CHAPTER I
EDUCATION POLICIES AND HUMAN RIGHTS AWARENESS SURVEY: SUMMARY OF ANALYSIS AND OVER-ALL RECOMMENDATIONS

This research examined two ends of the spectrum of the Philippine experience on human rights education in schools – the policy component and the results component (human rights knowledge and practice). Another research will have to examine the in-between components of program implementation and mechanisms, and roles of the stakeholders. The full reports in Chapters 2 and 3 provide the details of the research, while this chapter provides a summary of the major findings, and the recommendations of the authors on how to further improve human rights education in Philippine schools.

I. EDUCATION POLICY ANALYSIS

The analysis of educational policies reveals several characteristics of the policy environment in the Philippines relating to human rights education. The educational policies are first of all numerous, and varied in terms of purpose and coverage. Their development reflects the changing political and social contexts in the country over a period of almost 20 years. They provide frameworks and tasks, which are useful in institutionalizing or mainstreaming human rights education in the formal education system.

The educational policies, along with the current basic education curriculum, are particularly noted for the following characteristics:

a. Teaching of human rights as a requirement for all educational institutions

The educational policies require the teaching of human rights at all types and levels of educational institutions in the Philippines. The DepEd policies require human rights education in all primary and secondary schools in urban and rural communities. Some policies are meant for particular projects and thus limited in scope. These are mainly related to foreign-assisted projects that cover schools identified as deprived, depressed and underserved schools (DDUs). These projects are meant to support the teachers, students and their parents through the introduction of innovations in school management and programming. Other projects (based on national action plans) deal with specific issues such as gender, development and children, and indigenous peoples. The lessons learned from these projects should be useful for the rest of the schools in the country.

b. Identification of human rights content

The first executive order of 1986 on human rights education requires the discussion of issues that reflect the then major human rights concerns such as prevention of illegal arrest, arbitrary detention, and torture. Under the new Constitution in 1987, the subsequent laws, and the national action plans (including both human rights and human rights education action plans), the human rights content widened to cover sectoral issues such those of women, children, and indigenous people.

The current school curriculum provides the space for teaching human rights. At the primary school level, human rights are assumed to be equivalent to the discussion of "rights and responsibilities" under the MAKABAYAN subject. Human rights are likewise assumed to be included in values education, which also comes under MAKABAYAN subject. For the secondary school level, the Social Studies subject includes the study of the 1987 Philippine Constitution, some laws, and a number of United Nations human rights instruments such as the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Other subjects in secondary schools are also considered to contain human rights concepts. In Science, human rights can be taught in relation to laws on environment, food and technology. The English subject can focus on the rights of individuals in human interaction, while the Filipino subject can emphasize democratic processes. In Mathematics, human rights can be taught through group dynamics: how students should deal with each other in group projects and activities.

c. Prescription of various forms of human rights education

The executive orders, DepEd memorandums and national action plans explicitly provide for the integration of human rights into the school curriculum. They require that the values and concepts of human rights be integrated into the five learning areas, namely, Science, Mathematics, Filipino, English and MAKABAYAN.

There are also policies for extracurricular activities that support human rights education such as celebration of Human Rights Day/Week. The emphasis on the involvement of the local community in education also provides space for extra-curricular activities on human rights.

At the tertiary level, human rights values and concepts are subsumed under the Philippine Government and Constitution course. This is a required course for all tertiary students. Other institutions offer human rights as an area of specialization in teacher education institutions. For instance, the Philippine Normal University offers human rights course for Social Science and Values Education Majors. Other human rights values and concepts are learned through the training programs offered by human rights centers in other universities.

The possibility of teaching human rights as a separate course in the university does not seem possible because CHED limits the learning areas or courses in order to de-clog the curriculum. The curricular restructuring is due also to decreasing budgetary allocation for education by the government.

d. Provision of mandate to develop components of human rights education

The educational policies support human rights education through the development and distribution of teaching materials (particularly the human rights teaching exemplars), training of teachers and supervisors, provision of textbook development requirements (particularly on gender and diversity issues), and the setting up of child-friendly school environment (particularly the UNICEF-supported projects).

e. Promotion of human-rights-based school ethos

Some DepEd memorandums aim to raise the human rights awareness of students to enable them to internalize human rights values and concepts. Following are the memorandums involved:

1. DECS Memorandum No. 467, s. 1998: School-Based Activities to Commemorate the 50th Anniversary of the Universal Declaration of Human Rights (November 20, 1998)
2. DECS Memorandum Order No. 487, s. 1998: Second National Conference on Peace and Human Rights Education (December 3, 1998)
3. DepEd Order No. 31, s. 2003: An Act Declaring December 4 to 10 as National Human Rights Consciousness in the Country and for other Purposes (April 28, 2003)
4. DepEd Memorandum No. 303, s. 2003: Fifth Youth Summit on Human Rights (August 21, 2003)
5. DepEd Memorandum No. 458, s. 2003: National Human Rights Consciousness Week (December 3, 2003).

