

Center for Human Rights Education: Philippines

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Education plays an important role in making children become aware of world issues such as human rights, and in developing proper attitude towards such issues early in life. Education is recognized by the International Commission on Education for the 21st Century as a principal means to foster deeper and more harmonious human relations and, thereby, to reduce poverty, exclusion, ignorance, oppression and war.

Since 1986, human rights education has been a legally mandated field in the Philippines that extends to formal as well as non-formal education systems. Executive orders and inter-agency/institution memorandums of agreement implement the constitutional requirement for the promotion of human rights (Sec. 3 (b), Article XIV, 1987 Philippine Constitution).¹

Obligation to the international community

The Philippines has ratified a number of international instruments on human rights including:

1. International Covenant on Civil and Political Rights
2. International Covenant on Economic, Social and Cultural Rights
3. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
4. Convention on the Rights of the Child
5. International Convention on the Elimination of All Forms of Racial Discrimination, and
6. Convention Against Torture.

As a general obligation of States that have ratified these instruments, governments are required to undertake measures that will promote respect for human rights. It is in this context that the development of human rights education programs in the Philippines is both a response to the situation in the country as well as a responsibility to the international community.

One means by which the Philippines fulfills this obligation is through its Commission on Human Rights (CHR). It is a constitutionally created institution under the 1987 Constitution with a mandate to “[E]stablish a continuing program of research, education, and information to enhance respect for the primacy of human rights.” (Section 18 (5), Article XVII, 1987 Philippine Constitution).

CHR has offices in the different regions of the country, with each regional office having well-defined functions.

CHR regional offices

A regional office is responsible for the implementation of the CHR’s policies, programs and plans in a particular region in the Philippines,

in accordance with responsibility and authority delegated to it by the CHR's leadership (Commission en banc). There are currently fifteen regional offices in the Philippines, one in each region and special sub-region of the country.

A regional office has the following general functions:

- Undertake continuing monitoring and assessment of the human rights conditions in the region, identifying human rights issues and concerns in the context of the level of people's enjoyment of civil, political, economic, social and cultural rights, and rights to environment and development
- Assess (through its own or collaborative investigation) and report (with recommendations) to the Commission en banc the human rights situation of individuals and groups, particularly the vulnerable, disadvantaged and marginalized sectors in the region
- Resolve human rights cases, in accordance with the policies and procedures of the CHR, that have been delegated to it for resolution by the Commission en Banc
- Provide legal, financial and other forms of assistance to human rights violation victims and/or their families in accordance with the CHR policies, rules and procedures
- Regularly visit and assess the condition of jails and detention centers, and provide advice and recommendations to concerned authorities and to the Commission en banc on their improvement. It may also publish its reports on the findings, evaluation, recommendations, and advisories on the subject upon authority of the Commission en banc
- Implement medium-term and annual human rights promotion and protection programs in the region consistent with the CHR's human rights plans
 - o Implement programs, projects and activities towards the institutionalization of community and popular participation in human rights awareness activities
 - o Implement programs for the strengthening of capacities of government and non-governmental institutions in the region in the promotion and advancement of the implementation of the rights-based approach to redevelopment (in addition to the general human rights capacity-building activities).
- Promote the establishment and strengthening of collaborative relationships and networks between the CHR and the government, non-governmental organizations (NGOs), media, academe and other civil society organizations for the promotion and protection of human rights in the region.

Regional human rights education center

As a matter of policy, CHR creates national-level partnerships with government agencies and non-governmental institutions on a variety of human rights activities. For human rights education, these partnerships deal with schools, the Philippine National Police (PNP), the military, and the local government units. While these efforts contributed to the implementation of national programs on human rights information dissemination and education, these partnerships have not been replicated in the country's regions.

Region I (composed of four provinces and eight cities) in northern Philippines is a case in point. For many years, there have been no comprehensive, effective and sustainable human rights education efforts in this region. Some activities were undertaken regarding the integration of human rights in certain school subjects in the primary, secondary, and tertiary levels and pilot studies on the use of human rights teaching exemplars in selected primary and secondary schools. But many teachers and school administrators do not have a full and comprehensive knowledge of human rights, and do not have the appropriate attitude towards human rights education.

At the *barangay* (community) level, the Barangay Human Rights Action Centers (BHRACs) have not been successfully established to be able to provide human rights education to the *barangay* residents. Many PNP and military personnel in the region still need human rights education. And CHR Region 1 Office does most of the human rights education activities. There is little involvement of other duty-bearers in the promotion of human rights through education, training and research.

In response to this situation, the CHR Region 1 Office took the initiative in 2003 of creating a partnership with local colleges and universities, local offices of national government agencies, NGOs and local governments for the establishment of a regional human rights education center (RCHRE).

CHR Region 1 Office envisaged RCHRE to become a regional hub for human rights education research, training and information dissemination, and extension service. The RCHRE is under the coordinating function of the CHR Region 1 Office Division on Promotion and Linkage Development. As a regional hub, it builds an institutional network supportive of human rights in the region by organizing provincial/city/municipal centers for human rights education in partnership with academic institutions, educational agencies, local government units and regionwide non-government

institutions. It is meant to work with victims of human rights violations and sectoral organizations. It is also in charge of putting in place the BHRACs under the joint initiative of the CHR and the Department of Interior and Local Government (DILG).

RCHRE leads its centers in undertaking human rights research, training and information dissemination and extension. Under the research component, RCHRE conducts on its own or in partnership with its centers studies and surveys on human rights, monitors and documents human rights violations, and produces human rights materials. Under the training and information dissemination component, RCHRE supports the integration of human rights education into the school curriculums, organizes symposiums and forums (e.g., rights-based approach forums), holds training activities (e.g., trainers' training, paralegal training), hosts radio programs, and conducts theater and arts activities. Under the extension service component, RCHRE encourages its centers to adopt a BHRAC and assist it in developing its activities, adopts a vulnerable sector to help address its human rights concerns, supports the development of human-rights-friendly local governments, and organizes "human rights caravan."

