

MISYON NG PILIPINAS SA MGA NAGKAKAISANG  
BANSA AT IBA PANG SAMAHANG PANDAIGDIG

PHILIPPINE MISSION TO THE UNITED NATIONS  
AND OTHER INTERNATIONAL ORGANIZATIONS

GENEVA, SWITZERLAND  
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Ref. No. **0253**

The Permanent Mission of the Republic of the Philippines to the United Nations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and with reference to the latter's Note NG/EI/PT dated 28 January 2010 and Human Rights Council resolution 12/4, has the honor to submit the responses of the Philippine Department of Education to the questionnaire on the evaluation of the first phase of the World Programme for Human Rights Education.

As a general comment on the first phase of the World Programme for Human Rights Education, the teaching of human rights education is surely a need, but teachers and education institutions especially in developing countries must be properly equipped and appropriate materials provided to them and students.

The Permanent Mission of the Philippines avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 6 May 2010



**The Office of the High Commissioner for Human Rights**

**Methodology, Education and Training Section**

**Fax: 022 917 9008**

**E-mail: [registry@ohchr.org](mailto:registry@ohchr.org); [wphre@ohchr.org](mailto:wphre@ohchr.org)**

## II. QUESTIONNAIRE FOR GOVERNMENTS

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.<sup>4</sup> Governments are strongly encouraged to involve National Human Rights Institutions and civil society in the preparation of their reports. Please return the completed questionnaire and any other additional information to the Methodology, Education and Training Section at the Office of the United Nations High Commissioner for Human Rights (by fax: +41 22 917 9008 or by email: [registry@ohchr.org](mailto:registry@ohchr.org); with copy to [wphre@ohchr.org](mailto:wphre@ohchr.org)) no later than 31 March 2010. Submissions by email are preferred, but any materials not available electronically may be posted to OHCHR, attn: METS – WPHRE, Palais des Nations, 8-14 Avenue de la Paix, CH-1211 Geneva 10, Switzerland. Replies received by the deadline will be reflected in the evaluation report to be submitted to the UN General Assembly 65<sup>th</sup> session and may also be uploaded on OHCHR's website for the World Programme.

## Part 1: BASIC INFORMATION

1. Date:
2. Institution responsible for completing this questionnaire: TVE Task Force, DepEd
3. Responsible department: Department of Education
4. Contact person: Dr. Ricardo de Turner / Corazon J. Echano
5. Mailing address: UU Complex, Parig Ilay
6. Telephone number: 633 9346
7. Fax number: (02) 633 - 93 46
8. E-mail address: calle.echano@yah00.com
9. Webpage:

<sup>11</sup> This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. Fourth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRS programme "Learning and Living Democracy for All" 2006-2009), and other consultations.

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Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

#### A. Educational policies<sup>1</sup> and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?\*

	Yes	No
• Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• The right to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• A rights-based approach to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

Topics are included in the SS curriculum  
Elem + Secondary

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?

	Yes	No	Doesn't exist
• National human rights plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National poverty reduction strategies and other development plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National plans for Education for All (EFA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above, please elaborate.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?<sup>18</sup>

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If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

yes

<sup>1</sup> Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

#### Plan of Action, appendix A.2-5.

**Plan of Action, appendix A.5(d).**

#### **Plan of Action, appendix B.10.**

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Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

yes, through a memorandum

13. Is human rights education present in the national curriculum and educational standards? If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

yes

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?<sup>10</sup>

through Deptd memorandum

Have textbooks been prepared according to these guidelines?

lessor Examples only

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.<sup>11</sup>

international practices

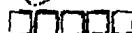
16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?<sup>12</sup>

yes, teacher training

#### B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?<sup>13</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively: 1 (2) 3 4 5 Not at all



18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values

<sup>10</sup> Plan of Action, appendix A.5(e)(ii)-(iv).

<sup>11</sup> Plan of Action, appendix A.5(e)(viii).

<sup>12</sup> Plan of Action, appendix A.5(e)(ix).

<sup>13</sup> Plan of Action, appendix A.5(f).

<sup>14</sup> Plan of Action, appendix A.4.

