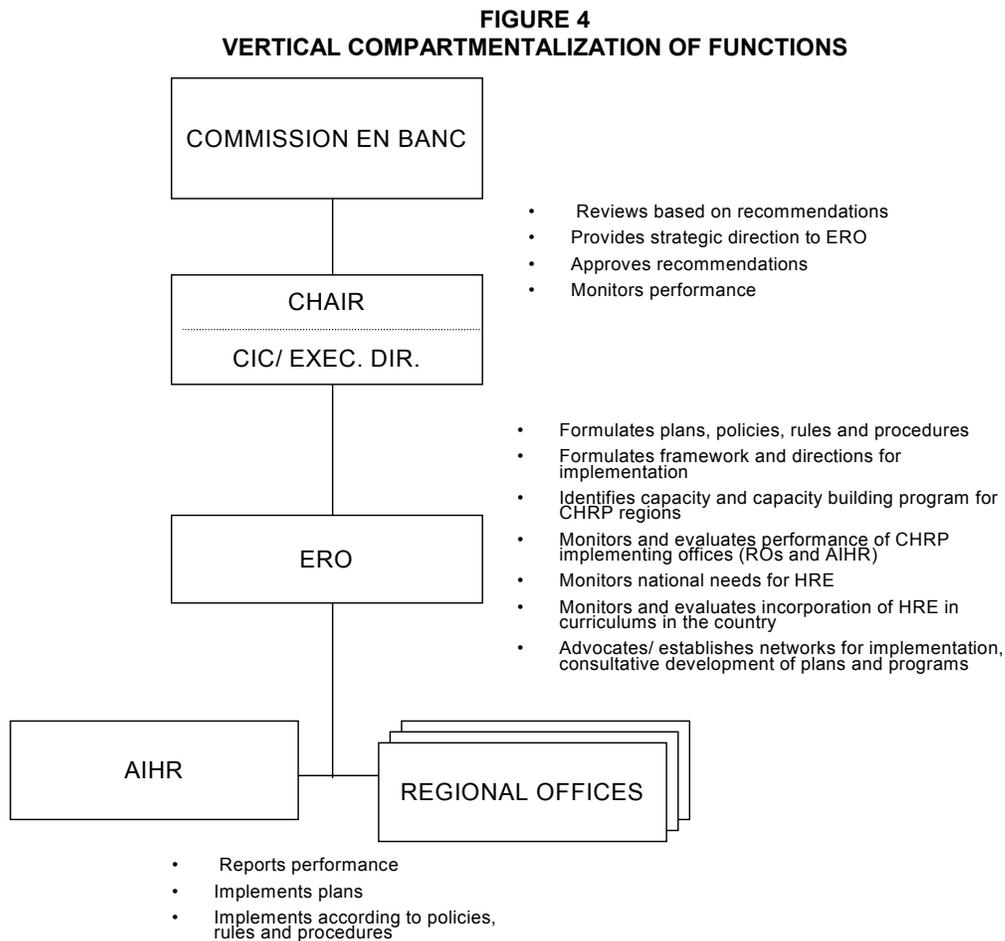
- 9.1.1 The 15 regional offices act as the implementing arms of the CHRP with respect to the development and implementation of human rights education action plans, programs, projects and activities that have region specific impacts and implications.
- 9.1.2 The regional offices are implementers at their regions. As operating units, they provide the following functions:
- a) Operational planning for their respective region with regard to education and research on human rights;
 - b) Implement training at their respective region and monitor, assess and report for learning outcomes;
 - c) Undertake annual and medium-term review of the state of human rights awareness in the region; competencies and competency requirements of duty holders in promoting and protecting human rights; and the quality of human rights education and awareness building of duty holders in the region;
 - d) Forge alliances with government and non-government entities involved in formal or non-formal education in the region for inclusion of human rights in the curricula and teaching program, and for the training of educators at all levels of education;
 - e) Operational performance monitoring and evaluation.

10 OTHER KEY PLAYERS IN HUMAN RIGHTS EDUCATION AND RESEARCH

10.1.1 Cooperation is one of the key principles of an effectively functioning human rights institution. In human rights education and research, the role of international human rights institutions, government offices and agencies, and non-government entities can increase effectiveness, provide venue to develop larger bases of knowledge, and put together resources for promotion and protection of human rights.

11 VERTICAL COMPARTMENTALIZATION OF FUNCTIONS

11.1.1 The functions herein specified are classified accordingly and shown in the figure below:



3

STATEMENT OF POLICIES

The implementation of the human rights education systems will be governed by the following general policies:

- a) The CHRP shall declare a policy of sustainable, vibrant, effective and productive human rights education for the country. The CHRP shall ensure the accessibility of human rights education to all peoples in the country.
- b) The CHRP shall be responsible in defining the current human rights awareness, knowledge, behavior and values in the country, and shall report thereon to the public on corresponding performance in response to current situations.
- c) The CHRP shall harness its internal capability in providing effective, accessible and appropriate human rights education to the peoples of the country.
- d) The CHRP, in the delivery of human rights education shall bring together current internal and external resources through partnership, collaboration and cooperation in accomplishment of national human rights education objectives and programs. It shall also harness the capabilities of external stakeholders and duty holders and sustain their development in delivering human rights education to bridge geographical boundaries, sectoral and cultural differences in the country.
- e) Human rights education shall ensure the accountability of the CHRP to the public, cooperation with local and international stakeholders without affecting the independence of the CHRP, efficient and effective system of delivery, and responsiveness, appropriateness and relevance to current conditions and needs.
- f) The programs, projects and activities for human rights education of the CHRP shall be relevant, responsive and pro-active. Human rights education programs shall respond to current human rights situation and current needs or issues. The CHRP shall adopt a system that focuses on current needs for awareness, knowledge, skill-building, and values and behavior building; current human rights conditions; human rights issues; and human rights and development.

4

PROVISION OF BASIC HUMAN RIGHTS EDUCATION/ HUMAN RIGHTS AWARENESS AND VALUES FORMATION

1 DESCRIPTION/ PURPOSE

- 1.1.1 Basic human rights education is provided to the various publics within the area of jurisdiction of the human rights institution. The very purpose of basic HRE is to transmit basic knowledge and awareness of human rights to foster integration to values. Thus, basic HRE is called HRE for awareness and values formation.
- 1.1.2 Since basic HRE addresses all stakeholders, the goal in this system is to attract interest of the publics.
- 1.1.3 The general approach for this system is to foster critical-thinking among citizens, such that they are equipped to monitor human rights situations and behavior.
- 1.1.4 Basic human rights education inculcates basic information and knowledge on human rights and its concerns. The content of basic human rights education is the baseline of awareness and knowledge of all peoples in the country on human rights, which is in itself deemed necessary or a matter of right. Thus, the information and learning to be provided by the CHRP is part of the educational needs of the country, part of basic education of the Philippines, and must be realized as such by education providers and the government.
- 1.1.5 There are several processes under the system, which include the following:
 - a) Scanning of human rights awareness;
 - b) Monitoring Delivery of human rights education by basic education providers and administrators;
 - c) Delivery of basic human rights education by formal education providers and administrators, which include:
 - Development of oversight policies, rules and procedures for delivery of basic human rights education;
 - Formulation of framework for delivery of human rights education through formal basic education;

- Development of basic human rights education core content/ standards for incorporation to basic education;
 - Advocacy for incorporation of basic human rights education core content/ standards to basic education curriculum.
- d) Delivery of basic human rights education through informal education and public awareness
- Development of standards for basic human rights education through informal education and public awareness
 - Formulation of guidelines for the application of standards and framework for basic human rights education through informal education and public awareness
 - Strategic planning for basic human rights education through informal education and public awareness
 - Operations planning for basic human rights education through informal education and public awareness
 - Advocacy for incorporation of to informal education of basic human rights education core content
 - Direct provision/ implementation of programs/ projects/ activities by regional offices of basic human rights education through informal education and public awareness
 - Monitoring and evaluation of programs/ projects/ activities of the CHRP for basic human rights education through informal education and public awareness

2 TARGET AUDIENCE

2.1.1 Basic education concerns the various public in the country. It is provided by the CHRP through schools or education providing institutions and mediums that address the general public such as written and broadcast media, and public awareness foras.

2.1.2 Since basic education is provided to all, the CHRP targets strategic mediums to reach the great number of audience. Schools or education providers are targeted since basic education may reach a large population of publics. Formal education settings also provide venue for curricular integration of basic human rights education as part of basic education. Print and broadcast media also address a large amount of publics, and is very accessible and popular to many. Other foras or venues for public information maybe ventured by the Commission to maximize exposure and dissemination of information and basic knowledge on human rights.

3 OPERATIONAL POLICIES

- 3.3.1 The CHRP shall sustain its guidance and support to the provision of basic education in the country by providing expertise in human rights education. Specifically, the CHRP shall identify the standards and guidelines for basic human rights education of its various peoples, define the framework for incorporation of basic human rights education in formal and informal education settings, and strategize dissemination and advocacy of human rights standards, principles and values to maximize the reach and depth of human rights awareness and knowledge in the country.
- 3.3.2 The CHRP through its various offices, especially the cooperation offices, will provide mechanisms to maintain joint efforts with the government offices, donor communities and institutions, non government organizations, local government units, international and local interest groups among others, in educating the citizens on human rights. It shall put together current efforts and share its goals to achieve greater capacity in advocacy and education, ensure accessibility, and increase involvement in human rights education.
- 3.3.3 The plans of the CHRP for basic human rights education shall be made in accordance to the strategic plans of the entire Commission, and will consider the principles of appropriateness and adequacy; leverage activities over multitude of activities; replicability; and potential for cooperation.
- 3.3.4 The plans of the CHRP for basic human rights education shall be set in accordance to policies, standards and the framework for delivery of basic human rights education.

4 PROCESSES

4.1 Scanning and monitoring of national awareness

- 4.1.1 Monitoring national awareness, knowledge, values/ attitudes and behavior means providing a picture of how the country sees human rights. A well-informed Commission is the objective of this component, able to gauge the extent to which human rights education must reach in order so that full realization is achieved.
- 4.1.2 National scanning shall be provided by the CHRP through the Education and Research Office, specifically through the technical assistance of the Education Division and the CHRP regional offices. The Education Division is tasked to provide the mechanisms for conduct of which, implement these mechanisms and provide reports therein. The CHRP-ROs are as well implementers of this scanning and monitoring activity.
- 4.1.3 Sectoral scanning and monitoring is an effective tool for addressing diversity in culture and social activities and practices. There are several sectors with different concerns, issues and ails, conditions and situations, as well as levels of awareness and knowledge on human rights. Their differences also means that there may be different approaches necessary to their sector, and different needs.

4.1.4 There are various sectors that can be looked at to monitor awareness and knowledge, as well as the values and behaviors on human rights:

- a) General Public
- b) Women
- c) Children
- d) Poor/ Destitute
- e) Minority Groups/ Ethnic Groups
- f) Farmers/ Tillers
- g) Urban Poor
- h) Fishermen
- i) Prisoners
- j) Workers
- k) Elderly
- l) Physically/ Mentally Challenged

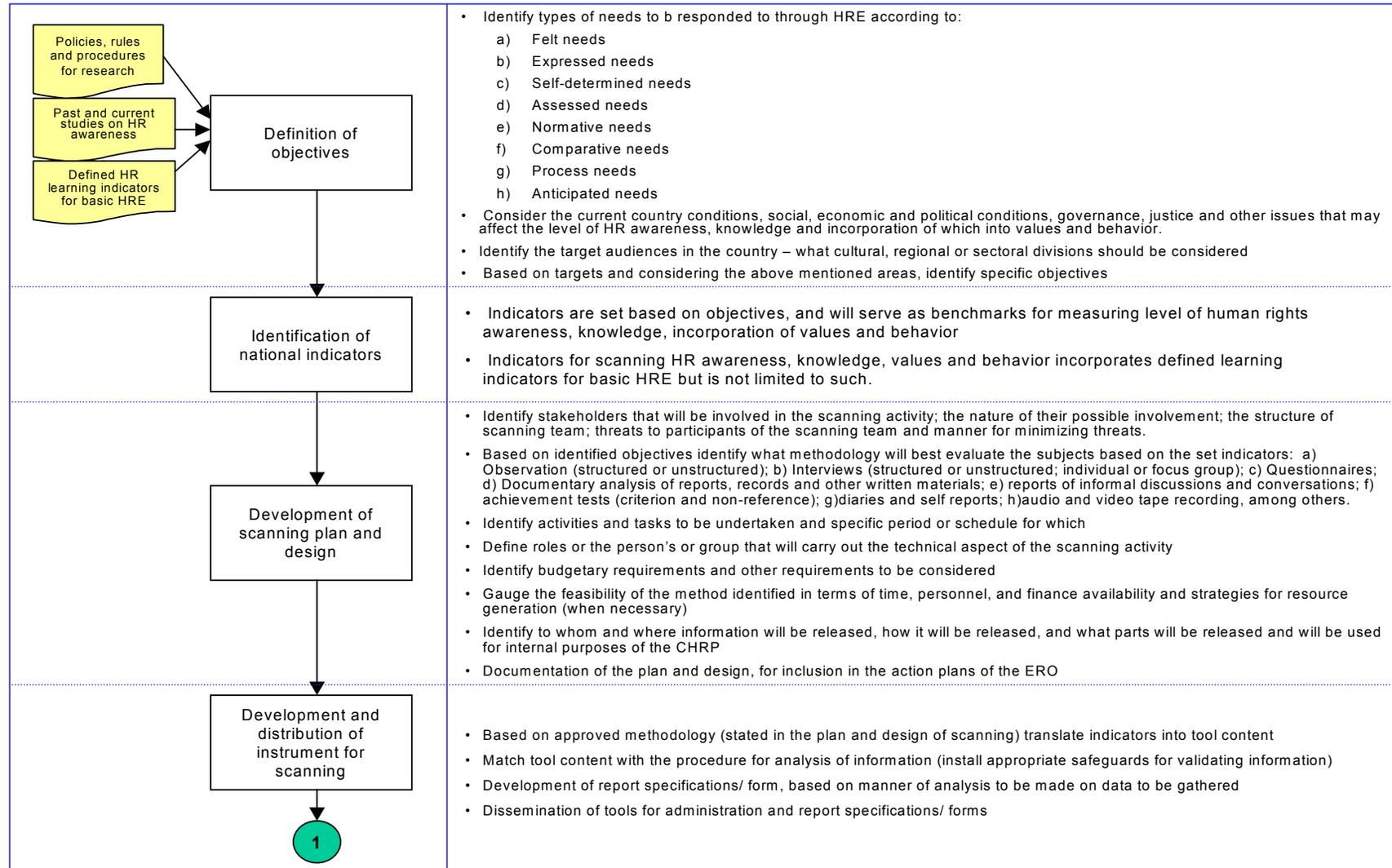
4.1.5 Basically, the scanning of national human rights awareness is an assessment of training needs of the audience whose needs are to be responded to by the CHRP. The following training needs may be looked into:

- a) Felt needs occur when an individual senses that something is missing
- b) Expressed needs are present when the individual not only is aware of the gap but can verbalize it.
- c) Self-determined needs are those subjectively identified by an individual
- d) Assessed needs are needs which have been objectively identified
- e) Normative needs refer to an individual's skill level in relation to a recognized standard
- f) Comparative needs describe an individual's skill level in comparison to that of another individual or group
- g) Process needs are needs involving working within practice constraints indicating that although an individual may have the requisite knowledge and skills to perform a task, he/she cannot function adequately within the organizational system of the practice setting
- h) Anticipated needs reflect expected changes in the content, scope, or process of practice.

4.1.6 This process is described in the chart below:

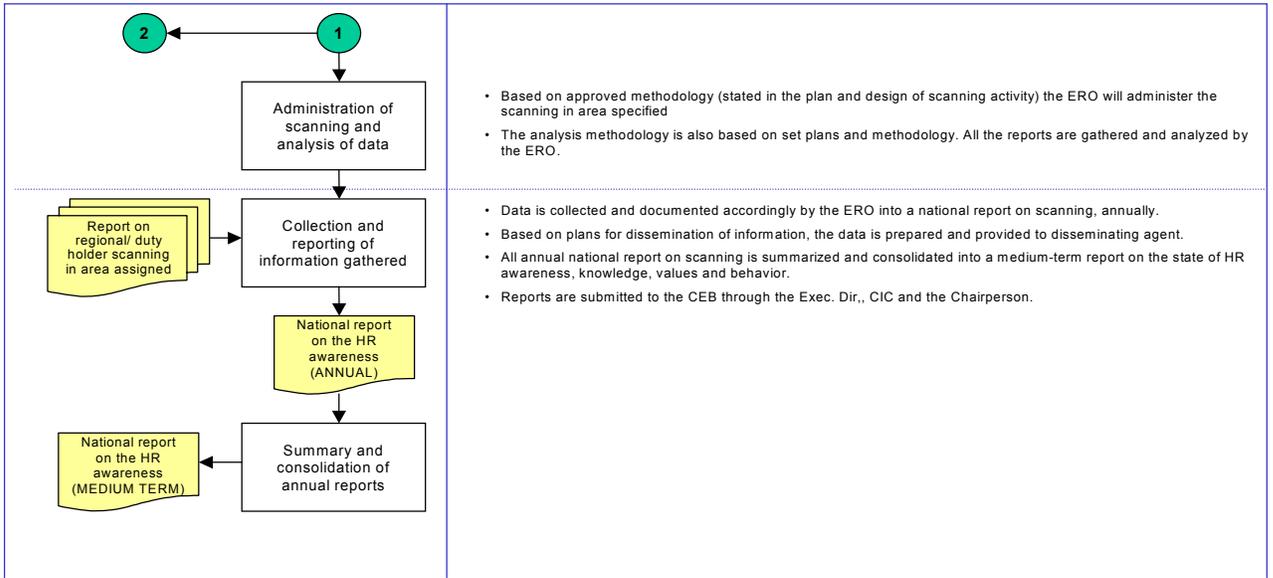
<p>SYSTEM</p> <p>Basic Human Rights Education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Scanning and monitoring of national awareness</p>	
<p>DESCRIPTION:</p> <p>Information on the level of awareness, knowledge, values and behavior of the country and of specific sectors input to the determination of core content for basic education. The purpose therefore is to render the Commission well-informed on the extent to which human rights is learned, understood and practiced.</p> <p>Scanning also provides the CHRP information on mediums for delivery of base knowledge on human rights, especially those outside the formal education set-up.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies, rules, and procedures for scanning and research on country conditions, specifically on the human rights awareness, knowledge and behavior 2. Past and current studies made on awareness and values in the country and of sectors 3. Defined learning indicators for basic awareness and education on HR <p>OUTPUT/S</p> <ol style="list-style-type: none"> 1. Annual Report on National Human Rights Awareness 2. Medium term report on national HR awareness 	
<p>WORK PROCESS</p> <p>Scanning is achieved through the following steps:</p> <ol style="list-style-type: none"> 1. Definition of objectives 2. Identification of indicators 3. Development of scanning plan and design 4. Development and dissemination of instruments for scanning 5. Administration scanning and analysis of data 6. Collection and reporting of information gathered 	
<p>TIMING</p> <p>The scanning is conducted annually, at the start of the year to provide sufficient and timely basis for the planning, design and implementation of basic human rights education programs.</p>	

**FIGURE 5
SCANNING OF HR AWARENESS IN THE COUNTRY**



- Identify types of needs to be responded to through HRE according to:
 - a) Felt needs
 - b) Expressed needs
 - c) Self-determined needs
 - d) Assessed needs
 - e) Normative needs
 - f) Comparative needs
 - g) Process needs
 - h) Anticipated needs
 - Consider the current country conditions, social, economic and political conditions, governance, justice and other issues that may affect the level of HR awareness, knowledge and incorporation of which into values and behavior.
 - Identify the target audiences in the country – what cultural, regional or sectoral divisions should be considered
 - Based on targets and considering the above mentioned areas, identify specific objectives
-
- Indicators are set based on objectives, and will serve as benchmarks for measuring level of human rights awareness, knowledge, incorporation of values and behavior
 - Indicators for scanning HR awareness, knowledge, values and behavior incorporates defined learning indicators for basic HRE but is not limited to such.
-
- Identify stakeholders that will be involved in the scanning activity; the nature of their possible involvement; the structure of scanning team; threats to participants of the scanning team and manner for minimizing threats.
 - Based on identified objectives identify what methodology will best evaluate the subjects based on the set indicators: a) Observation (structured or unstructured); b) Interviews (structured or unstructured; individual or focus group); c) Questionnaires; d) Documentary analysis of reports, records and other written materials; e) reports of informal discussions and conversations; f) achievement tests (criterion and non-reference); g) diaries and self reports; h) audio and video tape recording, among others.
 - Identify activities and tasks to be undertaken and specific period or schedule for which
 - Define roles or the person's or group that will carry out the technical aspect of the scanning activity
 - Identify budgetary requirements and other requirements to be considered
 - Gauge the feasibility of the method identified in terms of time, personnel, and finance availability and strategies for resource generation (when necessary)
 - Identify to whom and where information will be released, how it will be released, and what parts will be released and will be used for internal purposes of the CHRP
 - Documentation of the plan and design, for inclusion in the action plans of the ERO
-
- Based on approved methodology (stated in the plan and design of scanning) translate indicators into tool content
 - Match tool content with the procedure for analysis of information (install appropriate safeguards for validating information)
 - Development of report specifications/ form, based on manner of analysis to be made on data to be gathered
 - Dissemination of tools for administration and report specifications/ forms

**FIGURE 5 (CONT.)
SCANNING OF HR AWARENESS IN THE COUNTRY**

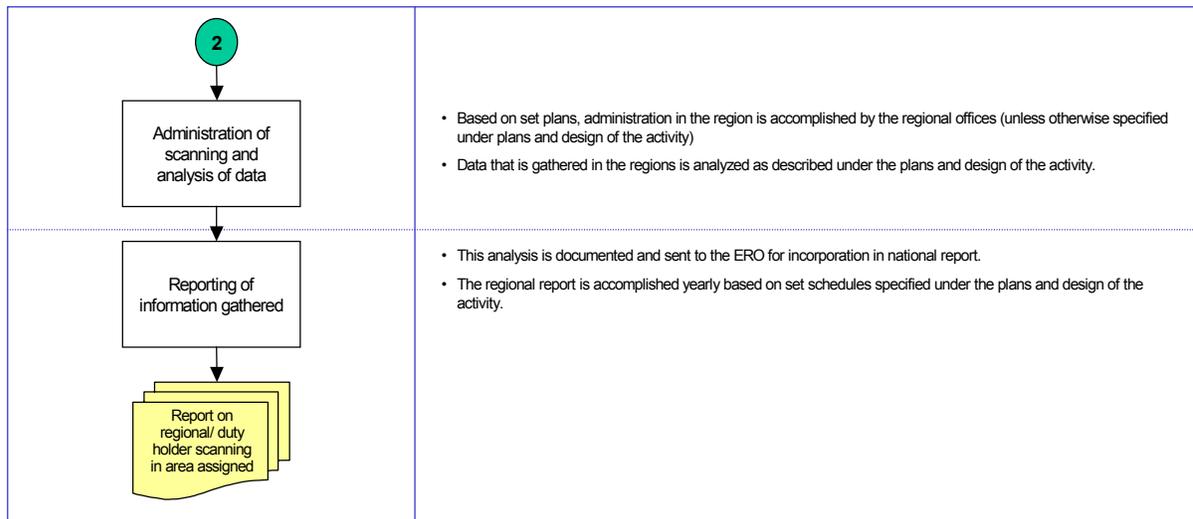


- Based on approved methodology (stated in the plan and design of scanning activity) the ERO will administer the scanning in area specified
- The analysis methodology is also based on set plans and methodology. All the reports are gathered and analyzed by the ERO.

- Data is collected and documented accordingly by the ERO into a national report on scanning, annually.
- Based on plans for dissemination of information, the data is prepared and provided to disseminating agent.
- All annual national report on scanning is summarized and consolidated into a medium-term report on the state of HR awareness, knowledge, values and behavior.
- Reports are submitted to the CEB through the Exec. Dir., CIC and the Chairperson.

<p>SYSTEM</p> <p>Basic Human Rights Education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>Regional Office</p>
<p>PROCESS</p> <p>Scanning of human rights awareness in the regions</p>	
<p>DESCRIPTION:</p> <p>As part of the entire scanning activity that is initiated and lead by the ERO, the regional offices implement the said scanning activity in the region (unless otherwise specified under the plans and design of the activity set by the ERO).</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies, rules, and procedures for scanning and research on country conditions, specifically on the human rights awareness, knowledge, values and behavior 2. Past and current studies made on awareness and values in the country and of sectors 3. Defined learning indicators for basic awareness and education on HR 4. Plans and design of HR scanning activity for the year <p>OUTPUT/S</p> <p>Regional Annual Report on the HR awareness</p>	
<p>WORK PROCESS</p> <ol style="list-style-type: none"> 1. Administration of scanning and analysis of data 2. Reporting of information gathered 	
<p>TIMING</p> <p>The scanning implemented in the regions is done annually to input in the annual national report to be completed by the ERO. It is implemented once the plans and design, as well as the tools are developed and disseminated to the regions and based on schedules specified therein.</p>	

**FIGURE 6
SCANNING OF REGIONAL HR AWARENESS**



4.2 Delivery of basic human rights education by formal education providers and administrators

EVALUATION OF HUMAN RIGHTS EDUCATION DELIVERY BY BASIC EDUCATION PROVIDERS AND ADMINISTRATORS

4.2.1 Human rights education is delivered by both formal and non-formal education institutions and organizations. Several of these duty holders are tapped by the CHRP for the inclusion of HRE in their curriculum and to incorporate human rights in their manner of delivery.

4.2.2 This aspect corresponds to teachers, trainers, educators and duty holders in formal and non-formal education settings. The degree of awareness, knowledge, values/ attitude and behavior on human rights affects how they impart human rights education and training.

4.2.3 In monitoring the delivery of human right education, the CHRP will scan and monitor the following aspects, among others:

TABLE 1
FOCUS OF MONITORING ON DELIVERY OF HR AND INTEGRATION
IN EDUCATION CURRICULA

ELEMENTS	AREAS FOR SCANNING AND MONITORING
1. Schools or Education and Training Establishments	1.1 Support to information, materials and training essential for teachers and trainers 1.2 Thrust and mandate 1.3 Curriculum 1.4 Initiative to research and enrich methodologies for incorporation or addition of human rights in educational areas 1.5 Initiative in involving the community in human rights education activities
2. Schools for Educators	2.1 Incorporation of human rights in curriculum 2.2 Capacity to teach human rights to educators 2.3 Initiative to research and enrich methodologies for incorporation or addition of human rights in educational areas
3. Teacher or Trainer	3.1 Background or education 3.2 Skills developed for innovation and effectiveness in delivery of human rights education 3.3 Work load and capacity for providing innovation and efficiency in delivery 3.4 Willingness to provide human rights education or incorporate in subjects
4. Administrators and School Personnel	4.1 Degree of awareness, knowledge, values/ attitude, and behavior on human rights.

a) *Schools and Education and Training Establishments.* The target for scanning and monitoring in these areas are many, including the following:

- Primary Education Facilities.
- Secondary Education Facilities
- Higher Education Facilities
- Government Education and Training Schools and Facilities
- Non-formal Education Facilities
- Training Facilities
- Special Education Facilities

In these systems, there are varied manners of teaching and training, varied objectives and varied audience. But all of which are targets for human rights education.

- b) *Schools for Educators.* These schools have primary influence to educators and trainers, and therefore take in a lead role in providing the necessary support for human rights education. If human rights is already imbedded and emphasized from these schools, they produce educators and trainers that are conscious of human rights, knowledgeable, with values and behaviors suitable to create and environment that fosters and protects human rights.
- c) *Schools for Enforcement Officials, Lawyers, Doctors, Public Servants and Judges and Judicial Personnel.* There are certain fields where human rights must be emphasized since the lack of knowledge on it generates great effects on human rights conditions in the Philippines. Most of the time government bureaucrats think that human rights is anti-government and therefore is used by those opposing the government. Practitioners of medicine and law need to have sufficient understanding of human rights as well, since their services contribute a great deal to it. Justice enforces the rights of every human being and therefore those who uphold it must have human rights education. Lastly, government officials and enforcers have history of violating the very rights they are supposed to uphold and protect. These peoples are key professionals for upholding human rights and protecting them.
- d) *Teachers and Trainers.* Teachers and trainers as direct providers of education, as well as providers of human rights education are very important in the human rights education system. Their competence, training, values and behavior, willingness, knowledge and skills are some aspects that affect how human rights education is delivered to their audience, may it be for adult learning or for children.

One of the most common issues in this area is the lack of opportunities for teachers and trainers to study and practice new ideas in teaching human rights. This area can be supplemented by the CHRP, but they need to assess first how they can provide inputs to such matters.

- e) *Administrators and Personnel of Schools and Education and Training Facilities.* Much of the values and behavior is learned in school by children. It does not only emanate from what is taught to them, but what they see and what practices they witness forms impressions, perceptions and molds character. Administrators and personnel of schools and education facilities are contributive to such. A culture of human rights may start from schools and is latent in the way schools are managed and organized, through its policies, rules, rewards and punishment systems, and general administration.

Aside from which, support for human rights may be guaranteed through administrators and personnel that understand it. In some cases where materials and information are needed, cases when facilities and resources will be needed for the conduct of special activities, and when school-wide projects are to be undertaken, adequate appreciation of human rights is necessary.

Evaluation Process

- 4.2.4 Mostly, the type of evaluation to be conducted by the CHRP is a summative evaluation on their incorporation of basic HR education core content and standards. Summative evaluation takes place at the end of the school year or at the end of set activities to see if the goals originally set have been reached. However, formative evaluation is not ruled out in the system. Formative evaluation allows mid-point or an on-going evaluation, wherein the summative evaluation is a one-time process.
- 4.2.5 There are several models for evaluation that may be employed in evaluating HR content and incorporation of its principles and standards in the education setting (Tibbitts: 1997):
- a) Goal-oriented evaluation. Evaluation that is geared to assess student progress and effectiveness of educational innovation.
 - b) Decision-oriented evaluation. Evaluations facilitate intelligent judgment by decision makers.
 - c) Transactional Evaluation. Evaluations depict program processes and the value perspectives of key people.
 - d) Evaluation research. Evaluations focus on explaining educational effects and devising instructional strategies.
 - e) Goal-free evaluation. Evaluations assess program effects based on criteria apart from the program's own conceptual framework.
 - f) Adversary evaluation. Evaluations present the best case for each of two competing interpretations of the program's value. Both sides having access to the same information about the program.

Data Collection Methods

- 4.2.6 Data collection methods can include both quantitative and qualitative elements. A brief description of both is provided herein:

TABLE 2
DATA COLLECTION MEASUREMENTS

QUALITATIVE	QUANTITATIVE
Begin descriptively	Use pre-defined categories
Are not initially quantifiable	Are quantifiable
Use a small sample size	Use a larger sample size than qualitative research projects
Are open-ended	Are closed-ended
Include perspectives of people studied, and also the researcher	Use well-defined method for analysis
Are process rather than product oriented	Employ defined variables
Are context oriented	Are product-oriented
In its purest form, are non-interventionary	Are decontextualized

Source: Tibbits, 1997

Guidelines for Evaluation

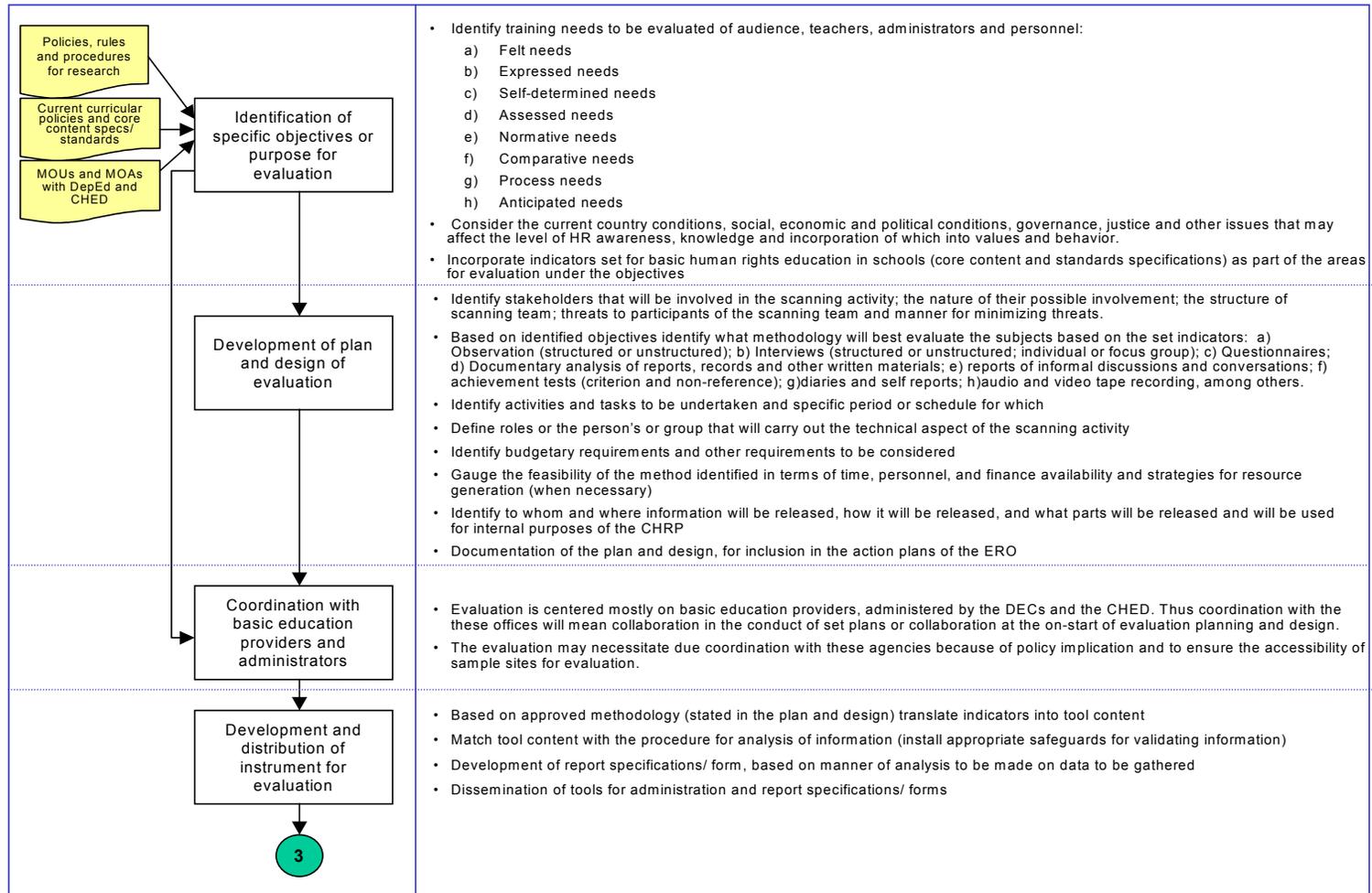
4.2.7 The following guidelines shall be taken into consideration by the Education Division:

- a) Evaluation should serve the information needs of the intended users, including, where applicable, those organizing the activities, those participating in it, and funding oversight agencies.
- b) The evaluation should be realistic, prudent, diplomatic and frugal.
- c) The evaluation should be conducted legally, ethically and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results.
- d) The evaluation should reveal information sufficient to determine the merit of the program being evaluated.