By mid-2003, CHR Region I office and its partners were able to adopt RCHRE's vision, mission, goals and objectives, as follows:

VISION
<p>A regional community where people have the knowledge, values, attitudes and skills that will impel them as duty-bearers or stakeholders to create and maintain a democratic society enjoying freedom from all forms of exploitation,</p> <ul style="list-style-type: none"> • where people's human rights and liberties are respected, • where equality, non-discrimination and justice prevail, • where the potential of all persons, especially from the vulnerable or less fortunate sectors is developed, and • where democratic practices ensure that people live together in peace and prosperity, and in harmony with nature and the environment.

MISSION
<p>Evolve a culture of human rights, democracy and peace, by institutionalizing a multi-disciplinary human rights education from pre-school to graduate level and responsive to fundamental education learning needs of the people.</p>

GOAL
Contribute to the empowerment of the people with special emphasis on the vulnerable sectors of society, environmental and sustainable development, peace and development and good governance through training and education on the adoption of rights-based approach to development.

OBJECTIVES
<ol style="list-style-type: none"> 1. Develop and enrich duty-bearers' and stakeholders' knowledge, attitudes, and skills on basic individual and collective rights and individual and state obligations to respect, protect and fulfill human rights. 2. Encourage and mobilize the educational and other institutions to adopt legitimate measures or plans for human rights education. 3. Develop a critical mass of capable human rights educators to meet the fundamental learning needs on human rights. 4. Develop curriculums and instructional materials and teaching supplements for formal, non-formal and alternate delivery systems of education for human rights. 5. Conduct research and special studies to enhance human rights education programs and assist in the effective monitoring and evaluation of state actors' compliance with obligations in international treaties on human rights. 6. Implement grassroots and community-based human rights education, information and advocacy programs. 7. Network with human rights education institutions locally and abroad.

There is also the Council of Advisers composed of representatives of national government agencies, local governments, and the local academic community. The Council supports the implementation of the programs of RCHRE by:

1. Designating volunteers for the capability-building program of RCHRE as may be requested
2. Promoting the RCHRE activities
3. Designating experts from its constituencies as members of technical working groups that may be organized from time to time
4. Encouraging schools to send their teachers and staff members to RCHRE training activities
8. Providing information and documents relevant to the holding of RCHRE activities
9. Sharing other resources that will help attain the vision, mission, goals and objectives of RCHRE.

The Council of Advisers of RCHRE was formed in 2004 with twenty-one members composed of representatives of the following:

1. Commission on Higher Education (CHED), Region 1
2. Technical Education and Skills Development Authority (TESDA), Region 1
3. Department of Education (DepEd), Region 1
4. Philippine Association of State Universities and Colleges (PASUC) Region 1
5. Philippine National Police (PNP), Region 1
6. Department of Interior and Local Government (DILG), Region 1
7. Philippine Information Agency (PIA), Region 1
8. Department of Social Welfare and Development (DSWD), Region 1
9. National Economic and Development Authority (NEDA)
10. Philippines Association of Extension Program Implementors, Inc. (PAEPI)

In addition, the Presidents of universities and colleges hosting the Provincial and City Centers for Human Rights Education are Council members:

- Miriam E. Pascua, PhD - Mariano Marcos State University (MMSU)
- Lauro B. Tacbas, PhD - University of Northern Philippines (UNP)
- Rodolfo B. Asanion, PhD - Pangasinan State University (PSU)
- Ernesto R. Gapasin, PhD - Don Mariano Marcos Memorial State University (DM-MMSU)
- Col. Ben Nicolas - Northwestern University (NWU)
- Romeo T. Padilla, PhD - Pangasinan College of Science and Technology (PCST)
- Alejandro V. Directo, PhD - Ilocos Sur Polytechnic State College (ISPSC)
- Norma Maria Rutab, PhD - St. Louis College (SLC)
- Mrs. Lourdes Garcia - Great Plebian College (GPC)
- Dr. Ma. Lilia P. Juan, MD - Virgen Milagrosa University Foundation (VMUF)
- Atty. Gonzalo T. Duque - Lyceum Northwestern University (LNU).

The RCHRE also coordinates with the Regional Development Council (RDC) Region I through its Regional Social Development Committee on matters that need regional support from the RDC.

The RCHRE provincial and city centers

RCHRE works with provincial, city and satellite centers, mainly colleges and universities. Some are state universities and colleges (SUCs). These Centers for Human Rights Education (CHREs) mainly:

- a. allow members of their teaching staff to act as trainers, researchers and other roles in implementing RCHRE's activities, and

provide them with incentives (e.g., service credits, points for rank promotion, etc.) for performing these tasks

- b. review curriculums in order to provide courses on human rights
- c. adopt model policies supporting their students' right to education in compliance with international human rights instruments
- d. review extension service programs in order to align them with the objectives of RCHRE, and involve members of the teaching staff and students in implementing the renewed programs in their respective communities
- e. provide in-campus facilities for the implementation of the RCHRE activities, as well as staff who can coordinate these activities.

As of 2005, the following have entered into agreement with RCHRE to become provincial, city and satellite CHREs:

I. Provincial Centers

1. Mariano Marcos State University (MMSU) - Ilocos Norte
2. Pangasinan State University - Pangasinan
3. University of Northern Philippines (UNP) - Ilocos Sur
4. Don Mariano Marcos Memorial State University (DMMSU) - La Union

II. City Centers

1. University of Northern Philippines (UNP) - Vigan City
2. Northwestern University (NWU) - Laoag City
3. Ilocos Sur Polytechnic State College (ISPSC) - Candon City
4. St. Louis College (SLC) - San Fernando City
5. Great Plebian College (GPC) - Alaminos City
6. Pangasinan College of Science and Technology (PCST) - Urdaneta City
7. Virgen Milagrosa University Foundation

- (VMUF) - San Carlos City
- 8. Lyceum Northwestern University (LNU) - Dagupan City