The DepEd memorandums issued in 2003 implemented the requirement of the *National Human Rights Consciousness Week Act of 2002* to engage in activities that promote "human rights culture". A memorandum was issued to inform and guide the DepEd Bureau Directors, Directors/Heads of Services, Centers and Units, Regional Directors, School Divisions, City Superintendents and Heads of Public and Private Primary and Secondary Schools about the law. Another memorandum provided the theme and suggested activities to observe the National Human Rights Consciousness Week in 2003.

f. Identification of responsible government agencies

The educational policies identify the government agencies responsible for implementing the different programs and projects related to human rights education. While the DepEd is generally considered to be the lead agency, it is required in several policy documents to work with other government agencies and the Commission on Human Rights (CHR).

There are memorandums that require schools to collaborate with the CHR, NGOs (such as Amnesty International Pilipinas and Diokno Foundation), and the academe. There are projects that provide DepEd with very rich avenues for networking with other institutions to make them (projects) viable. During 1990s, the Diokno Foundation and Amnesty International-Pilipinas trained teachers in many parts of the country on human rights. Faculty members from the academe like the University of the Philippines and Philippine Normal University assisted these NGOs in training the teachers.

One important achievement of human rights educators in teacher training institutions is the inclusion of human rights education in the Licensure Examination for Teachers. This is an improvement over the general provision in the 1986 Executive Order 27 on the inclusion of human rights in the civil service examination. Necessarily, teacher-training institutions should have human rights education in the pre-service programs. To be able to do this, however, certain requirements should be undertaken such as the development of instructional materials and learning standards for human rights.

g. Provision of logistical support for the implementation of the activities

The 1986 executive order explicitly provides for the use of the regular budget of the DepEd for human rights education. Subsequent policy documents and projects support the use of funds outside the DepEd such as those of the CHR and international organizations. Additional logistical support is made available through the inter-agency/institution approach in implementing programs and projects.

Weaknesses

Overall, the policies provide the ground for institutionalizing human rights education within Philippine school system. But there are weaknesses in the policies as a whole that should be noted.

It is quite evident that the education policies related to human rights education are disparate, lacking in explicit link among them. While the *1997 National Human Rights Education Decade Plan* put together the plans for several sectors, there is no indication that subsequent policies followed the inter-linked approach. The initiatives for poor communities (such as the Multigrade Program in Philippine Education and the Third Elementary Education Project) and special

projects such as the child-friendly school system of UNICEF are not mentioned as supporting elements in the main human rights education policies.

Most of the human rights education policies focus on teacher training and teaching material development. They do not extend to other areas of the school system. This probably explains the lack of policy for textbook review/development (except on the gender and diversity issues) and curriculum development based on general human rights framework.

As a result, human rights education appears as a supplementary school activity instead of being integrated into the whole school curriculum.

The 2006 guideline for content evaluation of proposed textbooks and teacher's manuals looks for balanced "treatment of gender in terms of roles, occupations, and contributions in the text and illustrations" as well as consideration of "diversity of cultural, religious, economic and family backgrounds of Filipino target learners." Its Annex 7 refers to respect for the rights of "children, elderly, differently-abled, and other vulnerable sectors of society." While these issues relate to human rights, there could have been more human rights principles included in the guideline.

The Basic Education Curriculum – Elementary Learning Competencies – MAKABAYAN has a weak reference to human rights. The human rights content of MAKABAYAN learning area and other learning areas tends to mean legal "rights and responsibilities as citizens" (*karapatan at pananagutan bilang mamamayan*), and not necessarily reflecting international human rights standards.

The human rights education policies also lack reference to the child-friendly school system and the piloting of active learning in multigrade schools. This misses out major resources in developing appropriate learning environment for, and pedagogical approach in, human rights education.

While it is noteworthy that several memorandums have been issued toward building human rights culture in schools through extra-curricular activities, they do not present a systematic and consistent approach. They are meant to cover particular years and activities rather than policy guidance on the implementation of the *National Human Rights Consciousness Week Act of 2002* through the years. The absence of such supporting policy makes the implementation of the law dependent on the commitment and training of the school heads.