4.2.8 The following describe the sub process for the delivery of basic HRE by schools or basic education providers:

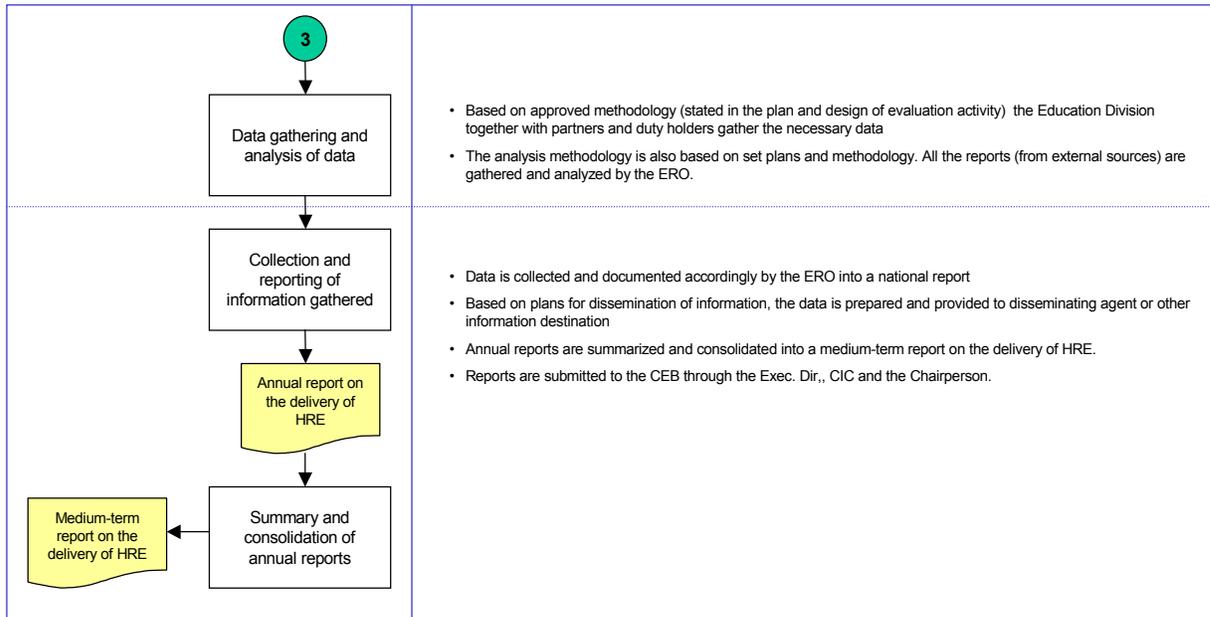
<p>SYSTEM</p> <p>Basic Human Rights Education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Delivery of Basic HRE by schools or basic education providers</p>	
<p>SUB PROCESS</p> <p>Evaluation of HRE Delivery by External Duty Holders</p>	
<p>DESCRIPTION</p> <p>Human rights education is delivered by both formal and non-formal education institutions and organizations. Several of these duty holders are tapped by the CHRP for the inclusion of HRE in their curriculum and to incorporate human rights in their manner of delivery. This aspect corresponds to teachers, trainers, educators and duty holders in formal and non-formal education settings.</p> <p>The process therefore includes an impact study on the curriculum integration and/or addition programs and activities accomplished by the CHRP. It will examine the medium for delivery (the institution, the manpower of institutions, the direct providers, etc.), the content of curriculum and education materials, and the manner of delivery.</p> <p>With this monitoring process, the CHRP will be able to base their content formulation and plans on adequate and updated information.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies, rules and procedures for monitoring delivery of human rights education 2. Current curricular policies 3. Defined core content specifications for basic HRE 4. MOAs/ MOUs or other issuances that specify collaborative/ nature of cooperation exacted from the DepEd and CHED <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Annual Report on the Delivery of HRE 2. Advisory to schools/ education administrators, DepEd and/or CHED on evaluation of basic education delivery of HRE 	
<p>WORK PROCESS</p> <p>Each of the aspect for monitoring will be accomplished through the following:</p> <ol style="list-style-type: none"> 1. Identification of specific objectives or purpose for evaluation 2. Development of plan and design for evaluation 3. Coordination with basic education providers and administrators 4. Development and distribution of instrument for evaluation 5. Data gathering and analysis of data 6. Collection and reporting of information gathered 7. Summary and consolidation of annual report 	
<p>TIMING</p> <p>Monitoring is conducted at the last quarter of each school year, to input to evaluations for implementation of recommendations on findings for the next school year.</p>	

**FIGURE 7
EVALUATION OF HRE DELIVERY**



- Identify training needs to be evaluated of audience, teachers, administrators and personnel:
 - a) Felt needs
 - b) Expressed needs
 - c) Self-determined needs
 - d) Assessed needs
 - e) Normative needs
 - f) Comparative needs
 - g) Process needs
 - h) Anticipated needs
 - Consider the current country conditions, social, economic and political conditions, governance, justice and other issues that may affect the level of HR awareness, knowledge and incorporation of which into values and behavior.
 - Incorporate indicators set for basic human rights education in schools (core content and standards specifications) as part of the areas for evaluation under the objectives
-
- Identify stakeholders that will be involved in the scanning activity; the nature of their possible involvement; the structure of scanning team; threats to participants of the scanning team and manner for minimizing threats.
 - Based on identified objectives identify what methodology will best evaluate the subjects based on the set indicators: a) Observation (structured or unstructured); b) Interviews (structured or unstructured; individual or focus group); c) Questionnaires; d) Documentary analysis of reports, records and other written materials; e) reports of informal discussions and conversations; f) achievement tests (criterion and non-reference); g) diaries and self reports; h) audio and video tape recording, among others.
 - Identify activities and tasks to be undertaken and specific period or schedule for which
 - Define roles or the person's or group that will carry out the technical aspect of the scanning activity
 - Identify budgetary requirements and other requirements to be considered
 - Gauge the feasibility of the method identified in terms of time, personnel, and finance availability and strategies for resource generation (when necessary)
 - Identify to whom and where information will be released, how it will be released, and what parts will be released and will be used for internal purposes of the CHRP
 - Documentation of the plan and design, for inclusion in the action plans of the ERO
-
- Evaluation is centered mostly on basic education providers, administered by the DECs and the CHED. Thus coordination with these offices will mean collaboration in the conduct of set plans or collaboration at the on-start of evaluation planning and design.
 - The evaluation may necessitate due coordination with these agencies because of policy implication and to ensure the accessibility of sample sites for evaluation.
-
- Based on approved methodology (stated in the plan and design) translate indicators into tool content
 - Match tool content with the procedure for analysis of information (install appropriate safeguards for validating information)
 - Development of report specifications/ form, based on manner of analysis to be made on data to be gathered
 - Dissemination of tools for administration and report specifications/ forms

**FIGURE 7 (CONT.)
EVALUATION OF HRE DELIVERY**



DEVELOPMENT OF OVERSIGHT OPERATIONAL POLICIES, RULES AND PROCEDURES FOR DELIVERY OF BASIC HRE

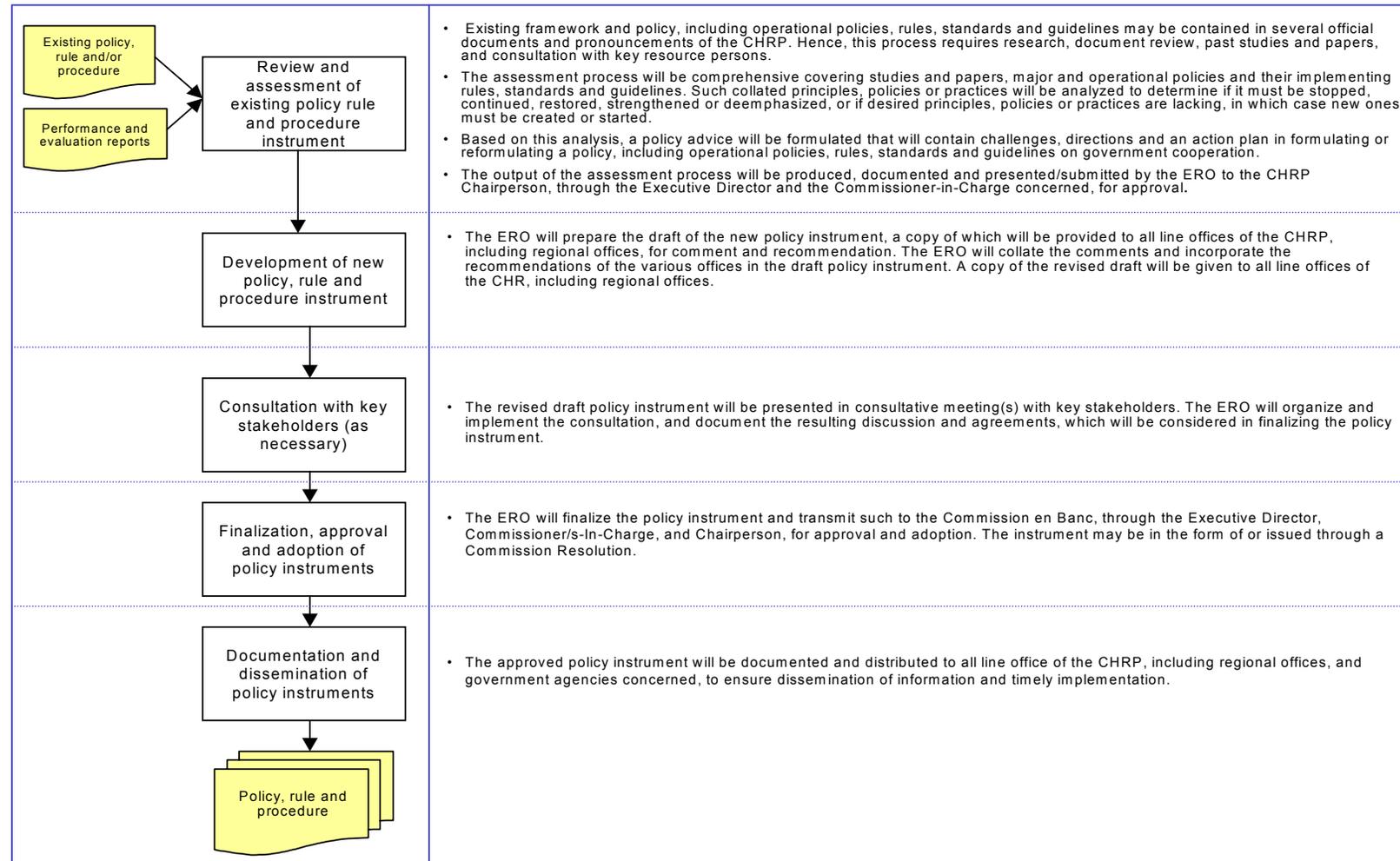
4.2.9 Operational policies, rules and procedures for the delivery of basic HRE will be drawn for the following processes:

- a) Evaluation of delivery of basic HRE by basic education providers
- b) Development of core content specification and standards for basic education
- c) Advocacy, collaboration and coordination with education administrators and providers and other external partners
- d) Planning and designing basic HRE programs/ project/ activities
- e) Formulation of framework for delivery of human rights education through formal education

4.2.10 Policy, rule and procedure formulation is achieved through the below mentioned process:

<p>SYSTEM</p> <p>Basic Human Rights education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Delivery of Basic HRE by schools or basic education providers</p>	
<p>SUB PROCESS:</p> <p>Development of oversight policies, rules and procedures for delivery of basic HRE</p>	
<p>DESCRIPTION:</p> <p>Each of the implementing offices will be guided by a set of policies, rules and procedures that identify how each process for the delivery of basic HRE will be accomplished. These policies, rules and procedures are basic systems descriptions practiced in the CHRP for the accomplishment of its functions. They are general operations policies, rules and procedures.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Existing policy, rule and procedure instruments 2. Knowledge that can be shared through stakeholder consultation 3. Performance reports <p>OUTPUTS</p> <p>General policies, rules and procedures for HRE operations</p>	
<p>WORK PROCESS</p> <p>Policy, rule and procedure formulation is achieved through the following:</p> <ol style="list-style-type: none"> 1. Review and assessment of existing policy, rule and procedure instrument 2. Development of new policy, rule and procedure instrument 3. Consultation with key stakeholders (as necessary) 4. Finalization, approval and adoption of policy instruments 5. Documentation and dissemination of policy instruments 	
<p>TIMING</p> <p>Policies, rules and procedures are developed based on recommendations made through evaluation. However, policies may be developed before the implementation of certain P/P/As for HRE when deemed necessary.</p>	

FIGURE 8
DEVELOPMENT OF OVERSIGHT OPERATIONAL POLICIES, RULES AND PROCEDURES FOR DELIVERY OF BASIC HRE



- Existing framework and policy, including operational policies, rules, standards and guidelines may be contained in several official documents and pronouncements of the CHRP. Hence, this process requires research, document review, past studies and papers, and consultation with key resource persons.
- The assessment process will be comprehensive covering studies and papers, major and operational policies and their implementing rules, standards and guidelines. Such collated principles, policies or practices will be analyzed to determine if it must be stopped, continued, restored, strengthened or deemphasized, or if desired principles, policies or practices are lacking, in which case new ones must be created or started.
- Based on this analysis, a policy advice will be formulated that will contain challenges, directions and an action plan in formulating or reformulating a policy, including operational policies, rules, standards and guidelines on government cooperation.
- The output of the assessment process will be produced, documented and presented/submitted by the ERO to the CHRP Chairperson, through the Executive Director and the Commissioner-in-Charge concerned, for approval.

- The ERO will prepare the draft of the new policy instrument, a copy of which will be provided to all line offices of the CHRP, including regional offices, for comment and recommendation. The ERO will collate the comments and incorporate the recommendations of the various offices in the draft policy instrument. A copy of the revised draft will be given to all line offices of the CHR, including regional offices.

- The revised draft policy instrument will be presented in consultative meeting(s) with key stakeholders. The ERO will organize and implement the consultation, and document the resulting discussion and agreements, which will be considered in finalizing the policy instrument.

- The ERO will finalize the policy instrument and transmit such to the Commission en Banc, through the Executive Director, Commissioner/s-In-Charge, and Chairperson, for approval and adoption. The instrument may be in the form of or issued through a Commission Resolution.

- The approved policy instrument will be documented and distributed to all line office of the CHRP, including regional offices, and government agencies concerned, to ensure dissemination of information and timely implementation.

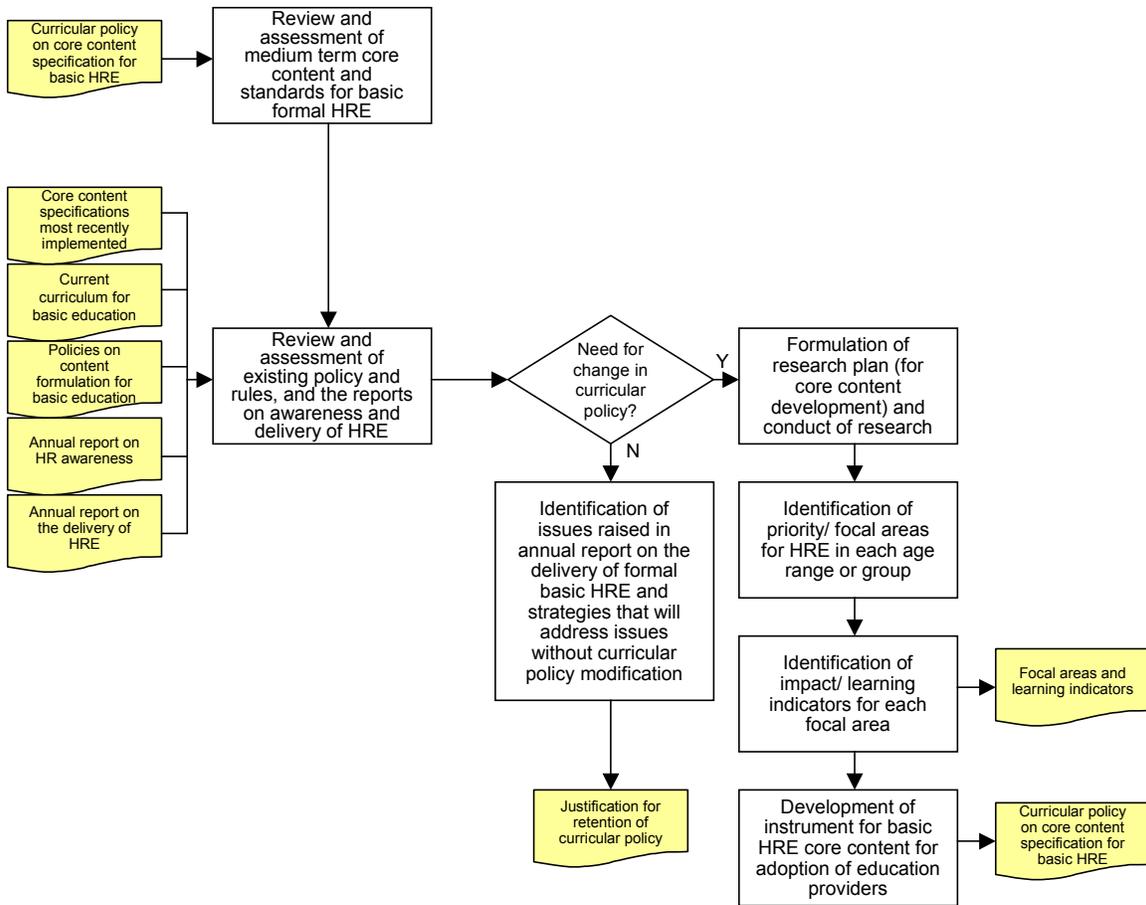
FORMULATION OF HUMAN RIGHTS STANDARDS/ CORE CONTENT IN BASIC EDUCATION

- 4.2.11 Core content and standards for basic education will form basis for the incorporation of HR in basic education. Core content is developed through adequate appreciation of the training needs of the target audience. Training needs are defined during the monitoring and scanning activity on the delivery of human rights education.
- 4.2.12 There are several options in defining core content - direct translation from internationally accepted norms and content, adaptation of preexisting content, and the development of original texts.

4.2.13 The following describe the process:

<p>SYSTEM</p> <p>Basic Human Rights education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO- Education Division</p>
<p>PROCESS</p> <p>Delivery of Basic HRE by schools or basic education providers</p>	
<p>SUB PROCESS</p> <p>Development of Core Content and Standards for Basic Education Integration and/ or Addition of HR</p>	
<p>DESCRIPTION:</p> <p>Core content for basic education curriculums are standards that will be provided the educational institutions and education administrators in the country. It will specify what information is to be provided to students for base knowledge on human rights.</p> <p>Each education provider is tasked and mandated to comply with standards through collaboration with the Department of Education and the Commission on Higher Education.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Current curriculum standards set by the DepEd and the CHED 2. Policies on content formulation for curriculums 3. Report on HR awareness 4. Report on delivery of HRE in schools <p>OUTPUT/S</p> <ol style="list-style-type: none"> 1. Focal areas and learning indicators 2. Medium term curricular policy on core content specifications for basic HRE 3. Annual updated curricular policy on core content specifications for basic HRE 4. Justification for retention of medium-term curricular policy 	
<p>WORK PROCESS</p> <p>The following processes are accomplished to develop core content:</p> <ol style="list-style-type: none"> 1. Review and assessment of existing policy and rules, and the reports on awareness and delivery of HRE 2. Formulation of research plan and conduct of research 3. Identification of priority/ focal areas for HRE in each age range or group 4. Identification of impact indicators/learning indicators for each focal area 5. Development of instrument for basic HRE core content for adoption by education providers 6. Identification of method for application of curricular policies identified 7. Annual update of core content and standards 	
<p>TIMING</p> <p>Core content is formulated in the medium-term, to set the directions thereon. There shall however be an annual update of the core content based on annual scanning of awareness and evaluation of the delivery of formal basic HRE. Core content formulation in the medium-term shall be conducted after completion of medium-term report on HR awareness and evaluation of HR delivery.</p>	

FIGURE 10
ANNUAL UPDATE OF CORE CONTENT AND STANDARDS FOR BASIC EDUCATION
INTEGRATION AND/ OR ADDITION OF HR IN THE MEDIUM TERM



FORMULATION OF FRAMEWORK FOR DELIVERY OF HUMAN RIGHTS EDUCATION THROUGH FORMAL BASIC EDUCATION

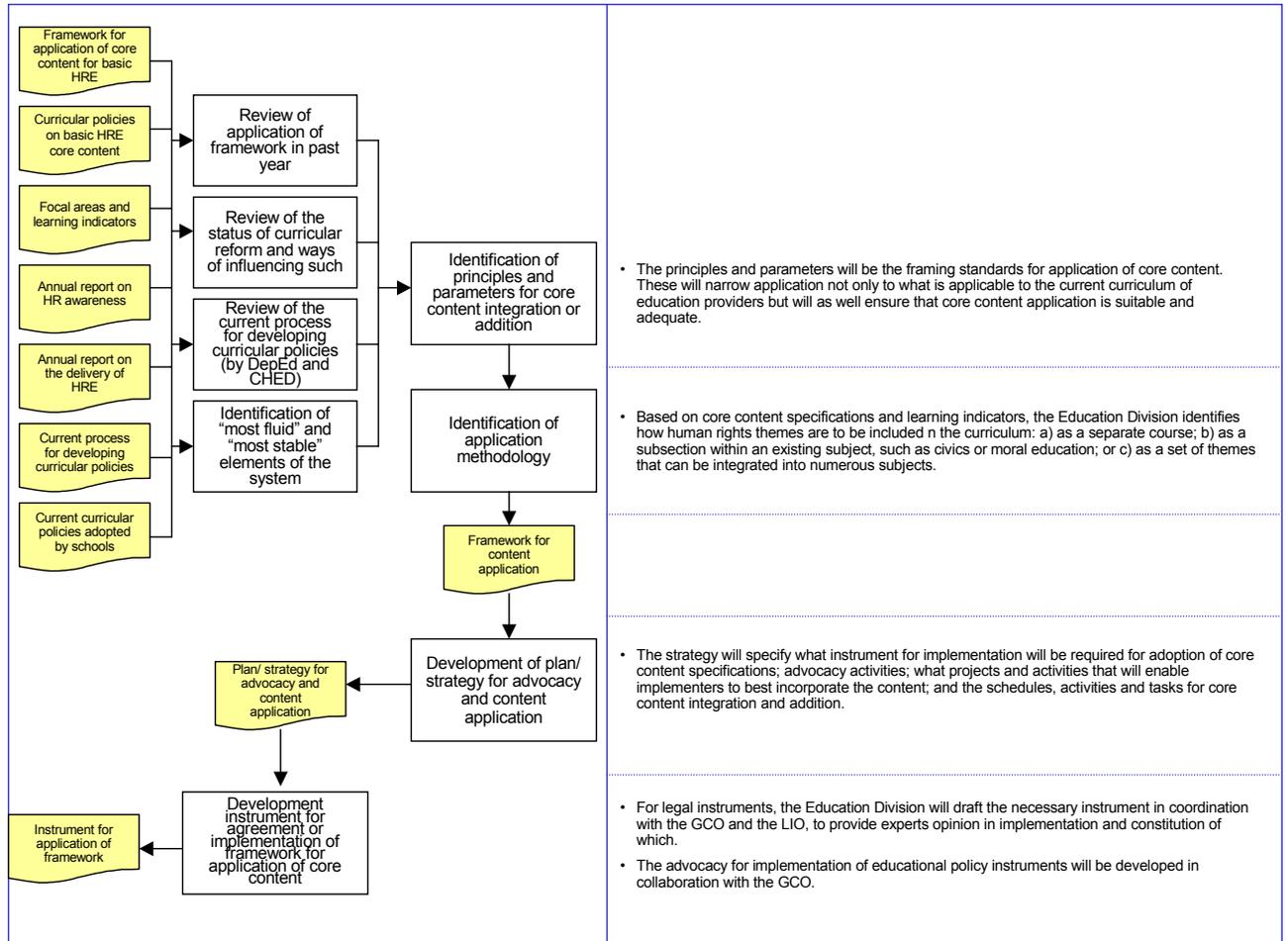
4.2.14 The framework for the delivery of HRE through formal education will serve as a guide for the inclusion of basic human rights core content in their curriculum.

4.2.15 The framework is developed based on the core content/ standards set by the CHRP. It answers the following questions: In which courses or subjects will human rights content and themes most logically fit? What ways can curricular reform be influenced to suite the objectives and standards set for human rights education through basic education in formal scenarios? Where is the system for basic curriculum formulation more stable or difficult to change and where is it more fluid or movable/ changeable? How can these factors be considered and incorporated into a human rights education strategy?

4.2.16 The process is further described herein:

<p>SYSTEM</p> <p>Basic Human Rights education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Delivery of Basic HRE by schools or basic education providers</p>	
<p>SUB PROCESS</p> <p>Formulation of framework and strategy for delivery of human rights education through formal basic education</p>	
<p>DESCRIPTION:</p> <p>The framework for delivery of human rights education will identify how each core content formulated for each age range or group will be implemented. The framework is an identification of the goals, targets and focus of HRE within the long-term – in general contribution to human development.</p> <p>Basically, the framework is the implementation of a curricular policy – defining the manner of application of defined standards for HRE. Curricular policies may be added as separate course or subject, may be put in a subject as a subsection, or it may be as a set of themes or points that are integrated to different subjects. Where to integrate and where to add is the challenge of this process. Each option for curricular policy implementation is an approach that is taken based on current elements to be considered.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Annual report on monitoring delivery of HRE and HR awareness 2. Curricular policies on basic HRE core content 3. Focal areas and learning indicators 4. Current process for developing curricular policies (of DepEd and CHED) 5. Current curricular policies adopted by schools <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Framework for content application of core content for basic HRE 2. Plan/strategy for advocacy and content application 3. Instrument for application of framework 	
<p>WORK PROCESS</p> <p>The process for framework development involves the following:</p> <ol style="list-style-type: none"> 1. Review of the application of framework in the past year 2. Review of the status of curricular reforms and ways of influencing such 3. Review of the current process for developing curricular policies 4. Identification of “most fluid” and “most stable” elements of the system (formal education) 5. Identification of principles and parameters for core content integration or addition 6. Identification of application methodology 7. Development of plan/ strategy for advocacy and content application 8. Development of instrument for application of framework 	
<p>TIMING</p> <p>The framework for application of core content is developed when core content is reformed or changed, or when there are identified issues or weaknesses in the framework through yearly reports on delivery of HRE.</p>	

FIGURE 11
FORMULATION OF FRAMEWORK FOR DELIVERY OF HUMAN RIGHTS EDUCATION THROUGH FORMAL BASIC EDUCATION



- The principles and parameters will be the framing standards for application of core content. These will narrow application not only to what is applicable to the current curriculum of education providers but will as well ensure that core content application is suitable and adequate.
- Based on core content specifications and learning indicators, the Education Division identifies how human rights themes are to be included in the curriculum: a) as a separate course; b) as a subsection within an existing subject, such as civics or moral education; or c) as a set of themes that can be integrated into numerous subjects.
- The strategy will specify what instrument for implementation will be required for adoption of core content specifications; advocacy activities; what projects and activities that will enable implementers to best incorporate the content; and the schedules, activities and tasks for core content integration and addition.
- For legal instruments, the Education Division will draft the necessary instrument in coordination with the GCO and the LIO, to provide experts opinion in implementation and constitution of which.
- The advocacy for implementation of educational policy instruments will be developed in collaboration with the GCO.

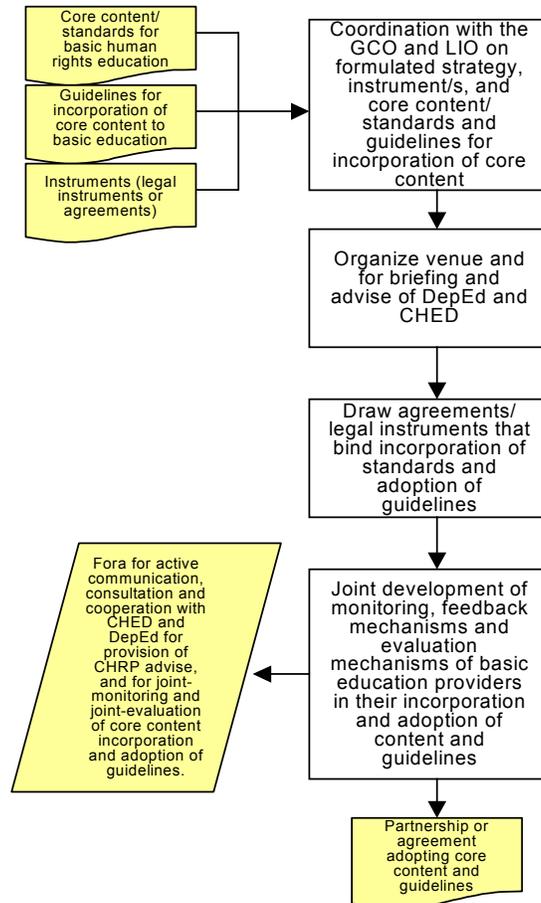
ADVOCACY FOR INCORPORATION OF BASIC HUMAN RIGHTS EDUCATION TO BASIC EDUCATION

- 4.2.17 The incorporation of basic human rights education to basic education in the Philippines is achieved through advocacy to the Commission on Higher Education (CHED) and the Department of Education (DepEd). The rights based approach to development (RBA/RBD) banks on government obligations of providing basic knowledge and awareness of fundamental rights of all peoples in the country: especially, heir right to education including their inherent right to know their rights, to know how to protect their rights, and to know how government services work to protect their rights,
- 4.2.18 The role therefore of the Education Division, as part of the CHRP is to ensure that basic human rights education is appropriate, relevant, and responsive through the standards and core content for basic human rights education for formal basic education; to provide guidelines and a framework for the incorporation of prescribed standards/ core content; and to advise government in adopting such standards and guide them in incorporation.

4.2.19 The process is herein described:

<p>SYSTEM</p> <p>Basic Human Rights Education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO- Education Division</p>
<p>PROCESS</p> <p>Advocacy for incorporation of basic human rights education and adoption of guidelines for incorporation in curricular policies in basic education</p>	
<p>DESCRIPTION</p> <p>The advocacy plan is developed through a strategy wherein the GCO and LIO is may best input to, to ensure that cooperation is met, legal partnership or establishment of standards are adequate and core content/ standards and guidelines for application of which is rightly adopted through legal and formal arrangements between the CHRP and the CHED and DepEd.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Core content/ standards for basic human rights education 2. Guidelines for incorporation of core content to basic education 3. Instruments (legal instruments or agreements) <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Fora for active communication, consultation and cooperation with CHED and DepEd for provision of CHRP advise, and for joint-monitoring and joint-evaluation of core content incorporation and adoption of guidelines. 2. Partnership or agreement adopting core content and guidelines. 	
<p>WORK PROCESS</p> <ol style="list-style-type: none"> 1. Coordination with the GCO and LIO on formulated strategy, instrument/s, and core content/ standards and guidelines for incorporation of core content 2. Organize venue and for briefing and advise of DepEd and CHED 3. Draw agreements/ legal instruments that bind incorporation of standards and adoption of guidelines 4. Joint development of monitoring, feedback mechanisms and evaluation mechanisms of basic education providers in their incorporation and adoption of content and guidelines 	
<p>TIMING</p> <p>Advocacy and coordination based on agreements, partnerships and cooperation strategies developed with CHED and DepEd will be maintained and especially acted upon at the medium-term when core content and guidelines are developed and upon update of core content and guidelines.</p>	

FIGURE 12
ADVOCACY FOR INCORPORATION OF BASIC HUMAN RIGHTS EDUCATION AND ADOPTION OF
GUIDELINES FOR INCORPORATION IN CURRICULAR POLICIES IN BASIC EDUCATION



4.3 Delivery of Informal Basic Human Rights Education and Public Awareness on Human Rights

FORMULATION OF STANDARDS FOR INFORMAL BASIC HUMAN RIGHTS EDUCATION AND PUBLIC AWARENESS

4.3.1 Core content for informal human rights education may or may not incorporate those specified for formal human rights education. However, there are certain considerations to the process that differentiate it from formal education standards:

- a) Informal human rights education is not as structured as formal education is.
- b) Informal human rights education may employ different mediums and venues
- c) Informal human rights education may involve varied approaches that differ from formal education approaches

- d) Public awareness on human rights uses content and mediums that can be considered popular or appealing
- e) Public awareness building on human rights addresses the public in general, in comparison to structured formal education which give due regard to the age range and capacities of audiences. Public awareness building may correspond to specific groups but is mostly for general consumption.

