

# APPENDICES

## APPENDIX A

**MALACAÑANG**  
**Manila**  
**EXECUTIVE ORDER NO. 27**

**EDUCATION TO MAXIMIZE RESPECT FOR HUMAN RIGHTS**

**WHEREAS**, the past regime was characterized by numerous violations of human rights;

**WHEREAS**, to gain great respect for human rights and to deter violations thereof, there is an urgent need to educate the people about these rights, the serious consequences of, and the avenues of redress from violations thereof;

**WHEREAS**, the Presidential Committee on Human Rights, primarily tasked to assist the President in the discharge of her duty to respect and foster human rights, has, recommended that the system of formal and informal education be utilized for the aforesaid purposes;

**NOW THEREFORE, I, CORAZON C. AQUINO**, President of the Philippines, do hereby order:

1. The Ministry of Education, Culture and Sports shall include the study and understanding of human rights in the curriculum of all levels of education and training in schools in the country, adapting the scope and treatment of the subjects or courses on human rights to the respective educational levels. It shall likewise initiate and maintain regular programs and special projects to provide venues for information and discussion on human rights including the utilization of informal education and other means to stress the importance of respect therefore.
2. The Civil Service Commission shall include in the qualifying examinations for government service basic knowledge on human rights.
3. In the formulation and creation of courses or subjects on human rights to be included on the school curricula or other educational or training programs to implement and carry out directives herein including the writing, printing and publication of textbooks and other reading materials relative thereto, the ministry or agencies concerned shall consult and coordinate with the Presidential Committee on Human Rights and shall at all times emphasize the following principles on human rights, and the laws and rules governing the same, to wit:

- a) All persons are born with human dignity and inherent rights. No one loses his dignity and these rights regardless of what he or she may have done no matter what his or her political convictions may be.
  - b) Torture, other cruel and degrading treatment or punishment, unexplained or forced disappearances and extra-legal executions (salvaging) are crimes, punishable by Philippine laws under any and all circumstances.
  - c) Anyone may, by himself or on behalf of a person arrested or detained, may question the legality of the arrest and detention before the appropriate court.
  - d) The Bill of Rights as adopted *in toto* in the Provisional Constitution under Proclamation No. 3 dated March 25, 1986 or in the New Constitution when ratified including the jurisprudential ramifications thereof.
  - e) Prisoners shall be treated with humanity. Juvenile prisoners shall be kept, if the jail will admit of it, in apartments separate from those containing prisoners of more than eighteen years of age; and the different sexes shall be kept apart. The visits of parents and friends who desire to exert a moral influence over prisoners shall at all reasonable times be permitted under proper regulations.
  - f) Convicted prisoners may be assigned to work suitable to their age, sex and physical condition.
  - g) Articles 124 to 131, 235, 245, 267 to 269 of the Revised Penal Code.
  - h) Republic Act No. 857.
  - i) Rules 113 and 126 of the 1985 Rules of Criminal Procedure.
  - j) The Rules for the treatment of prisoners as adopted by the Department (now Ministry) of Justice on January 7, 1959; the Ministry of Justice Manual on the general rules, policies and operating principles adhered to in the prison service.
4. If found appropriate and practicable by the Ministry of Education, Culture and Sports, after considering the needs and capabilities of the students in different educational levels, subjects or courses dealing with international conventions, agreements, declarations or covenants on human rights which were ratified by the Philippines or to which it is a signatory, shall be included in the curricula.

5. This order shall be initially implemented within the framework of the budget of the MECS for 1986. As far as practicable, the funds required therefore shall be drawn from its appropriations for policy formulation, program planning, standards development and instructional materials development.

The Ministry of Budget and Management, after consultation with the MECS, shall recommend to the President for her approval the necessary changes or modifications in the expenditure items in the 1986 budget of the MECS to accommodate the expenditures to be incurred in the implementation hereof.

Subsequent expenditures in the implementation hereof for the succeeding years shall be accordingly incorporated in the annual budget of the MECS.

6. This Executive Order shall take effect immediately.

Done in the City of Manila, this 4<sup>th</sup> day of July, in the year of our Lord, nineteen hundred and eighty-six.