III. Satellite Center

- 1. Pangasinan School of Arts and Trade (PSAT) - Lingayen, Pangasinan

The CHR Region 1 Office

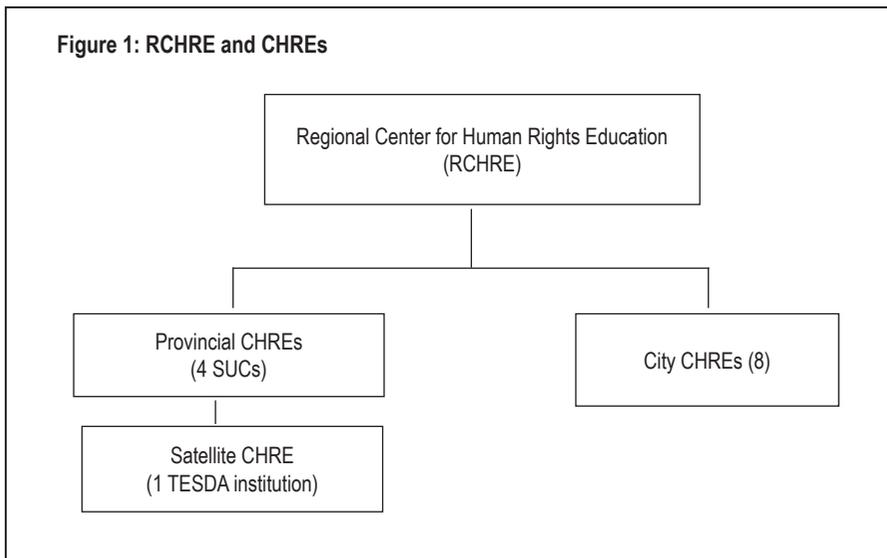
1. trains, accredits, and provides incentives to trainors, researchers and extension service providers from the provincial, city and satellite centers
2. advises them on their activities and provides support (such as legal service) in case of need
3. coordinates their activities
4. disseminates information on activities of the centers.

Figure 1 shows the organizational links between RCHRE and the centers.

There are a total of twelve CHREs, with one Provincial CHRE (UNP) functioning also as a City CHRE. There is a proposal to further categorize these CHREs based on the type of institution involved. The CHREs can be categorized as affiliated with SUCs, CHED (for private universities and colleges), TESDA (for technical schools) respectively. In addition new CHREs can be established in provincial school divisions of the Department (Ministry) of Education (for teachers and school officials who have been trained as human rights educators), in secondary schools (with the support of local governments), and in non-governmental institutions (including religious institutions). The new categories will expand the type and number of CHREs in Region 1.

Activities of the Provincial and City CHREs

The following are the activities of each of the Centers for Human Rights Education



managed and implemented by the Center Coordinators:

1. Mariano Marcos State University (Batac, Ilocos Norte) - Provincial CHRE in Ilocos Norte²

The Ilocos Norte Center for Human Rights Education (INCHRE) was established as a provincial center on 21 August 2003 through a Memorandum of Agreement between the Mariano Marcos State University (MMSU) and the CHR. Saturnino M. Ocampo, Jr, PhD of the university and Honorable Purificacion C. Valera-Quisumbing, Chairperson of the CHR, signed the agreement, facilitated by CHR Region I Director, Anita Chauhan, PhD.

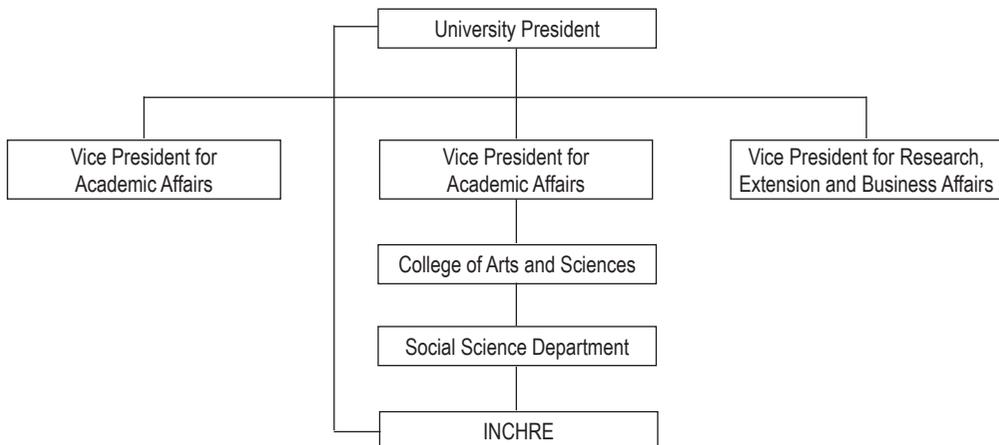
INCHRE is managed by the Social Science Department of the university but is directly under the control of the University President. However, since most of its activities are extension in nature, these are usually done with the assistance and collaboration of university's Extension Directorate (Figure 2). It is run with the support of a working team composed of faculty members who are Accredited Human Rights Educators by the CHR Region I³ and who come from different social science disciplines

including political science, education, sociology, anthropology, psychology, economics, history, rural development, as well as natural science discipline (biology).

INCHRE currently has one hundred twenty volunteers consisting of twenty-eight faculty members and ninety-two students. They attended a number of training activities on various topics including human rights training modules, rights-based approach to development, and research proposal writing. The volunteers in turn undertook several training activities for other faculty members and students on basic human rights concepts including rights of students and rights of the child. These activities were held in MMSU's colleges located in the different parts of the province. INCHRE also participated in the "inter-center" (among the city and provincial centers of RCHRE) activities such as quizzes, contests on logo-making, poster-making, essay writing, speech, and interpretative dance. Other activities undertaken include radio broadcasting, panel discussion, seminars, workshops, legal service and distribution of materials on the rights of the child.