4.3.2 Standards for informal basic human rights education and public awareness is therefore developed through the below mentioned process:

<p>SYSTEM</p> <p>Basic Human Rights education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO- Education Division</p>
<p>PROCESS</p> <p>Delivery of informal basic human rights education and public awareness building</p>	
<p>SUB PROCESS</p> <p>Development of standards for informal basic human rights education and public awareness building</p>	
<p>DESCRIPTION</p> <p>Standards for informal basic human rights education and awareness building comprise of the learning indicators for the development of awareness building programs/ projects/ activities. Based on which, awareness building initiatives through mediums that address the greater public are identified, planned and designed.</p> <p>Most basic awareness building programs/ projects/ activities center on informal delivery of HRE and cater to the information needs of communities.</p> <p>Informal human rights education may also be incorporated in formal education setting, but is most especially concentrated on providing human rights education through more popular or appealing mediums and approaches to attract greater interest.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies and rules on standards formulation for basic education content 2. Report on HR awareness – especially, on popular mediums that is sought after by the populace or target sectors/ groups 3. Past/ current core content and standards for awareness building <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Core content/ standards for the medium term 2. Annual update of core content/ standards for informal basic HRE and public awareness building 	
<p>WORK PROCESS</p> <ol style="list-style-type: none"> 1. Standards are set through the following: 2. Review of report on the state of HR awareness 3. Formulation of research plan 4. Profiling of audience in each regional area 5. Identification of priority/ focal areas for HRE 6. Development of content specifications 7. Identification impact and learning indicators 8. Annual update of standards/ core content 	
<p>TIMING</p> <p>The standards are set before program planning for delivery of informal HRE in the regions. These are developed in the medium term and are annually updated, just before annual operational plans are developed, after the annual report on HR awareness and evaluation of HRE delivery is accomplished.</p>	

**FIGURE 13
DEVELOPMENT OF STANDARDS FOR INFORMAL BASIC HUMAN RIGHTS EDUCATION
AND PUBLIC AWARENESS BUILDING FOR THE MEDIUM TERM**

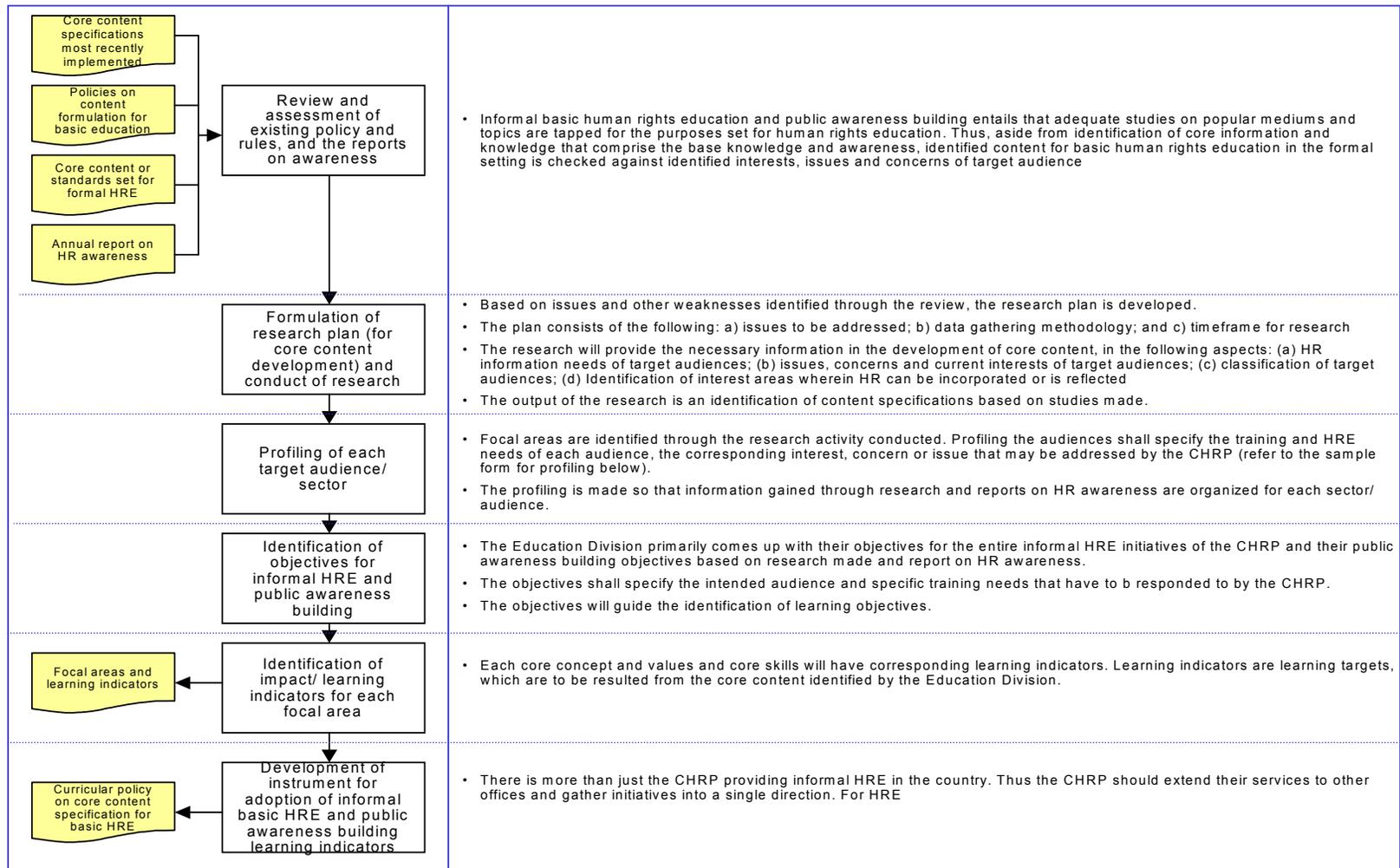


FIGURE 14
ANNUAL UPDATE OF STANDARDS FOR INFORMAL BASIC HUMAN RIGHTS EDUCATION
AND PUBLIC AWARENESS BUILDING

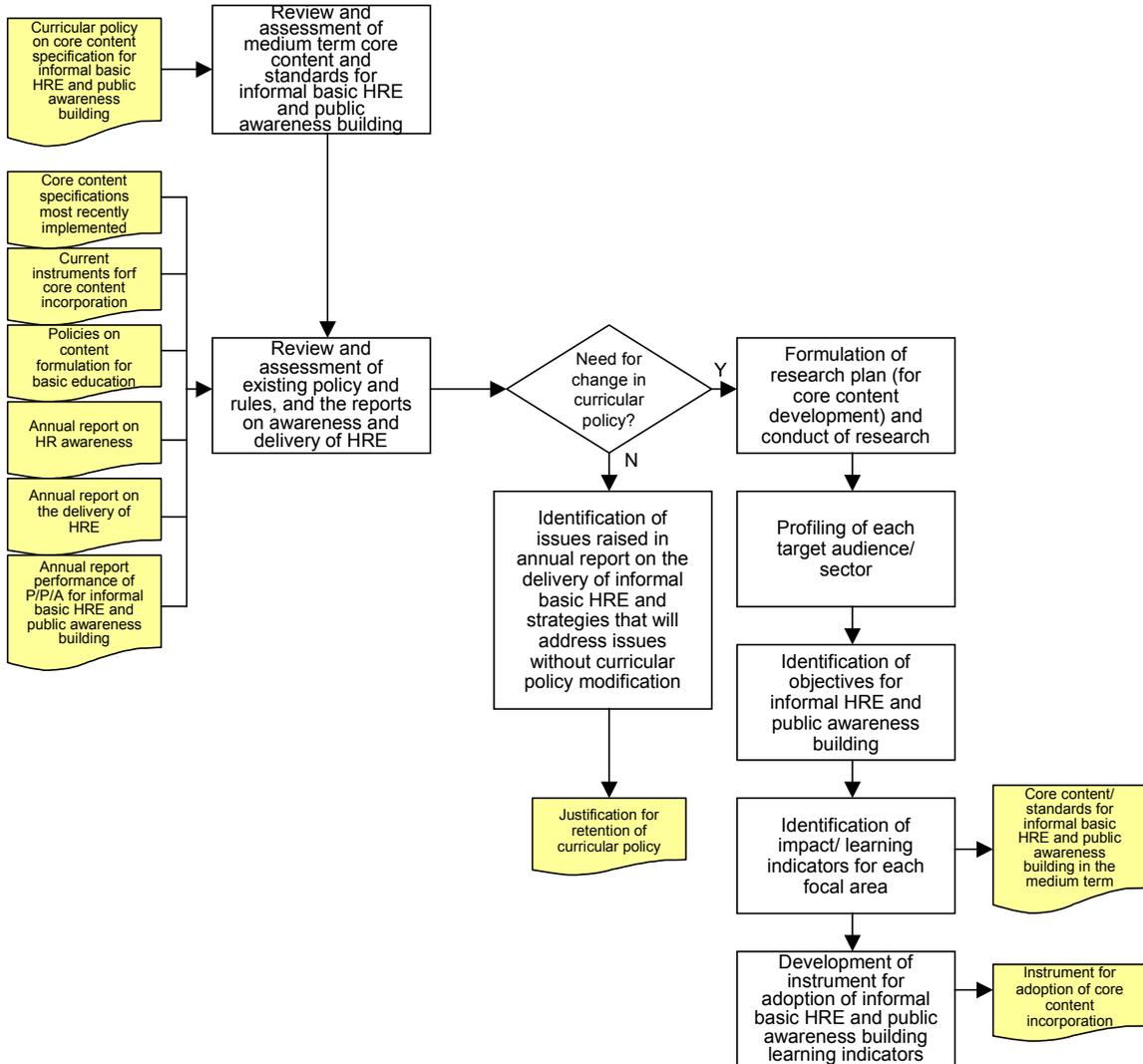


TABLE 3
SAMPLE FOR PROFILING OF TARGET AUDIENCE FOR
INFORMAL HRE AND PUBLIC AWARENESS BUILDING

SECTOR/ GROUP	DEFINING FACTORS	FACTORS AFFECTING	HUMAN RIGHTS VIOLATIONS	CURRENT CONDITIONS	CURRENT INTERESTS OR CONCERNS THAT THEY RESPOND TO
Children	Age/ Grade Level Gender Location Religion Ethnicity Language	Community School Community Church Family Media/ Television Shows War/ conflict	Child Molestation Physical and Emotional Abuse Child Labor Malnutrition W/out decent homes Refugees From conflict areas Out of school	<ul style="list-style-type: none"> ▪ General lack of educational facilities that will orient them to HR, showing (%) of children ▪ A great number of urban poor children are molested (%) 	<ul style="list-style-type: none"> ▪ education ▪ games (determine type of games) ▪ cartoons (determine type of cartoons) ▪ comics ▪ a genre (theatre plays or musicals)
Youth	Age/ School level Gender Location Religion Ethnicity Language Vocation	Community School Community Church Family Media/ Television Shows War/ conflict	Rape Delinquency Out of School Malnutrition W/out decent homes Refugees From conflict areas Physical and Emotional Abuse	<ul style="list-style-type: none"> ▪ There is an increased (%) of rape victims ▪ Youth in areas of conflict are involved in war, handling guns and ammunition instead going to school 	<ul style="list-style-type: none"> ▪ Soap operas ▪ Teen shows ▪ Novels, books or diaries

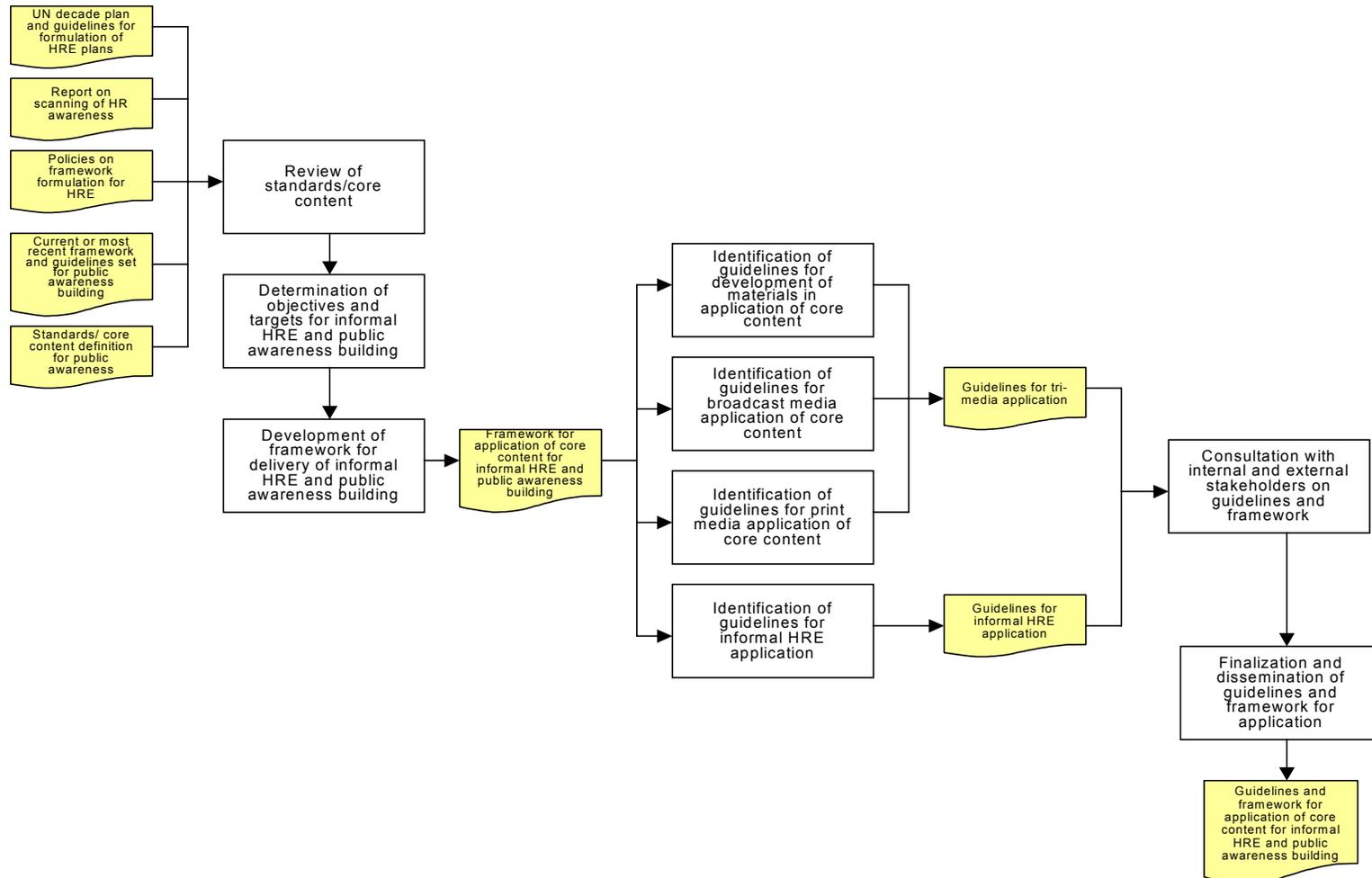
FORMULATION OF GUIDELINES FOR THE APPLICATION OF CORE CONTENT AND FRAMEWORK FOR DELIVERY OF INFORMAL BASIC HRE AND PUBLIC AWARENESS BUILDING

- 4.3.3 The guidelines for application and framework for the delivery of informal HRE and public awareness will provide oversight guidance in the subsequent formulation of programs, project and activities and development of IEC materials of HRE providers and mediums for dissemination of core content.
- 4.3.4 The framework for the application of core content to informal HRE and public awareness building may be used by the CHRP regional offices, by the AIHR and even by external duty holders collaborating with the CHRP on a common goal. The framework will be an identification of the principles and context for application of core content in tri-media and informal HRE in different geographical and sectoral orientations.
- 4.3.5 The guidelines will form part of the framework, it will specify how HR core content will be incorporated through specific mediums. The guidelines will be an instrument through which the CHRP will exercise vigilance in application of human rights especially by external bodies to ensure that human rights values are preserved in the dissemination and advocacy of basic human rights to the general public.

4.3.6 The following provides a brief description of the process:

<p>SYSTEM</p> <p>Basic Human Rights Education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Delivery of informal HRE and public awareness building</p>	
<p>SUB PROCESS</p> <p>Formulation of guidelines for the application of core content and framework for informal HRE and public awareness building</p>	
<p>DESCRIPTION:</p> <p>The Education Division is the oversight unit tasked to, among its other functions, ensure that basic information and values on human rights is provided the public. Thus, it is tasked to determine the core content and provide guidance in the use and translation of which to education materials and modules for delivery.</p> <p>The guidelines and framework for delivery of HRE will enable the HRE implementers to determine how target areas or audiences for HRE will be addressed, and how application of the standards will be made.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. UN decade plan and guidelines for formulation of HRE plans 2. The goals, objectives, mission, vision, and targets of the CHRP for HRE 3. Report on scanning of HR awareness 4. Policies on framework formulation for HRE 5. Current or most recent framework and guidelines set for public awareness building 6. Standards/ core content definition for public awareness <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Guidelines for use of core content specifications for public awareness building 2. Framework for delivery of public awareness building program/ project/ activities/ materials formulation 	
<p>WORK PROCESS</p> <p>The guidelines and framework for delivery of informal HRE and public awareness building programs/ project/ activities and development of materials for HRE are developed through the following:</p> <ol style="list-style-type: none"> 1. Review of report on status of HR awareness, past framework and guidelines and past core content specification 2. Identification of goals and objectives for informal HRE and public awareness building 3. Development of guidelines and framework 4. Consultation with internal and external partners on the framework and guidelines identified 5. Advocacy of the framework and guidelines to external implementers 	
<p>TIMING</p> <p>The guidelines and framework for delivery of informal HRE and public awareness building programs/ projects/ activities and HRE materials is formulated before implementation and as part of the planning activities of the CHRP for HRE. Whenever there is an annual update of core content, the framework is checked in if necessary updated as well.</p>	

FIGURE 15
FORMULATION OF GUIDELINES FOR THE APPLICATION OF CORE CONTENT AND FRAMEWORK FOR INFORMAL HRE AND PUBLIC AWARENESS BUILDING



PLANNING FOR INFORMAL BASIC HUMAN RIGHTS EDUCATION AND PUBLIC AWARENESS BUILDING

4.3.7 Based on core content and framework for application of informal HRE and public awareness building, the CHRP through the Education Division develops strategic plans for their implementation of indirect and direct provision, as well as for implementation of the regional offices. They are also involved in the development of the operational plans that follow.

4.3.8 The following describe the planning process for informal HRE and public awareness building:

<p>SYSTEM</p> <p>Basic Human Rights Education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO –Education Division</p>
<p>PROCESS</p> <p>Delivery of informal HRE and public awareness building</p>	
<p>SUB PROCESS:</p> <p>Planning for delivery of informal basic HRE and public awareness building</p>	
<p>DESCRIPTION:</p> <p>The planning activity to be conducted by the ERO involves providing strategic directions for implementation of the regional offices and other coordinating and collaborating bodies.</p> <p>Strategy formulation for informal basic HRE and public awareness building is done to provide the necessary directions for HRE annually and in the medium-term. It also draws together efforts for informal HRE so that all HRE initiatives are directed towards a national plan of action for informal basic HRE and public awareness building on human rights.</p> <p>The strategy for informal basic HRE and public awareness building shall include the following:</p> <ul style="list-style-type: none"> a) Identification of mediums for identified activities and plan for advocating or formalizing partnership with them b) Identification of core content or focal areas for delivery through informal basic HRE to be provided by the regional offices c) Identification of core content or focal areas for delivery wherein core content can be included in other HRE systems (can be integrated to professional HRE or transformational HRE programs) d) Identification of other venues for collaboration with external duty holders <p>Strategic plans are then translated into annual operations plans that will update the medium-term strategic plans.</p> <p>INPUTS</p> <ul style="list-style-type: none"> 1. Report on status of HR awareness 2. Policies on planning 3. Most recent plans for informal basic HRE and public awareness building 4. Framework and guidelines for application of core content for informal basic HRE and public awareness building P/P/A and HRE material formulation 5. Report on performance of CHRP in informal basic HRE and public awareness building P/P/A 	

OUTPUTS

1. Medium-term strategic plans for awareness building
2. Annual update of strategic plans for awareness building

WORK PROCESS

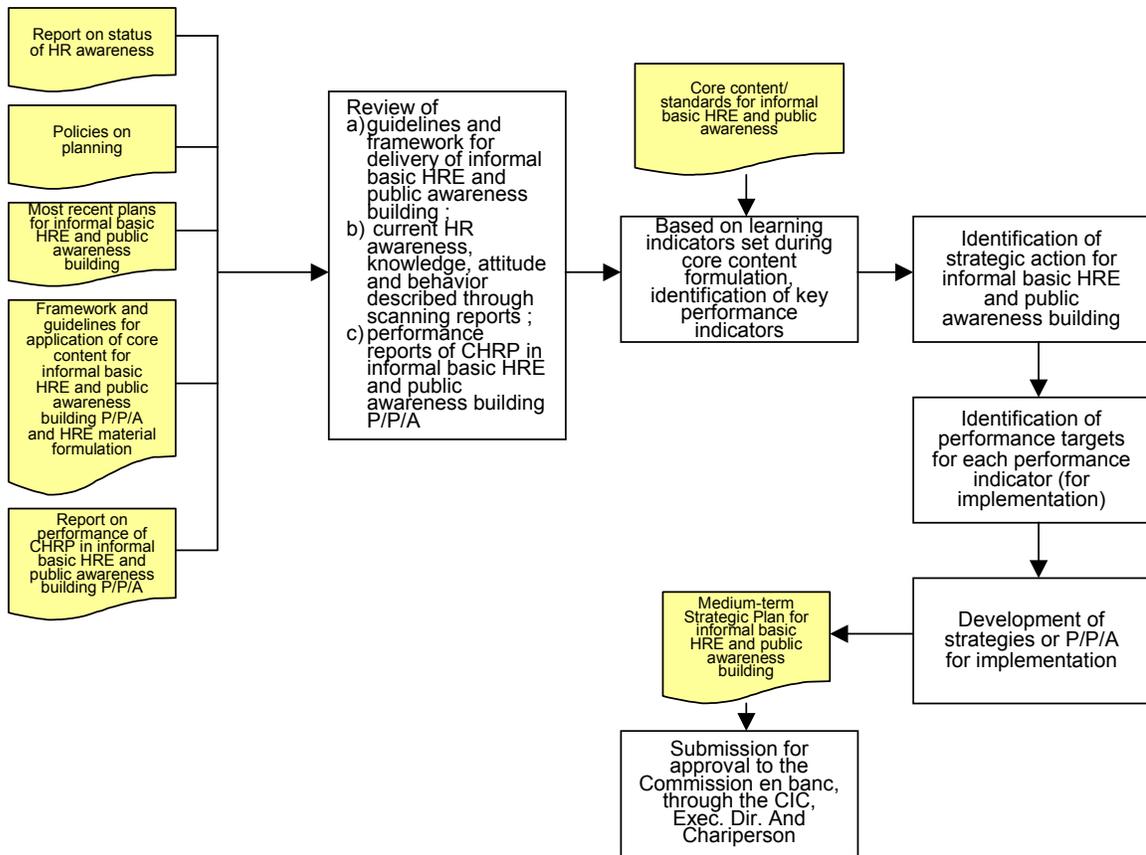
Strategic plans for awareness building focuses on two areas – informal direct provision of HRE and the use of tri-media mechanisms for increased public awareness. The following are accomplished:

1. Review of guidelines and framework for delivery of informal basic HRE and public awareness building
2. Review and assessment of current HR awareness, knowledge, attitude and behavior described through scanning reports.
3. Review of performance reports of CHRP in informal basic HRE and public awareness building P/P/A
4. Based on learning indicators set during core content formulation, identification of key performance indicators
5. Identification of strategic action for informal basic HRE and public awareness building
6. Identification of performance targets for each performance indicator (for implementation)
7. Development of strategies for implementation – alternatives/ options; define limitations and constraints; interventions and necessary actions; resource requirements; partners and coordination to be made for fulfillment.
8. Annual update of strategic plans

TIMING

Strategic plans for awareness building are formulated in the medium-term and are updated annually based on the report on action plans by the regional offices and on the implementation of national awareness building programs/ projects/ activities. Planning is done when medium-term reports on performance and state of HR awareness are accomplished. It pre-empt the development of regional plans, AIHR plans, and implementation of which. Plans for awareness building will be developed together with the other strategic plans for HRE.

FIGURE 16
STRATEGIC PLANNING FOR DELIVERY OF INFORMAL BASIC HRE AND PUBLIC AWARENESS BUILDING (MEDIUM-TERM)



<p>SYSTEM</p> <p>Basic Human Rights education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICES</p> <p>ERO-Education Division Regional Offices</p>
<p>PROCESS</p> <p>Delivery of informal HRE and public awareness building</p>	
<p>SUB PROCESS</p> <p>Annual Operations Planning</p>	
<p>DESCRIPTION:</p> <p>DEFINITION AND PURPOSE: The annual operational plans update the medium-term strategic planning process through contextualization of the prevailing planning environment and resource constraints/ availability. The process also involves translating medium-term objectives and targets into a detailed action program and annual work and financial plan.</p> <p>The action plans will include the following:</p> <ol style="list-style-type: none"> 1. Identification of expected results 2. Specific objectives 3. Milestones and schedules of the programs, project and activities 4. Corresponding resource requirements and source (as part of the work and financial plan) <p>There are two types of delivery for informal basic HRE and public awareness: (1) is indirect delivery, meaning collaborating with other groups, organizations, media providers and duty holders for their implementation of content provided by the CHRP; and (2) is direct provision of informal HRE and public awareness building programs, project and activities. Direct provision of HRE is the task of the regional offices and the AIHR. The Education Division is therefore an indirect provider of HRE and thus acts as collaborator, coordinator, and acts as the prime mover for major programs to be planned and accomplished. The Education Division also consolidates the regional operational plans into a cohesive operational and action plan for informal basic HRE and public awareness building.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Strategic Plans for informal HRE and public awareness building 2. Report on status of HR awareness 3. Policies on planning 4. Most recent plans for informal HRE and public awareness building 5. Framework and guidelines for delivery of informal HRE and public awareness building P/P/A and HRE material formulation 6. Annual report on performance of CHRP on delivery of informal HRE and public awareness building <p>OUTPUTS</p> <p>Annual regional action plan for informal HRE and public awareness building Annual operations plan for informal HRE and public awareness building (for the entire CHRP)</p>	

WORK PROCESS

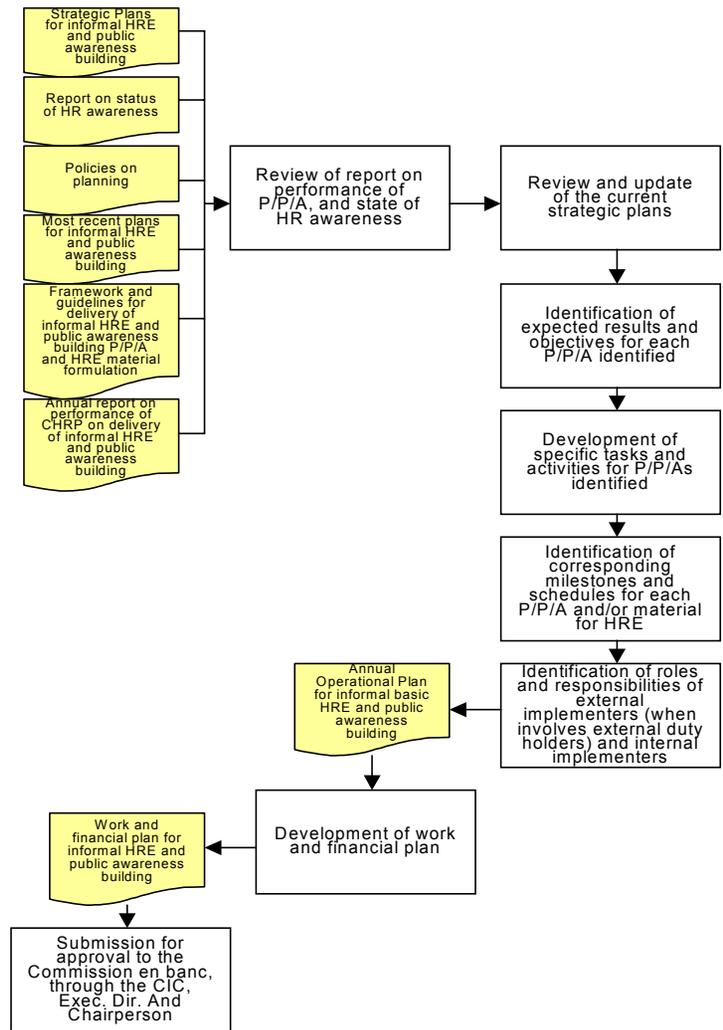
Action plans are developed based on strategic plans. The following steps are accomplished to come up with the action plans:

1. Review of report on performance of P/P/A, and state of HR awareness
2. Identification of expected results for each P/P/A identified
3. Identification of specific objectives for each expected result
4. Development of work and financial plan
5. Identification corresponding milestones and schedules for each P/P/A and/or material for HRE
6. Identification of roles and responsibilities of external implementers (when involves external duty holders) and internal implementers
7. Update and review of strategic plans

TIMING

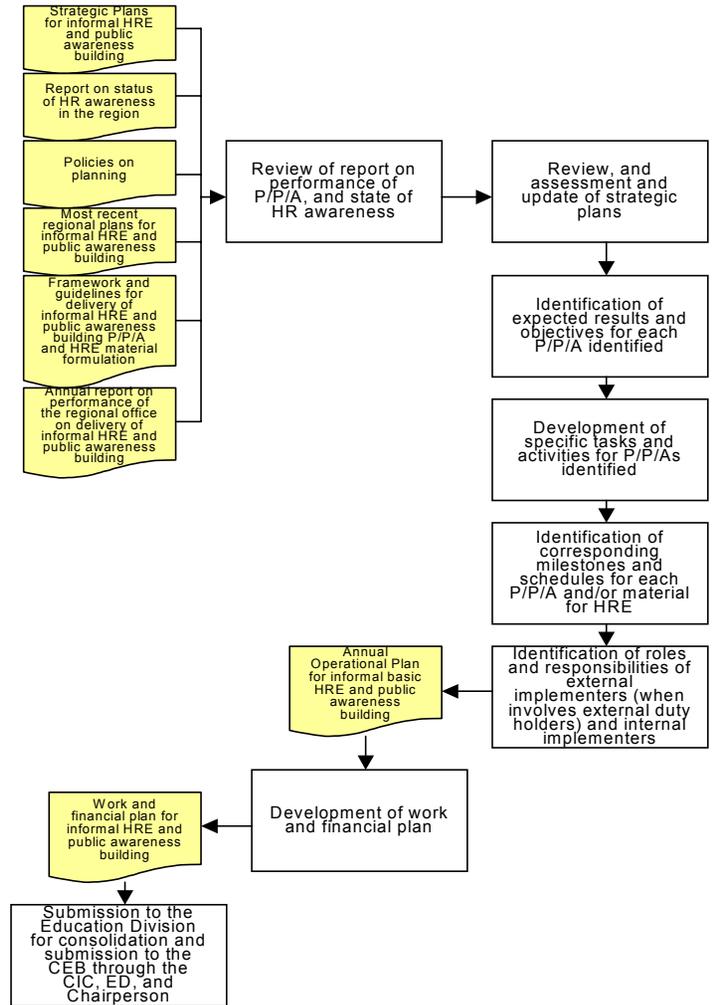
Annual action plans input to the annual update of the strategic plans set out by the Education Division. It comes after strategic plans are made and precedes implementation.

FIGURE 17
ANNUAL OPERATIONS PLANNING FOR INFORMAL HRE AND PUBLIC AWARENESS BUILDING (EDUCATION DIVISION)



- Strategic plans developed in the medium term is updated based on recommendations identified in reports on HR awareness and evaluation of HRE delivery, as well as through performance reports accomplished for informal HRE and public awareness building.
- Update as stated here means situating plans in current situations, conditions, and others in consideration of annual reports on performance, state of HR awareness and evaluation of HR delivery.
- Expected results will specify each output and deliverables for each P/P/A . They be both quantitative or measurable and qualitative in nature.
- A line is drawn between the expected results and the what is current through the identification of objectives that specify general actions to be taken in the program
- Tasks or a specific work program is identified for each P/P/A .
- The work and financial plan is developed based on operational plans. Thus the work program identified through the operations planning, will be a part of this step as well as the development of the financial plan for each activity identified.

FIGURE 18
ANNUAL OPERATIONS PLANNING FOR INFORMAL HRE AND PUBLIC AWARENESS BUILDING (REGIONAL OFFICES)



- Strategic plans developed in the medium term by the Education Division is updated based on recommendations identified in reports on HR awareness and evaluation of HRE delivery, as well as through performance reports accomplished for informal HRE and public awareness building.

- Update as stated here means situating plans in current situations, conditions, and others in consideration of annual reports on performance, state of HR awareness and evaluation of HR delivery.

- Expected results will specify each output and deliverables for each P/P/A . They be both quantitative or measurable and qualitative in nature.

- A line is drawn between the expected results and the what is current through the identification of objectives that specify general actions to be taken in the program

- Tasks or a specific work program is identified for each P/P/A .

- The work and financial plan is developed based on operational plans. Thus the work program identified through the operations planning, will be a part of this step as well as the development of the financial plan for each activity identified.

DIRECT PROVISION/ IMPLEMENTATION OF INFORMAL HRE AND PUBLIC AWARENESS BUILDING PROGRAMS, PROJECTS AND ACTIVITIES

4.3.9 There are delivery mechanisms that education providers may consider or add to when they determine other delivery mechanisms not identified herein. The processes identified herein highlights only core components for the direct delivery of regional offices of informal basic HRE and public awareness building programs, projects and activities, and are in no way limiting to the regional offices to discover or adopt other means more suitable to the programs, projects and activities they will determine through planning.

<p>SYSTEM</p> <p>Basic Human Rights education/ Awareness and Values Formation</p>	<p>IMPLEMENTING OFFICE</p> <p>Regional Offices</p>
<p>PROCESS</p> <p>Delivery of informal HRE and public awareness building</p>	
<p>SUB PROCESS</p> <p>Direct provision/ implementation of informal HRE and public awareness building programs, projects and activities</p>	
<p>DESCRIPTION</p> <p>The regional offices are providers of P/P/As for direct provision of informal HRE in the various publics within their area of jurisdiction. The usual purpose of informal HRE is to fill in gaps left by formal education in schools, when in fact it should concentrate on the development of community-based knowledge to inculcate community human rights values and behavior. This process description focuses on key items which form essential elements of any program, projects, and activities for the informal HRE and public awareness building.</p> <p>There are several ways in which direct delivery of public awareness building and informal HRE is accomplished:</p> <ol style="list-style-type: none"> 1. Module/ content formulation for informal HRE and public awareness building 2. Development and dissemination of HR materials or other materials integrating basic HRE (IEC materials) 3. Informal workshops, conventions, foras, symposiums and other activities for informal HRE and public awareness 4. Dissemination of basic HRE content through broadcast and print media (whether integrated to programs or added as a singular program) <p>INPUTS</p> <ol style="list-style-type: none"> 1. Regional Action Plans 2. Core content specification for informal HRE and public awareness building 3. Guidelines for application of core content for informal HRE and public awareness building 4. Annual report on state of HR awareness 5. Existing literature/ modules/ manuals on HR (internal or external) 6. Policies for advocacy and collaboration (by Cooperation Offices) 	
<p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Module/ content for informal HRE and public awareness building P/P/A 2. Informal workshops, conventions, foras, symposiums and other activities for informal HRE and public awareness building 3. Materials for dissemination 4. Feedback mechanisms 	

<ol style="list-style-type: none"> 5. Feedback 6. Implementation plan for direct provision of informal HRR and public awareness building 7. Strategy for identification of and partnership/ collaboration with external duty holders/ stakeholders 8. Partnerships/ agreements/ legal instruments for collaboration 9. Performance report on P/P/A for informal HRE and public awareness building
<p>WORK PROCESS</p> <p>The implementation of P/P/A in the regions and the development of materials for HR awareness building is based on action plans.</p> <ol style="list-style-type: none"> 1. MODULE FORMULATION. Content formulation and text development may be accomplished through translation of materials from abroad, adaptation of preexisting texts, or development of an original text to suite the objectives and goals set through planning. Thus, the following will be accomplished for content formulation: <ul style="list-style-type: none"> ▪ Review on diagnostics made on training needs, stated on the status on human rights awareness for the region ▪ Review of existing literature on HR – international and national ▪ Identification of gaps and areas for possible improvement ▪ Translation of current core content standards set by the Education Division into applicable materials for HRE 2. Identification and advocacy with mediums/ duty holders for dissemination or communication of HRE materials developed (especially for text development for IEC materials) 3. Joint/ Implementation of projects and activities identified in action plans 4. Formulation of feedback mechanism (for direct delivery of projects and activities) 5. Development of report on implementation of projects and activities 6. Development of report on performance based on feedbacks and impact assessment
<p>TIMING</p> <p>Direct provision is the translation of P/P/As for actual delivery of HRE in regions. Thus, implementation is based on the schedules set out through action plans.</p>

Formulation of Feedback Mechanisms

4.3.10 Feedback mechanisms may be installed in several manners or at different stages of implementation. The impact of HRE especially in workshops, symposiums, public foras and other like activities may be evaluated through feedback mechanisms like written or oral exit interviews and follow-up questionnaires distributed three to six months after the activity. Open-ended or fixed response questionnaires, interviews and observational rating scales can be used to determine if the topics were satisfactorily covered, the faculty/ resource person is knowledgeable and prepared, learning environment is appropriate, the materials useful and the educational methods effective. Another quick impact study tool is a perception survey.

4.3.11 The initial task for feedback mechanism development is the development or adoption of certain indicators that will be a gauge of areas for evaluation.

Identification of methodology, scheduling and sourcing of program/ project/ activity

- 4.3.12 The work program identified during planning may not yet be in an implementable form. So the task of delineating tasks, schedules and identification of sourcing for programs/ projects and activities for informal HRE and public awareness building is accomplished by the regional offices. The form below will best guide the regional offices in this process.
- 4.3.13 The methodology identified for each program/ project/ activity will include the principles and parameters for the P/P/A, the scope or content coverage, and the tasks and delineation of tasks.
- 4.3.14 When the tasks are already identified, the timeframe identified through operations planning is translated into a schedule that corresponds to each task.
- 4.3.15 Funding requirements are estimated as well during planning, and are to be itemized by task (when necessary) and sources of funding identified. Regional offices may form partnerships for P/P/As with potential for collaboration and cooperation.

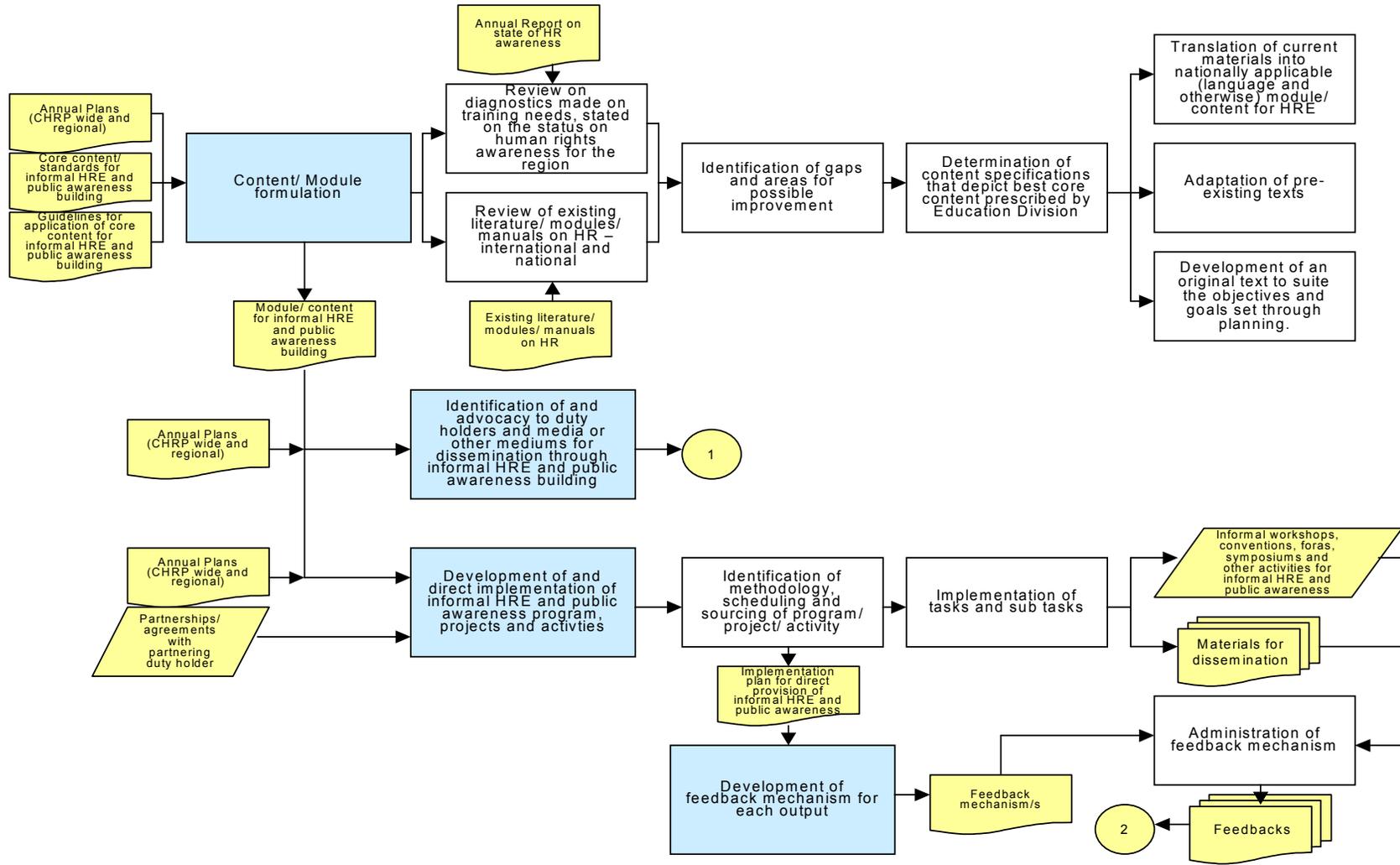
Advocacy for incorporation of content formulated and collaboration in programs/ projects/ activities (when necessary)

- 4.3.16 Indirect delivery of informal HRE and public awareness building programs/ projects/ activities comprise of the following processes:
- a) Advocacy to broadcast and print media for incorporation of content formulated or collaboration in P/P/A; and
 - b) Advocacy to interest groups, duty holders and other organizations and offices for incorporation of content formulated and collaboration in P/P/A.
- 4.3.17 These processes are accomplished in coordination with the Cooperation Offices of the CHRP, that enables the various offices of the Commission in interacting and developing partnerships with NGOs, media and government offices.
- 4.3.18 The role of the Education Division in its advocacy function is to develop, based on guidelines for the delivery of informal basic HRE and public awareness building, is to identify potential partnering institutions, organizations and offices and the nature of partnership.