The educational policies examined do not have particular focus on private schools. While the DepEd has less control over private schools, it has the mandate to promote human rights education to all types of schools under the earlier executive orders. There could have been subsequent policies for the strengthening of human rights education in the private schools in terms of

support for the continued participation of their teachers in teacher training, teaching material development, and other activities.

The provision for financial support for human rights education does not seem to be consistent among the educational policies examined. To ensure the sustainability of human rights education in schools, supporting budgetary provisions have to be clearly and consistently stated in the policies.

Moreover, the system of accountability and evaluation of programs is not included in the various policy documents of the DepEd. Hence, the mechanism for determining the effective implementation of the human rights education program or projects is uncertain.

Challenge

While human rights education is clearly getting support from Philippine education laws and policies, there are significant weaknesses that should be addressed. New policies are needed to consolidate the substantive experiences gained and link human rights education to other education programs and projects of the government.

Human rights education has to be defined in relation to the over-all objective of quality education. It has to address its role in achieving teacher effectiveness, increased level of learning, improved teaching and learning tools and processes, developed school-based management, and increased involvement in the school of parents and the community.

In other words, the major challenge for human rights education in Philippine schools is in finding ways and means of making it an important component of every aspect of the school system. This is needed in making human rights education an important part of the mainstream formal education system in the Philippines.

II. FIELD SURVEY

Do secondary Filipino students know human rights? In the context of education policies that support human rights education, are students learning human rights? Do the policies lead to human rights understanding and practice?

The following highlights of the responses of 2,001 secondary Filipino students who participated in the field survey provide some answers to these questions.

Knowledge of human rights and the documents

A high percentage of respondents (96.4% or 1,928) heard of or know human rights, while a mere 1.5% of respondents do not know human rights. But only 29.9% (599) of the respondents know the Universal Declaration of Human Rights (UDHR), a basic United Nations human rights document. The majority of them (67.8% or 1,356) said that they are not familiar with the document.

It appears that the apparent high percentage of 96.4% of the respondents claiming knowledge of human rights does not mean that such knowledge is associated with UDHR. If only close to 30% have heard of or known UDHR, it brings to question what the respondents know of "human rights" in general and whether such knowledge is right or wrong.

On the other hand, 56.7% (1,134) of the respondents heard of or know the Convention on the Rights of Children (CRC). But this still leaves a high 40.6% (813) of them lacking knowledge of CRC. Nevertheless, this may indicate that schools accord more importance to child rights. The teachers said during the focus group discussions that they were more at ease with CRC than with UDHR.

General sources of knowledge on human rights

When asked where did they get their knowledge of human rights, 1,928 respondents identified the three major sources: schools (83.8% or 1,615), parents/family (78.3% or 1,510), and media (60.4% or 165). Media refer to newspapers, magazines, television, radio or combination of these. It appears that the schools are most influential in terms of acquisition of human rights knowledge.

But on the question of most helpful sources of knowledge on human rights, the parents/family (29.8% or 575) got slightly higher responses than schools (28.9% or 558). While 28.5% (549) of the respondents identified the media as the third most helpful source of knowledge on human rights.

Of those who said they know the UDHR, the media is a major source of knowledge at 44.6% (267). A much lesser number of 15.2% (91) of these respondents knew it from school and 7.0% (42) from family/parents/ peer group. A high 28.7% (172), however, did not indicate any answer.

Of those who said they know CRC, 80.2% (909) learned it from school, while 17.6% (200) did not learn it in school. Twenty-five respondents or 2.2% did not reply.

It seems that human rights knowledge based on CRC is learned more in school, while human rights knowledge based on UDHR is learned elsewhere (such as the media).

Observance and enjoyment of UDHR

Given that only a small percentage of respondents have heard of or known the UDHR, it is still valid to probe into their understanding of the human rights principles contained in this basic human rights document. It is important to find out how basic human rights principles such as universality, equality and non-discrimination are understood.

Out of the 29.9% (599) of the respondents who have heard of or known the UDHR, 63.3% (379) said that the human rights contained therein are to be **observed** by "all countries". The rest (34.1% or 204) believed that human rights are to be observed only in "some countries." This data reflects the possible inaccuracy of the knowledge of some respondents regarding human rights, especially since they heard of or knew UDHR through non-interactive mediums like television, radio, newspaper, or media in general.