(SGD.) CORAZON C. AQUINO  
President of the Philippines

By the President:

(SGD.) JOKER P. ARROYO  
Executive Secretary

## APPENDIX B

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Maynila

June 9, 1987

DECS ORDER  
No. 61, s. 1987

### INCLUSION OF THE STUDY OF HUMAN RIGHTS AND ACCOMPANYING RESPONSIBILITIES IN THE SCHOOL CURRICULA

To: Bureau Directors  
Regional Directors  
School Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities  
Vocational School Superintendents / Administrators

1. In order for education to develop consciousness among the citizenry of the need to respect human rights and to help deter violation thereof, Section 1 of Executive Order No. 27 states:

*"The Department of Education, Cultures and Sports shall include the study and understanding of human rights in the curricula of all levels of education and training in all schools in the country, adapting the scope and treatment of the subjects or courses on human rights to the respective educational levels. It shall likewise initiate and maintain regular programs and special projects to provide venues for information and discussions of human rights including the utilization of informal education and other means of stress the importance of respect for human rights."*

2. In this connection, all schools at all levels including non-formal education and technical and vocational education programs shall include in their curricula the study of human rights, as well as the responsibilities that accompany them, which is one of the values indicated in the DECS Values Education Framework.
3. In the elementary and secondary levels, human rights lessons can be integrated in Civics, Culture, Geography and History and Social Studies respectively; in the tertiary level, this can be integrated for example in Political Science or History. Schools are given the option to determine how

human rights teaching is appropriately integrated in their subject offerings. Non-formal education and technical and vocational education programs shall make provision for studying and emphasizing the importance of respect for human rights and their accompanying responsibilities.

4. An Advance copy of a Primer on Human Rights developed by the Commission on Human Rights in coordination with the Department of Education, Culture and Sports has been made available to each region to provide basic and initial information which may be useful in the formulation and development of instructional materials.
5. The Bureau of Elementary Education, Secondary Education and Higher Education, Technical and Vocational Education and Non-formal Education shall prepare a suggested list of target learnings appropriate for each grade/level and corresponding prototype teaching-learning materials which shall serve as basis for regional initiatives in curriculum development and evaluation.
6. The Regional Director shall provide leadership in the integration of human rights with the values education programs and appropriate subjects areas, the development of corresponding instructional materials as well as the training of teachers. Further, the Regional Director shall provide leadership in undertaking school-community enhancing activities like slogan and quiz contest and programs.
7. Immediate dissemination and implementation of this Order is desired.

(SGD.) LOURDES R. QUISUMBING  
Secretary

Reference:

MECS Memorandum No. 218, s. 1986

Allotment: 1-2-3-4—(M.O. 1-87)

To be indicated in the Perpetual Index  
Under the following subjects:

BUREAUS & OFFICES  
Courses of Study, COLLEGIATE  
Courses of Study, ELEMENTARY  
Courses of Study, SECONDARY  
CURRICULUM  
LEGISLATION

NON-FORMAL EDUCATION  
OFFICIALS  
TEHCNICAL EDUCATION  
UNIVERSITIES & COLLEGES  
VOCATIONAL EDUCATION

## APPENDIX C

Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM  
NO. 31  
Series of 1996

*SUBJECT:* PROMOTION OF HUMAN RIGHTS EDUCATION (HRE)

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In accordance with the provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994," and by virtue of Resolution No. 001, Series of 1995, of the Commission en banc, all Higher Education Institutions (HEIs) and all concerned officials and employees of the Commission are hereby informed and/or enjoined and/or directed in re, thus:

1. The Commission entered into a Memorandum of Agreement (MOA) on 08 May 1996 with the Commission on Human Rights (CHR), the Amnesty International Pilipinas (AIP) and the Department of Education, Culture and Sports (DECS) with the aim of promoting Human Rights Education (HRE) in the country through HEIs, among others; a copy of the MOA is attached for easy reference;
2. Consequently, all HEIs should conduct HRE and training projects anent thereto, including, but not limited to, integrating Human Rights (HR) concepts in all their curricular offerings.
3. Likewise, all HEIs should document their HRE accomplishments and submit a semestral/trimestral written report to the Higher Education Regional Office (HERO) concerned.
4. All HEROS should thereafter consolidate the reports of the HEIs within their respective jurisdictions and submit the same to this Office Attention: The Director, Office of Programs and Standard (OPS)].