**TABLE 4
SAMPLE FORM FOR COMPLETION OF DELIVERY PLAN FOR
PROGRAMS/ PROJECTS AND ACTIVITIES**

TARGET AUDIENCE	PROGRAM/ PROJECT/ ACTIVITY	OBJECTIVES	METHODOLOGY						
			GUIDING PARAMETERS AND PRINCIPLES FOR IMPLEMENTATION	SCOPE/ CONTENT COVERAGE	TASKS	RESPONSIBLE OFFICER/ PARTNERING OFFICE/ ORGANIZATION	SCHEDULE	FUNDING SOURCE AND AMOUNT	
								AMOUNT	SOURCE

FIGURE 19
DIRECT PROVISION/ IMPLEMENTATION OF INFORMAL HRE AND PUBLIC AWARENESS BUILDING PROGRAMS, PROJECTS AND ACTIVITIES



**FIGURE 19 (CONT.)
DIRECT PROVISION/ IMPLEMENTATION OF INFORMAL HRE AND PUBLIC AWARENESS BUILDING PROGRAMS,
PROJECTS AND ACTIVITIES**

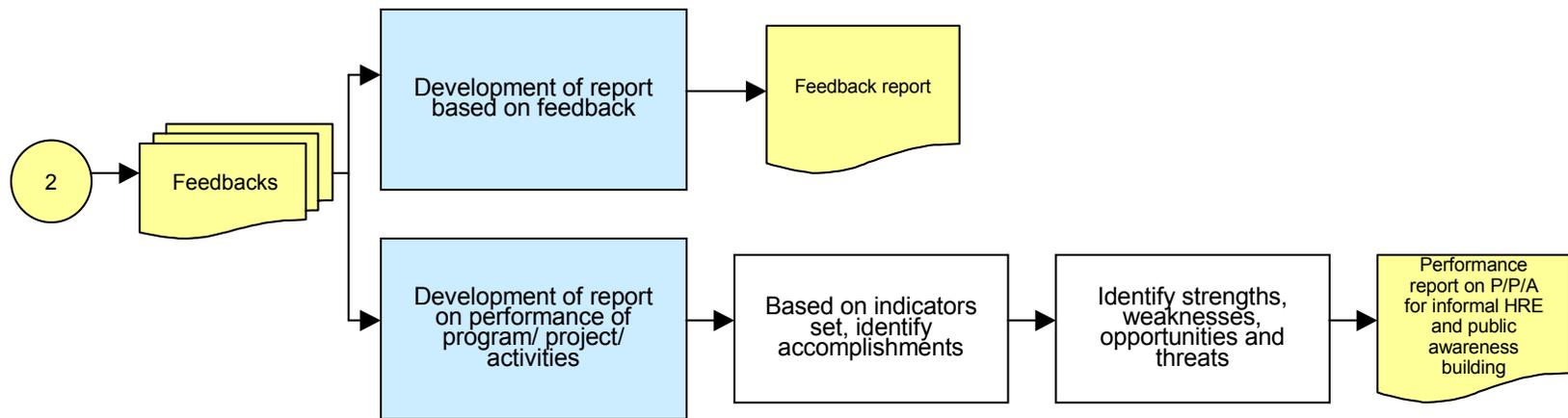
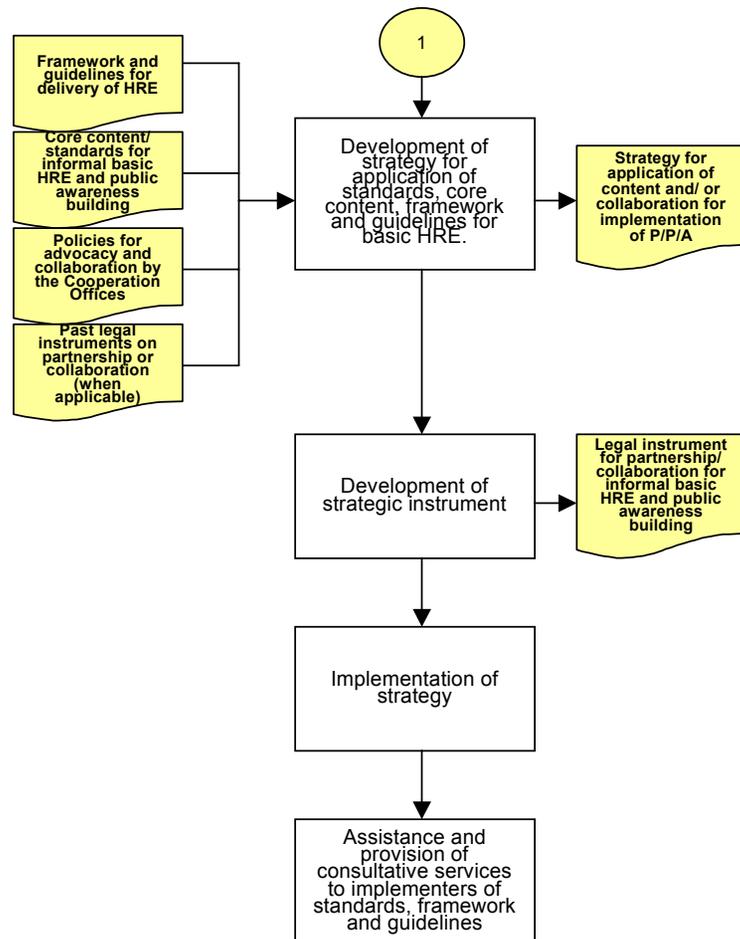


FIGURE 20
ADVOCACY FOR INCORPORATION OF INFORMAL BASIC HRE AND PUBLIC AWARENESS CONTENT OR COLLABORATION FOR IMPLEMENTATION OF PROGRAMS/ PROJECTS/ ACTIVITIES



- The strategy shall comprise of the following elements:
 - a) Cooperation scheme
 - b) Description of Program/ Project/ Activity wherein cooperation is envisioned/ content for application
 - c) Timeframe and tasks a well as sourcing requirements
 - d) Potential partners and identification of expertise or applicability to the program/ project/ activity on hand
- The Education division formulates the strategy in coordination with the Cooperation Offices of the CHRP while the regional offices develop the strategies themselves.

- The instruments may be developed in consultation with the coordinating office or organization
- The Education Division consults with LIO and GCO/ NCSMCO on the drafting of this legal instrument.

- Though in some instances the CHRP will not function as direct providers of informal HRE and public awareness building activities, its offices may function as resource person and shall provide assistance to partnering offices and organizations.

5

HUMAN RIGHTS EDUCATION FOR PROFESSIONALS/ HUMAN RIGHTS EDUCATION FOR ACCOUNTABILITY FORMATION

1 DEFINITION/ PURPOSE

- 1.1.1 Human rights education is also provided to enhance accountability of professionals in directly monitoring, advocating and/or taking special care to protect the rights of people (especially those most vulnerable). Thus, in this system, its audience is expected to be directly/ indirectly associated with the guarantee of human rights in their professional role.
- 1.1.2 Accountability refers to civil accountability for human rights, government service accountability to the public and professional accountability for rendering their services ethically, with due regard to human rights principles and values and the welfare of others and the community.
- 1.1.3 Thus HRE in this system is to be provided about human rights to provide base knowledge and for human rights so professionals work as advocates and duty holders for upholding and providing HR protection and promotion.
- 1.1.4 The rights based approach centers on the role of all human persons taking in the same responsibility as the rest for their individual development and for collectively taking into consideration full respect for their human rights and fundamental freedoms, among others. This system works on this premise, but focuses on the role and responsibilities of professionals and building them for human rights protection, and promotion.
- 1.1.5 The following processes comprise the system:
 - a) Sectoral scanning of human rights awareness, knowledge, behavior, and values
 - b) Profiling of each target audience in terms of accountability, social and professional role
 - c) Monitoring Delivery of Human Rights Education by Higher Education Providers and Administrators and Government Academies and Training Institutions for Professional Accountability formation
 - d) Development of oversight policies, rules and procedures for delivery of HRE for professional accountability formation

- e) Development of standards/ core content for accountability formation for all professionals
- f) Development strategic plans for HRE for each profession
- g) Action planning -translating strategic plans into annual action plans
- h) Formulation of guidelines for the application of core content and framework for delivery of HRE for professional accountability
- i) Advocacy for integration and/ or addition of human rights core content/ standards to the curriculum of education and training institutions or professional practice
- j) Direct delivery of professional informal HRE for accountability formation
- k) Monitoring and evaluation of programs/ projects/ activities conducted by the CHRP on professional HRE for accountability formation

2 FOCUS AREA/ AUDIENCE

2.1.1 There are several areas where this human rights education focuses on:

a) *General public service*

General public service refers not only to state obligation to provide an enabling environment and for the adoption of measures for the realization of human rights and human development, but also centers on professions that provide public service such as law, medicine, and many more.

The rights based approach to public service should be provided with due regard to the following principles:

- Accountability
- Attention to vulnerable groups
- Empowerment
- Equality
- Equity
- Good governance
- Independence of the Judiciary
- Indivisibility
- Interdependence and inter-relatedness
- Legislative capacity
- Non-discrimination
- People's participation
- Transparency

b) *Local Governance*

The role of local government units in building communities which have positive regard for human rights, a community that both values and acts accordingly and for the protection of human rights.

Local governments also hold powers over their area of jurisdiction, such that they maybe considered as possible violators, provided that their actions, decisions and values affect their constituencies.

Providing human rights education to this audience means capacitating local government units to take in their responsibilities as power holders, as public servants for the communities they service, and as advocates of human rights areas, able to protect and promote human rights and human rights culture.

c) *Administrative Governance at the National Level*

National government is the oversight policy and decision making body in matters that pertain to national concerns, provision of public services, and assumes great responsibility in building a country that upholds and respects human rights and the rule of law.

Taking such a great responsibility, decision-makers in government agencies and departments are provided more than just human rights education on public service and their accountability to provide such to the public, but also running, deciding and developing national government with due regard to human rights.

d) *Legislative Branch*

The development of laws that will not impinge and reflect human rights principles and values of legislators is a goal that the CHRP's human rights education for professionals in the legislative branch envisions. This branch representatives are provided HRE that corresponds to their large role in providing laws with regard to the State's role and obligation for human rights.

e) *Five Pillars of Justice*

The focus of this area is the five pillars of justice, which include: law enforcement, judicial and quasi-judicial courts, Legal service providers (public and private) and prosecution, corrections, and community services.

Professionals in these areas are provided HRE that addresses issues on the following:

- Access to justice
- Impartiality of justice
- Guarantee of rights and freedoms
- Equity in provision of services
- Preferential treatment for impaired and destitute individuals
- Power of individuals to claim their inherent right
- Efficiency, effectiveness and speedy dispensation of quality justice

- Entitlement of human rights without restriction, prohibitions, exclusions or preferences
- Transparency in enforcement and corrections
- Community vigilance and participation in the justice system
- Domestic security
- Public order and safety
- etc.

f) *Social service providers – health providers, education, culture and manpower development providers, social security, welfare and employment providers, housing and community development providers, and land distribution administrators*

May it be private or public practice, social services are provided to various publics as part of their basic needs for health and in response to other needs such as shelter, food, clothing and education.

Issues responded to through professional HRE to this audience include:

- Efficiency and thoroughness of health services
- Responsiveness of social services
- Access to social services by the poor and disadvantaged
- Entitlement of social services without restriction, prohibition, exclusion or preferences
- Equity in provision of services
- Accessibility and adequacy of social services
- Equity, accessibility and responsiveness of housing and community development services
- Equity in land distribution
- Accessibility and equity of social security
- Accessibility and quality of employment
- Efficiency and responsiveness of social security services
- etc.

g) *Educators/ education providers*

Educators and providers of education require fundamental accountability in providing human rights knowledge, awareness and values, having full access to children, youth, and professionals most of all. They serve as primary advocates and their skill, knowledge, values and behavior for human rights are determinants to successfully providing successful HRE in the formal education setting.

h) Corporate practice, business management, and other industries

Business and industry moves the economic environment of the country. Industries are both power-holders and primary movers in the country that need to be tapped, to ensure due regard to human rights is preserved, to enrich the society with knowledgeable, aware and active duty holders in the business industry, and to assume a sound and safe society, suitable for economic investments and growth of other industries.

i) Print and broadcast media

Media takes in a large role in the protection and promotion of human rights. They are major advocates of human rights, but may form as adversaries if they are not equipped with values, behavior and awareness and knowledge on human rights. Media holds the power of communication, they may address various publics, a large number of peoples in just one broadcast or through just one material disseminated.

j) Civil society and interest groups

Non government organizations including civil society and interest groups are prime movers in the country wherein democracy is both treasured and used to suite specific interests. The society and interest groups must be knowledgeable and equipped with human rights values to be able to make sound judgment of government services, to act as active and reliable protectors and promoters of human rights.

2.1.2 These target audiences for HRE in the profession or functional area will be tapped through higher education providers and training Institutions as part of curriculum and competency requirements for eligibility in positions for actual practice of profession.

3 OPERATIONAL POLICIES

3.1.1 The CHRP shall sustain its guidance and support to the provision of human rights education to professionals/ accountability formation HRE in the country. The CHRP shall continuously provide the necessary guidance and services to ensure that professionals are adequately equipped with human rights knowledge, values and behavior as active and responsive advocates and protectors of human rights.

3.1.2 The CHRP through its various offices, especially the cooperation offices, will provide mechanisms to maintain joint efforts with the government offices, donor communities and institutions, non government organizations, local government units, international and local interest groups among others, in educating professionals on human rights. It shall put together current efforts and share its goals to achieve greater capacity in advocacy and education, ensure accessibility, and increase involvement in human rights education for professionals/ accountability formation HRE.

- 3.1.3 The primary focus of HRE for professionals is the application and tooling of public servants and other potential components of society on the Rights Based Approach to Development and its principles and other focal areas for strengthening and building accountability for human rights as identified by the CHRP.
- 3.1.4 The plans of the CHRP for human rights education for professionals shall be made in accordance to the strategic plans of the entire Commission, and will consider the principles of appropriateness and adequacy; leverage activities over multitude of activities; replicability; and potential for cooperation.
- 3.1.5 The plans of the CHRP for human rights education for professionals shall be set in accordance to policies, standards and the framework for accountability formation HRE.

4 PROCESSES

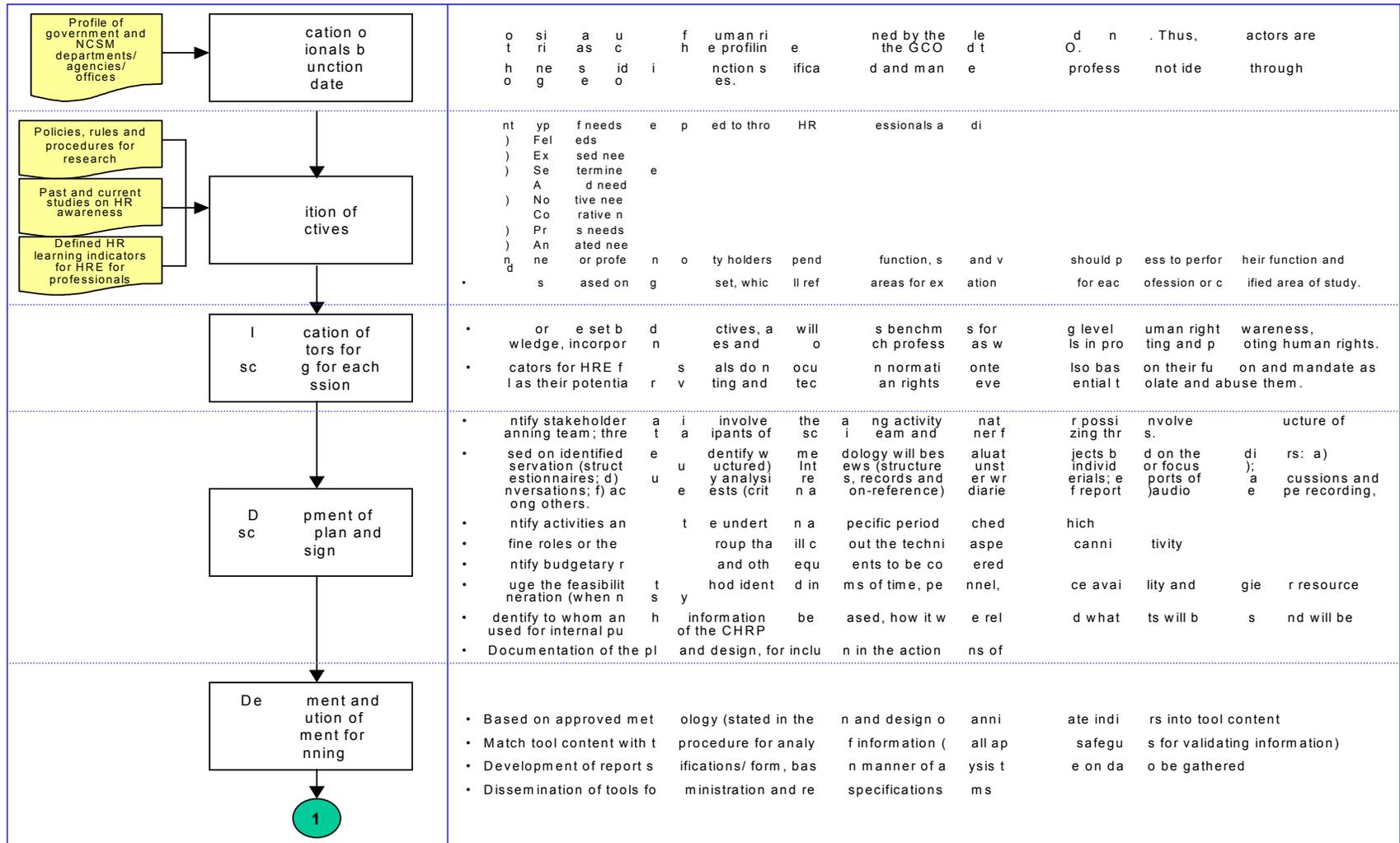
4.1 Scanning of human rights awareness, knowledge, behavior, and values of Professionals

- 4.1.1 The scanning of human rights awareness, knowledge, behavior and values of professionals will enable the CHRP to efficiently provide relevant and adequate human rights education to this audience. Basically the process is a training needs assessment of professionals, in relation to knowledge, awareness, values, skills, and behavior on human rights and their accountability.
- 4.1.2 The process will provide the following information:
- a) Target audiences or list of professions and areas or their offices and function
 - b) Current status, conditions and human rights issues or concerns they are facing
 - c) Human rights awareness, knowledge, values, behavior and skills
 - d) Human rights areas they affect or clientele of target audience
 - e) Human rights standards, principles, and normative content their function or mandate relates to
 - f) Schools, training institutions and academies that educate and enable these audiences to perform their functions

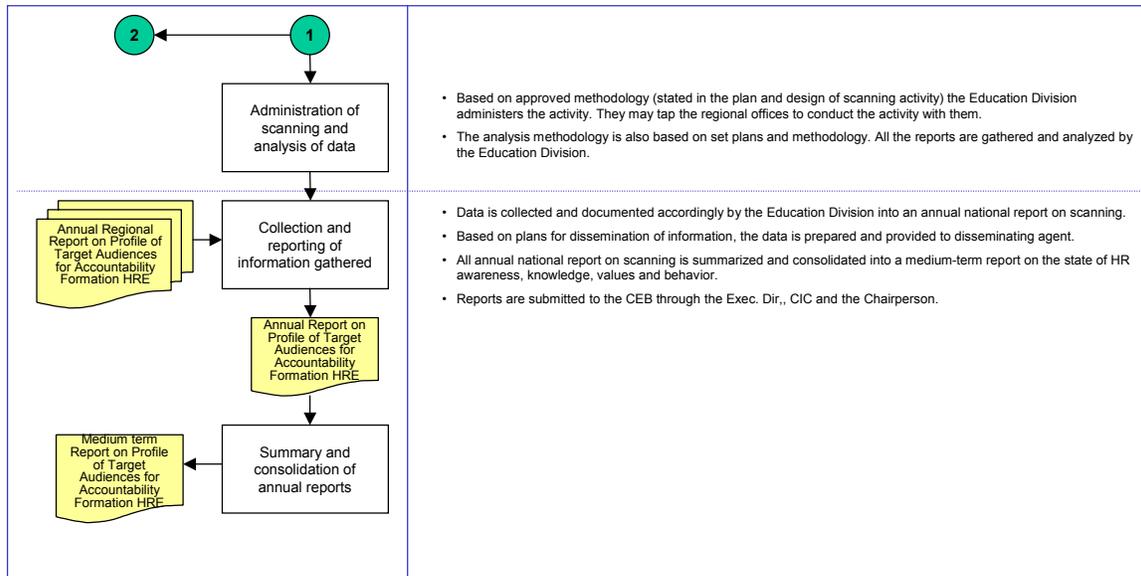
4.1.3 The process is further described in the following:

<p>SYSTEM</p> <p>Human rights education for professionals/ human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division Regional Offices (when necessary)</p>
<p>PROCESS</p> <p>Scanning of awareness on human rights accountability and knowledge, skills, values and behavior of professionals</p>	
<p>DESCRIPTION</p> <p>Scanning of the awareness of professionals relates to their accountability as potential advocates and protectors as “conscious” individuals with regard to HR and HR violations. The purpose of this process is to provide information on each target professional audience so that HRE directed towards them are suitably based on training and information needs, as well as their potential as duty holders.</p> <p>In this process, the Education Division may mobilize (when necessary) the regional offices to undertake regional scanning.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies, rules, and procedures for scanning and research 2. Past and current studies, scanning, monitoring and researches made on professional knowledge, values, skills, and behavior. 3. Defined specifications and training needs by academies that train these professionals <p>OUTPUT/S</p> <ol style="list-style-type: none"> 1. Annual Report on Profile of Target Audiences for Accountability Formation HRE 2. Annual Regional Report on Profile of Target Audiences for Accountability Formation HRE (when necessary) 3. Medium term Report on Profile of Target Audiences for Accountability Formation HRE 	
<p>WORK PROCESS</p> <p>Scanning is achieved through the following steps:</p> <ol style="list-style-type: none"> 1. Definition of objectives (by need) for scanning 2. Identification of indicators for accountability, knowledge, skills, values and behavior 3. Development of scanning plan/ design 4. Development of instruments for scanning 5. Implementation of scanning 6. Development of reports 	
<p>TIMING</p> <p>The scanning is conducted annually, at the start of the year to provide sufficient and timely basis for the planning, design and implementation of professional HRE for accountability formation. This scanning activity may be performed together with the scanning conducted for basic HRE.</p>	

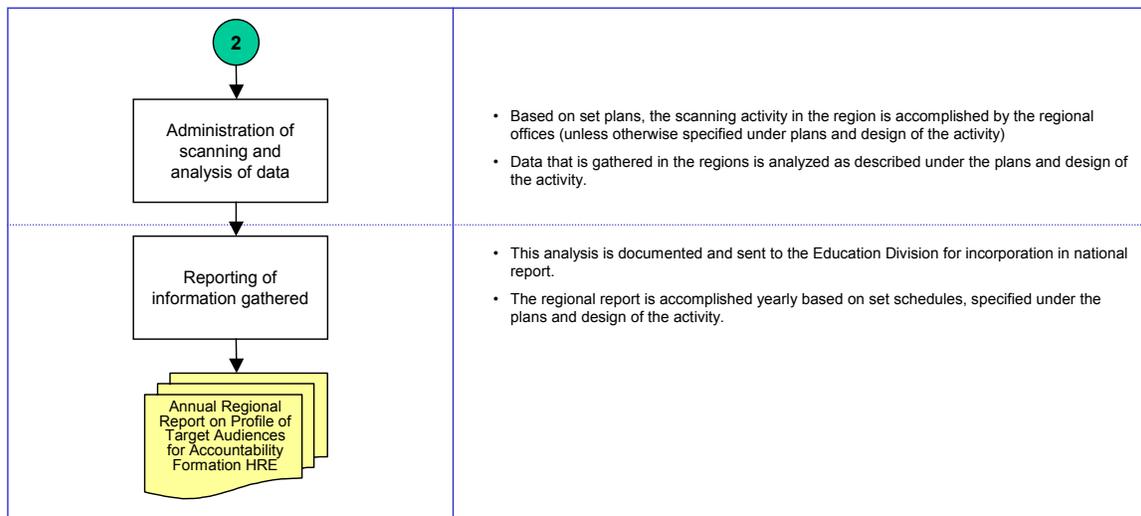
**FIGURE 21
SCANNING OF HUMAN RIGHTS AWARENESS OF PROFESSIONALS**



**FIGURE 21 (CONT.)
SCANNING OF HUMAN RIGHTS AWARENESS OF PROFESSIONALS**



**FIGURE 22
ADMINISTRATION OF SCANNING OF HUMAN RIGHTS AWARENESS OF PROFESSIONALS BY THE REGIONAL OFFICES (WHEN NECESSARY)**



4.1.4 The output of the scanning will be the reports on the status and training needs of target audience. These reports input to the profile of each target audience, so that content and programs for human rights education are attuned to their needs and their current conditions. Profiling allows quicker understanding, integration and development of core content and content requirements for this type of education which is audience specific and intensive.

4.1.5 Cooperation Offices develop profiles of the government offices and the non-government organizations, civil society, media and business sector for the CHRP purposes. These will be used by the Education Division in their subsequent profiling for their purposes.

**TABLE 5
PROFILING OF DUTY HOLDERS FOR HUMAN RIGHTS EDUCATION
THROUGH RIGHTS BASED MATRIX**

HUMAN RIGHTS	INTERNATIONAL STANDARDS	DUTY HOLDERS	SPECIFIC MANDATE/ FUNCTION	APPLICABLE STATE OBLIGATION	CURRENT TRAINING NEEDS	BASIS FOR TNA IDENTIFICATION
A. Economic, Social and Cultural Rights						
1. Right to Work						
2. Right to Food						
3. Right to Housing						
4. Right to Health						
5. Right to Education						
6. Right to take part in the conservation, diffusion of science and technology						
7. Right to Social Security						
B. Civil and Political Rights						
1. Right to self-determination						
2. Equal rights of men and women						
3. Right not to be subjected to torture or cruel, inhuman and degrading treatment						
4. Freedom from slavery and slave trade						
5. Right to liberty and security of persons						

HUMAN RIGHTS	INTERNATIONAL STANDARDS	DUTY HOLDERS	SPECIFIC MANDATE/ FUNCTION	STATE OBLIGATION	TRAINING NEEDS	IDENTIFICATION
6. Liberty of movement and freedom						
7. Equality before the courts and tribunals						
8. Right to access to justice						
9. Freedom of thought, conscience and religion						
10. Right to hold opinion without interference						
11. Equality and non-determination						
12. Other political rights and freedoms						

Source: Rights Based Approach to Development Design Report

**TABLE 6
PROFILING OF DUTY HOLDERS FOR HUMAN RIGHTS EDUCATION BY
FUNCTION/ MANDATE OF OFFICE**

DUTY HOLDER	FUNCTION/ MANDATE	RIGHTS AFFECTED THROUGH FUNCTION	TRAINING NEEDS	TRAINING FROM/ EDUCATION INSTITUTION

4.2 Monitoring Delivery of Human Rights Education by Higher Education Providers and Administrators, Government Academies and Training Institutions for Professional Accountability Formation

4.2.1 Though this monitoring activity can be done with the evaluation of HRE delivery for basic education, there is a major difference between the two: basic HRE provides base knowledge, common to all peoples. HRE for professionals instills accountability for human rights protection and promotion or providing due regard to human rights as an integrated element and principle in the performance of their function or duties.

4.2.2 Professionals are groomed and tooled through education. Accountability formation HRE is to be incorporated as core element of professional education and training. This is monitored by the Education Division to provide means for the CHRP to gauge how HRE is incorporated into school and training curriculum.

4.2.3 There are several areas to be monitored:

- a) Curricular policies for professional education and training
- b) Manner of Incorporation of professional HRE core content formulated by the CHRP in the medium-term and agreed upon by administrators of profession's curriculum
- c) Standards and qualification requirements for professionals, especially government officials
- d) Current capacities for incorporation of HRE for professional accountability, HR knowledge and values of educators and administrators of education and training

4.2.4 The process is further described below:

SYSTEM	IMPLEMENTING OFFICE
Human rights education for professionals human rights accountability formation	ERO – Education Division
PROCESS	
Monitoring Delivery of Human Rights Education by Higher Education Providers and Administrators and Government Academies and Training Institutions for Professional Accountability formation	
DESCRIPTION	
<p>Aside from delivery of basic information on human rights by higher education formal and non-formal institutions and government schools, academies and training facilities, there is a specific responsibility in inculcating professional accountability for human rights to students. This does not only focus on knowledge or awareness building but provides as well a sense of responsibility for the protection and/ or promotion of human rights.</p> <p>Questions that relate to this inquiry include: Are professionals made aware of their role in protecting and promoting human rights? Do heir curriculum include the application of the rights based approach to their specific function? Is human rights an important subject matter, principle, and standard for professionals in schools and institutions for education and training?</p>	

INPUTS

1. Policies, rules and procedures for monitoring delivery of human rights education
2. Current curricular policies
3. Medium term and annual report on profile of target audiences professional accountability HRE
4. Defined core content specifications for HRE through accountability formation
5. MOAs/ MOUs or other issuances that specify collaborative/ nature of cooperation exacted from the CHED

OUTPUTS

1. Annual Report on Provision of HRE for professional accountability
2. Advisory to schools/ education administrators, CHED and government agencies/ academies/ training institutions on evaluation of HRE for professional accountability (when necessary)
3. Medium term report on provision of HRE for professional accountability

WORK PROCESS

Each of these areas for monitoring will be accomplished through the following:

1. Development of framework for monitoring and evaluation
2. Development of indicators for assessment
3. Development of overall plan for monitoring and evaluation
4. Data gathering
5. Coordination with the CHED and government agencies/ academies/ training institutions for joint-monitoring of basic curriculums and education materials
6. Evaluation
7. Development of report
8. Development of advisory

TIMING

Monitoring is conducted at the last quarter of each school year, to input to evaluations for implementation of recommendations on findings for the next school year.

FIGURE 23
MONITORING DELIVERY OF HUMAN RIGHTS EDUCATION BY HIGHER EDUCATION PROVIDERS AND ADMINISTRATORS AND GOVERNMENT ACADEMIES AND TRAINING INSTITUTIONS FOR PROFESSIONAL ACCOUNTABILITY FORMATION

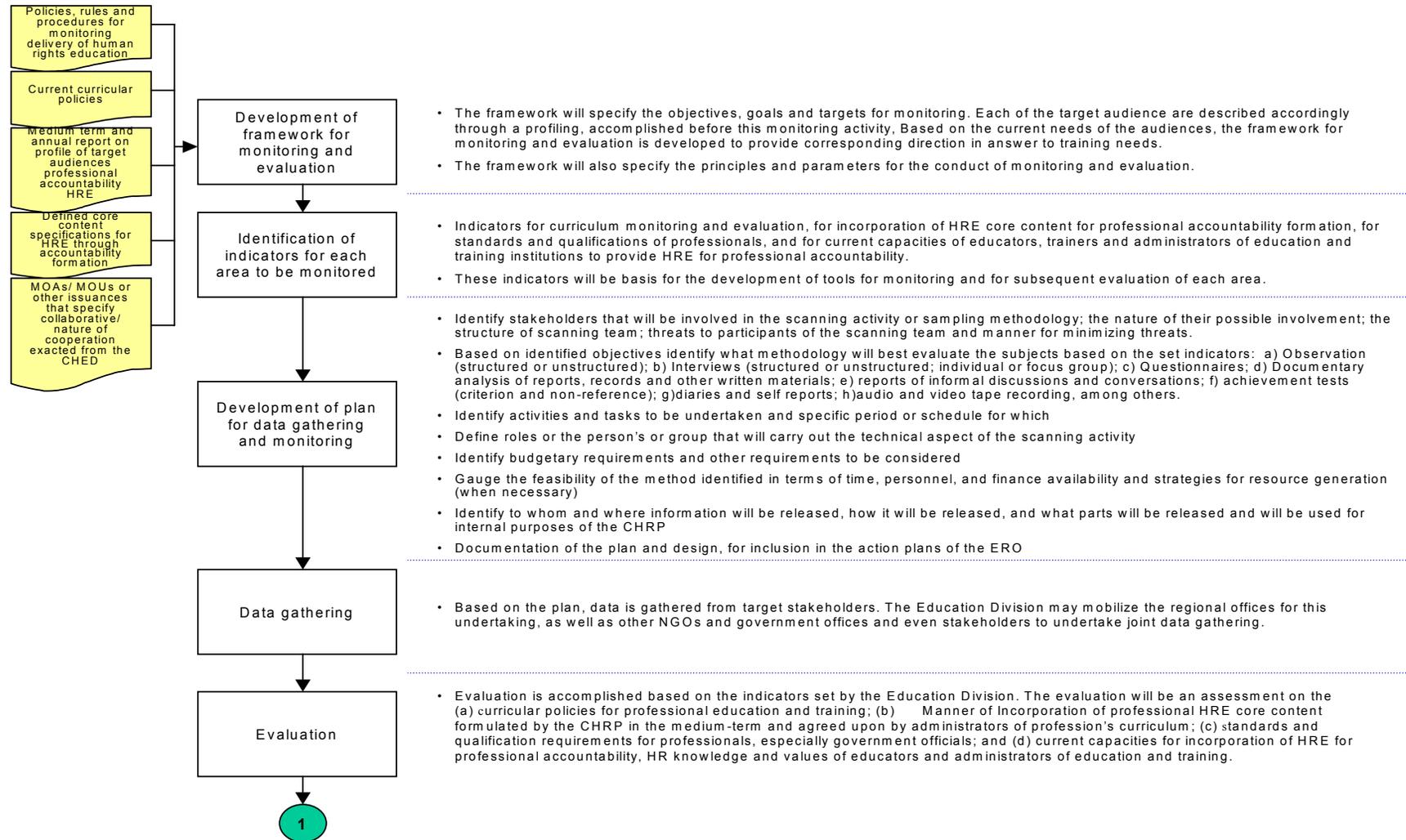
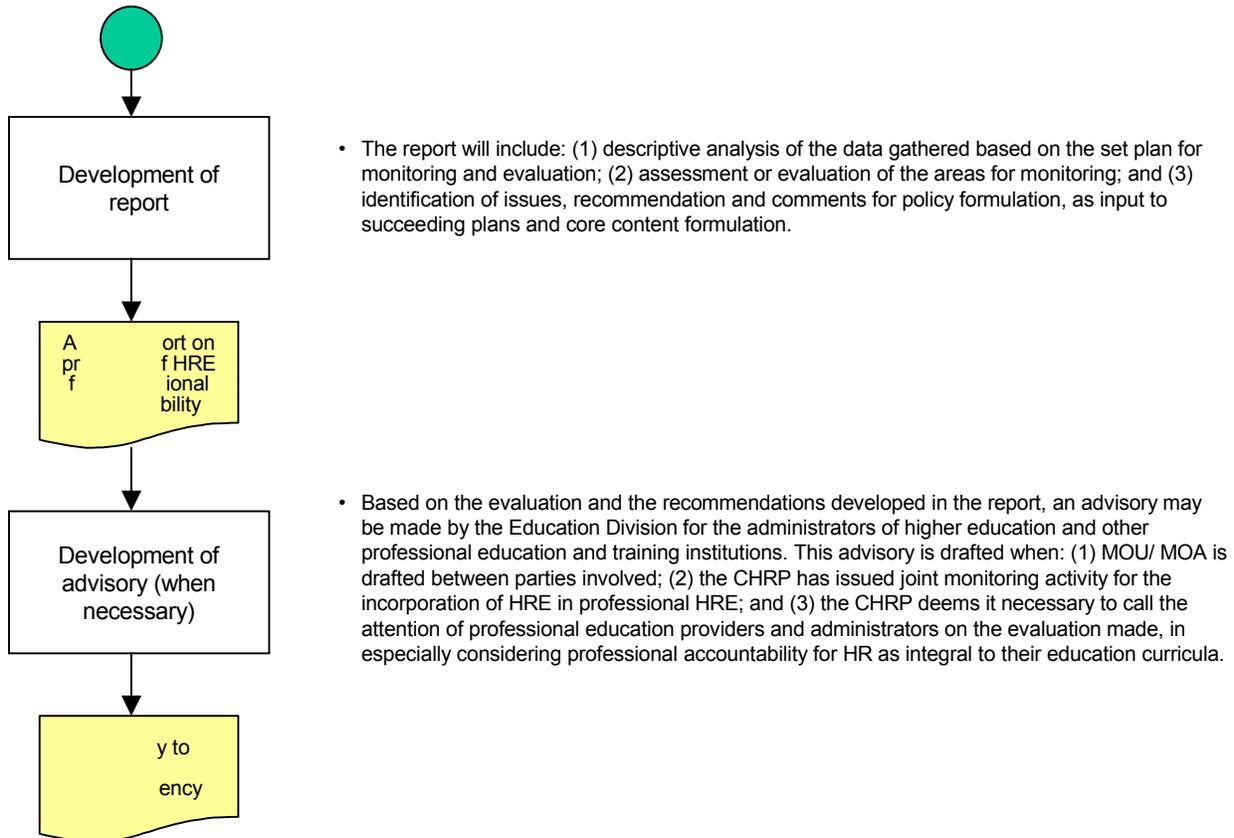


FIGURE 23(CONT)
MONITORING DELIVERY OF HUMAN RIGHTS EDUCATION BY HIGHER EDUCATION PROVIDERS AND ADMINISTRATORS AND GOVERNMENT ACADEMIES AND TRAINING INSTITUTIONS FOR PROFESSIONAL ACCOUNTABILITY FORMATION



4.3 Development of oversight policies, rules and procedures for delivery of HRE for professional accountability formation

4.3.1 Oversight policies, rules and procedures for the delivery of HRE for professional accountability will guide, direction and determine operational processes that will ensure integration within the system, focused and relevant directions for professional accountability for human rights, and systematic, organized and appropriate operations.