Of the same 599 respondents, 57.3% (343) believed that human rights are to be **enjoyed** by "all human beings everywhere in the world". 21.0% (126) indicated that these rights are enjoyed by "all people in some countries", and 17.4% (104) were of the opinion that they are enjoyed by "some people in some countries".

The data project a foreboding sense that some of the respondents consider some countries, and some people in some countries, unworthy or unable to enjoy human rights. It can be surmised that perhaps principles of universality, interdependence, and inviolability of human rights are not generally taught. Perhaps this is also a reflection of students' mis-education of human rights.

Process of learning, materials and school ethos

The survey also probed the learning process as well as the school environment that may determine the extent of understanding and practice of human rights. Much of the questions tried to find out how the students perceive human rights education taking place in schools.

1. School curriculum

94.1% (1,883) respondents said that human rights are taught in schools, 4.7% (94) disagreed and 1.2% (24) did not give an answer. The data would mean that almost all schools included in the survey teach human rights to their students.

Of the 1,883 respondents who said yes, 70.1% (1,320) indicated that human rights are taught as part of the subjects they study in school, while 16.4% (308) said human rights are taught as part of the extra-curricular activities. 13.2% (248) said that human rights are taught as a separate subject.

The students revealed in the focus group discussions that their concept of separate subject is similar to a separate topic taught within the subject. On the

other hand, those who said that they were taught human rights as part of their subjects meant that human rights are integrated in the different lessons within different subjects.

From these results, it can be said that the teaching of human rights in the Philippines is dominated by integration approach where human rights concepts are integrated in identified entry points in the school curriculum. The integration of human rights concepts and values are determined by the specific lessons being taught.
Of the 1,568 respondents who said they were taught human rights either as part of their subjects or as a separate subject, 49.2% (771) believed they were taught frequently; 30.3% (475) said occasionally, and 19.8 % (310) said very frequently.

The focus group discussions revealed that a significant number (40%) of the respondents who answered "very frequently" were from the Autonomous Region of Muslim Mindanao (ARMM). The conflict situation in this region may have provided the impetus for a more frequent exposure of students to human rights lessons. It is surprising to note that 35.04% of the respondents from the National Capital Region (NCR) where Manila and other metropolitan cities are located answered that they were taught human rights occasionally despite the existence of more human rights resources in their area, being the central region of the country.

Of the 1,320 respondents who claimed that they were taught human rights as part of their subjects, 80.6% (1,064) said that the teaching of human rights is integrated in social studies/social sciences, 38.0% (501) claimed it is in history, while 26.4% (348) indicated it is taught in language subject (English). Other subjects mentioned were music, arts, physical education (19.3%), science (14.5%) and mathematics (6.8%). The 27.2% (359) who mentioned other subjects listed moral/civic education and character education.

Respondents who claimed that they were taught human rights as part of their subjects cited the following materials used: textbooks (61.4% or 811); newspaper and magazine clippings (49.5% or 654); essays, novels and stories (50.1% or 661); copies of laws (25.7%or 339); and audio and visual aids (22.7% or 300). Only 7.7% (101) used United Nations documents. This corroborates earlier finding that only a few respondents knew the United Nations' Universal Declaration of Human Rights (UDHR).

These responses also show that respondents in private schools cited textbooks the most, while those in public schools mostly cited newspaper clippings and articles and stories in magazines. This reflects the perennial problem of lack of textbooks in the public school system. The focus group discussions revealed that teachers in public schools had to be creative in their teaching aids amidst the utter lack of teaching materials in government-owned schools.

The respondents cited debate (55.6% or 1,047), group work (48.5% or 914) and discussion with resource persons (48.3% or 910) as the three most common human rights education activities inside the classroom, part of curricular activities. Other activities included research/library work, projects, games, and project development.

Most respondents cited engagement in community field work (34.7% or 695), celebration of human rights week (29.3% or 586), and making newsletters, pamphlets (26.8% or 537) as outside the classroom, extra-curricular, activities. A number cited joining human rights club (22.0% or 440) and rallies for human rights (17.9% or 359).

The focus group discussions revealed that debates were not often used as teaching strategy in ARRM schools to avoid conflict between Christian and Muslim students, and even among Muslim students. Christian students mostly engage in debates, while Muslim students were exposed the most to discussion with resource persons. These are true for both public and private schools.

The respondents saw rally for human rights as an unpopular activity and perceived it as a negative concept. Joining human rights organization is also an activity least cited by respondents. In the focus group discussions, joining rallies and becoming members of human organizations were perceived as a form of student activism, because human rights advocacy is associated with activism and activism is equated with opposing the government.