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education, multicultural education, global education, education for tolerance or education for sustainable development?"<sup>11</sup> If yes, please explain.

yes

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19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?<sup>12</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 Not at all

- To express themselves
- To have responsibility
- To participate in decision making
- To organize for their own interests

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>13</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 Not at all

- 
- 
- 
- 
- 

21. Are monitoring systems in place to assess the following?<sup>14</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

Comprehensive monitoring systems 1 2 3 4 5 Not at all

- Respect for human rights principles in teaching practice
- Teaching quality with regard to human rights education
- Respect for human rights principles in school management and governance processes<sup>15</sup>
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>16</sup>

<sup>11</sup> Plan of Action, II B.

<sup>12</sup> Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

<sup>13</sup> Plan of Action, appendix C.15(d).

<sup>14</sup> Plan of Action, appendix D.19(i) and B.10(b)(x).

<sup>15</sup> Plan of Action, appendix A.5(e)(iv).

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27. Is human rights education included in the following?

	Yes	No
• Pre-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• In-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Head teacher training <sup>25</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

It is part of the Studies curriculum +  
 the mandatory study of Phil. Constitution

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?<sup>26</sup>

Average - lack of teachers training  
 due to shortage of funds

29. To what extent do recruitment, appraisal and promotion policies for teachers, Headmasters and school inspectors reflect human rights principles?<sup>27</sup>30. How are human rights trainings for teachers assessed?<sup>28</sup>

It is part of in-service training of teachers

**II. QUESTIONNAIRE FOR GOVERNMENTS**

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**Part I: BASIC INFORMATION**

1. Date:

2. Institution responsible for completing this questionnaire:

Reportant of Education

3. Responsible department:

Staff Development Division

4. Contact person:

Nanette Lecaria

5. Mailing address:

6. Telephone number: 6337237

7. Fax number:

8. E-mail address:

9. Webpage:

<sup>4</sup> This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. First Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRE programme "Learning and Living Democracy for All" 2006-2009), and other consultations.

## Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies<sup>5</sup> and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?<sup>6</sup>

	Yes	No
• Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• The right to education	<input type="checkbox"/>	<input type="checkbox"/>
• A rights-based approach to education	<input type="checkbox"/>	<input type="checkbox"/>
• Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

• DepED Order No. 615, 1987 on The Inclusion of Human Rights Concepts and Values in the Curricula at all Levels. Memorandum from the Office of the President dated 10 Dec. 1990 on the Integration of Peace & Human Rights Concept in Training and Education Programs.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?<sup>7</sup>

	Yes	No	Doesn't exist
• National human rights plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National poverty reduction strategies and other development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National plans for Education for All (EFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above, please elaborate.

*BESPA is about providing access + quality education to all learners, per compliance to MDGs*

12. Has a national implementation strategy been developed to implement any human rights education policy objective?<sup>8</sup>

*Yes, HRE has been a program of the DepED which covers curriculum, classroom teaching, training and instructional materials development.*

*If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?*

<sup>5</sup> Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

<sup>6</sup> Plan of Action, appendix A.2-5.

<sup>7</sup> Plan of Action, appendix A.5(d).

<sup>8</sup> Plan of Action, appendix B.10.

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

copy

13. Is human rights education present in the national curriculum and educational standards?<sup>9</sup> If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

Yes and HR is fully integrated in Social Studies. There is a spread of HR concerns in the subject - both for elementary

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles.<sup>10</sup> Yes, the DepED Evaluation Rating Sheet for Print Supplemental and Reference Materials includes measure of content for bias free ideological, religious, racial and gender prejudices.

Have textbooks been prepared according to these guidelines?

Yes, all textbooks are subjected to the Textbook Education process.

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.<sup>11</sup>

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?<sup>12</sup>

Yes, the DepED Order in 1998 provided for training of teachers to prepare them to be HR teachers. Core trainings in regions and selected divisions are present.

B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?<sup>13</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

The Child-Friendly School System is promoted and implemented in schools.

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values?

Yes, supplementing the HR are the Peace Education and Gender and Development Programs.

<sup>9</sup> Plan of Action, appendix A.5(e)(i)-(iv).

<sup>10</sup> Plan of Action, appendix A.5(e)(viii).

<sup>11</sup> Plan of Action, appendix A.5(e)(ix).

<sup>12</sup> Plan of Action, appendix A.5(f).