4.3.2 Operational policies that need to be drawn by the CHRP regarding HRE for professional accountability formation shall be drawn on the following:

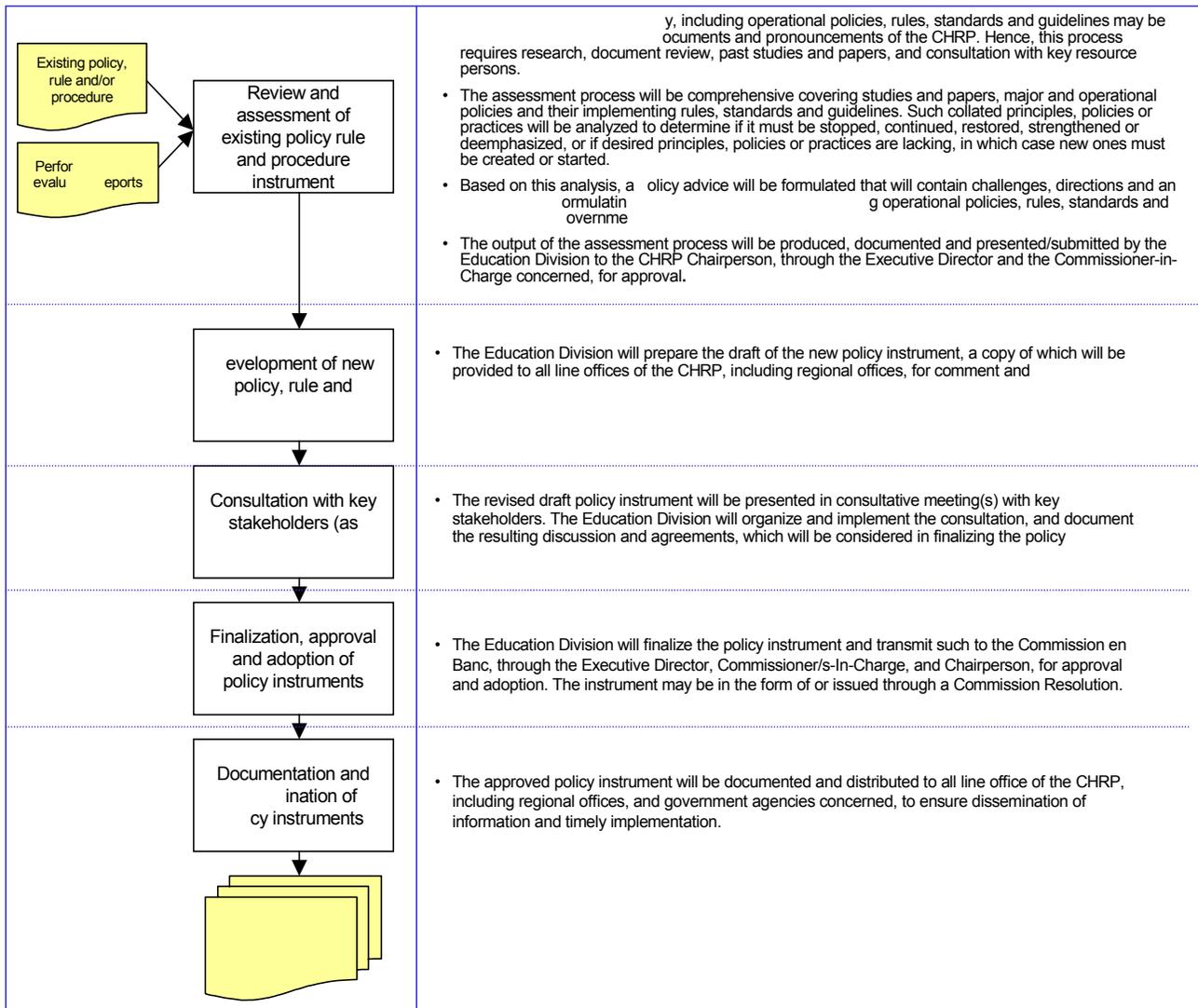
- a) Development of core content
- b) Monitoring, scanning and research on profile of professionals and delivery of HRE by professional education and training institutions and administrators

- c) Evaluation of incorporation of external duty holders of HRE for professional accountability formation
- d) Monitoring and evaluation of programs, projects and activities of the CHRP for professional accountability formation

4.3.3 The following describe the said process:

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Development of oversight policies, rules and procedures for delivery of HRE for professional accountability formation</p>	
<p>DESCRIPTION</p> <p>Each of the implementing offices will be guided by a set of policies, rules and procedures that identify how each process for the delivery of HRE for professional accountability will be accomplished. These policies, rules and procedures are basic systems descriptions practiced in the CHRP for the accomplishment of its functions. They are general operations policies, rules and procedures.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Existing policy, rule and procedure instruments 2. Knowledge that can be shared through stakeholder consultation 3. Performance reports <p>OUTPUTS</p> <p>General policies, rules and procedures for HRE operations</p>	
<p>WORK PROCESS</p> <p>Policy, rule and procedure formulation is achieved through the following:</p> <ol style="list-style-type: none"> 1. Review and assessment of existing policy, rule and procedure instrument 2. Development of new policy, rule and procedure instrument 3. Consultation with key stakeholders (as necessary) 4. Finalization, approval and adoption of policy instruments 5. Documentation and dissemination of policy instruments 	
<p>TIMING</p> <p>Policies, rules and procedures are developed based on recommendations made through evaluation. However, policies may be developed before the implementation of certain P/P/As for HRE when deemed necessary.</p>	

FIGURE 24
DEVELOPMENT OF OVERSIGHT POLICIES, RULES AND PROCEDURES FOR DELIVERY OF HRE
FOR PROFESSIONAL ACCOUNTABILITY FORMATION



4.4 Development of standards/ core content for accountability formation for all professionals

4.4.1 Core content formulation for HRE for professional accountability will be developed to provide standards to be incorporated in professional education and training. Professional accountability for human rights is integral to many professions, and must then be specifically a part of curricular policies. It is the role of the Education Division to provide core contents for incorporation in professional education and training, so that human rights taught in schools for professionals are directed towards the targets and objectives of the CHRP.

4.4.2 Core content for HRE for professional accountability is guided by the following:

a) Rights Based Approach to Development

The rights based approach is a primary consideration in the development of governance from a rights perspective. It is crucial in imbuing professional accountability for HR especially since aims at transforming the various stakeholders of governance into a converging force, creating the enabling and facilitating environment for a rights based development.

The rights based approach to development is anchored on human rights principles, core human rights instruments or treaties, the normative content of human rights, and the nature and levels of state obligation.

Specifically the rights based approach works in governance and development through the following:

- Expressly linking any or all governance functions, programs and projects with human rights
- Translating in operational terms HR principles, concepts, national and international standards and norms and its integration into the development plans, policies, programs and delivery processes of governance and development
- Programmatically applying national and international human rights standards and norms into governance decision-making, formulation and development, legislation, administrative issuances, development and fiscal planning, program, project and enterprise development
- Applying the concepts of state obligations, duty holders for both state and non-state actors, claim-holders for people's rights entitlement and progressive realization of national and international human rights standards and norms in organizational/ institutional planning, review, audit and problem and situation diagnosis, etc.

b) Directions and Guidelines applicable to core content formulation

The CHRP also considers the international standards, directions and guidelines for professional accountability formation through HRE. Aside from the normative content, the principles and instruments with international recognition, there are principles prioritized, and focused on as an "international agenda" for national action plans. These are to be considered in developing core content.

c) Principle of appropriateness and adequacy.

The very reason why professionals or target audiences are profiled is to develop core content and program, projects, and activities that are appropriate and adequate to their training needs in so far as professional accountability formation for human rights is concerned. Appropriateness and adequacy is a balance between what target audiences need to learn and what is most applicable to their function and role in society.

4.4.3 The process is herein described:

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Development of standards/ core content for accountability formation for all professionals</p>	
<p>DESCRIPTION</p> <p>Accountability formation standards for all professionals are set to render all professions responsible as they perform their role in society. As opposed to content specifications developed for basic education, these standards focus primarily on social and professional roles rather than providing information for awareness. Thus the content may at some instances be the same but accountability formation directs information to actual applications or actions.</p> <p>Standards are also set as key knowledge and skills as professionals deliver their tasks and responsibilities. These standards may form part of competency requirements for professionals.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Profile of target audience or professionals 2. Policies on core content formulation 3. Report on delivery of HRE in higher educational institutions and government academies 4. Current general curricular policies administered by CHED for each target audience <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Standards/ core content for accountability formation for all professionals 2. Curricular policies for implementation of tertiary or professional education providers 	
<p>WORK PROCESS</p> <p>There are several options in defining core content - direct translation from internationally accepted norms and content, adaptation of preexisting content, and the development of original texts.</p> <ol style="list-style-type: none"> 1. Review of current general curricular policies administered by CHED and profile of target audience or professionals 2. Development of research plan and conduct of research on core content for professional accountability formation for HR 3. Identification of indicators for professional accountability for each profession/ target stakeholder 4. Development of instrument for adoption into curricular policies of the CHED for specified audiences/ professions of core content for professional accountability formation on HR 	
<p>TIMING</p> <p>Standards for HRE for accountability formation are set as medium-term core content specification that will input to plans that will be developed after.</p>	

FIGURE 25
DEVELOPMENT OF STANDARDS/ CORE CONTENT FOR ACCOUNTABILITY FORMATION FOR ALL PROFESSIONALS

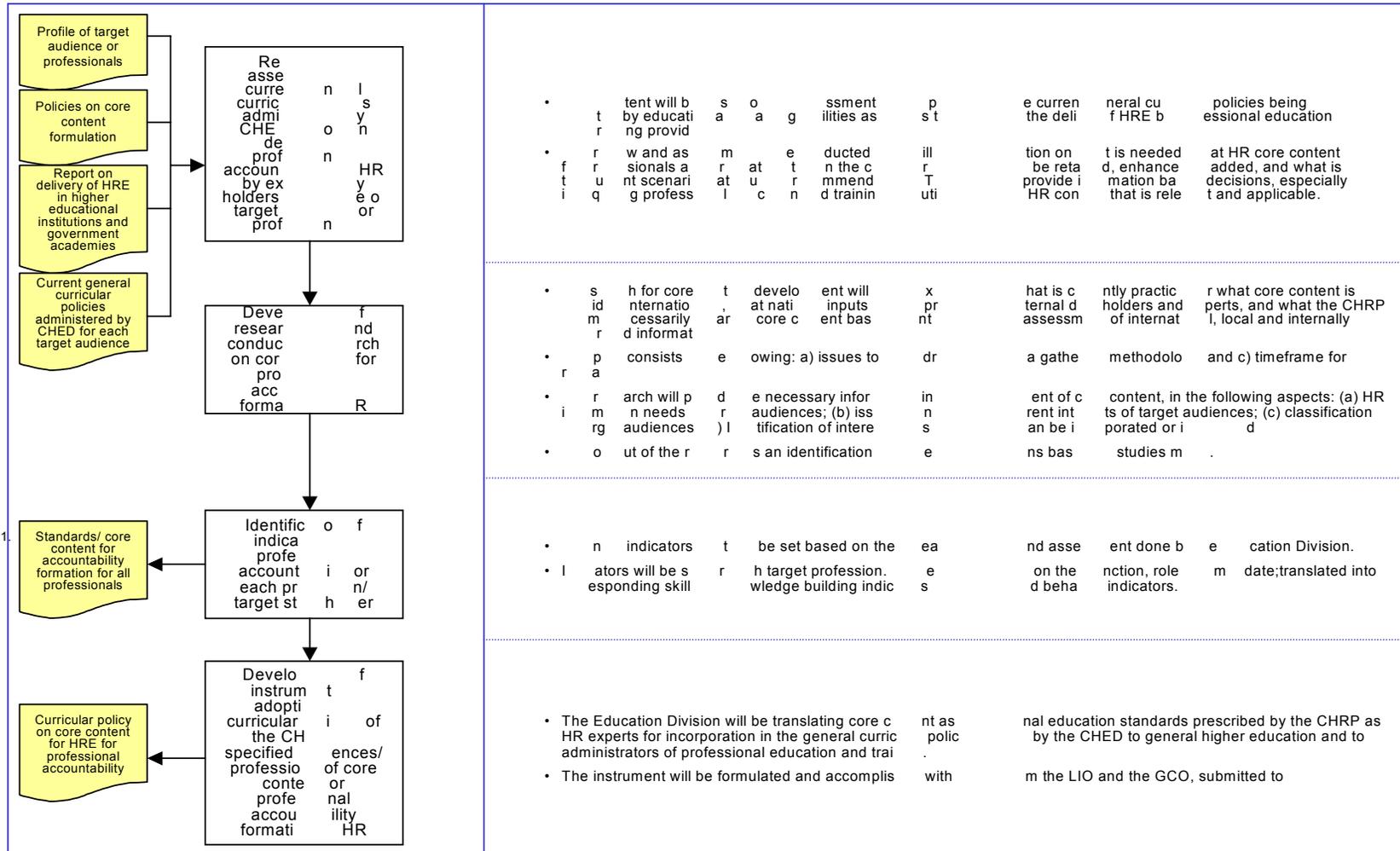
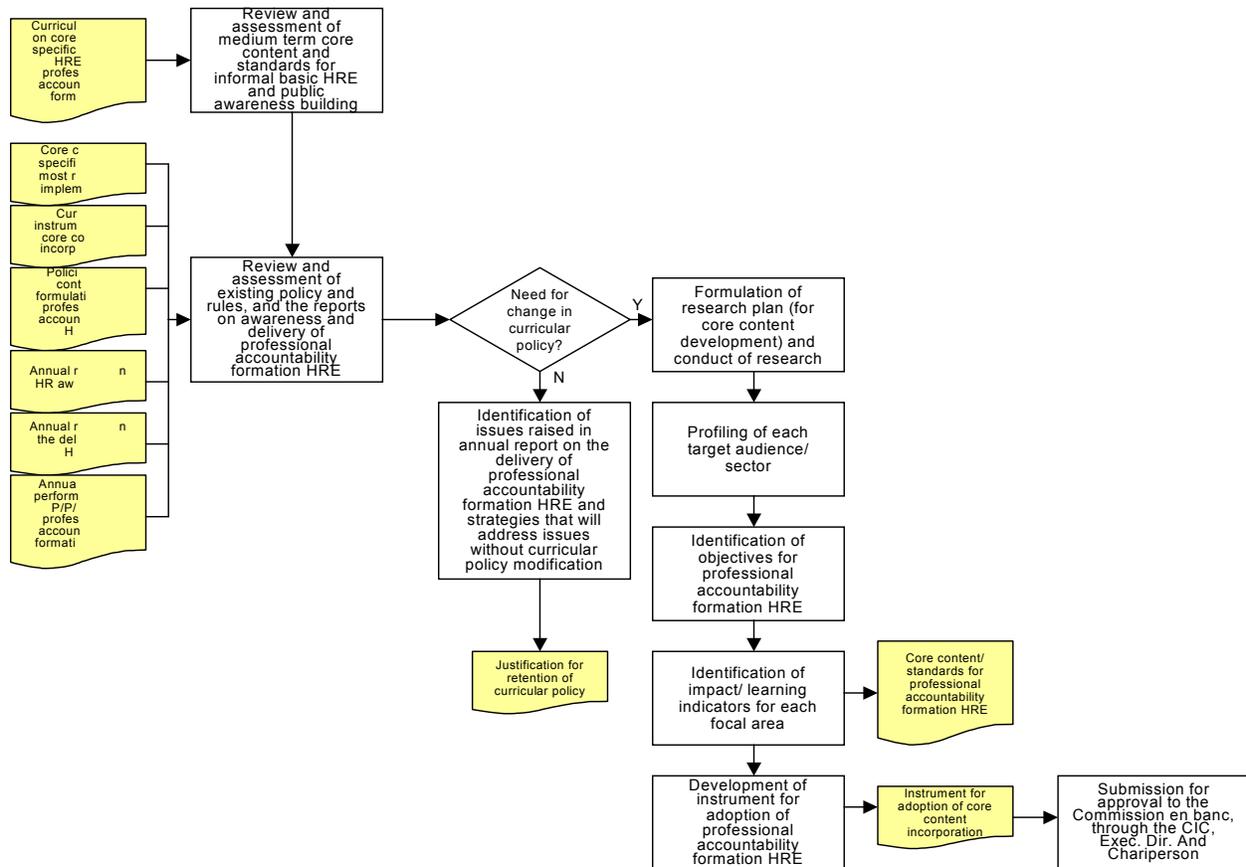


FIGURE 26
DEVELOPMENT OF STANDARDS/ CORE CONTENT FOR ACCOUNTABILITY FORMATION FOR ALL PROFESSIONALS



4.5 Formulation of guidelines for the application of core content and framework for delivery of HRE for professional accountability

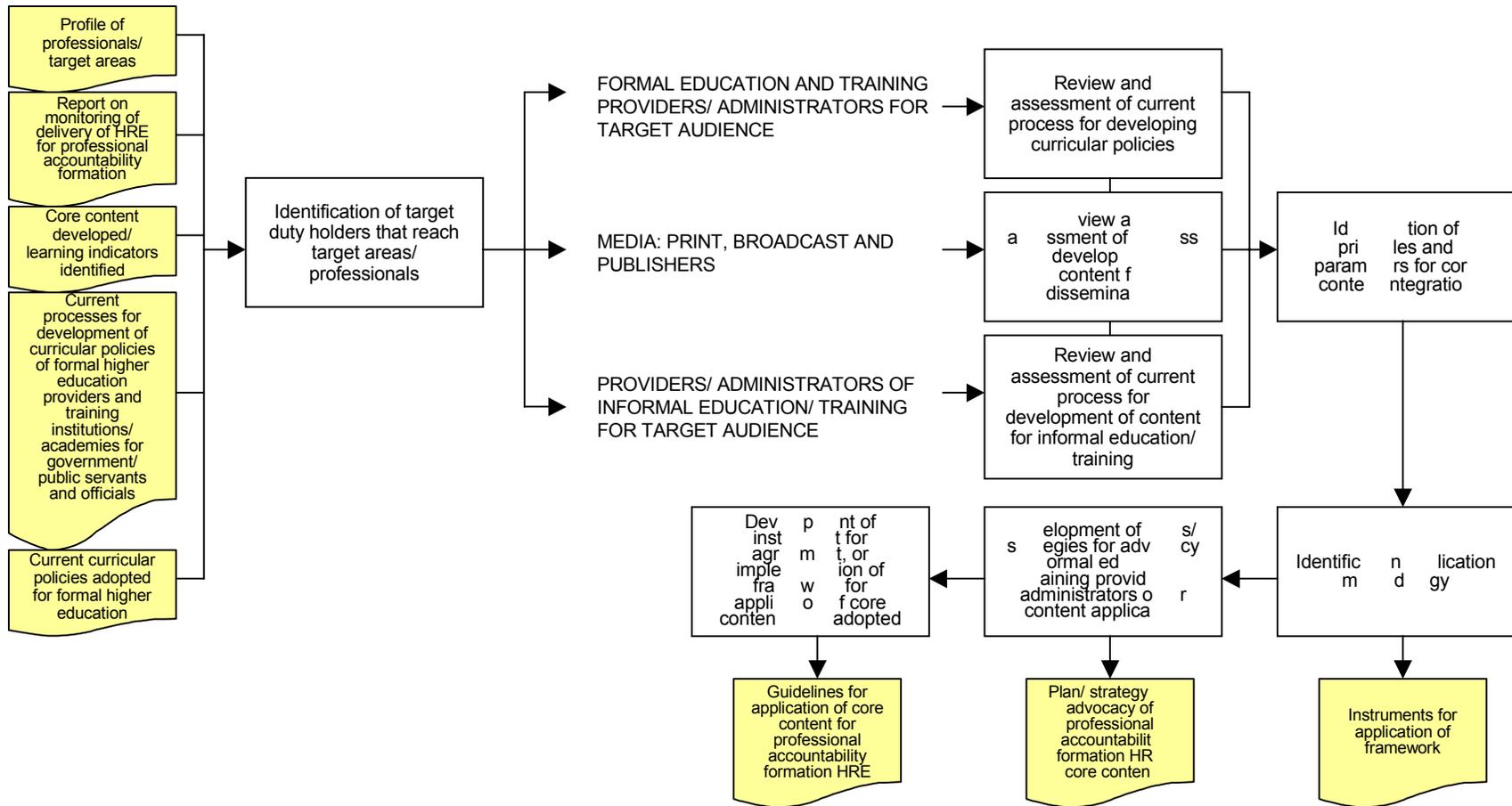
4.5.1 The guidelines for the implementation or application of the core content formulated for the formation of professional accountability through HRE provides direction in:

- a) identify target mechanisms for delivery
- b) Identify key actors that will enable maximum dissemination to target audiences/ professionals
- c) What strategies will enable the Commission to guide the external duty holders in incorporating human rights education for professional accountability formation.

4.5.2 The process is herein described:

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Formulation of guidelines for the application of core content and framework for delivery of HRE for professional accountability</p>	
<p>DESCRIPTION</p> <p>The guidelines and framework for delivery of HRE to professionals will identify how each area shall be approached and what methodology to use in defining mediums for delivery.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Profile of professionals/ target areas 2. Report on monitoring of delivery of HRE for professional accountability formation 3. Core content developed/ learning indicators identified 4. Current processes for development of curricular policies of formal higher education providers and training institutions/ academies for government/ public servants and officials 5. Current curricular policies adopted for formal higher education <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Guidelines for application of core content for professional accountability formation HRE 2. Plan/ strategy for advocacy of professional accountability formation HRE core content 3. Instruments for application of framework 	
<p>WORK PROCESS</p> <ol style="list-style-type: none"> 1. Identification of target duty holders that reach target areas/ professionals (FORMAL EDUCATION/ TRAINING: CHED, Govt. academies, State Universities and Colleges, education and training associations, AIHR; MEDIA: print, broadcast, publishing companies for materials for professional education, etc.; INFORMAL TRAINING PROVIDERS) 2. Review and assessment of current process for developing curricular policies of formal and informal education and training providers/ administrators; or of process for developing content for media materials or education materials 3. Identification of principles and parameters for core content integration 4. Identification application methodology 5. Development of plans/ strategies for advocacy to formal education/ training providers/ administrators or for content applicators 6. Development of instrument for agreement, or implementation of framework for application of core content to be adopted 	
<p>TIMING</p> <p>The guidelines and framework for delivery of professional HRE for accountability formation programs/ projects/ activities and HRE materials is formulated before implementation and as part of the planning activities of the CHRP for HRE.</p>	

FIGURE 27
FORMULATION OF GUIDELINES FOR THE APPLICATION OF CORE CONTENT AND FRAMEWORK FOR DELIVERY OF HRE FOR PROFESSIONAL ACCOUNTABILITY



4.6 Development of strategic plans for professional accountability formation HRE

4.6.1 Based on the core content formulated and the guidelines for delivery of professional accountability formation HRE . the Education Division formulates for approval of the Commission, through the Chairperson, CIC and the Executive Director the strategic plans for the implementation of indirect and direct delivery of accountability formation HRE.

4.6.2 Essentially, plans are developed for the target areas for professional accountability formation. This is described accordingly below:

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Development strategic plans for HRE for each profession</p>	
<p>DESCRIPTION:</p> <p>Formal delivery of HRE for professional accountability will be delivered by the AIHR, while informal HRE for this areas will be delivered in the regions by the regional offices of he CHRP. However, strategic plans for the development of HRE content for professional accountability is developed by the ERO to manage and direct efforts for HRE in the same direction. The AIHR will be drawing their own strategic plans as a separate unit, however, the goal of strategic plans set by ERO is to provide the necessary, broader view for delivery or implementation.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies, rules and procedures for planning set by the CHRP 2. Profile of professionals/ target audience/ target areas 3. Report on evaluation of delivery of professional accountability formation HRE 4. Past or most current standards for general public service HRE for accountability formation 5. Report on performance of CHRP for P/P/As set in former plan 6. Core content/ curricular policies developed for professional accountability formation HRE 7. Framework/ guidelines for delivery of professional accountability formation HRE 8. Former plan set for professional accountability formation HRE <p>OUTPUTS</p> <p>Medium term Strategic Plan for Professional Accountability Formation HRE</p>	
<p>WORK PROCESS</p> <p>Strategic plans for accountability formation is accomplished through the following:</p> <ol style="list-style-type: none"> 1. Review of guidelines and framework for delivery of HRE for professional accountability formation 2. Review and assessment of profile of each target audience/target area/ profession and evaluation of deliver of professional accountability formation HRE through formal education and training of professionals 3. Review of performance reports of CHRP in professional HRE P/P/A 4. Based on learning indicators set during core content formulation, identification of key performance indicators for each target area 5. Identification of strategic action for each indicator 	

6. Identification of performance targets for each performance indicator (for implementation)
7. Development of strategies for implementation – alternatives/ options; define limitations and constraints; interventions and necessary actions; resource requirements; partners and coordination to be made for fulfillment.
8. Annual update of strategic plans

TIMING

Strategic plans are formulated in the medium-term and are updated annually based on the report on action plans by the regional offices and on the implementation of national programs/ projects/ activities. Planning is done when medium-term reports on performance and state of HR awareness are accomplished. It pre-empted the development of regional plans, AIHR plans, and implementation of which. Plans will be developed together with the other strategic plans for HRE.

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division Regional Offices</p>
<p>PROCESS</p> <p>Annual Operations Planning</p>	
<p>DESCRIPTION</p> <p>The annual operational plans update the medium-term strategic planning process through contextualization of the prevailing planning environment and resource constraints/ availability. The process also involves translating medium-term objectives and targets into a detailed action program and annual work and financial plan.</p> <p>The action plans will include the following:</p> <ol style="list-style-type: none"> 1. Identification of expected results 2. Specific objectives 3. Milestones and schedules of the programs, project and activities 4. Corresponding resource requirements and source (as part of the work and financial plan) <p>The action plan for professional accountability formation focuses on each target area.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Medium-term Strategic Plan 2. Policies, rules and procedures for planning set by the CHRP 3. Profile of professionals/ target audience/ target areas 4. Report on evaluation of delivery of professional accountability formation HRE 5. Past or most current standards for general public service HRE for accountability formation 6. Report on performance of CHRP-RO for P/P/As set in former plan 7. Core content/ curricular policies developed for professional accountability formation HRE 8. Framework/ guidelines for delivery of professional accountability formation HRE 9. Former action plan set for professional accountability formation HRE <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Annual regional action plan 2. Annual action plan for professional accountability formation HRE (for the entire CHRP) 	

WORK PROCESS

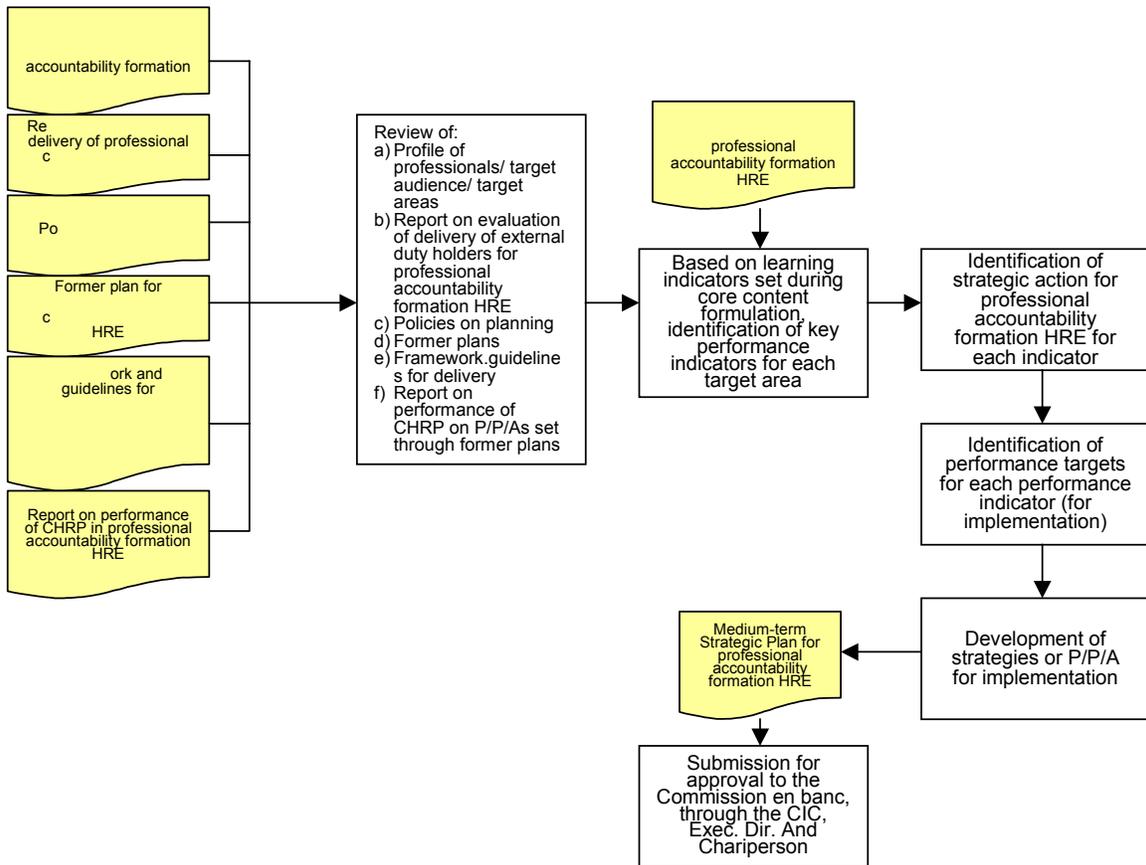
Action plans developed by implementing units, whether for direct delivery (by regional offices) or indirect delivery (by the Education Division) of professional accountability formation HRE.

1. Review and assessment of profiles, evaluation of delivery of professional accountability formation HRE by external and internal duty holders, and performance of P/P/A , as well as former action plan.
2. Identification of specific results for each identified P/P/A
3. Development of work and financial plan
4. Identification of roles and responsibilities of external implementers (when involves external duty holders) and internal implementers
5. Update and review of strategic plan

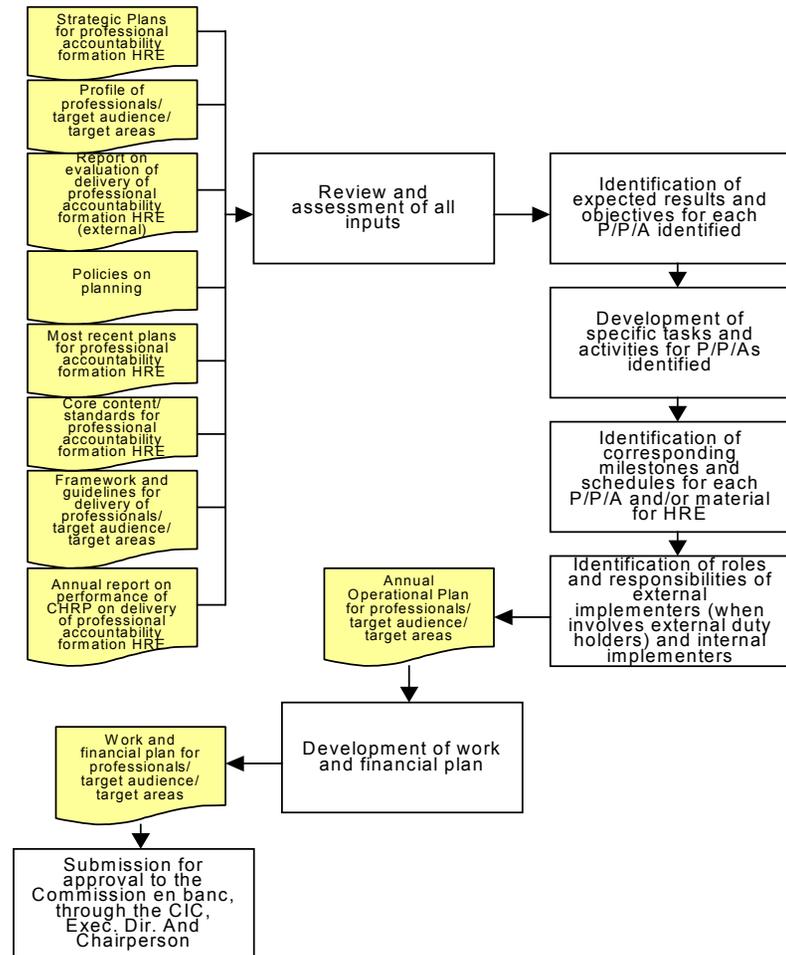
TIMING

Annual action plans input to the annual update of the strategic plans set out by the Education Division. It comes after strategic plans are made and precedes implementation.