When asked how often do they participate in human rights activities 45.3% (906) of the respondents answered "once in a while", 30.5% (611) said "often", and 12.5% (251) claimed "always." However, 11.6% (233) respondents did not give an answer.

Focus group discussions with the students revealed that majority of the Christian students participated "once in a while" in human rights activities, while Muslim students participated "often." This can be explained by the perception that Muslim students would most likely experience human rights violations because of the conflict situation in their area. It can also be inferred that knowledge of human rights does not automatically translate into participation in human rights activities specifically for the Christian students.

A great number of the respondents (42.2% or 845) would like the schools to integrate human rights in all subjects to help young people understand their rights and responsibilities. Some respondents wanted human rights to be a separate subject (34.2% or 684), while others wanted the schools to become a human rights education laboratory (22.5% or 450). 1.1% (22) of the respondents did not give any suggestion. These results indicate that students want to learn and understand human rights in schools through any of the three ways, or even all of them: integrating human rights in all subjects, making it a separate subject, and transforming the school into a human rights education laboratory.

2. *School atmosphere and human rights*

When asked whether schools accept the idea that students may hold views that are different from those of school authorities, 72.9% (1, 459) believed that schools do so "sometimes", only 13.7% (275) believed schools "often do so", while 11.4% (228) were of the opinion that schools "never" accept students who may hold different views from school authorities.

On the other hand, 62.1% (1,242) of the respondents believed that students could also "sometimes express their views about human rights openly in school", 8.4% (169) believed that they were "never allowed" to do so, while 2.5% (570) believed they are "often allowed". 1.0% (20) of the respondents did not give an answer.

This would seem to mean that the teaching of human rights in schools was allowed as long as it did not make students more vigilant and action-oriented about human rights. Teaching human rights, in this context, becomes conceptual rather than experiential. Teachers were satisfied that students knew human rights but were afraid that students would practice what they know. Human rights are therefore taught as a theory rather than as a practice.

56.4% (1,129) of the respondents thought that their school "sometimes" respects the human rights of students, 36.8% (737) believed that the school "often" respects human rights, while 5.6% (113) said their school "never" respects the rights of students.

These results relate to the finding that schools "sometimes" accept different views of students, and they (students) could "sometimes" openly express their views on human rights.

On the other hand, 62.2% (1,244) of the respondents said that students "sometimes" respect human rights, 31.4% (628) said they "often" do, and 5.4% (109) believed they "never" do.

Majority of the respondents (58.1% or 1,162) thought that everyone in school "sometimes" work together to ensure that students understand their human rights and the responsibilities that go with them. 33.7% (674) of the respondents were of the opinion that they "often" work together, while 7.0% (141) said they "never" do it.

In terms of school rules that promote human rights, 50.6% (1,013) of the respondents believed that their school rules "sometimes" promote human rights; 39.7% (795) believed school rules "often" promote such rights and 8.2% (165) believed that their school rules "never" promote human rights.

Acts of indiscipline by students were mostly dealt with by teachers through discussion with students (50.5% or 1,010), discussion with parents (33.3% or 667) and punishing the students (14.7% or 295).

When problems of students or among students occur, respondents pointed as the usual ways of resolving them the following: teachers talking to students (68.6% or 1,373); school investigation and punishment for students who committed the act (15.9% or 319); and resolving the problems among themselves (14.3% or 286).

3. Effects of human rights education

Majority of the respondents (55.4% or 1,108) perceived that teaching students about human rights would "sometimes" make them become activists; a considerable number (30.7% or 614) believed that it "often" makes them become activists. 12.4% (249) believed they would "never" become activists.

It can be inferred that human rights are often equated with activism. The focus group discussions showed that teachers were ambivalent about teaching human rights to students. On one hand, they wanted them to know human rights so that they would be protected from abuse. On the other hand, they feared that their students might become militant and vigilant. Moreover, teachers believed that their young minds might not be able to fully grasp the complexity of human rights.

41.9% (838) also believed that the teaching of human rights would "sometimes" result to decrease in human rights violations. A considerable number of respondents (39.8%or 797) believed, however, that human rights education would "often" result in decrease in human rights violations. 16.9% (338) respondents believed it would never decrease such violations.

The focus group discussions revealed that those from Muslim Mindanao believed that teaching human rights would never result to decrease in human rights violations. This cynical view may be a result of continuing armed conflict in the area.