<sup>13</sup> Plan of Action, appendix A.4.

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education, multicultural education, global education, education for tolerance or education for sustainable development?<sup>14</sup> If yes, please explain.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?<sup>15</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 Not at all

- To express themselves
- To have responsibility
- To participate in decision making
- To organize for their own interests

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>16</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 Not at all

Some NGOs and local govt. units link w/ our schools for Child's rights advocacy & training. Some NGOs even produced instructional materials (e.g. *Drôle de famille*)

21. Are monitoring systems in place to assess the following?<sup>17</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

Comprehensive monitoring systems 1 2 3 4 5 Not at all

- Respect for human rights principles in teaching practice
- Teaching quality with regard to human rights education
- Respect for human rights principles in school management and governance processes<sup>18</sup>
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>19</sup>

HRH has been part of instructional monitoring since our basic education curriculum contains HR competencies

<sup>14</sup> Plan of Action, II.B.

<sup>15</sup> Plan of Action, appendix C.15(a). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

<sup>16</sup> Plan of Action, appendix C.15(d).

<sup>17</sup> Plan of Action, appendix D.19(f) and B.10(b)(x).

<sup>18</sup> Plan of Action, appendix A.5(e)(ix).

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education, multicultural education, global education, education for tolerance or education for sustainable development?<sup>14</sup> If yes, please explain.

yes

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?<sup>15</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 Not at all

- To express themselves
- To have responsibility
- To participate in decision making
- To organize for their own interests

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>16</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 Not at all

21. Are monitoring systems in place to assess the following?<sup>17</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

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- Teaching quality with regard to human rights education
- Respect for human rights principles in school management and governance processes<sup>18</sup>
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>19</sup>

<sup>14</sup> Plan of Action, II B.

<sup>15</sup> Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 6).

<sup>16</sup> Plan of Action, appendix C.15(d).

<sup>17</sup> Plan of Action, appendix D.19(f) and B.10(b)(x).

<sup>18</sup> Plan of Action, appendix A.5(e)(ix).

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22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area?<sup>20</sup>

**C. Teaching and learning processes**

23. Do curriculum subjects in primary and secondary schooling include human rights education?<sup>21</sup> If so, which curriculum subjects include human rights education at primary and secondary levels?

Yes, the concepts & values are integrated mostly in Social Studies - some are in Technology & Livelihood Education, Filipino.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?<sup>22</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

HRS is usually taught through experiential learning.

25. Which institution(s) has/have the authority to develop, approve and change curricula?<sup>23</sup>

The DepED through the Bureaus of Elementary, Secondary & Alternative Learning System.

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?<sup>24</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

Are materials not produced by your Government being used in schools? If so, who produced them?

**D. Training of school personnel**

<sup>20</sup> Plan of Action, appendix A.5(a)(x).

<sup>21</sup> Plan of Action (II E).

<sup>22</sup> Plan of Action, II B.20 and appendix D.19(a).

<sup>23</sup> Plan of Action, appendix D.19.

<sup>24</sup> Plan of Action, III D.28 and appendix D.19(c).

<sup>25</sup> Plan of Action, appendix D.19(c).

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## 27. Is human rights education included in the following?

	Yes	No
• Pre-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• In-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Head teacher training <sup>23</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

both voluntary & mandatory (for teachers  
who need special  
instructions for the

How many hours are offered?

Usually workshops of 24 hours (3 days) teaching

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?<sup>24</sup>29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?<sup>25</sup>30. How are human rights trainings for teachers assessed?<sup>26</sup>

## Part 3: CHALLENGES AND GENERAL COMMENTS

## 31. To what extent has the Plan of Action for the WPHRE 1st Phase contributed to improving the integration of human rights education into schools systems?

## 32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

No obstacle	1	2	3	4	5	Major obstacle
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• Lack of awareness of WPHRE at central government level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Lack of awareness of WPHRE at local government level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<sup>23</sup> Plan of Action, appendix B.16.<sup>24</sup> Plan of Action appendix D.19(d).<sup>25</sup> Plan of Action, appendix C.15(b)(v).<sup>26</sup> Plan of Action, appendix E.27(f).