FIGURE 28
DEVELOPMENT STRATEGIC PLANS FOR HRE FOR EACH PROFESSION

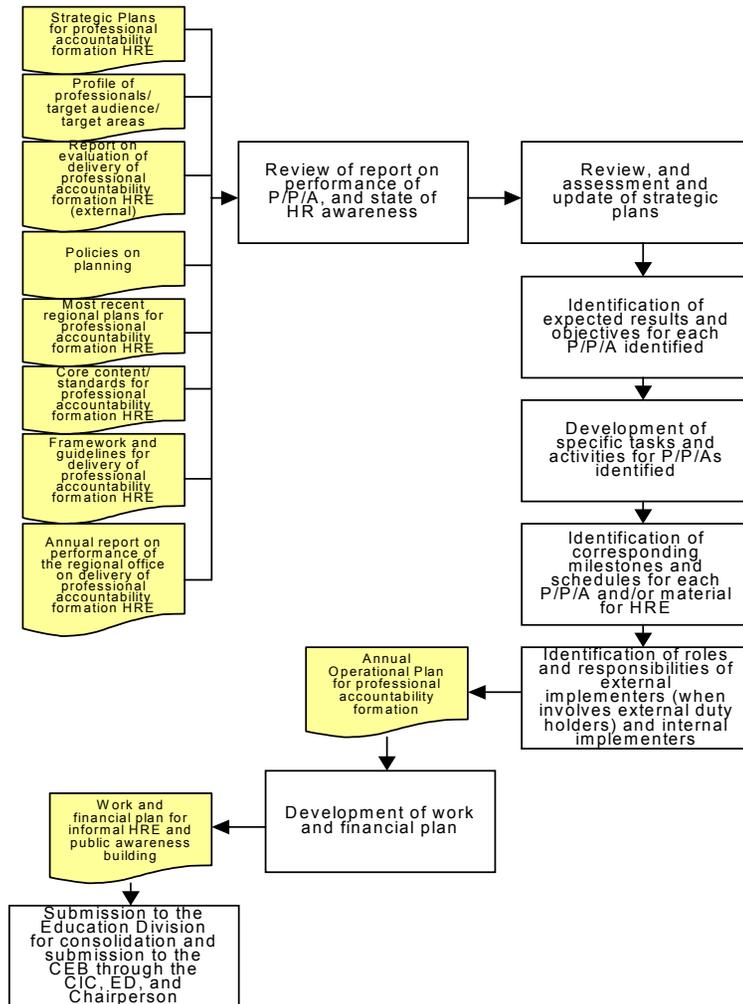


**FIGURE 29
ANNUAL OPERATIONS PLANNING OF THE EDUCATION DIVISION**



- Strategic plans developed in the medium term is updated based on recommendations identified in reports profile of professionals/ target audiences/ target areas; evaluation of delivery of professional accountability formation HRE; and former plans and performance of P/P/As.
- Update as stated here means situating plans in current situations, conditions, and others in consideration of annual reports on performance, profile of target audiences and evaluation of delivery of professional accountability HRE.
- Expected results will specify each output and deliverables for each P/P/A . They be both quantitative or measurable and qualitative in nature.
- A line is drawn between the expected results and the what is current through the identification of objectives that specify general actions to be taken in the program
- Tasks or a specific work program is identified for each P/P/A .
- The work and financial plan is developed based on operational plans. Thus the work program identified through the operations planning, will be a part of this step as well as the development of the financial plan for each activity identified.

**FIGURE 30
ANNUAL OPERATIONS PLANNING OF REGIONAL OFFICES**



- Strategic plans developed in the medium term is updated based on recommendations identified in reports profile of professionals/ target audiences/ target areas; evaluation of delivery of professional accountability formation HRE; and former plans and performance of P/P/As.

- Update as stated here means situating plans in current situations, conditions, and others in consideration of annual reports on performance, profile of target audiences and evaluation of delivery of professional accountability HRE.

- Expected results will specify each output and deliverables for each P/P/A . They be both quantitative or measurable and qualitative in nature.

- A line is drawn between the expected results and the what is current through the identification of objectives that specify general actions to be taken in the program

- Tasks or a specific work program is identified for each P/P/A .

- The work and financial plan is developed based on operational plans. Thus the work program identified through the operations planning, will be a part of this step as well as the development of the financial plan for each activity identified.

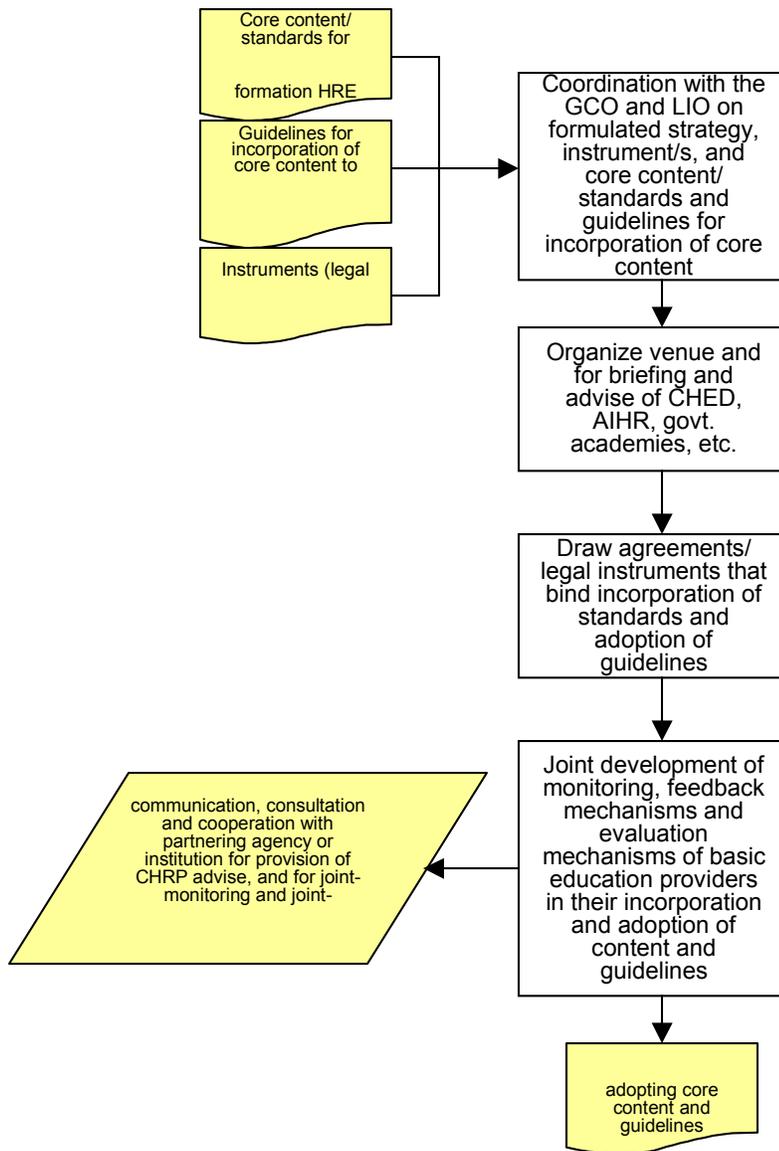
4.7 Advocacy for incorporation of human rights core content/ standards for professional accountability to curriculum of education and training institutions or as standards for qualification in key professions

- 4.7.1 The standards set as human rights core content for identified target professions serve as key learnings of so called “duty holders”, professionals accountable for the protection and promotion of human rights, and/ or taking in complete regard for human rights in their practice. As accountable individuals, standards or core knowledge, values, skills, and behavior on human rights must be inherent.
- 4.7.2 As experts in human rights education, the CHRP, specifically the Education Division provides the necessary standards as well as the guidelines for the application of standards. The advocacy process therefore is enjoining and enriching the awareness of administrators of formal education providers, government schools and academies, and other education providers on their role of incorporating set standards and delivering these standards to students.

4.7.3 The process is further described below:

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO- Education Division</p>
<p>PROCESS</p> <p>Advocacy for incorporation of human rights core content/ standards for professional accountability to the curriculum of formal education and training or as standards for qualification in key professions</p>	
<p>DESCRIPTION</p> <p>Standards set for professional accountability must be set in education and training institutions either as integrated content and standards or as added subjects or courses, required to be undertaken. As duty holders, qualifications for positions in target areas/ professions must include human rights knowledge, values, skills and behavior.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Framework for delivery of professional HRE for accountability formation 2. Core content/ standards for professional HRE for accountability formation 3. Policies for advocacy and collaboration by the Cooperation Offices 4. Policies or agreements documented in legal issuances signifying cooperation with the CHRP of the CHED, government academies and training facilities, as well as other education institutions for professional practice in providing HRE to students <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Agreement to the incorporation of the prescribed standards provided by the Education Division. 2. Legal instrument for application of core content set by the CHRP 3. Tools for joint monitoring or feedback mechanism 	
<p>WORK PROCESS</p> <ol style="list-style-type: none"> 1. Coordinate with the GCO on developing a strategy for application of standards, core content, framework and guidelines for professional HRE for accountability formation. 2. Development of strategic instrument with the LIO (if legal instrument, agreement or issuances) 3. Implementation of strategy 4. Assistance and provision of consultative services to implementers of standards, framework and guidelines 	
<p>TIMING</p> <p>Advocacy for professional accountability standards and content for HRE will be done after plans are formulated and when core content and standards are developed.</p>	

FIGURE 31



4.8 Direct Delivery of Human Rights Education for Professional Accountability Formation

- 4.8.1 Direct delivery of human right education for professional accountability formation will be performed by he AIHR and the regional offices. The standards, guidelines, strategic directions, and policies provided by the Education Division will be translated herein into modules or content for delivery, and eventually into delivery mechanisms.
- 4.8.2 There are a few direct delivery mechanisms that are focused on in the performance of this process: trainer's training, module formulation, delivery through informal venues, and dissemination and advocacy for adoption of materials, core content and even content/ module formulated for professional accountability formation HRE.

TRAINER'S TRAINING FOR EDUCATION/ TRAINING PROVIDERS AND ADMINISTRATORS FOR EDUCATORS AND ADVOCATES OF HRE

- 4.8.3 There are several duty holders targeted to be professionally accountable in advocating or incorporation human rights education in their formal or informal provision of education and training:

a) Internal Duty Holders- Regional Offices

The regional offices will be direct duty holders, providing informal human rights education and empowering as well other duty holders for advocacy to in turn provide HRE. Thus increasing the capability of regional offices to take on their functions in direct delivery of human rights education is important. The CHRP should be able to gauge the current capacities of regional HRE providers, determine capability requirements/ updates needed on knowledge, and capacitate, educate and enable further learning.

The role of the Education Division is to identify training needs and determine capacitating activities organized by external providers or organized by the AIHR.

b) Trainer's Training to be Provided by the Regional Offices

The AIHR takes in the role of training or actual implementation of trainer's training, especially on RBA. However, the regional offices provides informal trainer's training that will empower educators in their region in adopting standards set by the CHRP for HRE.

There are several target duty holders that regional offices tap: education providers to educators, government academies and institutions, and other non-government organizations that help to ensure professionals are knowledgeable and skilled in answering their professional accountability for human rights protection, promotion, and/ or performing their function with due regard to human rights.

The process adopted by regional offices for the informal trainer's training they provide is herein described:

MODULE FORMULATION FOR PROFESSIONAL ACCOUNTABILITY FORMATION THROUGH INFORMAL HRE (EXTERNAL DUTY HOLDERS)

- 4.8.4 The main considerations for content formulation for HRE for professional accountability are the standards set for professional accountability formation, the guidelines for the adoption of such core content into modules, and strategic directions and action plans set for professional accountability formation HRE.
- 4.8.5 Primarily, it will be significant to describe what the module will contain. The module will not serve as a dictation of how human rights education should be provided. Instead it is a compendium of methods and content delivery methods where educators and trainers can choose from.
- 4.8.6 Currently there are a large amount of modules and manuals form international and national organizations, specifying methods and manners of incorporating core content specification for human rights education. The CHRP regional offices may opt to adopt such modules or put together their own, in completion of the programs, projects and activities set through planning.
- 4.8.7 As mentioned for basic HRE formulation of content, there are three options that the regional offices may consider: translation of materials form international and national sources; adaptation of preexisting texts; and development of an original text to suite the objectives and goals set through planning.
- 4.8.8 Professional accountability formation HRE however takes into consideration the profile of target audience as well as content specifications to enhance not only knowledge, but skills, values and behavior of accountable professionals.

<p>SYSTEM</p> <p>Human rights education for professionals human rights accountability formation</p>	<p>IMPLEMENTING OFFICE</p> <p>Regional Offices</p>
<p>PROCESS</p> <p>Direct delivery of informal HRE for professional accountability formation</p>	
<p>DESCRIPTION</p> <p>Formal HRE will be provided by the AIHR. However, the regional offices will act on planned P/P/A for implementation of informal HRE to the regions. Direct delivery of professional HRE for accountability formation is provided by the CHRP through the regional offices to contribute the growing need of accountability and social responsibility, especially of public servants for human rights. The informal HRE provided herein by the regional offices will function as reinforcement to the formal training provided by professional education and training institutions and by the AIHR.</p> <p>There are several component processes under this process:</p> <ol style="list-style-type: none"> Trainer's Training for education/ training providers for educators and advocates of HRE; Module formulation; Development and dissemination of HR material; and Workshops, conventions, foras, symposiums and other informal means or activities <p>INPUTS</p> <ol style="list-style-type: none"> Regional Action Plans Core content specification for professional accountability formation HRE Guidelines for application of core content for professional accountability formation HRE Profile of professionals/ target areas Existing literature/ modules/ manuals on HR (internal or external) for professional accountability formation HRE Policies for advocacy and collaboration (by Cooperation Offices) <p>OUTPUTS</p> <ol style="list-style-type: none"> Module/ content for professional accountability formation HRE Informal workshops, conventions, foras, symposiums and other activities for professional accountability formation HRE Materials for dissemination Feedback mechanisms Feedback Implementation plan for direct provision of professional accountability formation HRE Strategy for identification of and partnership/ collaboration with external duty holders/ stakeholders Trainer's training/ Capability building Partnerships/ agreements/ legal instruments for collaboration Performance report on P/P/A for professional accountability formation HRE 	

WORK PROCESS

The implementation of P/P/A in the regions and the development of materials for HR awareness building is based on action plans.

1. **MODULE FORMULATION.** Content formulation and text development may be accomplished through translation of materials from abroad, adaptation of preexisting texts, or development of an original text to suite the objectives and goals set through planning. Thus, the following will be accomplished for content formulation:
 - Review on diagnostics made on training needs, stated on the status on human rights awareness for the region
 - Review of existing literature on HR – international and national
 - Identification of gaps and areas for possible improvement
 - Translation of current core content standards set by the Education Division into applicable materials for HRE
3. Identification of and advocacy to mediums/ duty holders for dissemination or communication of HRE materials developed (especially for text development for IEC materials)
4. Joint/ Implementation of projects and activities identified in action plans
5. Formulation of feedback mechanism (for direct delivery of projects and activities)
6. Development of report on implementation of projects and activities
7. Development of report on performance based on feedbacks and impact assessment

TIMING

Direct provision is the translation of P/P/As for actual delivery of HRE in regions. Thus, implementation is based on the schedules set out through action plans.

DELIVERY OF INFORMAL HRE FOR PROFESSIONAL ACCOUNTABILITY FORMATION

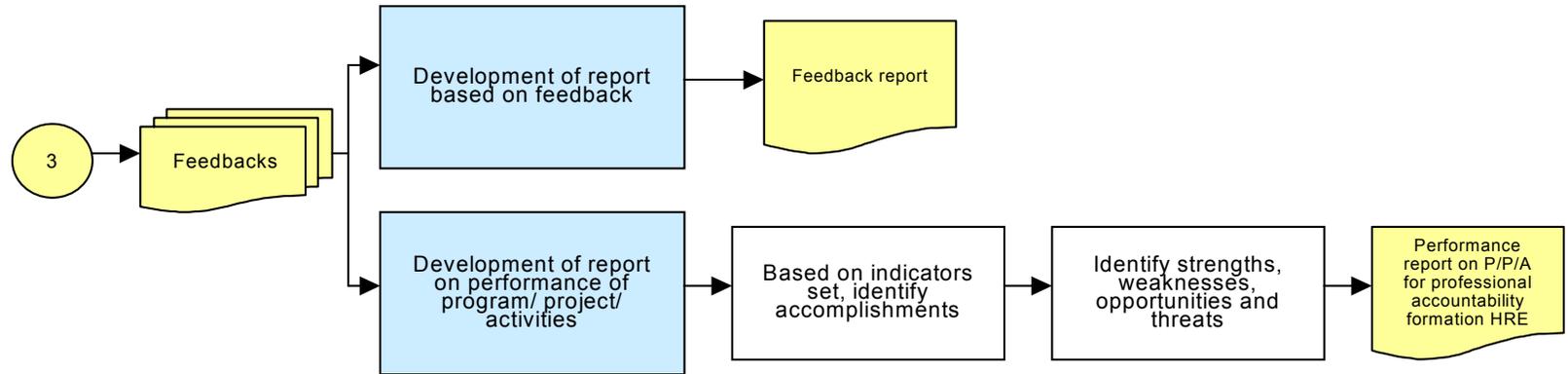
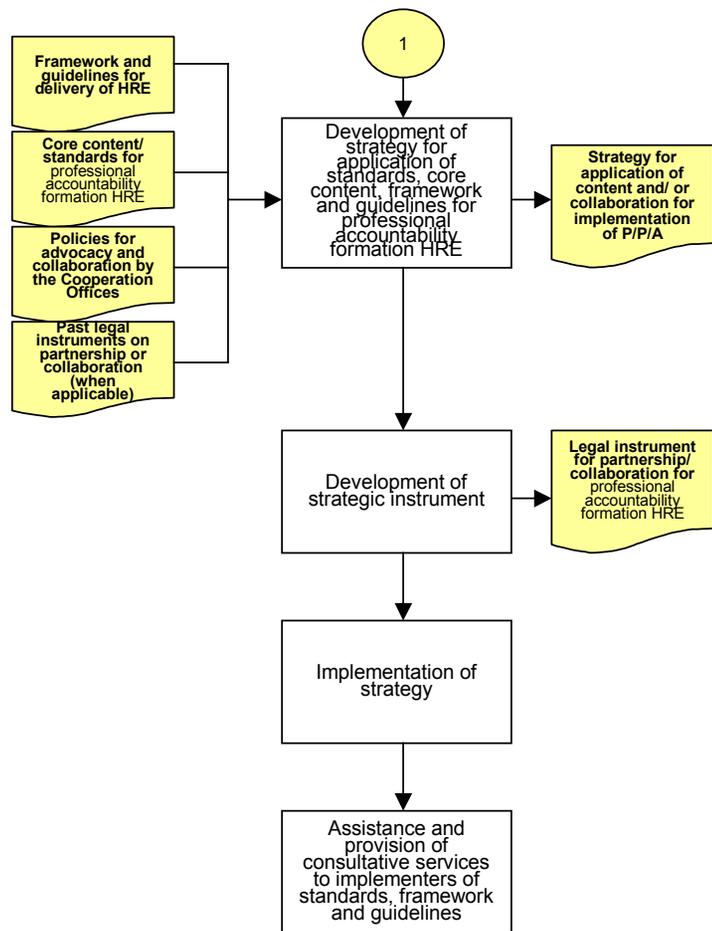


FIGURE 34
IDENTIFICATION OF AND ADVOCACY TO MEDIUMS/ DUTY HOLDERS FOR DISSEMINATION OR COMMUNICATION OF HRE MATERIALS DEVELOPED

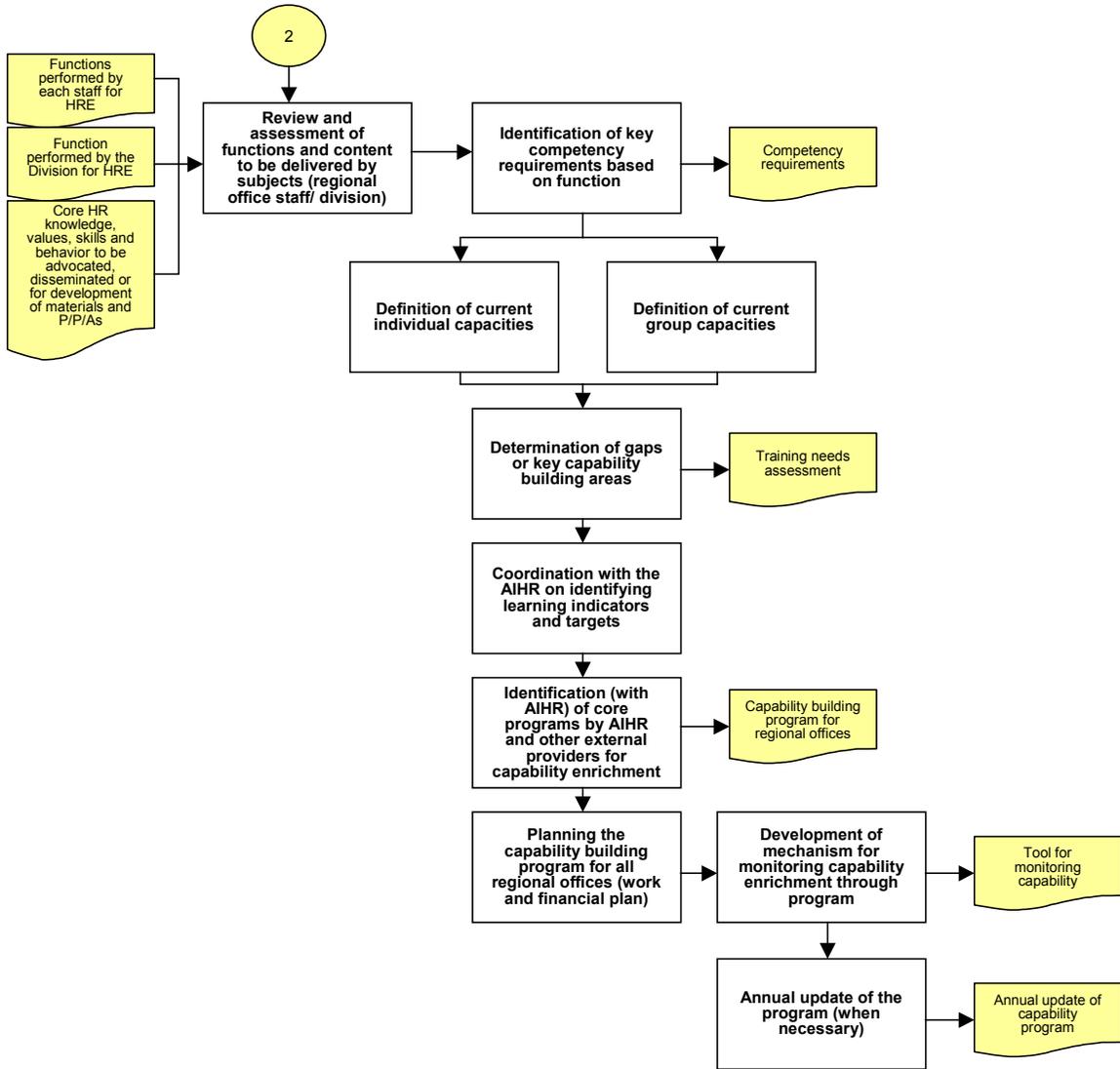


- The strategy shall comprise of the following elements:
 - a) Cooperation scheme
 - b) Description of Program/ Project/ Activity wherein cooperation is envisioned/ content for application
 - c) Timeframe and tasks as well as sourcing requirements
 - d) Potential partners and identification of expertise or applicability to the program/ project/ activity on hand
- The Education division formulates the strategy in coordination with the Cooperation Offices of the CHRP while the regional offices develop the strategies themselves.

- The instruments may be developed in consultation with the coordinating office or organization
- The Education Division consults with LIO and GCO/ NCSMCO on the drafting of this legal instrument.

- Though in some instances the CHRP will not function as direct providers of professional accountability formation HRE, its offices may function as resource person and shall provide assistance to partnering offices and organizations.

FIGURE 35
TRAINER'S TRAINING FOR INTERNAL DUTY HOLDERS – REGIONAL OFFICES



6

TRANSFORMATIONAL HUMAN RIGHTS EDUCATION

1 DEFINITION/ PURPOSE

- 1.1.1 Transformational HRE is concerned with providing in-depth appreciation of human rights violations. It is geared towards empowering individuals to recognize human rights abuses and to commit towards prevention. It involves techniques in self-reflection and support gathering.
- 1.1.2 This system is concerned with developing realization on inherent human rights of each individual and their contributive factor to its preservation and its violation. Being directly affected or affecting human rights violations and prevention of which, individuals are herein provided human rights education that has formal focus on leadership development, conflict resolution training, vocation training, work and formal fellowship.
- 1.1.3 The system does not focus on individual development, though it may be an implicit result. Instead it is developing a community/ group based mechanism for action towards transformation.
- 1.1.4 The system is comprised of the following processes:
 - a) Development of oversight operational policies, rules and procedures for delivery of transformational HRE
 - b) Development strategic plans for transformational HRE
 - c) Action planning -translating strategic plans into annual action plans
 - d) Formulation of framework for delivery of transformational HRE by implementers
 - e) Development and dissemination of transformational HRE content specifications
 - f) Direct delivery of transformational HRE in the regions

2 FOCUS AREAS/ AUDIENCE

- 2.1.1 The audience for transformational human rights education includes vulnerable sectors, interest and civil society groups, communities, local government officials and local leaders. The object is to tap local capacities to be able to handle human rights

- situations and violations in specific areas. These audiences can be classified in two: community/ group based audiences and sectors.
- 2.1.2 Community/ group based audiences are defined by their geographical proximity, usually governed by a local official or leader. Transformational HRE looks into human rights violations, conditions and the profile of groups of people within an geographical area and transforms individuals in the community to active advocates, protectors, mobilizers, service providers and initiators of human rights. It enables communities to heal from past human rights violations (whether as witness or victims) through self/ community reflection and then enable the community to work towards responding to the human rights violations in the area.
- 2.1.3 Sectors are also key audiences in transformational HRE. There are several target audiences that need to be responded and empowered through transformational HRE:
- a) Women
 - b) Elderly
 - c) Urban Poor/ Destitute
 - d) Fishermen/ Farmers
 - e) Laborers
 - f) Youth and children
 - g) Physically challenged
 - h) Civil society
 - Private sector
 - Non government organizations
 - Religious organizations and institutions
 - Media
 - i) Local government/ local leaders/ government officials
- 2.1.4 Each of these sectors have corresponding human rights issues, their conditions are affected by the lack of or presence of human rights services, violations are likely to occur especially to vulnerable sectors or they may have a hand at affecting the rights of other sectors in society. These experiences, conditions, issues and relations are looked into and correspondingly addressed through transformational HRE, that empowers through human rights skills, knowledge/ awareness on human rights services and other mechanisms for human rights protection and positive regard for human rights, and values and attitude that builds and sustains a society/ community that is mindful of human rights and works to protect it.
- 2.1.5 The audiences are assumed to relate to specific human rights violations, as victims or as witnesses and are empowered to act in prevention of which or to reach out to victims.

3 OPERATIONAL POLICIES

- 3.1.1 Transformational human rights education shall be developed and delivered for community and sector based skills, values and knowledge building by the CHRP.
- 3.1.2 Transformational human rights education to be provide by the CHRP shall include the development of standards and guidelines for the delivery of such, and strategic directions for its implementation.
- 3.1.3 The CHRP through its various offices, especially the cooperation offices, will provide mechanisms to maintain joint efforts with the government offices, donor communities and institutions, non government organizations, local government units, international and local interest groups in educating basic communities and sectors for active participation in human rights protection and promotion. It shall put together current efforts and share its goals to achieve greater capacity for advocacy and education, ensure accessibility, and increase involvement in human rights education.
- 3.1.4 The plans to be set for transformational human rights education shall be based on set strategic directions for the entire CHRP, approved by the Commission En Banc, and will consider the principle of appropriateness, adequacy, replicability and sustaining cooperation.
- 3.1.5 The plans of the CHRP for transformational HRE shall be set in accordance to policies, standards and the guidelines set for transformational HRE.

4 PROCESS

4.1 Scanning of human rights awareness, knowledge, behavior, and values of sectors and communities/ groups for transformational HRE

- 4.1.1 The scanning of human rights awareness, knowledge, behavior, values and skills of communities will enable the CHRP to make information based decisions in policy formulation, planning, content formulation and implementation of its projects for transformational HRE.
- 4.1.2 The process will provide the following information:
- a) Identify sectoral training needs for transformational HRE and HR violations that they directly relate to.
 - b) Identify community based services that can be provided by local government, local leaders or local advocates for the protection and promotion of human rights

4.1.3 The process is further described in the following:

SYSTEM Transformational HRE	IMPLEMENTING OFFICE ERO – Education Division
PROCESS Scanning of awareness on human rights knowledge, skills, values and behavior of sectors and communities for transformational HRE	
DESCRIPTION: Scanning community/ group based and sector based knowledge and awareness, skills, values and behavior for transformational HRE means identifying the following: <ol style="list-style-type: none"> 1. Training needs on human rights violations and prevention mechanisms, including government services for particular community or sector HR needs (such as arbitration or counseling, information provision for victims of HRVs, mobilization) 2. Community based or sector based methods for solving disputes, for addressing HRVs, and for protecting rights 3. Cultural, economic and social considerations for protection of human rights at the local setting. INPUTS <ol style="list-style-type: none"> 1. Policies, rules, and procedures for scanning and research 2. Past and current studies, scanning, monitoring and researches made on sectors, community services and conditions OUTPUT/S <ol style="list-style-type: none"> 1. Annual Report on awareness of communities/ groups and sectors 2. Annual Regional Report on awareness of communities/ groups and sectors 3. Medium term Report on awareness of communities/ groups and sectors 	
WORK PROCESS Scanning is achieved through the following steps: <ol style="list-style-type: none"> 1. Definition of objectives (by need) for scanning 2. Identification of indicators for awareness, knowledge, skills, values and behavior 3. Development of scanning plan/ design 4. Development of instruments for scanning 5. Implementation of scanning 6. Development of reports 	
TIMING The scanning is conducted annually, at the start of the year to provide sufficient and timely basis for the planning, design and implementation of transformation HRE. This scanning activity may be performed together with the scanning conducted for basic HRE and professional HRE.	

**FIGURE 36
SCANNING OF HUMAN RIGHTS AWARENESS OF COMMUNITIES/ GROUPS AND SECTORS**

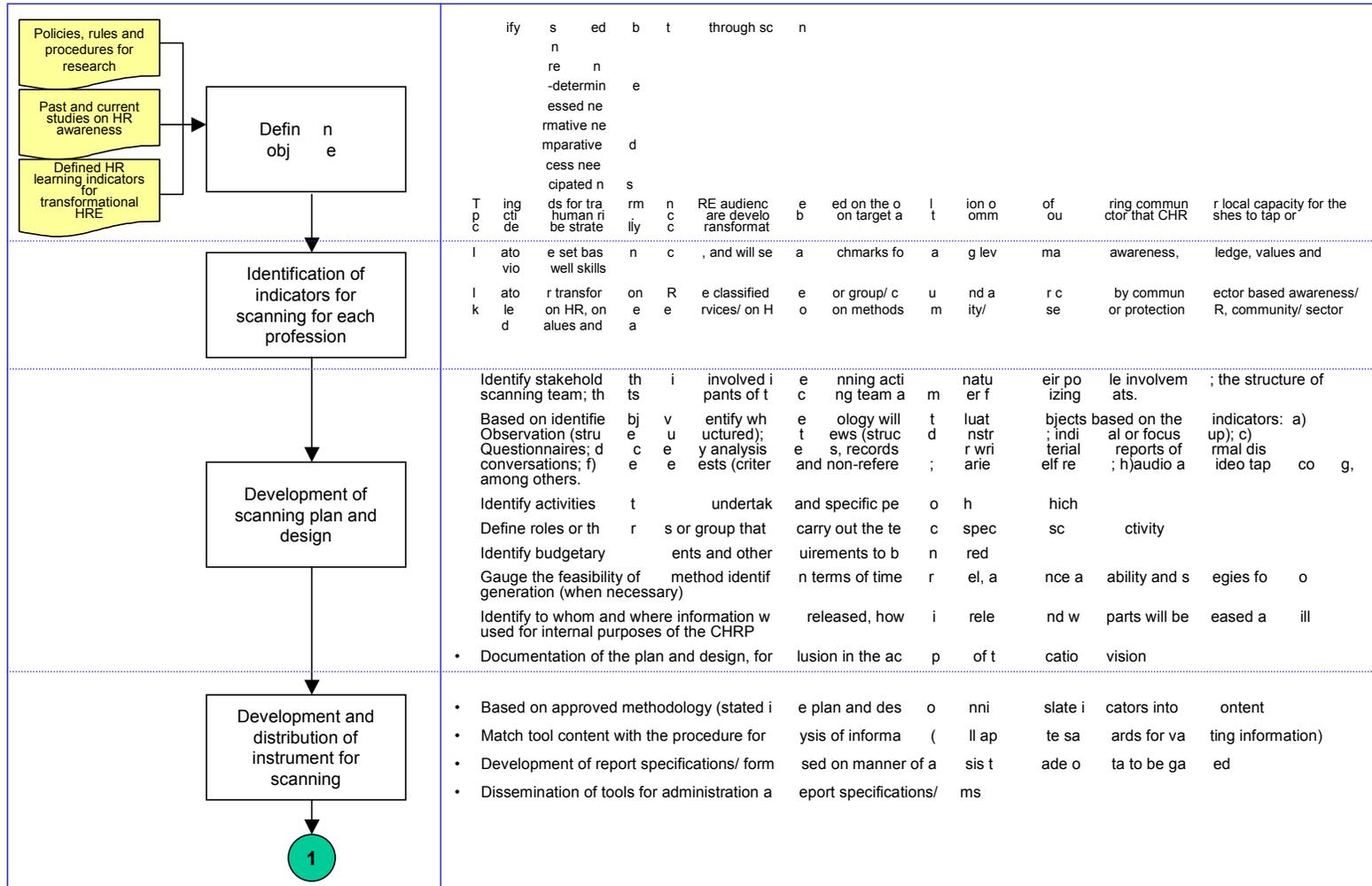


FIGURE 36 (CONT.)
SCANNING OF HUMAN RIGHTS AWARENESS OF COMMUNITIES/ GROUPS AND SECTORS

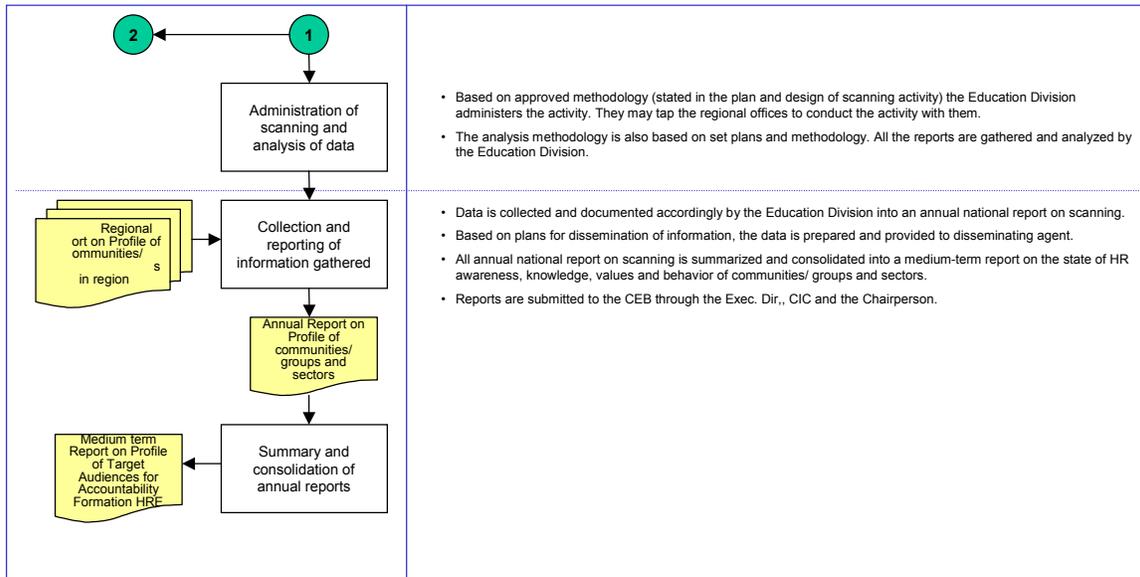
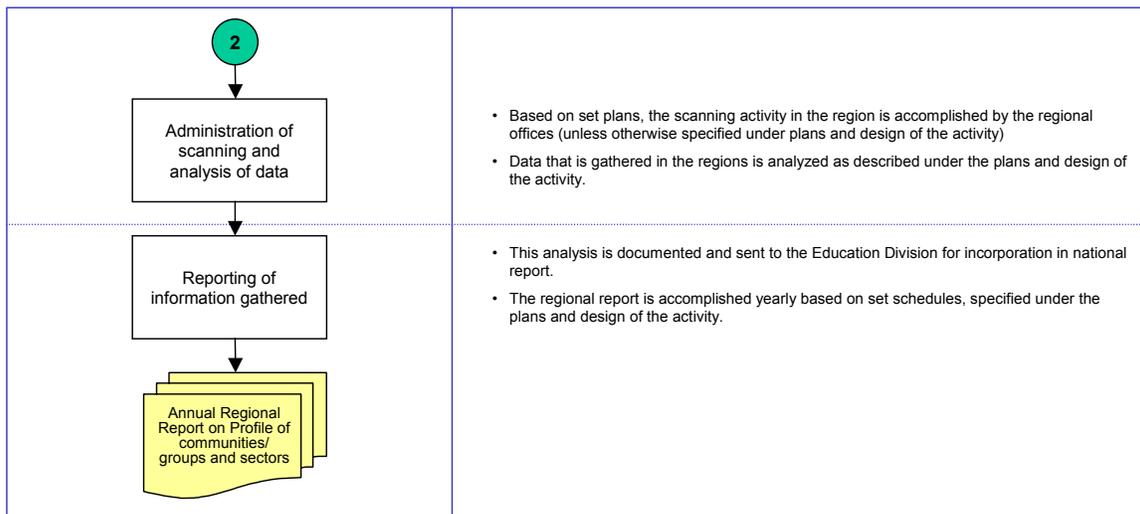


FIGURE 37
ADMINISTRATION SCANNING OF HUMAN RIGHTS AWARENESS OF COMMUNITIES/ GROUPS AND SECTORS BY THE REGIONAL OFFICES (WHEN NECESSARY)



- 4.1.4 The output of the scanning will be the reports on the status and training needs of target audience. These reports input to the profile of each target audience, so that content and programs for human rights education are attuned to their needs and their current conditions. Profiling allows quicker understanding, integration and development of core content and content requirements for this type of education which is audience specific and intensive.
- 4.1.5 The profile to be developed for the community/ group must relate to the transformational HRE thrust of the CHRP.