Most of the respondents believed that they would exercise their rights and responsibilities when taught about human rights (59.4% or 1,189). A considerable number (29.1% or 582) replied that they would invoke their rights to defend themselves, while 10.5% (210) believed teaching human rights would lead to abuse of the rights of others.

It can be deduced from the foregoing, that teaching human rights to teachers and students would increase the chance of lessening human rights violations because students would become more confident about their rights and responsibilities.

4. Students' knowledge and comprehension of human rights concepts

Do students understand the proper meaning of human rights? Would they be able to apply human rights on particular situations?

A question on the application of human rights has 21 statements that respondents had to agree or disagree with. All 2,001 respondents answered this question.

Analysis of the number of correct responses revealed that 95.1% (1,903) of the respondents were correct in agreeing to the statement "Children and youths have rights that must be respected." This means that almost all the respondents were aware about their rights, as youngsters, and expected others to respect them. Their knowledge about the Convention of the Rights of the Child may have contributed to their very high percentage of correct responses to this statement.

They also had a very high percentage of correct responses (93.1% or 1,863) to the statement "Human Rights should be the concern of all" as well as the statement "Every man and woman should decide whom to marry" (91.9% or 1,839). The high performance here could mean that students are aware of the universality of human rights and the right to choose one's spouse. This may not be surprising since these students are in their early teens, ages 12-15, and the concept of courtship and marriage are beginning to be formed and understood.

Respondents were very much aware that "By virtue of being human, we have rights" (91.4% or 1,829). This again shows high awareness of the universality of human rights. This is ranked fourth among the highest responses.

They were also very much aware of the equality principle when they disagreed with the statement "Rich people have more rights than the poor" (89.4% or 1,789). The respondents possibly believed that everybody has rights regardless of economic status.

These five statements have the highest ranking correct answers. The other statements with correct answers, ranked 6th -10th, are the following:

- 6th – Friends and neighbors should do something if they think parents are beating or injuring their children (86.71% or 1,742)
- 7th – It is the responsibility of the state government to provide employment (87.4% or 1,749)
- 8th – Only the state or government can protect our human rights (82.7% or 1,654)
- 9th – Men and women are equal (73.8% or 1,477)
- 10th – All human beings are born equal (72.4% or 1,448)

There are statements that received very low number of correct responses indicating misconception of human rights. For the statement "If you want your rights respected, you must respect the rights of others" only 3.1% (63) got this

item correct. This is one big misconception that must be corrected. Respect for human rights should be based on their being inherent in people rather than on reciprocal relationship.

For the statement "The government gives us our human rights" 22.7% (454) got this item correct. It would seem that most respondents believed that the government, being powerful, has also the power to determine human rights and failed to recognize the inherent nature of human rights (which they agreed to in another statement). Governments have no power to deprive people of their human rights.

Among the lowest correct responses is the statement "Human rights means absolute freedom" with 36.8% (736). It would seem that many respondents equate human rights with license to do whatever one pleases. This is an issue that teachers need to clarify in teaching human rights.

5. Students' Awareness on Proper Action to Take in Human Rights Situations

How do students react to real-life situations, in human rights terms?

The respondents were given ten situations to react on relating to drug addiction, child labor, the World Trade Organization, child rights, rights of indigenous people, peaceful assembly, right of abode, terrorism, criminal acts and right to fair trial. They chose what action to take from three suggestions. One of the suggested actions is considered to be correct. This is the basis for determining whether or not the respondents' answers are correct.

The correct answers took the form of the right action to take, or the appropriate behavior, in situations involving human rights. This is also in the form of correct notion of what the government, person in authority, or other organizations should do about situations involving human rights.

Among the situations presented, the respondents gave the highest percentage of correct responses in the following:

- What the police should do if he catches someone running away with goods taken from a store (89.1% or 1,783 answered "bring the person to the police station for questioning")
- What the government should do to illegal logging on the ancestral lands of the indigenous people (87.8% or 1,757 answered "respect the right of the [indigenous] community to their ancestral land by stopping the logging activities")
- What the local government should do to suspected drug pushers in the community (85.8% or 1,716 answered "arrest them and put them to trial").

On the other hand, the respondents provided the lowest percentage of correct answers in the following situations:

- What the government should do to combat terrorism (9.6% or 192 answered that "rights can be limited by threats to peace")
- What the government should do in a rally that is peacefully held (10.8% or 217 agreed to "allow the group to continue with the rally")
- What the government should do about the homeless people's tents/shanties that were along the routes that an important visitor will pass by (18.7% or 375 answered "they should be left as they are").