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- Lack of interest in WPHRE at central government level
- Lack of interest in WPHRE at local government level
- Teachers do not have sufficient training
- Insufficient tools available to implement the programme
- Insufficient financial resources to implement the programme
- Other (please specify):

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst: (1) education officials, (2) teachers and (3) young people.

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at  
<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

	<i>Used often</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Not used</i>
▪ <i>WPHRE Plan of Action for the 1<sup>st</sup> phase</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	2	3	4	5	Not used
▪ <i>ABC - Teaching Human Rights: Practical activities for primary and secondary schools</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	2	3	4	5	Not used
▪ <i>Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice</i> <small>(Joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)</small>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1	2	3	4	5	Not used

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

36. Please make any other comments not provided elsewhere:

THANK YOU.

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## II. QUESTIONNAIRE FOR GOVERNMENTS

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers <sup>a</sup> to the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report. Governments are strongly encouraged to involve National Human Rights Institutions and civil society in the preparation of their reports. Please return the completed questionnaire and any other additional information to the Methodology, Education and Training Section at the Office of the United Nations High Commissioner for Human Rights (by fax: +41 22 917 9008 or by email: [registry@ohchr.org](mailto:registry@ohchr.org); with copy to [wphre@ohchr.org](mailto:wphre@ohchr.org)) no later than 31 March 2010. Submissions by email are preferred, but any materials not available electronically may be posted to OHCHR, attn: METS - WPHRE, Palais des Nations, 8-14 Avenue de la Paix, CH-1211 Geneva 10, Switzerland. Replies received by the deadline will be reflected in the evaluation report to be submitted to the UN General Assembly 65<sup>th</sup> session and may also be uploaded on OHCHR's website for the World Programme.

### Part I: BASIC INFORMATION

1. Date:

2. Institution responsible for completing this questionnaire:

*Department of Education*

3. Responsible department:

*Bureau of Secondary Education*

4. Contact person:

*Dr. Lourdes M. Andrade*

5. Mailing address:

*3F Bonifacio Bldg. DeptED Complex  
General Ave., Pasig City, Metro Manila, Philippines*

6. Telephone number:

7. Fax number:

8. E-mail address:

9. Webpage:

<sup>a</sup>This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. Forth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRE programme "Learning and Living Democracy for All" 2006-2005), and other consultations.

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## Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies<sup>3</sup> and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following<sup>4</sup>?

	Yes	No
• Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• The right to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• A rights-based approach to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?<sup>5</sup>

	Yes	No	Doesn't exist
• National human rights plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National poverty reduction strategies and other development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National plans for Education for All (EFA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above, please elaborate.

*The Curriculum Development Division of the Bureau of Secondary Education always considers human rights education in crafting the national curriculum as well as the other curricula for special programs & projects.*

12. Has a national implementation strategy been developed to implement any human rights education policy objective?<sup>6</sup> Yes

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

*Human rights education, either as part of the curriculum or integrated in the curriculum, is subjected to validation by the concerned stakeholders, learners, or students, included.*

<sup>3</sup> Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

<sup>4</sup> Plan of Action, appendix A.2-5.

<sup>5</sup> Plan of Action, appendix A.5(d).

<sup>6</sup> Plan of Action, appendix B.10.

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

Yes. The Basic Education Curriculum Learning Competencies are given out to all beginning, below Apples as well as to the schools & teachers.

13. Is human rights education present in the national curriculum and educational standards? If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?). Yes

Yes, subject-based

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?<sup>10</sup>

Guidelines re writing or revising Textbooks are issued by the Instructional Material Board Secretariat

Have textbooks been prepared according to these guidelines? Yes

Yes, as part of the textbooks and modules used in the school

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.<sup>11</sup>

On Curriculum: Depto Order No. 615. 1987 Inclusion of the Study of Human Rights & Accompanying Responsibilities in the school Curriculum

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?<sup>12</sup> Yes

#### B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?<sup>13</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values

<sup>9</sup> Plan of Action, appendix A.5(e)(ii)-(iv).

<sup>10</sup> Plan of Action, appendix A.5(e)(viii).

<sup>11</sup> Plan of Action, appendix A.5(e)(ix).

<sup>12</sup> Plan of Action, appendix A.5(f).