**TABLE 7
PROFILING OF COMMUNITY/ GROUP AND/OR SECTOR OR TRANSFORMATIONAL HUMAN RIGHTS EDUCATION**

GROUP/ COMMUNITY/ SECTOR	IDENTIFICATION/ DISTINGUISHING FACTORS		HR ISSUES/ HRVS THAT AFFECT GROUP/ COMMUNITY/ SECTOR	CURRENT CONDITIONS (ECONOMIC, SOCIAL, POLITICAL)	AWARE OF/ KNOWLEDGEABLE OF THE FOLLOWING HR NORMATIVE CONTENT	HR SKILLS	HR VALUES AND BEHAVIORS DISPLAYED
	HUMAN RIGHTS THAT DIRECTLY RELATE	FACTORS THAT AFFECT RIGHTS					

4.2 Development of oversight policies, rules and procedures for delivery of transformational human rights education

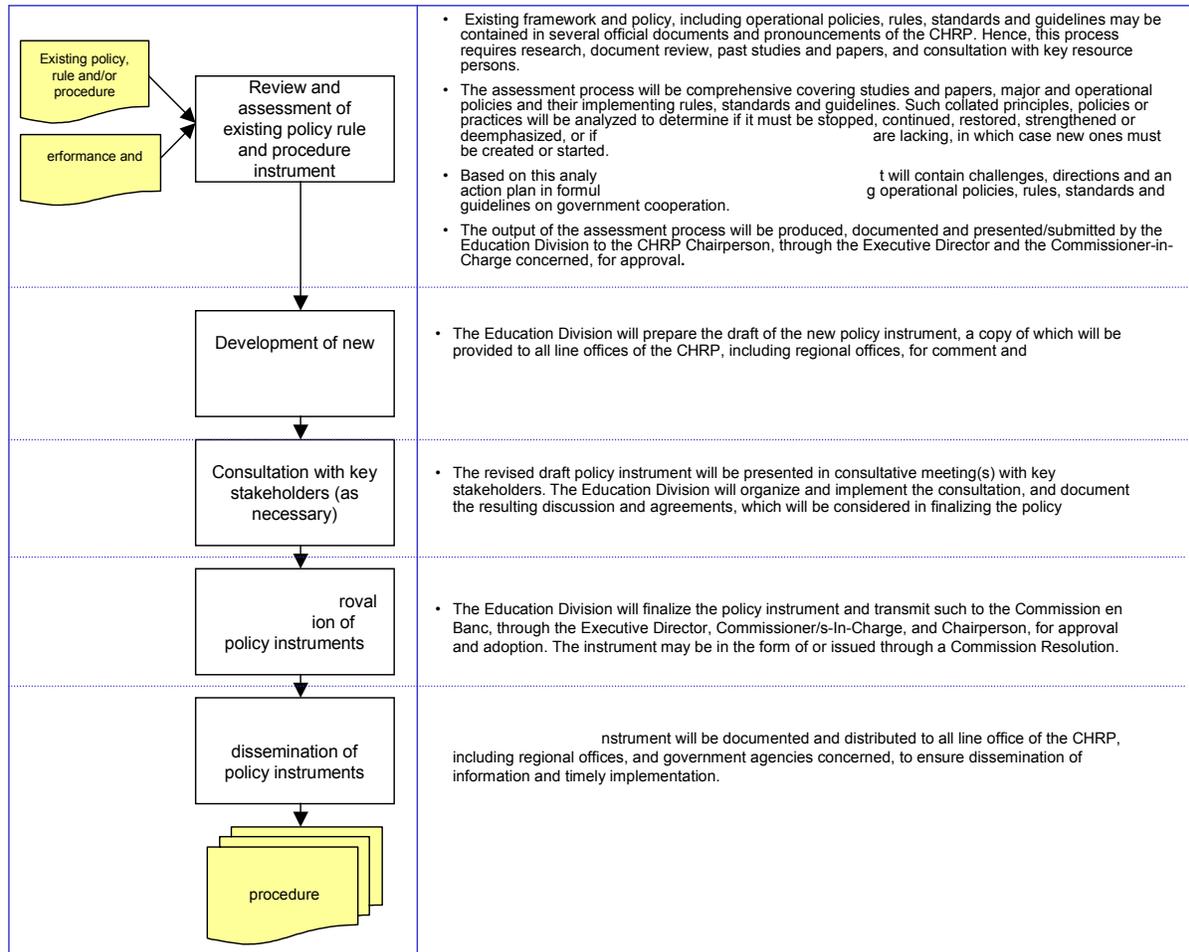
- 4.2.1 Oversight policies, rules and procedures for the delivery of transformational HRE will guide, direction and determine operational processes that will ensure integration within the system, focused and relevant directions for community/ group / sector based HRE, and systematic, organized and appropriate operations.
- 4.2.2 Operational policies that need to be drawn by the CHRP regarding transformational HRE shall be drawn on the following:
 - a) Development of core content

- b) Monitoring, scanning and research on communities/ groups and sectors for transformational HRE objectives
- c) Monitoring and evaluation of programs, projects and activities of the CHRP for transformational HRE

4.2.3 The following describe the said process:

SYSTEM	IMPLEMENTING OFFICE
Transformational HRE	ERO – Education Division
PROCESS	
Development of oversight policies, rules and procedures for delivery of transformational HRE	
DESCRIPTION:	
Each of the implementing offices will be guided by a set of policies, rules and procedures that identify how each process for the delivery of transformational HRE will be accomplished. These policies, rules and procedures are basic systems descriptions practiced in the CHRP for the accomplishment of its functions. They are general operations policies, rules and procedures.	
INPUTS	
<ol style="list-style-type: none"> 1. Existing policy, rule and procedure instruments 2. Knowledge that can be shared through stakeholder consultation 3. Performance reports 	
OUTPUTS	
General policies, rules and procedures for HRE operations	
WORK PROCESS	
Policy, rule and procedure formulation is achieved through the following:	
<ol style="list-style-type: none"> 1. Review and assessment of existing policy, rule and procedure instrument 2. Development of new policy, rule and procedure instrument 3. Consultation with key stakeholders (as necessary) 4. Finalization, approval and adoption of policy instruments 5. Documentation and dissemination of policy instruments 	
TIMING	
Policies, rules and procedures are developed based on recommendations made through evaluation. However, policies may be developed before the implementation of certain P/P/As for HRE when deemed necessary.	

FIGURE 38
DEVELOPMENT OF OVERSIGHT POLICIES, RULES AND PROCEDURES FOR DELIVERY OF HRE FOR PROFESSIONAL ACCOUNTABILITY FORMATION



4.3 Development of standards/ core content for transformational human rights education

4.3.1 Core content for transformational human rights education are standards for the development of modules and content for HRE as well as in the conduct of programs/projects and activities for transformational HRE. These core content shall focus on the following:

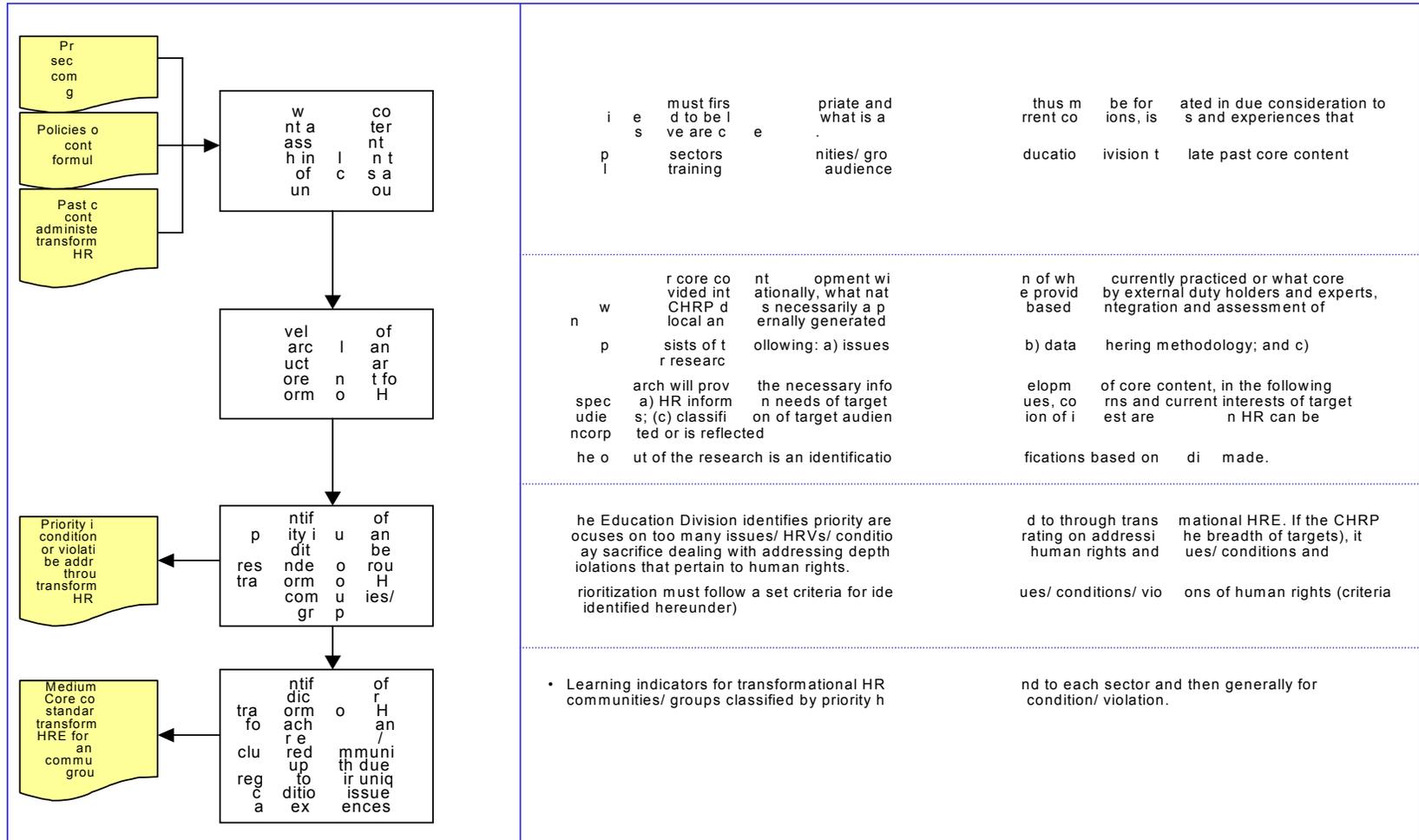
- a) Knowledge, by providing information on political systems, democratic processes, government services and human rights as well as mechanisms for protection of human rights;
- b) Values and attitudes that uphold democratic practices, the rule of law, human rights principles; and

- c) Skills and behavior for promoting a culture that values democracy and a democratic culture, for participating and mobilizing a civil and political society, and for taking action to defend human rights and prevent human rights offenses.

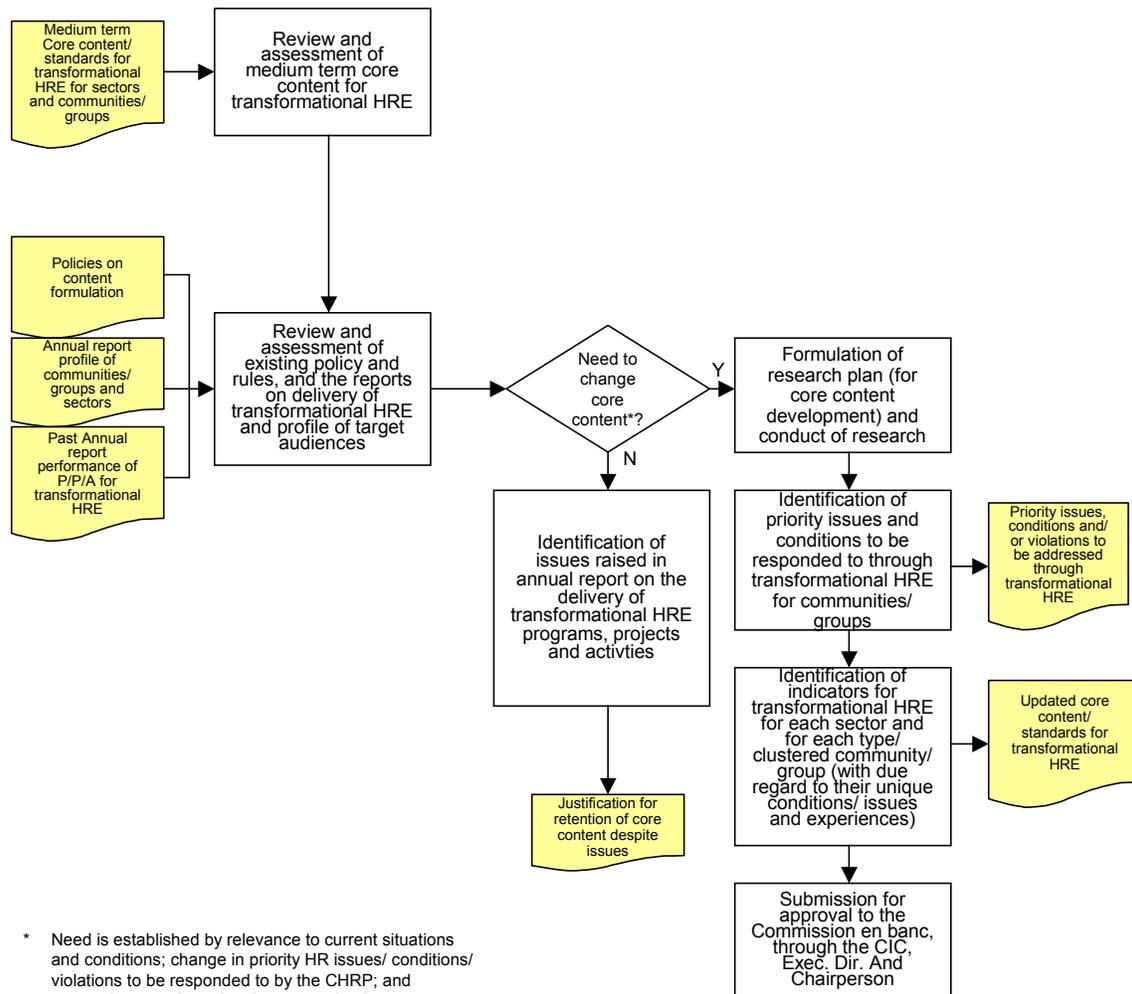
4.3.2 The process is herein described:

SYSTEM	OFFICE
Transformational human rights education	ERO – Education Division
PROCESS	
Development of standards/ core content for transformational HRE	
DESCRIPTION	
Core content for transformational HRE are standards for HRE that focus on knowledge, skills and behavior and values and attitudes for communities/ groups/ sectors. Transformational HRE is concerned with providing learning beyond just the normative content of HRE or even accountability: transformational HRE is for imbining responsiveness to human rights violations, conscious regard for human rights and knowledge and skills on human rights violations and human rights services. Thus, core content for transformational HRE will serve as guide or base content for transformational HRE to be provided by the regional offices, and for the development of plans, materials and guidelines for delivery.	
INPUTS	
<ol style="list-style-type: none"> 1. Profile of sectors and community/ group 2. Policies on core content formulation 3. Past core content administered by the Education Division 	
OUTPUTS	
<ol style="list-style-type: none"> 1. Standards/ core content for transformational HRE 2. Annually Updated core content/ standards for transformational HRE 3. Justification for not updating during annual evaluation 4. Priority issues, conditions and/or issues to be addressed through transformational HRE 	
WORK PROCESS	
There are several options in defining core content - direct translation from internationally accepted norms and content, adaptation of preexisting content, and the development of original texts.	
<ol style="list-style-type: none"> 1. Review of past core content administered and assessment of which in relation to profile of sectors and communities/ groups 2. Development of research plan and conduct of research on core content for transformational HRE 3. Identification of priority issues and conditions to be responded to through transformational HRE for communities/ groups 4. Identification of indicators for transformational HRE for each sector and for each type/ clustered community/ group (with due regard to their unique conditions/ issues and experiences) 5. Annual update of core content (to suite current needs and conditions) 	
TIMING	
Standards for HRE for accountability formation are set as medium-term core content specification that will input to plans that will be developed after. However, core content are looked into annually to ensure that core content reflects current needs and conditions.	

FIGURE 39
DEVELOPMENT OF STANDARDS/ CORE CONTENT FOR TRANSFORMATIONAL HUMAN RIGHTS EDUCATION



**FIGURE 40
ANNUAL UPDATE OF CORE CONTENT/ STANDARDS
FOR TRANSFORMATIONAL HUMAN RIGHTS EDUCATION**



* Need is established by relevance to current situations and conditions; change in priority HR issues/ conditions/ violations to be responded to by the CHRP; and appropriateness based on impact evaluation on transformational HRE programs, project and activities, specified under performance reports

PRIORITIZATION OF HUMAN RIGHTS ISSUES/ CONDITIONS/ VIOLATIONS FOR TO BE ADDRESSED THROUGH TRANSFORMATIONAL HUMAN RIGHT EDUCATION

4.3.3 Critical the process of developing core content is the prioritization of the human rights issues, conditions or violations that will be addressed through transformational human rights education. It enable the Education Division to strategically focus on areas to provide transformational human rights education as well as ensures depth understanding and consideration to relevant aspects of the groups/ communities. All communities and groups defined by their geographical area have unique conditions

and issues that must be addressed and transformed through HRE. The CHRP, given its limited access to barangays will identify what major thrusts its transformational HRE it is to pursue by identifying the human rights issues, conditions and/or violations is to be addressed.

4.3.4 Thus, prioritization of human rights issues, conditions and/ or violations to be addressed by CHRP is guided by the following criteria:

- a) **High impact.** Priority must be given to high impact issues, conditions and or HR violations so that greater interest and leverage areas are addressed. Impact issues, conditions and/or HR violations are usually prevalent issues and conditions, not necessarily experienced by a majority but is recognized and witnessed by many, and affects greater action and sympathy.
- b) **Experienced by many.** Transformational HRE core content must be highly replicable, and thus those issues, conditions and HRVs experienced by many must be prioritized.
- c) **Corresponds to the strategic targets of the CHRP.** The strategic targets of the entire CHRP should be addressed through transformational HRE. Thus the issues, conditions and violations that are prioritized by the CHRP should be reflected as priorities.
- d) **Unexplored or those not addressed.** There are many initiatives coming in from external duty holders, civil society and even other offices of the CHRP. However, priority must be given to issues, conditions and HRVs that need most reflection and recognizance, and those gaps that are left by others. Duplication of efforts after all is not a high impact initiative.

4.4 Formulation of guidelines for core content application for transformational HRE

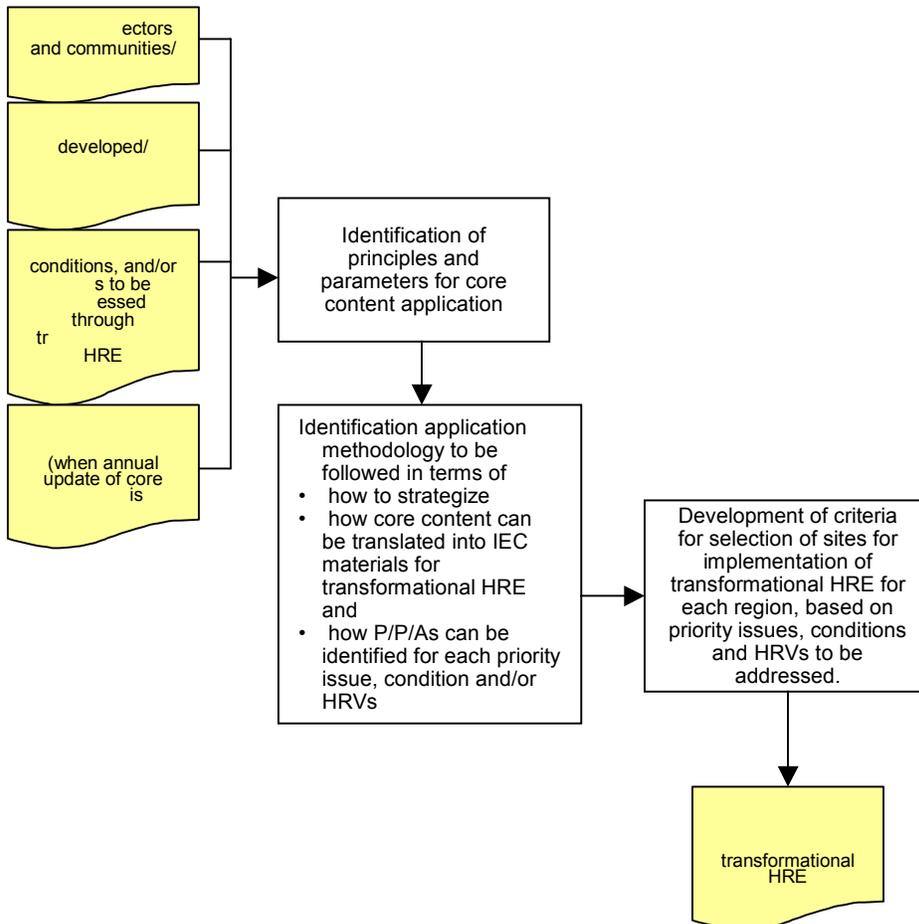
4.4.1 The guidelines for the implementation or application of the core content formulated for transformational HRE provides direction in:

- a) Frame initiative of the CHRP and even external duty holders to strategic and well-defined and unified directions for transformational HRE
- b) Identify target mechanisms for delivery
- c) Identify strategies that will enable the Education Division and the regional offices to provide transformational HRE to strategic target audiences

4.4.2 The process is herein described:

SYSTEM Transformational Human Rights Education	OFFICE ERO – Education Division
PROCESS Formulation of guidelines for the application of core content for delivery of transformational human rights education	
DESCRIPTION <p>The guidelines for transformational HRE is a means to enable translation of objectives and targets identified during core content development to application. It frames initiatives to be taken by the CHRP and partnering/ cooperating external duty holders through a framework that defines the scope, principles and parameters and even the directions for transformational HRE.</p> INPUTS <ol style="list-style-type: none"> 1. Profile of sectors and communities/ groups 2. Core content developed/ learning indicators identified 3. Priority issues, conditions, and/or HRVs to be addressed through transformational HRE 4. Past/ current guidelines being adopted (if update is accomplished for core content for transformational HRE) OUTPUTS <ol style="list-style-type: none"> 1. Guidelines for application of core content for transformational HRE 2. Plan/ strategy for transformational HRE core content 3. Criteria for selection of sites 	
WORK PROCESS <ol style="list-style-type: none"> 1. Identification of principles and parameters for core content application 2. Identification application methodology to be followed in terms of strategizing and identifying target barangays and sector groups to be addressed, how core content can be translated into IEC materials for transformational HRE and how P/P/As can be identified for each priority issue, condition and/or HRVs identified for transformational HRE. 3. Development of criteria for selection of sites for implementation of transformational HRE for each region, based on priority issues, conditions and HRVs to be addressed. 	
TIMING The guidelines are formulated in the medium term and upon (or when) annual update of core content is accomplished.	

FIGURE 41
FORMULATION OF GUIDELINES FOR THE APPLICATION OF CORE CONTENT
FOR TRANSFORMATIONAL HUMAN RIGHTS EDUCATION



4.5 Development of strategic plans for transformational human rights education

- 4.5.1 Based on the core content formulated and the guidelines for delivery of transformational HRE, the Education Division formulates for approval of the Commission, through the Chairperson, CIC and the Executive Director the strategic plans for its implementation.
- 4.5.2 Strategic plans will be an identification of target communities/ barangays and target sector groups for transformational HRE, identification of key performance indicators, performance targets and development of strategic actions and strategies for implementation.

4.5.3 This process is described accordingly below:

<p>SYSTEM</p> <p>Transformational Human Rights Education</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division</p>
<p>PROCESS</p> <p>Development strategic plans for transformational human rights education</p>	
<p>DESCRIPTION:</p> <p>Strategic planning for transformational human rights education is the identification formal and informal HRE to be provided to communities/ groups and sectors based on strategic goals, indicators and targets.</p> <p>Formal and informal HRE to be provided by the CHRP are implemented by the regional offices and will thus require strategic directions from the Education Division, with the approval of the CEB, through the Chairperson, Executive Director and the CIC.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Policies, rules and procedures for planning set by the CHRP 2. Report on profile of sectors and communities/ groups 3. Report on performance of CHRP for P/P/As set in former plan for transformational HRE 4. Core content/ curricular policies developed for transformational HRE 5. Guidelines for delivery of transformational HRE 6. Former plan set for transformational HRE <p>OUTPUTS</p> <p>Medium term Strategic Plan for transformational HRE</p>	
<p>WORK PROCESS</p> <p>Strategic plans for transformational HRE is accomplished through the following:</p> <ol style="list-style-type: none"> 1. Review of guidelines and framework for delivery of HRE for transformational HRE 2. Review and assessment of profile of sector and community/ group 3. Review of performance reports of CHRP in transformational HRE P/P/A 4. Based on learning indicators set during core content formulation, identification of key performance indicators for each target area 5. Identification of strategic action for each indicator 6. Identification of performance targets for each performance indicator (for implementation) 7. Development of strategies for implementation – alternatives/ options; define limitations and constraints; interventions and necessary actions; resource requirements; partners and coordination to be made for fulfillment. 8. Annual update of strategic plans 	
<p>TIMING</p> <p>Strategic plans are formulated in the medium-term and are updated annually based on the report on action plans by the regional offices and on the implementation of national programs/ projects/ activities. Planning is done when medium-term reports on performance and state of HR awareness are accomplished. It pre-empts the development of regional plans and implementation of which. Plans will be developed together with the other strategic plans for HRE.</p>	

<p>SYSTEM</p> <p>Transformational Human Rights Education</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO – Education Division Regional Offices</p>
<p>PROCESS</p> <p>Annual Operations Planning for transformational HRE</p>	
<p>DESCRIPTION:</p> <p>The annual operational plans update the medium-term strategic planning process through contextualization of the prevailing planning environment and resource constraints/ availability. The process also involves translating medium-term objectives and targets into a detailed action program and annual work and financial plan.</p> <p>The action plans will include the following:</p> <ol style="list-style-type: none"> 1. Identification of expected results 2. Identification target communities/ barangays and sector groups in the region 3. Specific objectives for each target audience/ group 4. Milestones and schedules of the programs, project and activities 5. Corresponding resource requirements and source (as part of the work and financial plan) <p>The action plan for transformational HRE focuses on each target group/ audience.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Medium-term Strategic Plan for transformational HRE 2. Policies, rules and procedures for planning set by the CHRP 3. Report on profile of sectors and communities/ groups 4. Report on performance for P/P/As set in former plan 5. Core content developed for transformational HRE 6. Guidelines for delivery of transformational HRE 7. Former action plan set for transformational HRE <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Annual regional action plan for transformational HRE 2. Annual action plan for transformational HRE (for the entire CHRP) 	
<p>WORK PROCESS</p> <p>Action plans developed by implementing units, whether for direct delivery of transformational HRE:</p> <ol style="list-style-type: none"> 1. Review and assessment of profiles, and performance of P/P/A , as well as former action plan. 2. Review, assessment and update of strategic plan 3. Identification of sites and sector groups for implementation of transformational HRE 4. Identification of specific results for each identified P/P/A 5. Development of work and financial plan 6. Identification of roles and responsibilities of external implementers (when involves external duty holders) and internal implementers 7. Update and review of strategic plan 	
<p>TIMING</p> <p>Annual action plans input to the annual update of the strategic plans set out by the Education Division. It comes after strategic plans are made and precedes implementation.</p>	

FIGURE 42
DEVELOPMENT STRATEGIC PLANS FOR TRANSFORMATIONAL
HUMAN RIGHTS EDUCATION

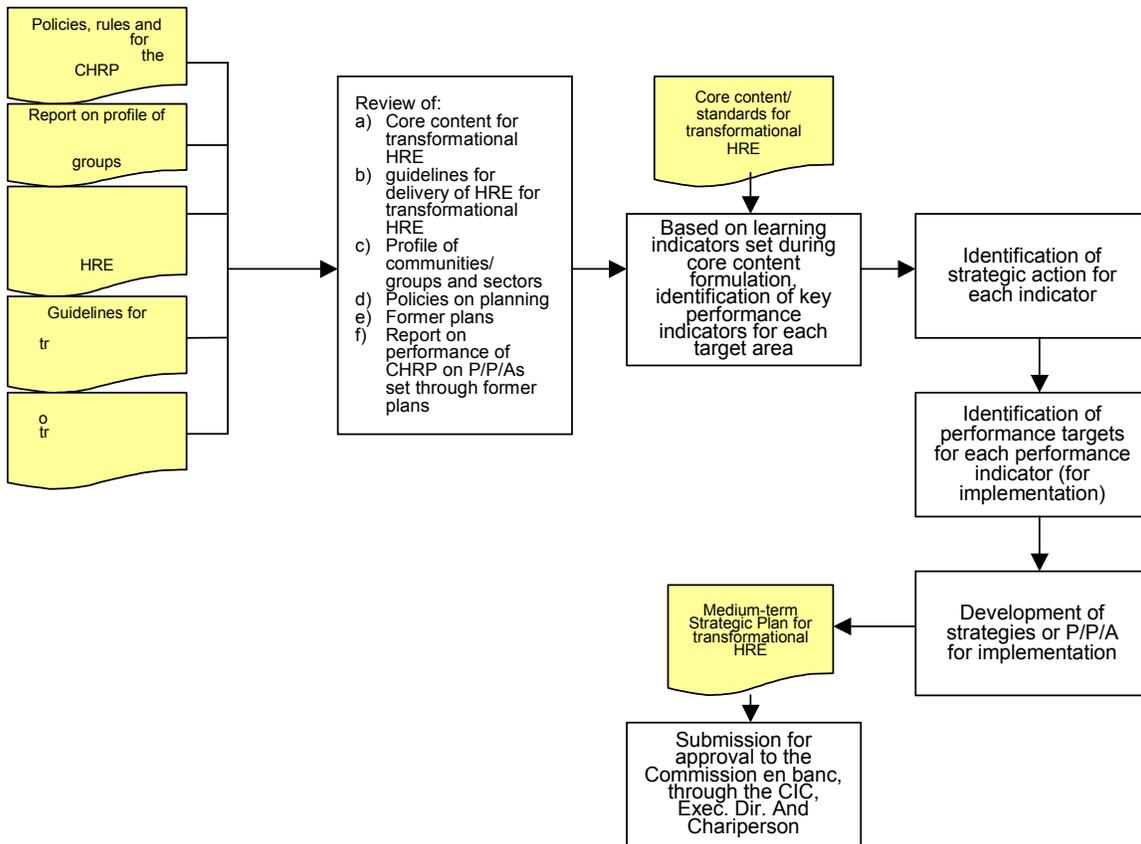


FIGURE 43
ANNUAL OPERATIONS PLANNING OF THE EDUCATION DIVISION FOR TRANSFORMATIONAL HRE

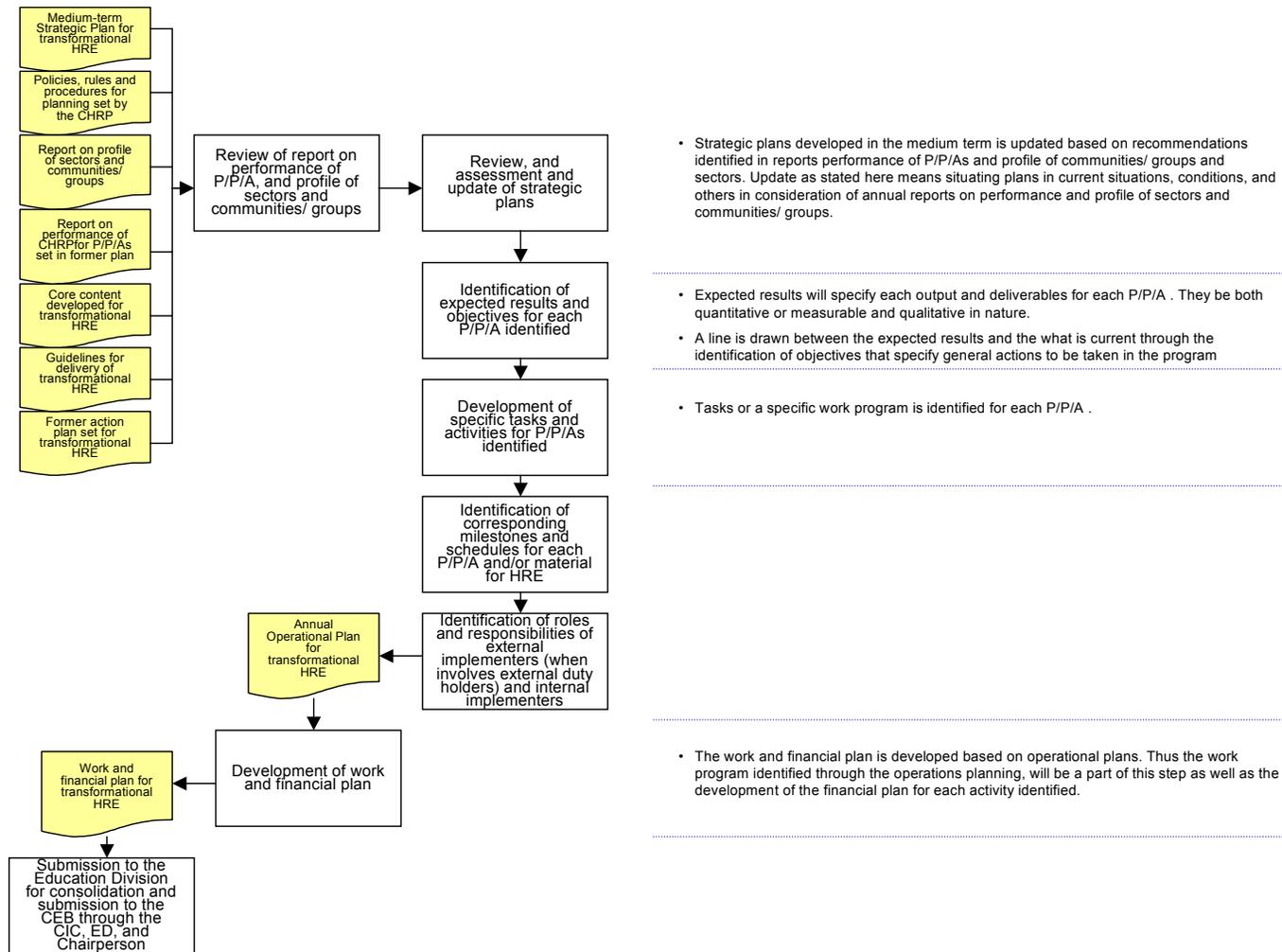
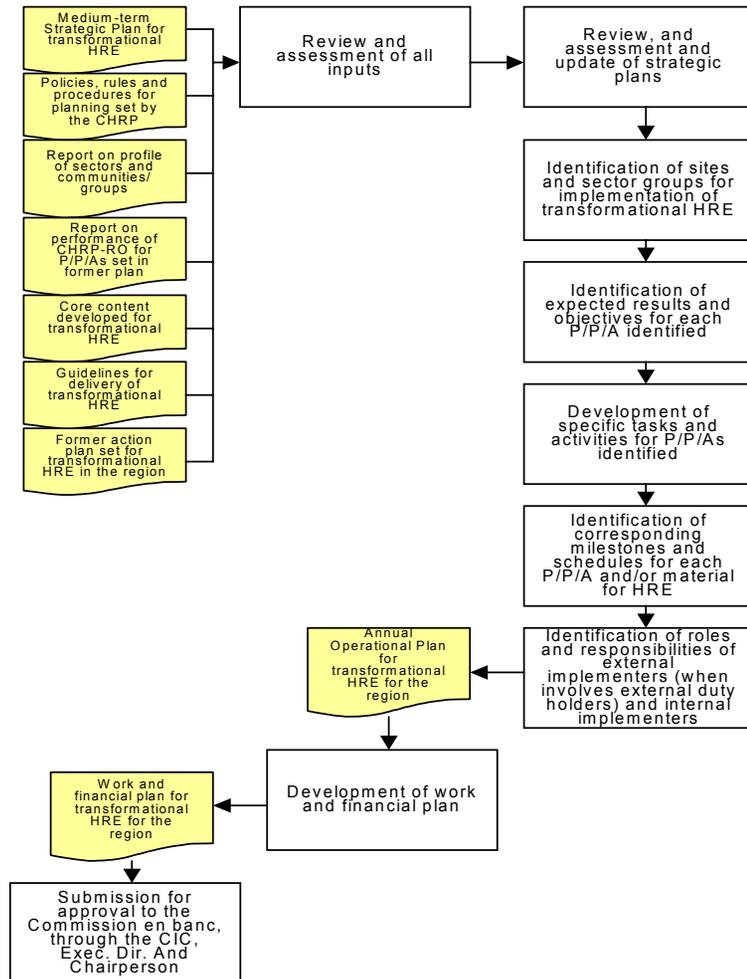


FIGURE 44
ANNUAL OPERATIONS PLANNING FOR TRANSFORMATIONAL HRE OF REGIONAL OFFICES



- The task of identifying the communities/ barangays targeted for transformational HRE programs, projects and activities is left to the regional offices guided by the criteria specified under the guidelines set by the Education Division.
- Strategic plans developed in the medium term is updated based on recommendations identified in reports on performance and profile of sectors and communities/ groups
- Update as stated here means situating plans in current situations, conditions, and others in consideration of annual reports on performance and profile of sectors and communities/ groups.
- Expected results will specify each output and deliverables for each P/P/A . They be both quantitative or measurable and qualitative in nature.
- A line is drawn between the expected results and the what is current through the identification of objectives that specify general actions to be taken in the program
- Tasks or a specific work program is identified for each P/P/A .
- The work and financial plan is developed based on operational plans. Thus the work program identified through the operations planning, will be a part of this step as well as the development of the financial plan for each activity identified.