INCHRE was able to integrate human rights into the political science subject for sociology students, and include human rights training in

Figure 2. Organization Structure of the INCHRE



the National Service Training Program (NSTP) of the university and in the extension activities of the Social Science Department. It adopted a *barangay*, which was assisted by a student organization (Socio Guild under the Bachelor of Arts in Sociology Program) in establishing a BHRAC. It has also encouraged sociology students to focus on human rights issues for their course presentations and theses. Its training activities for students have also covered secondary students.

In 2005, the staff of INCHRE attended a number of capacity-building activities ranging from training on Focus Group Discussion (FGD), to orientation on the link between Millennium Development Goals (MDG) and human rights, to workshop on rights-based indicators for implementing MDG at local level, to conference on social development (focused on setting provincial targets for MDG). See Table 1 in the Annexes for more details on these activities.

In 2006, INCHRE held a number of activities consisting of training on human rights for NSTP students, and forum on the relationship between human rights, gender and development, and other social issues. As stated in the January-December 2006 accomplishment report, the following were the activities:⁴

I. Trainings Initiated by INCHRE

A. Training on Human Rights for NSTP Students

A series of two trainings for NSTP students were conducted this year. The first catered to NSTP students enrolled during the second semester 2005-2006. The second batch was participated by first year students enrolled during the first semester of 2006-2007. For this year, a total of 1,739 NSTP students were trained on their basic human rights. Topics discussed during the trainings were: the Foundation of Human Rights, The Principles of Human Rights, Rights of the Child and Rights of Students.

B. Forum on Human Rights, GAD (Gender and Development) and other Social Issues and Concerns

The seminar acquainted students on the issues and concerns regarding human rights, gender and development and social problems in society. A group of thirty-five BA Sociology students attended the forum. This was conducted in collaboration with the BA Socio IV students in the Seminar in Behavioral Sciences.

II. Capability Building Training Attended by INCHRE

The center-coordinator and faculty/staff volunteers actively participated in regional and national trainings conducted by various agencies. Among these agencies are the CHR Region I, National Economic Development Authority (NEDA), Philippine Association of Extension Program Implementers (PAEPI), and the Institute of Social Studies in The Hague, Netherlands.

The trainings revolved on the following topics:

- a. Rights-Based Indicators for the National Development Goals
- b. Child Rights
- c. Rights-Based Approach for LGU [Local Government Units]-localization and Poverty Reduction
- d. Mainstreaming Human Rights in Governance
- e. Social Accountability and Participatory Development Approaches.

III. Acted as Resource Speakers

The center coordinator and other INCHRE faculty/staff volunteers were also invited as resource speakers in various seminars/trainings. NEDA, GAD-MMSU, LGU of Laoag City, CHR-Region I, Department of Agrarian Reform and Ilocos Norte Convergence Group, the Institute of Social Studies in The Hague,

Netherlands and Northwestern University conducted these activities.

The topics discussed were:

1. INCHRE Ilocos Norte – MMSU Experiences in Integrating Human Rights in NSTP
2. The Rights and Roles of Women
3. The Rights of Women
4. The Rights of the Child
5. The Rights of Indigenous Peoples
6. Mainstreaming Gender Awareness and Sensitivity in the Academic through Human Rights Education.

INCHRE was also involved in human rights-related regional seminars and trainings such as the following:

1. Regional Social Development Council Meeting
2. Information Campaign on the Rights and Roles of Women
3. Seminar-Workshop on Human Rights Advocacy in the Barangay, “Youth in the Environment”, Leadership Agenda for Social Transformation
4. Values Orientation Seminar (focusing on the Rights of Indigenous Peoples)
5. Training on Human Rights for Faculty and Staff of Northwestern University.

See Tables 2 and 3 in the Annexes for details of these activities.

For research, INCHRE also reported that it completed a study entitled “Indigenous People’s Level of Knowledge and Enjoyment [of] Their Human Rights.” A Bachelor of Arts, Sociology student, whose thesis paper won the MMSU Best Undergraduate Thesis Award in the area of Social Sciences, Arts and Education, did the research. The Center Coordinator of the INCHRE served as the thesis adviser. Two more research studies are still ongoing concerning

1. Child labor on rice-based farming system in Ilocos Norte

2. Knowledge and enjoyment by MMSU students of their human rights.

It is now starting to implement a research project on human rights awareness in Region I in cooperation with the Northwestern University, a city center of RCHRE. This project forms a major part of a bigger research project entitled “Status of Human Rights in Region I” submitted to the Region I Social Development Committee of the Regional Development Council of Region I. The main research project was ranked first by the Committee and was listed as among top twenty research topics by the Regional Development Council. The different CHREs in Region I are cooperatively developing the details of implementation of the main research project.

Based on the principle that the right to food is imbedded in the right to life, INCHRE through the initiative of the CHR Region I Office is presently working with women through the project “Improving Women’s Lives through Shellcraft Enterprise.” With a yearly grant of 37,000 Philippine pesos (roughly eight hundred US dollars) from the Student in Free Enterprise (SIFE), an international organization, the project aimed to augment the income of women in fishing villages through entrepreneurship by enhancing their knowledge and skills in the production and marketing of shellcraft products. Because of this project, the MMSU-SIFE Team emerged as the National Champion in the 2006 SIFE Philippine National Exposition. As grand champion, the Team represented the Philippines in the SIFE World Cup 2006 in Paris France in September 2006 and was a finalist in the opening round competition.

2. Northwestern University – City Center for Human Rights Education in Laoag City

The Northwestern University as the City Center for Human Rights Education for the City of Laoag facilitated the enactment of “An Ordinance Providing for the Conduct of

Continuing Human Rights Education in the City of Laoag and Appropriating Funds for the Purpose” by the city legislative council.