Of the 10 items only 4 items received correct scores of 73% to 87%. While low scores where received by the remaining 6 items, with correct answers ranging from 9% to 41%.

6. Students' correct understanding of human rights violations

Would the students be able to know whether or not certain situations constitute human rights violations?

The respondents reviewed nine statements to measure their understanding of human rights violations. They were asked to identify if each of the situations constitutes a violation of human rights or not by choosing between yes and no options: yes for "violation" and no for "not a violation".

Generally, the respondents scored well, with correct scores ranging from 46.4% to 72.6%. One of these items got only 46.4% of correct answers, while eight other items got above 50% correct answers.

Ranked in the order of highest correct answers (i.e., "violation") the following 3 items got the highest scores:

- "teachers beat the children because they are quarrelsome" (72.6% or 1,452)
- "a person is kept in jail for a long period without trial" (71.0% or 1,420)
- "a person is jailed for criticizing the government" (64.2% or 1,285)

This means they were very much aware that these are situations of human rights violations.

The rest of the items have the following scores:

- "a large number of children cannot go to school because they have to earn their livelihood" (63.4% or 1,268)
- "women not given jobs because they are for men" (63.2% or 1,264)
- "allowing only one political party to participate in elections" (62.7% or 1,254)

- "wages are kept low to encourage foreign investments" (60.5% or 1,211)
- "a house owner refuses to rent the house to a family from another province/region/country" (56.6% or 1,133)
- "people in a country die because they have no money to buy food" (46.4% or 928)

General comments on the variables of the study

The analysis of the survey results using the variables of gender, type of school, ethnicity, geographic classification and region reveal a number of general features:

A. On the process of teaching-learning, materials and school ethos:

1. Respondents in all the regions surveyed regardless of gender, ethnicity, and geographic classification were taught human rights in school as part of, or integrated in, the different subject areas.
2. Gender was not an issue in the selection of activities in teaching human rights.
3. The lack of textbooks as materials in the teaching of human rights was most felt in the public school system.
4. Respondents from the ARMM were frequently taught and have participated the most in human rights activities.
5. Respondents regardless of region, geographic classification, gender, ethnicity and type of school, would like schools to teach human rights either as a separate or integrated in the subjects, and would also like the schools to become human rights laboratory to help young people understand their rights and responsibilities.

B. On knowledge, comprehension and application of human rights concepts

1. In terms of gender, the male respondents performed comparably with the female respondents in knowledge, comprehension and application of human rights concepts.
2. Type of school, ethnicity, geographic classification were significant factors in respondents' knowledge, comprehension and application of human rights concepts with private schools, Christian and urban students performing better than their counterparts.
3. Among the regions, Region VII had the highest percentage of performance in terms of human rights knowledge, comprehension and application.

III. RECOMMENDATIONS

While institutional policies on human rights education are well placed, they have no defined implementing mechanisms. Hence these policies are not articulated or operationalized in the teaching-learning processes.

The following recommendations are directed to each of the key users of this study - human rights educators, the Department of Education (DepEd), the Commission on Human Rights (CHR), and the Commission on Higher Education (CHED). The three government agencies are responsible for the implementation of the human rights education commitment of the Philippine Government.

A. For Human Rights Educators

On Reaching the Target Audience

1. Use the **triumvirate approach** in educating students about human rights. As revealed by the study, the school, family, and media are the three most influential institutions in the students' understanding of human rights. For human rights education programs in schools to be more effective, strategic and holistic, it is necessary that the parents, media practitioners, the teachers, and school administrators are likewise educated about human rights along with the students. This approach avoids conflicting understanding about human rights between students and the people around them.

On Defining the Indispensable Content of Human Rights Education

2. Include in the content of human rights education for students the following topics:

    2.1. Human rights principles of universality, interdependence, indivisibility, and inviolability of human rights

    2.2. Human rights as both a set of rules and values

    2.3. Human rights issues relating to, among others, death penalty, child labor, gender inequality, terrorism, globalization and the World Trade Organization.

    2.4. Human-rights-related concepts such as multiculturalism, democracy, gender equality, peace, and responsibility.

    2.5. Human rights concepts such as non-discrimination, freedom, right to due process, state obligations, right to asylum, conflict of rights, human rights violations, justifications for limiting rights.

3. Give equal emphasis on the teaching of civil-political rights and economic, social, and cultural rights. The latter rights are found to be less discussed at present.