4.5.4 One of the key priority groups to be tapped for transformational HRE are the Barangay Human Rights Action Centers already established through initiatives of the CHRP and cooperation of the local government units. These Centers should not be left out in the plans for transformational HRE, and should in fact be one of the focal units for empowerment for them to continue their functions and services.

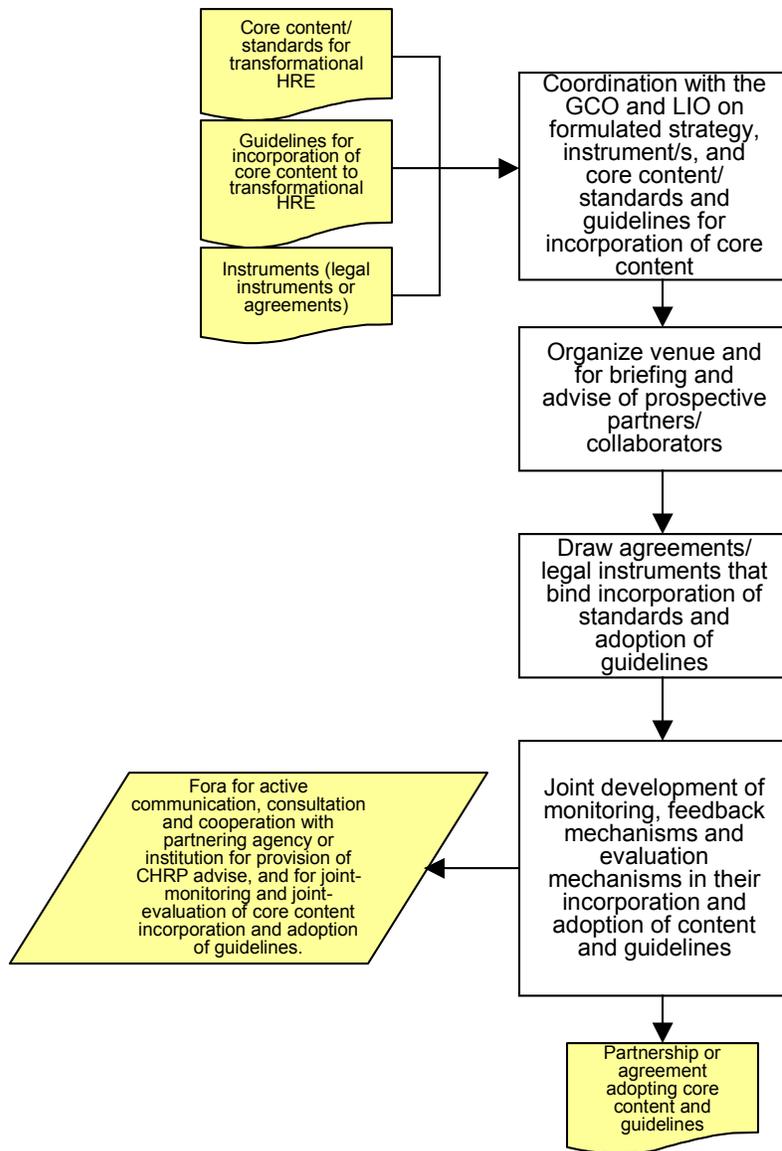
4.6 Advocacy for incorporation of human rights core content/ standards and application of guidelines for delivery of transformational HRE

4.6.1 Transformational HRE is provided by varied external organizations through formal and informal mechanisms. Being sector specific or area specific, transformational HRE has great potential of dissemination through civil society groups. Advocacy to external duty holders and stakeholders is therefore a key process in the system to unify initiatives, to develop joint mechanisms for accomplishment of program, projects and activities and for a guided and well-informed human rights education for communities/ groups and sectors.

4.6.2 The process is further described below:

<p>SYSTEM</p> <p>Transformational Human Rights Education</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO- Education Division Regional Offices</p>
<p>PROCESS</p> <p>Advocacy for incorporation of human rights core content/ standards and application of guidelines for delivery of transformational HRE</p>	
<p>DESCRIPTION</p> <p>The core content and guidelines for delivery of transformational HRE is advocated to external duty holders through cooperation, collaboration and partnerships guided by the Cooperation offices of the CHRP. The purpose for this advocacy is to build mutual directions, joint efforts and guided understanding of transformational HRE.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Guidelines for delivery of transformational HRE 2. Core content/ standards for transformational HRE 3. Policies for advocacy and collaboration by the Cooperation Offices 4. Former agreements documented in legal issuances signifying cooperation <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Agreement to the incorporation of the prescribed standards provided by the Education Division. 2. Legal instrument for application of core content set by the CHRP 3. Tools for joint monitoring or feedback mechanism 	
<p>WORK PROCESS</p> <ol style="list-style-type: none"> 1. Coordinate with the GCO on developing a strategy for application of core content and guidelines for transformational HRE. 2. Development of strategic instrument with the LIO (if legal instrument, agreement or issuances) 3. Implementation of strategy - advocacy to external duty and stakeholders 4. Assistance and provision of consultative services to implementers of standards, framework and guidelines 5. Development of joint monitoring and feedback mechanisms 	
<p>TIMING</p> <p>Advocacy for transformational HRE standards and content for HRE will be done after plans are formulated and when core content and standards are developed.</p>	

FIGURE 45
ADVOCACY FOR INCORPORATION OF CORE CONTENT AND GUIDELINES FOR
DELIVERY OF TRANSFORMATIONAL HRE



4.7 Delivery of Transformational Human Rights Education

4.7.1 Transformational Human Rights Education is community building, group building and sector building for the goals and targets set as core contents. Thus this system is audience based and is performed through several delivery mechanisms:

- a) Module formulation/ content development for materials and programs for transformational HRE
- b) Formal training of community based groups and sectoral groups
- c) Informal provision of transformational HRE like foras, orientations, community based discussions and other special activities o address the barangay and/ or basic sector groups
- d) Dissemination of materials for transformational HRE through broadcast and print media

MODULE FORMULATION/ CONTENT DEVELOPMENT FOR TRANSFORMATIONAL HUMAN RIGHTS EDUCATION

4.7.2 The modules and content for programs, projects and activities for transformational HRE will reflect methods, normative content and skill building strategies for community empowerment. Currently there are a large amount of modules and manuals form international and national organizations, specifying methods and manners of incorporating core content specification for human rights education. The CHRP regional offices may opt to adopt such modules or put together their own, in completion of the programs, projects and activities set through planning.

4.7.3 As mentioned for basic HRE formulation of content, there are three options that the regional offices may consider: translation of materials form international and national sources; adaptation of preexisting texts; and development of an original text to suite the objectives and goals set through planning.

FORMAL TRANSFORMATIONAL HRE

4.7.4 Formal transformational HRE may be provided by the CHRP based on the programs, projects and activities planned. This will constitute regional training of communities and sectoral groups for the following:

- a) Community based human rights help desks (for arbitration, counseling and referral to other government offices or to CHRP) for community leaders and officials
- b) Provision of human rights protection services modules at the community level to mobilize active participation for the protection of human rights
- c) Provision of sector based knowledge on human rights and human rights violations and preventive mechanisms
- d) Provision of advocacy training for communities and sectoral groups

INFORMAL TRANSFORMATIONAL HUMAN RIGHTS EDUCATION

4.7.5 Informal transformational HRE on the other hand, is developed and provided to continuously build information needs, to enjoin communities and sector to reflect and move towards action to protect and promote human rights in the community or for the sector.

4.7.6 It is geared towards:

- a) Bringing about awareness and interest in transformational HRE for their community or sector
- b) Providing background on transformational HRE
- c) Updating or following up on communities or sector groups with new or refresher informal courses (for those who have had formal transformational HRE).

4.7.7 The process is herein described:

SYSTEM	OFFICE
Transformational Human Rights Education	Regional Offices
PROCESS	
Delivery of transformational Human rights education	
DESCRIPTION:	
<p>Formal and informal provision of transformational HRE to target communities/ groups and sector groups in the region will be provided by the regional offices of the CHRP. There are four delivery mechanisms for which:</p> <ul style="list-style-type: none"> a) Module formulation/ content development for materials and programs for transformational HRE b) Formal training of community based groups and sectoral groups c) Informal provision of transformational HRE like foras, orientations, community based discussions and other special activities o address the barangay and/ or basic sector groups d) Dissemination of materials for transformational HRE through broadcast and print media <p>Direct delivery is performed by the regional offices to priority groups and areas to facilitate regional development through transformational HRE. Though the AIHR may be part of the empowerment of local government units and some civil society groups, the regional offices hold primary responsibility in providing transformational human rights education to communities and groups in the region.</p>	
INPUTS	
<ol style="list-style-type: none"> 1. Regional Action Plans 2. Core content specification for transformational HRE 3. Guidelines for application of core content for transformational HRE 4. Report on profile of sectors and communities/ groups 5. Existing literature/ modules/ manuals on HR (internal or external) for transformational HRE 6. Policies for advocacy and collaboration (by Cooperation Offices) 	

OUTPUTS

1. Module/ content for transformational HRE
2. Formal program implementation for transformational HRE
3. Informal workshops, conventions, foras, symposiums and other activities for transformational HRE
4. Materials for dissemination
5. Feedback mechanisms
6. Feedback
7. Implementation plan for direct provision of transformational HRE
8. Performance report on P/P/A for transformational HRE

WORK PROCESS

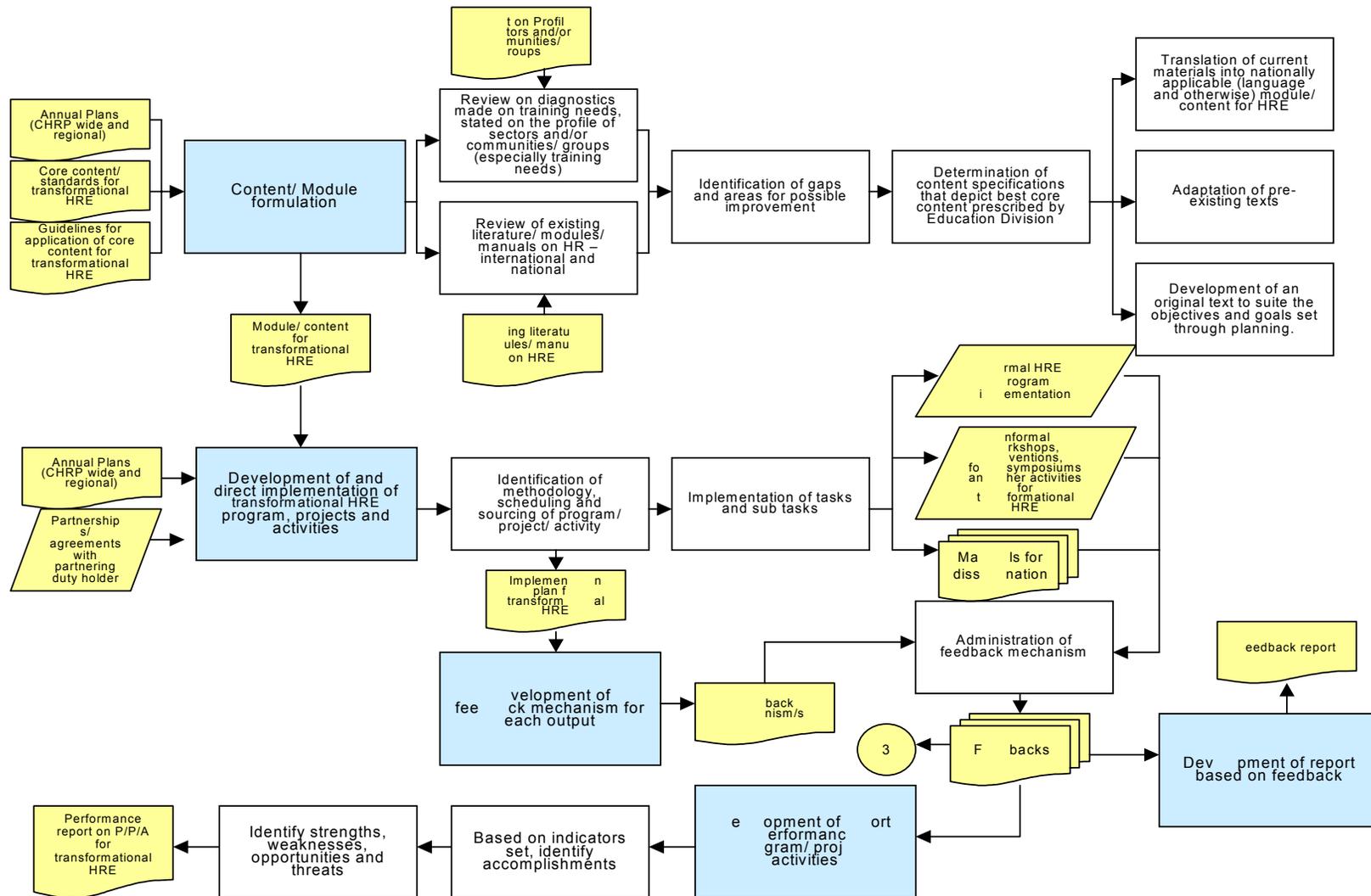
The implementation of P/P/A in the regions and the development of materials for transformational HRE is based on action plans:

1. **MODULE FORMULATION.** Content formulation and text development may be accomplished through translation of materials from abroad, adaptation of preexisting texts, or development of an original text to suite the objectives and goals set through planning. Thus, the following will be accomplished for content formulation:
 - Review on diagnostics made on training needs, stated on the profile of sectors and/or communities/ groups for the region
 - Review of existing literature on HR – international and national
 - Identification of gaps and areas for possible improvement
 - Translation of current core content standards set by the Education Division into applicable materials for HRE
2. Identification of and advocacy to mediums/ duty holders for dissemination or communication of HRE materials developed (especially for text development for IEC materials)
3. Joint/ Implementation of projects and activities identified in action plans
4. Formulation of feedback mechanism (for direct delivery of projects and activities)
5. Development of report on implementation of projects and activities
6. Development of report on performance based on feedbacks and impact assessment

TIMING

Direct provision is the translation of P/P/As for actual delivery of HRE in regions. Thus, implementation is based on the schedules set out through action plans.

**FIGURE 46
DELIVERY OF TRANSFORMATIONAL HUMAN RIGHTS EDUCATION**



7

MONITORING AND EVALUATION OF PROGRAM/ PROJECT/ ACTIVITIES

1 INTRODUCTION

- 1.1.1 Monitoring and evaluation is accomplished to ensure that programs, projects and activities set and conducted by the CHRP are accomplished, whether set objectives are met, and to identify issues and other recommendations for incorporation in the annual operational plan for the succeeding year.
- 1.1.2 In the three systems for human rights education: basic, professional accountability formation and transformational human rights education, programs, projects and activities are developed for the accomplishment of goals set. The system for monitoring and evaluation of programs/ projects and activities of the three systems integrates reports developed for assessment and evaluation of performance and impact of system outputs.

2 OPERATIONAL POLICIES

- 2.1.1 The CHRP shall monitor the accomplishment, performance and impact of programs, projects and activities set and implemented for human rights education.
- 2.1.2 When applicable, the CHRP shall work on joint-monitoring and evaluation of programs, projects and activities conducted in partnership or collaboration with external duty and stakeholders.

3 MONITORING AND REPORTING PROCESSES

3.1 Report to be accomplished per HRE system

- 3.1.1 The table below provides a description of reports on performance of programs, projects and activities for the three HRE systems:

TABLE 8
REPORTS FOR HRE SYSTEMS ON PERFORMANCE AND IMPACT OF PROGRAM, PROJECTS AND ACTIVITIES

SYSTEM	REPORTS	RESPONSIBLE	DESTINATION	PURPOSE
Basic HRE	Annual Report on the Delivery of HRE by External Duty Holders	Education Division	ERO CEB Executive Director Chairperson CIC	<ul style="list-style-type: none"> ▪ Provide basis for impact and performance evaluation on the application of core content and guidelines for delivery of core content ▪ Identify training needs as input to HRE for professionals accountability formation
	(Annual, semi-annual, medium term, depending on design of feedback mechanism) Feedback Report for accomplishment of programs, projects and activities for informal basic HRE and public awareness building	Regional Offices	Education Division	<ul style="list-style-type: none"> ▪ To gauge impact of basic HRE to audiences
	Annual performance report on P/P/A for informal HRE and public awareness building	Regional Offices	Education Division	<ul style="list-style-type: none"> ▪ To gauge performance and accomplishment of P/P/A based on set indicators and targets
	Annual report on impact and performance report of informal basic HRE and public awareness building	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> ▪ Consolidates the annual reports on performance and feedbacks from the regions ▪ To form basis for annual accomplishment of action plans, update of core content and guidelines for delivery, and design of programs, projects and activities for informal basic HRE and public awareness building ▪ Form basis for annual evaluation of impact and performance
	Medium term report on impact and performance of informal basic HRE and public awareness building	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> ▪ Consolidate and summarize annual impact and performance reports to form basis for medium term strategic plans for informal basic HRE and public awareness building ▪ Form basis for medium term evaluation of impact and performance

SYSTEM	REPORTS	RESPONSIBLE	DESTINATION	PURPOSE
Professional Accountability Formation HRE	Annual report on provision of HRE for professional accountability by external formal education and training providers	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> ▪ Provide basis for impact and performance evaluation on the application of core content and guidelines for delivery of core content ▪ Identify training needs as input to HRE for professional accountability formation
	Medium term report on provision of HRE for professional accountability by external formal education and training providers	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> ▪ Consolidate and summarize annual impact and performance for medium terms strategic plans for professional accountability formation HRE and core content and guidelines for delivery formulation ▪ Form basis for medium term evaluation of impact and performance
	(Annual, semi-annual, medium term, depending on design of feedback mechanism) Feedback Report for accomplishment of programs, projects and activities for professional accountability formation HRE	Regional Offices	Education Division	<ul style="list-style-type: none"> ▪ To gauge impact of professional accountability formation HRE
	Annual performance report on P/P/A for professional accountability formation HRE	Regional Offices	Education Division	<ul style="list-style-type: none"> ▪ To gauge performance and accomplishment of P/P/A based on set indicators and targets
	Annual report on impact and performance report of professional accountability formation HRE	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> ▪ Consolidates the annual reports on performance and feedbacks from the regions ▪ To form basis for annual accomplishment of action plans, update of core content and guidelines for delivery, and design of programs, projects and activities for professional accountability formation HRE ▪ Form basis for annual evaluation of impact and performance
	Medium term report on impact and performance of professional accountability formation HRE	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> ▪ Consolidate and summarize annual impact and performance reports to form basis for medium term strategic plans for professional accountability formation HRE

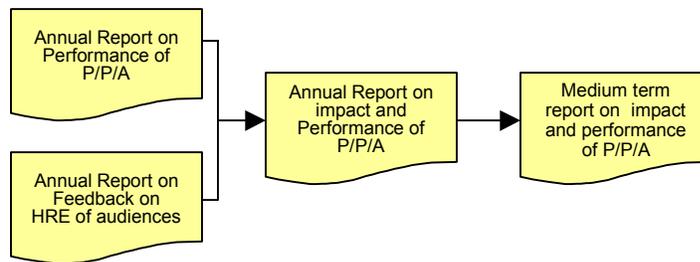
SYSTEM	REPORTS		DESTINATION	
				<ul style="list-style-type: none"> Form basis for medium term evaluation of impact and performance
Transformation HRE	Medium term report on provision of HRE for transformational HRE	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> Consolidate and summarize annual impact and performance for medium terms strategic plans for transformational HRE and core content and guidelines for delivery formulation Form basis for medium term evaluation of impact and performance
	(Annual, semi-annual, medium term, depending on design of feedback mechanism) Feedback Report for accomplishment of programs, projects and activities for transformational HRE	Regional Offices	Education Division	<ul style="list-style-type: none"> To gauge impact of transformational HRE
	Annual performance report on P/P/A for transformational HRE	Regional Offices	Education Division	<ul style="list-style-type: none"> To gauge performance and accomplishment of P/P/A based on set indicators and targets
	Annual report on impact and performance report of transformational HRE	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> Consolidates the annual reports on performance and feedbacks from the regions To form basis for annual accomplishment of action plans, update of core content and guidelines for delivery, and design of programs, projects and activities for transformational HRE Form basis for annual evaluation of impact and performance
	Medium term report on impact and performance of transformational HRE	Education Division	ERO Commission En Banc Chairperson Executive Director CIC	<ul style="list-style-type: none"> Consolidate and summarize annual impact and performance reports to form basis for medium term strategic plans for transformational HRE Form basis for medium term evaluation of impact and performance

3.2 Reporting process

3.2.1 The reporting process for the performance of programs, projects and activities is illustrated and defined under the process charts below:

SYSTEM Monitoring and Evaluation of HRE programs, projects and activities	IMPLEMENTING OFFICE Regional Offices
SUB PROCESS Monitoring of programs, projects and evaluations for HRE systems	
DESCRIPTION: Monitoring and reporting of HRE systems accomplishment, performance and impact of programs, projects and activities provides basis for evaluation and subsequent input to decision-makers for policies, plans, standards, guidelines and materials for human rights education.	
INPUTS <ol style="list-style-type: none"> 1. Plans 2. Feedbacks 3. Accomplishment report for each program, project, activity 	
OUTPUTS <ol style="list-style-type: none"> 1. Annual Report on performance of P/P/A 2. Medium term Report on impact and performance of P/P/A 3. Report on feedback 	
WORK PROCESS The process for accomplishment of performance reports and monitoring is described through the chart below.	
TIMING Annual reports are accomplished at the end of the year. Medium term reports are accomplished every six years.	

**FIGURE 47
CONSOLIDATION OF REPORTS**



- 3.2.2 Annual reports accomplished by the regional offices are inputs to the Annual report on impact and performance prepared by the Education Division. These annual reports will be consolidated into medium-term reports for medium-term decision making and planning.

4 EVALUATION OF PROGRAMS, PROJECTS AND ACTIVITIES

4.1 Areas for Evaluation

- 4.1.1 There are several areas therefore to be evaluated through the information provided in reports:

- a) Impact of HRE content
- b) Program Evaluation
- c) Process Evaluation

- 4.1.2 Evaluation to be made by the CHRP should always:

- a) Be action oriented, that it is intended to lead to better practices and policies, Evaluation reports should include recommendations for improvement.
- b) Carried out as much as it is possible with a participatory approach is that those affected by the evaluation (external duty holders and stakeholders are allowed when relevant to comment on the scope of the evaluation and the evaluation plan.
- c) Take into account the internal as well as external factors which may be influencing or affecting work and its outcomes.

4.2 Evaluation Process

- 4.2.1 Evaluation is performed in three levels: at the participatory level of external stakeholders: the audiences, the external duty holders and external oversight administrators; at the regional level by the CHRP regional offices as implementers of HRE in their respective regions; and at the central level, wherein the Commission en Banc, through the Chairperson, Executive Director and the CIC is provided technical support by the Education Division under the Education and Research Office.

EVALUATION WITH EXTERNAL STAKEHOLDERS

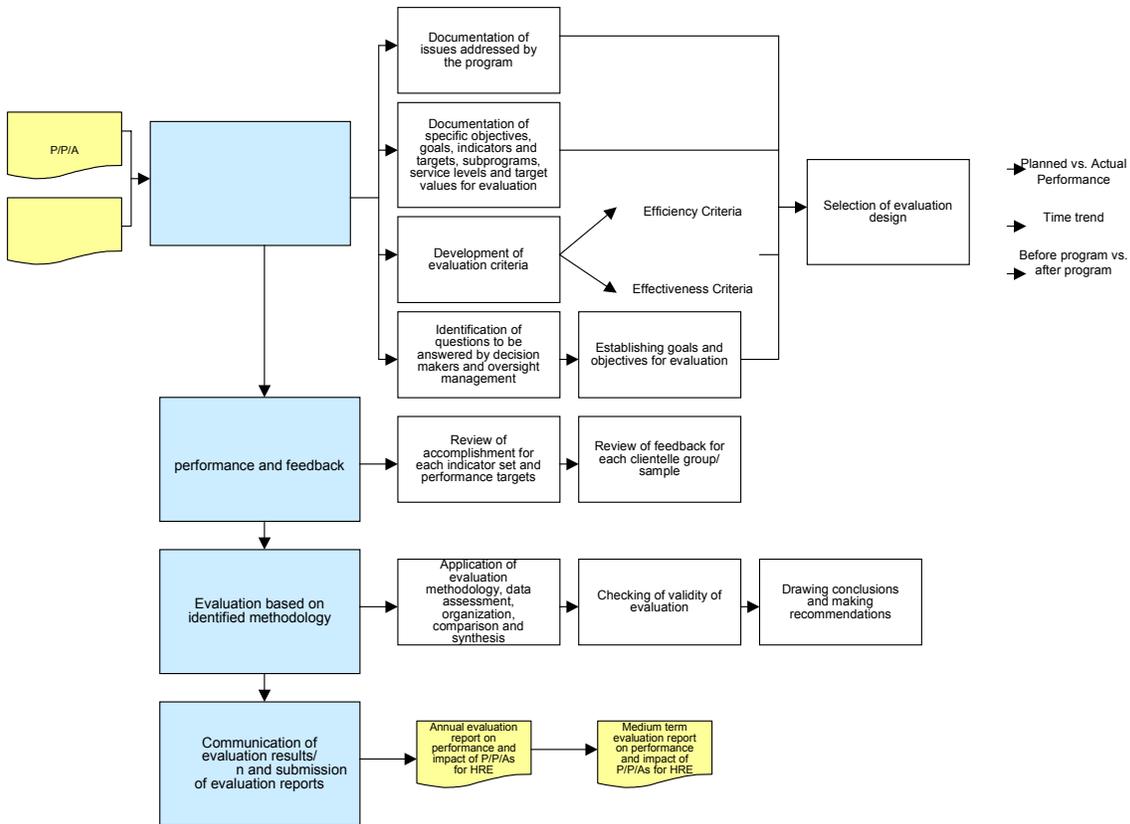
- 4.2.2 External participation in evaluation by duty holders is through the development of action research and participatory research. Action research is a process involving practitioners in the actual evaluation of their own performance in so far as their delivery of human rights is concerned, and then taking action themselves, for the development of their own methods and delivery mechanisms. Thus evaluation is a system that can be recommended by the CHRP to duty holders but is not a system wherein the CHRP can directly intervene. It will be useful though if they encourage action research to ensure that duty holders share in developing their delivery of HRE.
- 4.2.3 Participatory research is joint evaluation, which basically is involving the duty holders in the monitoring and evaluation activity to be administered and headed by the CHRP. They may be tapped in the development of evaluation forms, monitoring forms, accomplishment of reports, or administration in specific locations of reports, feedback tools, etc.
- 4.2.4 Feedback mechanisms on the other hand are data gathering tools for the evaluation of audience response, comments, or reaction to HRE provided designed during program, project and activity development.

EVALUATION BY REGIONAL OFFICES AND THE EDUCATION DIVISION

- 4.2.5 Program evaluation is described herein, to be conducted by the regional offices and the Education Division.
- 4.2.6 The process for which is defined in the below mentioned process description:

<p>SYSTEM</p> <p>Monitoring and Evaluation of HRE programs, projects and activities</p>	<p>IMPLEMENTING OFFICE</p> <p>ERO- Education Division Regional Offices</p>
<p>SUB PROCESS</p> <p>Evaluation of Programs, projects and activities</p>	
<p>DESCRIPTION</p> <p>Program evaluation and program analysis are closely related processes aimed at providing the CHRP with improved information on program effectiveness for use in making decisions on policies and plans. Evaluation provides information on the impact of existing efforts and highlights areas that need improvement. Analysis can then be employed to help determine the most effective form for those improvements to take. After program improvements have been implemented, evaluation is once again. The cycle can also begin with program analysis used to determine the best way to institute a totally new program, followed by an evaluation of the program activities. While evaluation and analysis can be used separately, the payoff is greatly improved by using both processes together.</p> <p>The successful use of evaluation and analysis depends on: The existence of, or the ability to formulate meaningful goals, objectives, and evaluation criteria for public programs; The ability to measure program effectiveness through the collection and interpretation of data; The willingness of public officials to support the process by basing resources allocation decisions on the information presented to them and The commitment on the part of local officials to implement the recommendations of evaluation and analysis projects.</p> <p>INPUTS</p> <ol style="list-style-type: none"> 1. Annual Report on Performance of P/P/A 2. Annual report on feedback of audiences <p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Annual Evaluation Report on Performance and impact of P/P/A 2. Medium term report on performance and impact of P/P/A 	
<p>WORK PROCESS</p> <p>Evaluation is accomplished through the following major steps:</p> <ol style="list-style-type: none"> 1. Development of evaluation scheme 2. Review of report on performance and feedback 3. Conduct of evaluation based on methodology 4. Communication of evaluation results and submission of evaluation report 	
<p>TIMING</p> <p>Evaluation reports may be integrated to the annual and medium term report on performance and impact of P/P/As. They are accomplished as soon as monitoring reports are accomplished, before the plans are made for the succeeding year for annual reports, and before strategic plans at the medium term are developed for medium term reports.</p>	

FIGURE 48
EVALUATION OF PERFORMANCE AND IMPACT OF PROGRAMS, PROJECTS AND ACTIVITIES



Planned vs. Actual Performance

4.2.7 This design compares the actual program performance for a given time period with planned performance. It can be used for virtually all ongoing programs that have not been consciously changed during the evaluation period. The planned vs. actual design has the advantage of providing a natural lead-in to program analysis, since areas of substandard performance are identified by the evaluation. The procedural steps for the use of this design are:

- a) Set performance targets for each evaluation criterion.
- b) Collect data on criteria for the evaluation period.
- c) Compare the actual data with the targets.
- d) Estimate the effects of, or at least identify, any nonprogram factors that might have an impact on evaluation criteria.

- 4.2.8 In this design, performance objectives for a given time period are compared against actual performance for the same time period. In order to make use of this very basic design, the evaluators must be able to identify objectives for the program and then measure progress toward them by use of the evaluation criteria. Since performance targets have been set previously, this design will give precise and useful results. However, if performance targets have not been previously established, the evaluation must be handled differently. The analysis can still establish performance targets for the past time periods being evaluated, but care should be taken not to make the first-year evaluations seem punitive because it is not fair to judge a office/division's ability against a set of criteria he did not know existed at the time of program performance.
- 4.2.9 There are several purposes for using this design for first-round evaluations: (1) to get a general assessment of program effectiveness and efficiency. (2) to establish explicit performance targets for future time periods. and (3) to identify some specific program areas that need improvement. Application of program analysis techniques for these purposes should improve future program operations. Positive aspects of the program identified during evaluation should be highlighted as part of the written report to lessen the punitive or negative image that many people attach to program evaluation.
- 4.2.10 This design implicitly assumes that the targets set are reasonable. Targets that are too easy to reach do not challenge program personnel to provide true measures of accomplishment. Targets that are too high will discourage program personnel and may give management a distorted view of agency performance.
- 4.2.11 Ideally, performance targets should be set through the use of work measurement procedures. Work measurement is a technique that allows equitable time standards to be established for many jobs. For additional information on the application of work measurement techniques to State and local government operations.

Time Trend

- 4.2.12 This design measures the effects of a program change. Evaluation criteria are selected and data collected to establish past performance trends. These trends are then compared with conditions observed after the program change. The design differs from the previous design in that it does not require the establishment of performance targets but relies entirely on actual performance measures. This design is best used to evaluate a program change rather than overall program effectiveness. It can also be used to evaluate new programs aimed at changing specific conditions, if preprogram data on these conditions are available. The procedural steps for the use of this design are:
- a) Collect data on each of the evaluation criteria for several measurement periods (years, quarters, or months) prior to the program change.
 - b) Collect data on each of the criteria for one or more measurement periods after the program change.
 - c) Using graphic techniques, compare data to see if values for the criteria show a divergence from the preprogram trends.

- d) Identify and estimate the effects of any non program factors that might have an impact on evaluation criteria.
- 4.2.13 The thinking behind the design is quite simple. If a program has shown a reliable performance trend in the past, then it is possible to get a good indication of the success of a specific program change by observing if there is a significant change in the trend after implementation. The analyst must be careful about drawing conclusions regarding the efficiency of the program based on changes in the values of evaluation criteria. While improved program performance probably indicates a relative increase in efficiency (assuming constant personnel resources), the program may still be relatively inefficient when compared with work measurement standards. Without such standards for comparison the analyst can only judge apparent changes in efficiency in relation to past performance.
- 4.2.14 Evaluation of a long-standing program generally requires data for at least four previous years to establish a statically valid trend. Data summarized by quarters may be taken in this situation to look for possible seasonal fluctuations, such as in a recreation program or a snow removal activity. Data should then be gathered for one or more intervals after program implementation. The more post-change data available, the more certain it is that the program effects are permanent and not just a short-term reaction.
- 4.2.15 An issue in the use of this design is the consistency of evaluation criteria and data sources over time. If the criteria require data normally gathered by the jurisdiction the analyst should attempt to make sure that there were no significant changes in the way the data were gathered or recorded during the past performance intervals.
- 4.2.16 If the program data do not show a clear trend before the program change, then it may be possible to check the results of the evaluation using a nonequivalent control group.

Before program vs. After Program

- 4.2.17 This design consists of measuring criteria values just prior to the implementation of a program and then obtaining values for the same criteria after implementation or completion of the program. This design does not seek to establish a trend for the criteria but merely to take a "snapshot" of conditions before and after a specific change. Before vs. after works best to evaluate a program of short duration and limited scope. Thus evaluation method is most applicable when measuring impact of programs for HRE. The procedural steps for the use of this design are:
- a) Collect data on the criteria reflecting conditions prior to the program's introduction.
 - b) Collect data on the value of the criteria immediately after program completion or an appropriate period after program introduction.
 - c) Identify and estimate the effects of any nonprogram factors that might have an impact on the evaluation criteria.