Since its establishment in 2003, the City Center has accomplished a number of activities consisting of the following held during the December 2003-May 2006 period:

Activity	Participants
Seminar on Basic Human Rights	Barangay officials and some barangay members
Human Rights Consultation on Issues Concerning Muslim Community	Muslim leaders
Voter's Education Forum	Barangay officials of Laoag City; students of NWU, DWCL and NCC
Human Rights Seminar for PNP in Ilocos Norte	PNP Personnel
Human Rights and Rights-Based Orientation	INCAT students and faculty
Child Rights and the Correlative Duties of a Teacher	Primary and secondary students of NWU and their teachers
Anti-hazing Law	Criminology, Maritime and 3 rd and 4 th year HS students of INNHS and INCAT
Fiscal Management and the Duties, Rights, and Obligations of Barangay Officials	Barangay officials of Naguillian Nueva Era and Tribal Leaders
Current Trends in Farming and Tenant Rights and Obligations	Members of irrigation organization and community residents
Computer literacy training for public school teachers in District I of the Municipality of Batac, Ilocos Norte	Teachers of District I Elementary Schools

The City Center did a research on the awareness of the Tinguian tribal elders and Barangay officials in Barangay Naguillian, Nueva Era, Ilocos Norte regarding the processes and observance of the free, prior and informed consent

(FPIC) principle provided for in the Indigenous Peoples Rights Act of 1997 (IPRA). This study revealed that the:

- ♦ The tribal leaders and elected barangay officials of this community were not aware of FPIC process much less the IPRA
- ♦ In projects that affect them, FPIC was not observed
- ♦ One project, the Mango Plantation Project by the Ilocos Norte Mango Growers Inc., covers the ancestral domains of the Tinguian tribe.

The City Center is planning to undertake more research projects focusing on the following topics:

- Level of human rights awareness among local government personnel including members of the Philippine National Police, barangay officials and councilors
- Profile and characteristics of the poor.

It also held the following activities:

- Armed Forces of the Philippines Seminar: Bridging the Gap (local situation of counter insurgency) – October 2006, NWU
- Voter's Education Forum.

3. University of Northern Philippines – Provincial Center for Human Rights Education in Ilocos Sur

The city and provincial center for human rights education for Ilocos Sur is now known as “The Center for Human Rights and Drug Education”

The City and Provincial Center for Human Rights and Drug Education was established in October 2003 at the University of Northern Philippines.

The Center, composed of a Director and staff and accredited educators, implements human rights and drug education programs and activities of the university and the province.

The Center adopted the following policy, goal, and functions:

Policy Statement

The Center shall protect the rights of citizens from [human rights] violations and ensure a happy life free from the hazards of dangerous drugs through human rights and drug education.

Goal

The Center aims to help nurture a culture where human rights are respected and to establish a drug-free society.

Functions

The Center shall perform the following functions:

1. Serve as an avenue for human rights and drug education in the university in particular and the province in general through information and advocacy program, training and outreach activities; and human rights and drug-related studies
2. Create partnership with civil society and other concerned agencies towards the realization of its goal.

The Center had accredited the following:

1. Seven human rights educators
2. Student volunteers
 - a. Students of Arts and Sciences Organization (SASO) officers since school year 2004-2005 to present
 - b. Criminology Course Interns
 - c. NSTP students.

Activities

The Center undertook a number of activities since 2003 consisting of the following:

- a. Training
 - for teachers, on child rights in collaboration with DepEd; on human rights education teaching exemplars focusing on human rights violations, individual duties and state obligations
 - for youth/students, on student rights; Human Rights Capacity Building for

- Criminology Interns attended by two hundred and six criminology interns
- b. Integration of human rights into the NSTP
- c. Syllabus preparation for Bachelor of Science Education, Major in Values Education entitled “Education for Human Rights and Responsible Citizenship”(September 2006)
- d. Lectures on
 - Millenium Development Goals Localization
 - “Human Rights Integration in NSTP: The UNP Experience”
 - “Principles and Foundations of Human Rights”, and “Student Rights”
- e. Information Dissemination (Essay Writing Contest)
- f. Memorandum of Agreement signing (UNP and CHR) on
 - Enriching Internship Program of the College of Criminology – UNP
 - Human Rights Tracking
 - Research
 - Support for BHRAC Re-establishment
 - Jail Visits
 - Information Campaigns.

The Center held a number of activities as part of its extension and community outreach program:

- a. Information drive about the Center
- b. Radio broadcast (through UNP “Extension Line Program” in DZNS Radio station)
- c. Lecture in a seminar attended by eighteen members of Civilian Armed Forces Geographical Unit (CAFGU) from Ilocos Norte, Abra, Ilocos Sur, and Benguet
- d. Presentation of the UNP-PCHRDE⁵ Experience in the Philippine Association of Extension Implementors (PAEPI) National Training
- e. Rights-based Public Inquiry
- f. Provincial PNP Training on Human Rights and RBA, CHR-I and PNP

- g. Multi-Sectoral Regional Consultation Workshop on Rights-Based Approach to Development and Commitment-building
- h. Information Dissemination - posting of human rights campaign materials
 - Right Against Torture, PNP sub-stations and jails
 - Rights of the Accused, Rights of the Child - PNP sub-stations and jails in Metro Vigan
- i. Establishment of Human Rights Advocacy Corner
- j. Local Government Units Orientation on Rights-based Approach Application in Development and Governance
- k. Human Rights Week Celebration – every December of the year
- l. Participation in the following Committees of UNP
 - Committee on Decorum and Investigation on Sexual Harassment
 - Adjudication Committee
- m. Endorsement of human rights cases to the CHR Region 1 Office for investigation.

The Center also engaged in the following research activities:

1. Developed an instrument on measuring human rights awareness
2. Supported research projects of students (taking Bachelor of Arts Degree, major in Political Science) as undergraduate thesis – “Awareness of Children’s Rights in Sta. Catalina, Ilocos Sur”
3. Center research on
 - “Awareness on the Civil and Political Rights of Selected Students in the College of Arts and Science”
 - Human Rights Awareness of School Administrators in Ilocos Sur
4. Participated in several research-related activities such as the following:
 - Attendance in the Human Rights Research Workshop

- Briefing and Consultation Workshop on Measuring Democracy, Human Rights and Governance (METAGORA)⁶ Research
- Technical Workshop-cum-Consultation with Indigenous People’s Stakeholders and Local Partners and METAGORA Pilot Survey Design and Questionnaire.