SO ORDERED.

Pasig City, Philippines, May 16, 1996

(SGD.) ANGEL C. ALCALA  
Chairman

Copy Furnished:  
All HEIs  
All HEROS  
Commission on Human Rights  
Amnesty International Pilipinas



**APPENDIX D**

**Human Rights Awareness Survey Questionnaire  
for Secondary School Students**

Name: (Optional) \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_ male \_\_  
female  
School: \_\_\_\_\_

-----  
Province/City: \_\_\_\_\_ State/Region: \_\_\_\_\_  
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**Part I - Knowledge and Application of Human Rights Concepts**

A. 1. Have you heard of or known human rights?  
yes \_\_\_ no \_\_\_

2. If yes, from what source? Check (✓) one or more

- |                             |                           |
|-----------------------------|---------------------------|
| _____ family/parents        | _____ government agencies |
| _____ media                 | _____ neighbors           |
| _____ newspapers, magazines | _____ school              |
| _____ television, radio     | _____ legal documents     |
| _____ internet, websites    | _____ others, please      |

specify \_\_\_\_\_

3. Which among the sources you have checked in No. 2, have been most helpful to you in understanding human rights?  
\_\_\_\_\_  
\_\_\_\_\_

4. Have you known or heard of the Universal Declaration of Human Rights adopted by the United Nations?  
yes \_\_\_ no \_\_\_

- If yes, how did you get to know or hear about it?  
\_\_\_\_\_

- If yes, are the human rights mentioned in the Universal Declaration of Human Rights to be observed by

- \_\_\_\_\_ some countries  
\_\_\_\_\_ all countries

- If yes, are the human rights mentioned in the Universal Declaration of Human Rights to be enjoyed by

some people in some countries  
 all people in some countries  
 all human beings everywhere in the world

5. Do you know the Convention on the Rights of the Child adopted by the United Nations?

yes  no

- If yes, did you learn it in school? yes  no

**B. What do you think of the following statements?**

Please check (✓) whether you Agree or Disagree

- |  |                                |                                   |
|--|--------------------------------|-----------------------------------|
| 1. The government gives us our human rights.   | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 2. All human beings are born equal.  | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 3. Children and youth have rights that must be respected.  | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 4. Human rights should be the concern of all.  | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 5. By virtue of being human, we have rights.   | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 6. Men and women are equal.  | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 7. Only the state or government can protect our human rights.  | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 8. Rich people have more rights than the poor.   | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 9. If you want your rights respected, you must respect the rights of others.   | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 10. The use of force by the police to stop a rally is correct.   | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 11. Death penalty is a good way to prevent crime.  | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |
| 12. Indigenous peoples/tribals should only be governed by their customs and traditions and not by the laws of the state/country. | Agree <input type="checkbox"/> | Disagree <input type="checkbox"/> |

- |  |             |                |
|--|-------------|----------------|
| 13. Friends and neighbors should do something if they think parents are beating or injuring their children.        | Agree _____ | Disagree _____ |
| 14. Government officials and religious leaders should be given special treatment because of their stature.         | Agree _____ | Disagree _____ |
| 15. It is acceptable that immigrants and refugees be allowed to become citizens of another country.                | Agree _____ | Disagree _____ |
| 16. Every man and woman should decide whom to marry.   | Agree _____ | Disagree _____ |
| 17. It is the responsibility of the state or government to provide employment.                                     | Agree _____ | Disagree _____ |
| 18. Killing drug lords and terrorists without being charged in court is necessary to maintain peace and order.     | Agree _____ | Disagree _____ |
| 19. Failure to respect the rights of the physically disabled, and those with intellectual disability is tolerated. | Agree _____ | Disagree _____ |
| 20. Human rights means absolute freedom.   | Agree _____ | Disagree _____ |
| 21. The media should be allowed to make critical statements about the government.                                  | Agree _____ | Disagree _____ |

