



HUMAN RIGHTS EDUCATION IN PHILIPPINE SCHOOLS

CENTER FOR RESEARCH AND DEVELOPMENT IN EDUCATION
Philippine Normal University
Manila, Philippines

HUMAN RIGHTS EDUCATION IN PHILIPPINE SCHOOLS

Analysis of Education Policies and Survey of Human Rights Awareness

by

**Lolita H. Nava, Zenaida Q. Reyes, Maria Carmela T. Mancao,
Maria Victoria C. Hermosisima, and Felicia I. Yeban**

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EDITOR

Jefferson R. Plantilla

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Table of Contents

Acknowledgment	<i>v</i>
Preface	<i>Vi</i>
Introduction	<i>vii</i>
Chapter I. Education Policies and Human Rights Awareness Survey: Summary of Analysis and Over-all Recommendations	<i>1</i>
Chapter II. National Policies on Human Rights Education in Schools	<i>26</i>
Chapter III. Survey of Human Rights Awareness Among Secondary Students in Selected Schools	<i>59</i>
References	<i>122</i>
Appendices	<i>125</i>
A. Executive Order No. 27	<i>126</i>
B. DECS Order No. 61, s.1987	<i>129</i>
C. CHED Memorandum No. 31, s. 1996	<i>132</i>
D. Human Rights Awareness Survey Questionnaire for Secondary School Students	<i>133</i>
E. Focus Group Discussion Questions for Teachers	<i>142</i>
F. Questions for Focus Group Discussions for Students	<i>144</i>
G. Sample Letter of Request	<i>145</i>
H. List of Participating Schools	<i>146</i>

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Preface

Human rights education is an emerging field of study. It started as part of the official government policy in the Philippine school system after the people power revolution in 1986. Hopes and expectations were high that the new government would usher in a new era of protection for human rights and freedoms, and respect for human dignity. The hard-earned democratic dividends were perceived as requiring the support of a stronger culture of human rights. Hence the schools became the logical target of initiatives to institutionalize the culture of human rights.

The vision of educating every Filipino child about, for, and in human rights was officially recognized by the then President Corazon C. Aquino when she issued the 1986 executive order requiring all educational institutions at all levels to integrate human rights into the curriculum. This policy was subsequently enshrined in the 1987 Constitution which recognizes teaching of respect for human rights as one of the goals of Philippine education. The clear mandate for human rights education widened the space for the civil society, academe, and relevant government agencies to implement programs aimed at integrating human rights into the school system.

The different and numerous human rights education initiatives undertaken since 1986 were informed more by the excitement to immediately respond to the opportunity afforded by the legal mandate rather than by well defined research data. Inevitably, the experiences generated by the human rights education efforts of the different stakeholders needed to be re-visited and evaluated to systematize the knowledge that has been created.

This research, an evaluation of the Philippine experience on human rights education in the school system, is a step towards generating data that can guide practitioners and policymakers in directing the course of human rights education as an emerging field. It is only through a more scientific approach that the general public can be convinced that educating about, for, and in human rights produces desired results.

There are basic questions needing answers: Is human rights education creating any impact at all? Is it merely driven by faith or inspired by science? This and similar researches provide some answers.

LOLITA H. NAVA
Project Director