The Center plans to undertake the following activities for the year 2007: Strengthening of Human Rights and Drug Education Advocacy and information drive through

- Radio broadcasting
- Extension and community outreach activities
- Accreditation of Volunteer Educators
- Improvement of the resource materials of the Center
- Production of information campaign materials
- Research on human rights and drug education
- Establishment of Human Rights Advocacy Corner in all Academic Units of the University
- Involvement in the Internship Program of the College of Criminology
- Adoption of a Barangay Program – Barangay San Luca, Magsingal, Ilocos Sur.

4. Don Mariano Marcos Memorial State University – Provincial Center for Human Rights Education in La Union

The Don Mariano Marcos Memorial State University (DMMMSU) was designated as the Provincial Center for Human Rights Education for the province of La Union in launching ceremonies held on 29 October 2004. The ceremonies coincided with the holding of the Provincial Educators Extension and Rights-based Approach Forum attended by sixty educators. The Forum was held at the DMMMSU North La Union Campus, Bacnotan, La Union. Dur-

ing the ceremonies, Rogelio Villanueva, PhD, the Board/University Secretary, was designated as the Center Coordinator.

The DMMMSU–Provincial Center for Human Rights Education undertook the following activities:

1. **Supported the Training of Trainors for Human Rights Education.** Administrative Officers, Personnel Officers, Extensionists, Presidents of Faculty Associations and Student Affairs Coordinators of the five operating units of the university attended the training.
2. **Held practicum activities in the different campuses of the university** for several members of the faculty and staff of the university for their qualification as accredited Human Rights Educators. Thirteen of them were accredited as such by the CHR Region 1 Office. During the practicums, DMMMSU students were their participants resulting in the orientation on human rights of almost a thousand students.
3. **Provided a venue for the Training of Trainors on Rights-based Approach to Development and Governance** attended by all Center Coordinators and Accredited Human Rights Educators in Region 1.
4. **Sponsored a Multi-Sectoral Electoral Education activity** during the 2004 Local Elections.
5. **Deployed accredited Human Rights Educators** as resource speakers on human rights in activities within the university as well as nearby communities.
6. **Participated in December 2003 students' congress** with representatives from all CHREs in celebration of the Human Rights Week, organized by the CHR Region 1 Office. Center Coordinators brought along their students and fellow faculty members to participate in the different activities (including speech contest).

7. **Held a seminar in June 2006** on mainstreaming human rights in the Development and Governance Extension Program of DMMMSU. Planning Officers, NSTP Facilitators and members of the faculty of the university attended the seminar.

5. Saint Louis College - City Center for Human Rights Education in the City of San Fernando, La Union

Saint Louis College responds to the government's sustainable development thrust as it lives out its Vision and Mission as a Catholic Institution, extending social services particularly to the marginalized group. As a Congregation of the Immaculate Heart of Mary (CICM) educational institution, with a missionary identity, each member of the school community is conscious of his/her responsibility to reach out to the deprived, depressed, underprivileged, and disadvantaged and to discover with them the impact of the Gospel on social reality, justice and solidarity. Through its Extension Services Office, the members of the administration, faculty, staff and the students engage in several activities using the rights-based approach. It supports the need for Filipinos to equip themselves with the needed knowledge and skills to become empowered, self-confident and self-reliant.

The Center held the following activities:

- Center Coordinators' Meetings
- Training of trainors for human rights education
- Accreditation of thirteen faculty and staff members of Saint Louis University as human rights educators
- Facilitation and hosting of
 - Students in Free Enterprise (SIFE) Luzon Leadership conference
 - multi-sectoral electoral education meeting
 - voter's awareness meeting
 - Adoption of a BHRAC
 - Putting up of information board

- about human rights
- Continuous support to CHR's program through participation in the following:
 - Quarterly center coordinators meeting
 - RBA seminars, trainings and workshops
 - Human rights research workshop
 - Rights and Reforms for Results-Millennium Development Goals (RRR-MDG) Workshop
 - Training on focus group discussion
 - Consultative workshop on Rights-Based Indicators for Monitoring MDG
 - Information drive of the Commission on Human Rights.

6. Pangasinan State University – Provincial Center for Human Rights Education in Pangasinan

The Pangasinan State University (PSU) in Lingayen town hosts the provincial human rights education center of Pangasinan.

The Pangasinan Center for Human Rights Education undertook the following activities from 2003 to the present:

- Trainers' Training for Human Rights Education, assistance provided to the CHR Regional 1 Office
- Advocacy for possible integration of human rights education in the syllabus for Social Service subject under the Social Science Faculty of the university
- Presentation of the module prepared by the Center Coordinator to the University Academic Council Meeting in March 2004
- Supported the Human Rights Council for Students in the Lingayen campus whose basic task is to promote and advocate human rights education within the campus. The Council plans to integrate human rights education in peer counseling.

- Forums on Basic Human Rights Education - with the graduating students, and with another set of graduating students taking up Master of Arts major in Educational Management
- Multi-sectoral electoral education activity
- Integration of human rights education as a practicum in the Human Behavior in Organization subject
- Launching of PSATTESDA as Satellite Center of Human Rights Education
- Support for the settlement of cases through Alternative Dispute Resolution (ADR)
- Lecture on the Women's Rights in a meeting of the Association of Non-Teaching Personnel
- Lecture before graduated students during their Staff Development Meeting with the theme "Staff Development Through Human Rights Education"
- Alternative Dispute Resolution seminar.

7. Pangasinan School of Arts and Trade (Lingayen, Pangasinan) - Satellite Center for Human Rights Education of PSU Provincial CHRE

The Pangasinan School of Arts and Trades established on 25 August 2005 a center for human rights education as a satellite office of the Pangasinan Human Rights Education Center of the Pangasinan State University. It is known as the Pangasinan School of Arts and Trade Satellite for Human Rights Education.