**C. Below are situations about human rights. From among the three options, check (✓) the one which you think is correct.**

1. There are suspected drug pushers in the community, what should the local government do?
  - \_\_\_\_\_ a. shame them by publishing their names in the media
  - \_\_\_\_\_ b. arrest them and put them to trial
  - \_\_\_\_\_ c. shoot them if caught
2. A cement factory is employing 12-year old children as workers. What should be done about this?
  - \_\_\_\_\_ a. the factory should allow them to work but they should be given time to study
  - \_\_\_\_\_ b. the parents should not allow their children to work even if they are poor
  - \_\_\_\_\_ c. the factory should hire the parents instead of the children

3. The World Trade Organization should allow rich countries to continue giving subsidy/financial support to their agricultural industry that gives them advantage over the developing countries
  - a. yes, because it is for their ('rich countries') own protection
  - b. yes, because the WTO knows what is best for the economies of the countries
  - c. no, because it is unfair to the developing countries
  
4. A poor family would like to enrol a child in school. The school refused to accept the child because of lack of birth registration in the government. What should be done?
  - a. allow the child to enrol even without a birth certificate because of right to education
  - b. not allow the child to enrol because it is a violation of the school rules
  - c. punish the parents for not registering the birth of the child
  
5. A logging company started cutting down trees in the ancestral of an indigenous/tribal community without its consent. The community asked the government to stop the logging. What should the government do?
  - a. tell the community to allow the cutting of trees because the logging company can provide work for the community members
  - b. tell the logging company to pay the community for cutting trees in the ancestral land
  - c. respect the right of the community to their ancestral land by stopping the logging activities
  
6. A group staged a rally in front of a government-owned corporation to protest an electricity fee increase. The rally is slowing down traffic. A police squad arrived. What should the police do?
  - a. disperse the rally because it is causing traffic problem
  - b. tell the group to hold its rally elsewhere
  - c. allow the group to continue with the rally
  
7. Squatters' shanties/homeless people's tents are along the route that an important foreign guest (President of another country) will pass. What should be done with the shanties/tents?

- a. demolish them because they are an eyesore
  - b. relocate them temporarily while the visitor is still in the country
  - c. leave them as they are
8. The government decided to put up road checkpoints for its "anti-terrorism and peace and order program." Is the government right?
- a. yes, because rights can be limited by threats to peace
  - b. yes, because it is for the protection of the people
  - c. no, because the right to freedom of movement cannot be restricted
9. A police caught someone running away with goods taken from a store. What should the police do?
- a. let the person go after paying some money
  - b. bring the person to the police station for questioning
  - c. beat the person right there and then
10. O is a suspected terrorist. Does she/he have the right to be presumed innocent of a crime?
- a. no
  - b. yes
  - c. it depends on one's opinion

**D. From what you know about human rights, which situations constitute violations of human rights? Check (✓) yes if the statement is a violation, check (✓) no if it is not a violation.**

- |   |           |          |
|---|-----------|----------|
| 1. A person is kept in jail for a long period without any trial.                              | Yes _____ | No _____ |
| 2. People in a country die because they have no money to buy food.                            | Yes _____ | No _____ |
| 3. A person is jailed for criticizing the government.   | Yes _____ | No _____ |
| 4. Only one political party is allowed to participate in the elections.                       | Yes _____ | No _____ |
| 5. A large number of children do not go to school because they have to earn their livelihood. | Yes _____ | No _____ |

6. Teachers beat the children because they are quarrelsome. Yes \_\_\_\_\_ No \_\_\_\_\_
7. Women are not given jobs because they are for men. Yes \_\_\_\_\_ No \_\_\_\_\_
8. A house-owner refuses to rent the house to a family \_\_\_\_\_ from \_\_\_\_\_ another province/region/country. Yes \_\_\_\_\_ No \_\_\_\_\_
9. Wages are kept low to encourage foreign investments. Yes \_\_\_\_\_ No \_\_\_\_\_