On Human Rights Education Approach and Appropriate Methodology

4. Introduce students to varied approaches to human rights (e.g. legal, political, sociological, psychological, etc.). These approaches would give students different ways of defining, analyzing, interpreting, and applying human rights.
5. Use a more experiential approach to supplement the conceptual teaching of human rights. This means that students' experiences in the home, community, school, country, and probably the world are used to identify human rights issues.
6. Use problem-based or case-based teaching to make students more familiar with how human rights principles can be applied in certain situations.
7. Introduce the international human rights documents using strategies appropriate to the abilities and skills of students. This will help the students understand that human rights are a set of written rules or standards that they can refer to anytime.
8. Provide opportunities for students to engage in activities that will demonstrate the exercise of human rights. This will help bridge the gap between concept and action.

On Practicing Human Rights in School

9. Organize human rights clubs in the schools.
10. Include a weeklong celebration of human rights and other rights-related days such as Women's Day and Children's Day as part of the calendar of school activities.
11. Review school policies based on human rights standards.

On Enhancing Skills as Human Rights Educator

12. Search for relevant information on human rights education experiences including those from websites of human rights organizations and institutions such as the Office of the United Nations High Commissioner for Human Rights, Amnesty International, etc.
13. Network with schools, government agencies, and non-governmental organizations to make use of their instructional, material, human, and other resources to promote human rights education.
14. Establish professional organizations of human rights educators.
15. Attend human rights seminars, conferences, and workshops.

B. For the Department of Education

On enhancing the teaching of human rights

16. Review the basic education curriculum and identify the strengths and weaknesses of the curriculum in integrating human rights across subject areas. The review should also lead to the formulation of human rights learning standards that students at every grade level must learn. This will help in assessing the human rights performance expected of students per grade level.
17. Conduct a research of the schools in Region VII to make an inventory of best practices in the teaching of human rights.
18. Monitor the implementation and evaluate the quality of human rights education program in schools.
19. Prioritize schools that will be supplied with human rights materials. Local NGOs can also be requested to donate human rights materials to priority schools. Schools with access to the Internet should be given a list of websites that provide materials for human rights education.
20. Teacher training should include discussion on how human rights concepts relate to authority, power, and social change to address the ambivalence of teachers in teaching human rights. The deeply held value systems of school administrators, teachers, students, and parents should be reviewed based on human rights principles.
21. Formulate policies that enhance the teaching and practice of human rights in schools. These include, among others,
    a. Allowing students to form human rights clubs
    b. Mandatory celebration of human rights day, women's day, children's day, etc.

c. Teaching of human rights concepts or values every December 10th in all subject areas.

22. Formulate policies that will develop education related programs which are rights-based.

23. Create a national/regional human rights educator award as an incentive to teachers to become human rights educators.

C. For the Commission on Human Rights

On Lobbying for Policies and Laws Implementing Human Rights Education

24. Lobby Congress to enact a law barring educators, who have pending human rights violation case(s) in their schools, from getting promotion and other work-related benefits.

25. Lobby Congress to require State Universities and Colleges to allot 5% of their Maintenance and Other Operating Expenses for the conduct of human rights education extension services.

On Implementing HRE Programs

26. Develop and implement human rights education programs targeting media practitioners, parents, and other key actors such as community leaders, etc., to supplement human rights education in schools. The CHR should take the role of pioneering human rights education programs in areas that are relatively unexplored e.g. pedagogy, community-school partnership rights-based school system while monitoring the human rights education programs of other government agencies such the DepEd and CHED.

27. Develop human rights accreditation system for schools.

28. Help make human rights materials available to schools.

29. Explore alternative ways to deliver human rights education such as the hosting of radio programs for the purpose, use of Information and Communication Technology (ICT) materials, distance learning modules, etc.

D. For the Commission on Higher Education

On Enhancing the Curriculum

30. Review teacher education curricular programs to find entry points for human rights education. Tap Teacher Education Institutions (TEIs) and State Universities and Colleges (SUCs) to conduct pre-service and in-service human rights education for teachers. Their support will supplement

the efforts of the Department of Education and make the human rights education program for teachers more sustainable.

On Sustaining Effective Teacher Training on Human Rights

31. Identify a teacher training institution that can be made as a center for excellence (COE) in human rights education. The COE will be expected to conduct annual in-service human rights training.
32. Provide for human rights education research grants.
33. Formulate policies for accrediting associations like Philippine Association of Accreditors of State Colleges and Universities (PAASCU), and the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) about the incorporation of human rights into their systems of accrediting Teacher Education Institutions (TEIs) to ensure the integration of human rights in the school policies, curriculum, programs, mechanisms, and practices.