The satellite office supports the establishment of BHRAC in a barangay in Lingayen town as a pilot area in cooperation with the barangay officials. It also participates in human rights education activities such as giving talks on rights and responsibilities in the meetings of the personnel of the Western Council Officers (a chapter of an organization of the personnel of local government and other government agen-

cies in Region 1 called the Personnel Officers Association in Region I).

8. Lyceum Northwestern University - City Center for Human Rights Education in Dagupan City, Pangasinan

The Center undertook the following activities:

1. Human rights education awareness seminars for
 - NSTP students
 - Parents, Teachers and Community Association (PTCA) Officers and Barangay Officials
2. Human rights awareness seminar for officers of BHRAC
3. Multi-Sector Electoral Education
4. Meeting on application of rights-based approach in community development.

The Center has established a Reading Corner on Human Rights.

9. Virgen Milagrosa University Foundation - City Center for HRE in San Carlos City, Pangasinan

The San Carlos City Center for Human Rights Education held the following activities:

1. Research on the “Level of Awareness of Students and Teachers on Human Rights: A Basis for Proposed Teaching Strategy”
2. Presentation of rights-based approach in the training of Civic Welfare Training Services/ Literacy Training Services (CWTS/LTS) Students⁷
3. Oplan IEC (Operation Information Education and Communication)
4. Human rights education activities for out-of-school youths.

Other RCHRE initiatives

Recognizing the work of the centers for human rights education (CHREs), the Philippine Association of Extension Program Implementors, Inc. (PAEPI), engaged the technical support of RCHRE in establishing such centers in four other regions in the Philippines:

- a. Nueva Vizcaya State University (Bayombong, Region 2) – Regional CHRE
- b. Palawan State University (Puerto Princesa city, Region 4A) – City CHRE
- c. Western Philippines State University (Puerto Princesa city, Region 4A) – Provincial CHRE
- d. Capiz State University (Region 6) – Regional CHRE
- e. University of Southeastern Philippines (Davao City, Region 11) – City CHRE
- f. Mindanao State University-Iligan Institute of Technology (Cagayan de Oro, Region 10) - Regional CHRE.⁸

RCHRE was also able to influence the establishment of CHREs in other regions through the provision of guidelines and materials for their establishment to other CHR regional office directors. These CHREs are the following:

- a. University of Southern Mindanao (Cotabato, Region 12)
- b. Mindanao State University (Marawi City, Autonomous Region in Muslim Mindanao)
- c. Sultan Kudarat State Polytechnic College (Tacurong City, Region 9).

RCHRE/CHR Regional Office 1 and PAEPI jointly organized the federation of all the CHREs in the Philippines on 8 December 2006. The national federation, named National Federation of Centers for Human Rights Education, aims

1. To strengthen established Centers for Human Rights Education in disseminating

- information and conducting human rights education;
2. To capacitate volunteers to become effective human rights educators;
 3. To develop instructional or training materials for human rights education.
 4. To advocate for continuing human rights education of duty-bearers and rights-holders in educational institutions, local government units and civil society sectors.
 5. To propose and lobby for laws that support stronger awareness and understanding of human rights through human rights education and information campaigns.
 6. To develop alternative modes of delivery of human rights education to target clientele.
 7. To conduct forums, conferences, seminars and other forms of capacity-building on human rights teaching and related fields in human rights education.
 8. To influence extensionists and researchers to integrate human rights education in their respective work.
 9. To grant awards and incentives to institutions and individuals who promote human rights education or engage in widespread conduct of human rights education in communities and institutions.
 10. To establish Centers for Human Rights Education in educational institutions, local government units and non-governmental organizations.

The federation was established during the national training seminar on Social Accountability and Participatory Development Approaches in Extension Service Governance-cum-Organizing of the National Federation of CHREs on 7 December 2006. The main objective of the seminar was to enrich the participants' knowledge and skills on acceptable approaches and principles that promote people empowerment; apply the social accountability and participatory development approaches in the governance of extension program services; and organize

human rights educators and CHREs into one cohesive and purposeful federation and be a PAEPI partner in people empowerment.

Representatives of the different CHREs, higher education institutions (HEIs) and a partylist Alliance of Volunteer Educators (AVE) attended the seminar.

Conclusion

The preamble of the Universal Declaration of Human Rights (UDHR) states that respect for human rights and dignity is the foundation of freedom, justice, and world peace. The United Nations General Assembly has proclaimed the declaration as "a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance both among the peoples of member States themselves and among the peoples of territories under their jurisdiction." The United Nations Decade for Human Rights Education (1995-2004), proclaimed in accordance with the Vienna Declaration and Programme of Action (1993) has provided governments, international organizations, NGOs, professional associations, and all other sectors of civil society with a common strategy in worldwide efforts for human rights education, training and public information. The current World Programme for Human Rights Education of the United Nations serves to continue what the UN Decade had started.

The CHR-Region 1 Office aims to improve the human condition by protecting human rights and fundamental freedoms that make life worth living. It also tries to make this UDHR pledge and United Nations programs become realities in its region. To be able to achieve these goal it builds alliances or partnerships with

the academe. These partnerships are successful consolidation of efforts between likeminded institutions. Through varied approaches and entry points, the RCHRE and its centers are able to make human rights education alive within their sphere of influence. It has been proven that the more people involved in advocacy efforts, the louder and more unstoppable are the demands for change and reform. The RCHRE is a case in point.

Endnotes

¹ See Anita Magbitang-Chauhan, Marites Dalangin, Lolita Santos, and Lasila Reyes, "Philippines: Human Rights Education in Nueva Ecija," *Human Rights Education in Asian Schools* 3, for a discussion on the legal mandate on human rights education.

² The discussion in this section is taken from the powerpoint presentation of Marivic M. Alimbuyuguen, Coordinator of INCHRE, during the Human Rights Educators Congress, LERC, San Fernando, La Union, 6-7 December 2004; and her paper "Mainstreaming Human Rights in Academic Programs: The MMSU-INCHRE Experience" presented during the Refresher Course on Mainstreaming Human Rights in Governance and Development Through Rights-Based Approach, 20 September 2006, Region I, Philippines.