**Part II - Process of Learning, Materials, School Ethos**

1. As a student, have you been taught human rights in school?  
 yes \_\_\_\_\_ no \_\_\_\_\_
2. If yes, how was it done? Check (✓) one  
 \_\_\_\_\_ as a separate subject in school  
 \_\_\_\_\_ as part of subjects  
 \_\_\_\_\_ as part of extra curricular activities
3. If part of subject(s), which subject(s) include the teaching of human rights? Check (✓) one or more.  
 \_\_\_\_\_ English                      \_\_\_\_\_ Social Studies  
 \_\_\_\_\_ Science                      \_\_\_\_\_ Music, Arts, Physical Education  
 \_\_\_\_\_ Mathematics              \_\_\_\_\_ History  
 \_\_\_\_\_ Others (please specify)  
 \_\_\_\_\_  
 \_\_\_\_\_
4. How often are you taught human rights (either as part of subject [s] or as separate subject)? Check (✓) one  
 \_\_\_\_\_ occasionally (once or twice a year)  
 \_\_\_\_\_ frequently (several times during the year)  
 \_\_\_\_\_ very frequently (always discussed in the subject)
5. What activities inside the classroom do you engage in when you are taught human rights? Check (✓) one or more.

- \_\_\_\_\_ debates
- \_\_\_\_\_ group work
- \_\_\_\_\_ project
- \_\_\_\_\_ discussion with resource persons
- \_\_\_\_\_ research/library work
- \_\_\_\_\_ games
- \_\_\_\_\_ project development
- \_\_\_\_\_ others (please specify)\_\_\_\_\_

6. If human rights are taught as part of subjects, what materials did you use? Check (✓) one or more.

- \_\_\_\_\_ textbooks
- \_\_\_\_\_ copies of laws
- \_\_\_\_\_ UN documents
- \_\_\_\_\_ audio/visual aids
- \_\_\_\_\_ newspaperclippings, magazine
- \_\_\_\_\_ articles/stories

7. What activities outside the classroom have you participated in regarding human rights? Check (✓) one or more

- \_\_\_\_\_ community field work
- \_\_\_\_\_ rallies for human rights
- \_\_\_\_\_ making news letters, pamphlets
- \_\_\_\_\_ celebration of human rights week
- \_\_\_\_\_ joining human rights club
- \_\_\_\_\_ others (please specify)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

8. How often do you participate in the activities regarding human rights? Check (✓) one

- \_\_\_\_\_ once in a while (once or twice a year)
- \_\_\_\_\_ often (several times during the year)
- \_\_\_\_\_ always (many times during the year)

9. Do you think your school accepts that some students may hold views that are different from the views of school authorities? Check (✓) one

- never \_\_\_\_\_
- sometimes \_\_\_\_\_
- often \_\_\_\_\_

10. Do you think teaching human rights to students will make them become activists in the future? Check (✓) one

- never \_\_\_\_\_
- sometimes \_\_\_\_\_
- often \_\_\_\_\_

11. Do you think human rights violations will decrease if students and teachers are taught about human rights? Check (✓) one

never \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

12. Do you think everyone in school work together to make sure that all students understand human rights and the responsibilities that go with them? Check (✓) one

never \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

13. Do you think students can openly express in school their views about human rights? Check (✓) one

never \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

14. Do you think students in your school respect human rights? Check (✓) one

never \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

15. Do you think the rights of students are respected in your school? Check (✓) one

never \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

16. Are your school rules promoting human rights? Check (✓) one

never \_\_\_\_\_ sometimes \_\_\_\_\_ often \_\_\_\_\_

17. How are acts of indiscipline dealt with by teachers? Check (✓) one

\_\_\_\_\_ discussion with students

\_\_\_\_\_ discussion with parents

\_\_\_\_\_ punishing the students

18. How are problems among students resolved? Check (✓) one

\_\_\_\_\_ students resolve problems among themselves

\_\_\_\_\_ teachers talk to students to settle the problems

\_\_\_\_\_ school conducts investigation and punishes those who caused the problems