<sup>13</sup> Plan of Action, appendix A.4.

education, multicultural education, global education, education for tolerance or education for sustainable development?<sup>14</sup> If yes, please explain.

*All of the above concepts are included in the national curriculum. Quite from the the exam I these concepts are put into practice through the Child-Friendly School system.*

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?<sup>15</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 Not at all

- To express themselves
- To have responsibility
- To participate in decision making
- To organize for their own interests

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>16</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 Not at all

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21. Are monitoring systems in place to assess the following?<sup>17</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

Comprehensive monitoring systems 1 2 3 4 5 Not at all

- Respect for human rights principles in teaching practice
- Teaching quality with regard to human rights education
- Respect for human rights principles in school management and governance processes<sup>18</sup>
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>19</sup>

<sup>14</sup> Plan of Action, II.B.

<sup>15</sup> Plan of Action, appendix C.13(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

<sup>16</sup> Plan of Action, appendix C.13(d).

<sup>17</sup> Plan of Action, appendix D.19(f) and E.10(b)(x).

<sup>18</sup> Plan of Action, appendix A.5(c)(x).

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22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area.<sup>20</sup>

**C. Teaching and learning processes**

23. Do curriculum subjects in primary and secondary schooling include human rights education?<sup>21</sup> If so, which curriculum subjects include human rights education at primary and secondary levels?

*Yes. Social Studies + Values Education*

How many hours are taught and at what grade levels?

*Within the 40 minutes allotted for the lesson*

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?<sup>22</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

*Yes, comprehensively 1 2 3 4 5 Not at all*

25. Which institution(s) has/have the authority to develop, approve and change curricula?<sup>23</sup>

*Department of Education*

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?<sup>24</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

*Yes, comprehensively 1 2 3 4 5 Not at all*

Are materials not produced by your Government being used in schools? If so, who produced them?

*Yes. UNICEF ; USAID*

**D. Training of school personnel**

<sup>20</sup> Plan of Action, appendix A.5(e)(x).

<sup>21</sup> Plan of Action 1.2 E.

<sup>22</sup> Plan of Action, II.B.20 and appendix D.19(n).

<sup>23</sup> Plan of Action, appendix D.19.

<sup>24</sup> Plan of Action, II.D.28 and appendix D.19(c).

<sup>25</sup> Plan of Action, appendix D.19(c).

27. Is human rights education included in the following?

	Yes	No
• Pre-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• In-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Head teacher training <sup>25</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

*Both depending on the availability of funds*

How many hours are offered?

*It depends on the training design and/or the curricular offering in the school*

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?<sup>26</sup>

*During the training period; education news digest*

29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?<sup>27</sup>

*Policies on recruitment and other user indicators/ criteria that embody equal & fair treatment to all.*

30. How are human rights trainings for teachers assessed?<sup>28</sup>

*Training are evaluated at the end of the program*

### Part 3: CHALLENGES AND GENERAL COMMENTS

31. To what extent has the Plan of Action for the WPHRE 1st Phase contributed to improving the integration of human rights education into schools systems?

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

No obstacle 1 2 3 4 5 Major obstacle

- Lack of awareness of WPHRE at central government level
- Lack of awareness of WPHRE at local government level

<sup>25</sup> Plan of Action, appendix E.26;

<sup>26</sup> Plan of Action appendix D.19(d).

<sup>27</sup> Plan of Action, appendix C.15(b)(v).

<sup>28</sup> Plan of Action, appendix E.27(f).

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- Lack of interest in WPHRE at central government level
- Lack of interest in WPHRE at local government level
- Teachers do not have sufficient training
- Insufficient tools available to implement the programme
- Insufficient financial resources to implement the programme
- Other (please specify):

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33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst: (1) education officials, (2) teachers and (3) young people.

*Through Curriculum Development & Capacity Building of Personnel*

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at <http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

	Used often	1	2	3	4	5	Not used
• <i>WPHRE Plan of Action for the 1<sup>st</sup> phase</i>		<input type="checkbox"/>					
• <i>AFC - Teaching Human Rights: Practical activities for primary and secondary schools</i>		<input type="checkbox"/>					
• <i>Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice</i> (Joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)		<input type="checkbox"/>					

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

36. Please make any other comments not provided elsewhere:

THANK YOU.

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