³ The working team participated in a series of training organized by CHR Region I, namely, The Rights-Based Approach Training in MMSU and the Training of Trainers for the Provincial Center for Human Rights Education of Ilocos Norte at the Northwestern University, Laoag City. The working team took their practicum by serving as resource speakers/lecturers during the

Training on the Foundation of Basic Human Rights for Faculty and Student Volunteers in MMSU. Thus, on 3 December 2003, each member of the working team was bestowed the title "*Accredited Human Rights Educator*" in the province of Ilocos Norte by the CHR Region I Office. To date, there are now sixteen Accredited Human Rights Educators in the university.

⁴ Quoted from the Accomplishment Report submitted by the INCHRE Coordinator (Marivic M. Alimbuyuguen, PhD) to the President of Mariano Marcos State University, College of Arts and Sciences (Miriam E. Pascua, PhD) dated 3 January 2007.

⁵ PCHRDE stands for Provincial Center for Human Rights and Drug Education.

⁶ METAGORA is a project of the European Initiative for Democracy and Human Rights (EIDHR), and implemented by the OECD-Paris 21 with funding from the European Commission.

⁷ The law on the National Service Training Program (NSTP) provides that college students have the choice of taking military training (under Reserve Officers Training Corps), training under the Civic Welfare Training Services, and training under the Literacy Training Services. Due to the different programs involved, government agencies work together in the implementation of NSTP. The Technical Skills Development Authority (TESDA) that regulates technical vocational institutions that offer short-term to two-year programs, Commission on Higher Education (CHED) that regulates Higher Education Institutions and Department of National Defense (DND) cooperate in the NSTP implementation activities.

⁸ For information on the inauguration of the center visit: <http://ibalita.msuiit.edu.ph/modules.php?name=News&file=article&sid=130&mode=thread&order=0&thold=0>

Annexes

Table 1. Capability-building Trainings attended by INCHRE staff, 2005

Training	Objective	Date and Venue	Participants
1. Training on Focus Group Discussion (FGD)	Developed the skills of participants on the conduct of a FGD	5 May 2005 CHR Region 1, San Fernando, La Union	Center Coordinators
2. Orientation in Linking MDG with Human Rights	Kept the participants aware and knowledgeable on the human rights dimension of every MDG and linked each goal to the rights that all Filipinos should enjoy as defined by the international human rights instruments	7 September 2005 President's Palace, Lingayen Pangasinan	Center Coordinators
3. Consultation cum Workshop on Rights-based Indicators for MDG Localization	Enabled the participants to identify various indicators that can be used in the assessment/ implementation of the MDG	9 November 2005 CHR Region 1, San Fernando, La Union	Center Coordinators
4. Local Social Development Conference on the Setting of Provincial MDG Targets	The training was conducted to provide a venue by which the LGU can set their expected targets in the implementation of the MDG in their areas of jurisdiction.	12 October 2005 NEDA, San Fernando, La Union	Center Coordinators
5. Refresher course in Mainstreaming Human Rights in Governance and Development thru Rights-Based Approach	Capacitated the participants with adequate competencies in the RBA and its relevance and application to their specific work assignment	15-30 September 2006 Region I	Center Coordinators
6. National Training on Social Accountability and Participatory Development Approaches for People Empowerment in Extension Program Governance Cum Organizing CHRE	Organized human rights educators and CHRE into one cohesive and purposeful federation to become a PAEPI partner for people empowerment	7-9 December 2006 Hotel Consuelo, Ligaya, Pangasinan	CHRE Volunteers

Table 2. Trainings initiated by the INCHRE

Training	Objective	Participants	Date and Venue	Remarks
1. Training on Human Rights for NSTP Students	Increased the awareness and knowledge of NSTP students on their rights as students and as children	683 NSTP students	17 February – 3 March 2006 Basement Teatro Ilocandia, MMSU, Batac, Ilocos Norte	In collaboration with SSD
2. Training on Human Rights for NSTP Students	Increased the knowledge and awareness of NSTP students on their rights as students and children	1,056 NSTP students	2-23 September 2006 Basement, Teatro Ilocandia MMSU, Batac, Ilocos Norte	In collaboration with SSD
3. Forum on Human Rights, Gender and Development (GAD) and other Social Issues and Concerns	Increased the knowledge of students on various rights and social issues	35 BA Socio students	25-29 September 2006 AVR-CAS, MMSU, Batac, Ilocos Norte	In collaboration with the Seminar in Behavioral Science Class

Table 3. Trainings where CHREs provided resource persons

Training	Objective	Participants	Date Conducted	Remarks
1. Regional Social Development Council (RSDC) Meeting	Presented CHRE experiences in integrating human rights in NSTP	20 RSDC member agencies	9 March 2006 NEDA, San Fernando La Union	Conducted by NEDA RSDC
2. Information Campaign on the Rights and Roles of Women	Increased the level of awareness of rural women on their rights and roles	314 rural women	28-30 March 2006 Pasuquin, Dingras, Batac, Ilocos Norte	Conducted by GAD – MMSU, Batac, Ilocos Norte
3. Seminar-Workshop on Human Rights Advocacy in the Barangay, Youth “in” the Environment; Agenda for Social Transformation	Increased the knowledge of urban women and youth on their rights	48 urban youth and women	16 May 2006 Barangay 7-A, Laoag City	Conducted by SK & Women’s Organization of Laoag City
4. Values Orientation Seminar (Lecture on Rights of Indigenous Peoples)	Created awareness and increased knowledge on indigenous peoples and their human rights	60 indigenous peoples	7-8 December 2006 San Marcelino, Dingras Ilocos Norte	Initiated by DAR in collaboration with the convergence group
5. Training on Human Rights for Faculty and Staff of Northwestern University	Created awareness and increased knowledge on (NU) faculty and staff on human rights	50 faculty and staff	14 December 2006 NU, Laoag City	Conducted by the CHRE – City Center – NU, Laoag City