19. What do you think happens when students are taught about human rights? Check (✓) one

\_\_\_\_\_ they will invoke their rights to defend themselves

\_\_\_\_\_ they will abuse their rights

\_\_\_\_\_ they will exercise their rights and responsibilities



20. What can the school do to help young people to understand their rights and responsibilities?

- integrate human rights teaching in all subjects in the curriculum
- make human rights a separate subject
- make the school a human rights education laboratory

- xxx -

## APPENDIX E

### Focus Group Discussion Questions for Teachers

#### I. Law/policy support

- a. Is there a specific directive from the Department of Education or educational authorities to teach human rights?
  - If yes, please give some details of the directive
  - If yes, did you use such directive to teach human rights?
- b. Have you received any directions from your principal to teach or conduct activities on human rights education?
  - If yes, did you follow the order of your superior?
- Did you give a report of your activities to your superior?
- Did you receive any reward for following the order to teach human rights?
- Have you attempted to teach human rights as your own initiative?

#### II. Support system for teaching human rights

- a. Teaching Materials
  - What materials are you using to teach human rights?
  - Where did you get such materials
  - Do you have reference materials on human rights?
- b. Training
  - How do you prepare to teach human rights?
  - Have you had any human rights teaching training?
- c. Support from outside the school system
  - Do you avail of people or institutions outside the school who/which can help you teach human rights?

#### III. Problem encountered

- What problems have you encountered in teaching human rights?
- How did you address them?

#### IV. View on value of human rights education

- How important is the teaching of human rights to students?

- What do you think happens when students are taught about human rights?
- Will human rights violations decrease if students and teachers are taught about human rights?
- 
- Do you think teachers are working together to make sure that all students understand human, and the responsibilities that go with them?

**V. Suggestions for improvement**

- What can or should schools do to help young people to understand their rights and responsibilities?

## APPENDIX F

### Questions for Focus Group Discussions for Students

1. Describe what you feel about human rights.
2. In a scale of 1 to 10, with 1 as the lowest and 10 as the highest, how do you rate the observance of human rights in your school? Explain your rating.
3. Do you have a positive or negative view of human rights? Explain your answer.
4. What factors inhibit you from exercising your rights in the classroom? School?
5. What factors help you exercise your rights in the classroom? School?
6. In a scale of 1 to 10 with 1 as the lowest and 10 as the highest, how respectful of your rights are your teachers? School Administrators? Explain your answer.
7. Do you think the students in your school are adequately taught about human rights? Explain your answer.
8. Would you recommend that the teaching of human rights be a regular subject for all students? Explain your answer.
9. Does learning about your rights have any personal effect on your life? Explain your answer.

## APPENDIX G

### Sample Letter of Request

February 12, 2004

Mrs. Ma. Victoria Alidio  
Principal  
Canossa College – High School  
San Pablo City

Dear Mrs. Alidio:

The Center for Research and Development in Education (CREDE) of the Philippine Normal University has been commissioned by the Asia-Pacific Human Rights Information Center based in Osaka, Japan for a research project on human rights education in secondary schools. In this connection, we are pleased to inform you that your institution has been chosen to take part in this study.

In general, the objective of the research is to provide an independent and critical review of the existing state of human rights education in school programs in several Asian countries, including the Philippines. Specifically, the study aims a) to clarify governments' support for human rights education in school programs; b) to clarify problem areas in implementing human rights education in school programs, and c) to identify measures for effective human rights education in school programs.

The methodology involves a Field Survey and Focus Group Discussions among 2<sup>nd</sup> year high school students and their teachers in secondary public and private schools. The sampling targeted participating high school comprises of two sophomore classes (80 students average) and 2 teachers. The durations of the research administration is approximately 1 hr.

In view of this may we request your permission and approval to administer the Survey to two classes of 2<sup>nd</sup> year high school students and two (2) of their teachers on February 18, 2004 at 1-2 pm. We would appreciate very much if you can arrange for a venue to accommodate 2 sections of 2<sup>nd</sup> year High School students. We will share with you the research report as soon as the document has been accepted by Asia-Pacific Human Rights Information Center.

We look forward to your favorable response. You may contact us at telephone number: 02-5270366.

Thank you.

Very truly yours,

LOLITA H. NAVA  
Director