

CAGAYAN DE ORO
city of golden friendship





Chapter 1

FOUNDATIONAL INFORMATION

The office of the Center for Human Rights Education (CHRE) of the City College of Cagayan de Oro City aims at promoting and advancing human rights awareness, understanding, and advocacy among students, faculty, and staff within and outside the academic community. It underscores at developing a culture of tolerance, respect and non-discrimination through facilitating a training and capacity-building workshops, for teaching and non-teaching personnel, students and community on human rights education.

RATIONALE AND SIGNIFICANCE OF ESTABLISHING CHRE AT CCCDO

1. **Cultivating Human Rights Champions:** The center can play a pivotal role in nurturing future generations of human rights defenders by providing comprehensive education on human rights principles, international law, and local contexts.
2. **Fostering Research and Knowledge Production:** It can serve as a hub for research and scholarship on human rights issues, contributing to the development of new knowledge and innovative approaches to human rights promotion and protection.
3. **Promoting Human Rights Advocacy:** The center can support students and faculty in engaging in human rights advocacy activities, such as public speaking, community organizing, and legal advocacy.
4. **Strengthening Institutional Commitment to Human Rights:** By establishing a center dedicated to human rights education, institutions of higher education can demonstrate their commitment to upholding human rights principles and values.
5. **Building Partnerships and Collaborations:** The center can facilitate partnerships and collaborations with other organizations and institutions working on human rights issues, both locally and internationally.

In a nutshell the establishment of a center of **Human Rights Education** at the City College of Cagayan de Oro is a significant step towards promoting a culture of respect for human rights and fostering a more just and equitable society.



I.1 VMGO

Vision: A world where human rights are universally respected, protected, and promoted, and where all individuals enjoy their fundamental rights without discrimination.

Mission: To advance human rights education, research, and advocacy in higher education and beyond, fostering a culture of respect for human dignity and equality.

Goals:

Education: To provide comprehensive and accessible human rights education to students, faculty, and staff, equipping them with the knowledge and skills to understand, defend, and promote human rights.

Research: To conduct rigorous research on human rights issues, contributing to the development of new knowledge and innovative approaches to human rights promotion and protection.

Advocate: To support students, faculty, and staff in engaging in human rights advocacy activities, both locally and internationally.

Collaborate: To foster partnerships with other organizations and institutions working on human rights issues, both within and outside the academic community.

Influence Policy: To advocate for policies and practices that promote human rights at all levels, from local to international.

Promote Cultural Understanding: To foster intercultural understanding and respect, recognizing the diversity of human experiences and perspectives.

Empower Communities: To support community-based initiatives that promote human rights and address the needs of marginalized groups.

CHAPTER 2

PROGRAM ACTIVITY MANAGEMENT



1. Education and Training

- Workshops and Seminars: Organizing workshops and seminars on various human rights topics.
- Guest Lectures: Inviting human rights experts and activists to speak to students and faculty.

2. Research and Advocacy:

- Research Projects: Supporting faculty and students in conducting research on human rights issues.
- Advocacy Campaigns: Organizing advocacy campaigns to promote human rights and address specific issues.
- Publications: Publishing research papers, reports, and articles on human rights.

3. Community Engagement:

- Community Partnerships: Building partnerships with local organizations and communities.
- Human Rights Education for Communities: Providing human rights education to community members.
- Community-Based Research: Conducting research in partnership with communities.
- Volunteer Programs: Organizing volunteer programs to support human rights initiatives.

4. International Cooperation:

- Participate in international networks and collaborations.
- Organize and attend international conferences on human rights.

Services

- Providing comprehensive education on human rights principles, international law, and local contexts.
- Offering research support, including funding, mentorship, and access to resources.
- Providing advocacy support, including training, networking, and legal assistance.
- Connecting students and faculty with community-based organizations.
- Providing opportunities for networking and professional development.
- Maintaining a resource center with books, articles, and other materials on human rights.

Composition of CHRE

Director: Oversees the overall operations of the CHRE, including program development, fundraising, and strategic planning.



Program Coordinators: Manages specific programs and activities, such as education, research, and advocacy.

Administrative Assistant: Handles administrative tasks, such as scheduling, budgeting, and communications.

Chapter 3

HUMAN RIGHTS EDUCATION LEGAL FOUNDATION

This chapter presents basic knowledge in understanding human rights education. It provides the legal foundations that support human rights education, internationally and nationally. Furthermore, it elaborates the importance and the goals of human rights education. The chapter ends by identifying the need for human rights education in various sectors of society, and situating this need in a larger systems framework.

A. Principles and Legal Foundations of Human Rights Education

What core treaties and declarations support human rights education?

The preamble of the UDHR exhorts individuals and organs of society to "strive by teaching and education to promote respect for these rights and freedoms" (UN, n.d.). This is further underscored in Article 26.2 of the UDHR as it urges that "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (OHCHR,

Human rights). Purposely, the International Conference on Human Rights in Tehran held in 1968, Resolution No. XX called upon States "to ensure that all means of education should be employed so that the youth grow up and develop in a spirit of



respect for human dignity and for equal rights of all men and all peoples without discrimination" (OHCHR, n.d.).

With these subsequent exhortations on the role that education plays in furthering universal human rights, the UN General Assembly proclaimed the UN Decade for Human Rights Education from 1995 to 2004 "to build and strengthen programmes and capacities for human rights education at the international, regional, national, and local levels." Stemming from this is the proclamation of the World Programme for Human Rights Education beginning in 2005 and is continuously ongoing. In December 2011, the UN General Assembly adopted the United Nations Declaration on Human Rights Education and Training, where Article 1 states: "Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training." These core international treaties and declarations include the different elements and provisions on human rights education.

Human Rights Education

What is Human Rights Education?

In the proclamation of the UN Decade for Human Rights Education December 1994, the General Assembly defined human rights education to be more than mere provision of information but rather the development of "a comprehensive lifelong process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies" (OHCHR, UNDHRE, para. 6).

Human rights embody the hopes of human beings. Human rights education thus serves to empower people by setting standards and producing change toward the attainment of these rights (OMB, n.d.). Human rights education is defined by UN

(n.d.) as the process of empowerment of every individual or community to develop their behavior, attitude, skills, and knowledge to contribute to the building





and promotion of a universal culture of human rights. It begins with the individual and branches out to encompass the community at large. According to the Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004 human rights education may take the form of training, dissemination and information efforts (OHCHR, Plan of Action).

As emphasized in the preceding discussion, human rights education takes its authority on human rights principles enshrined in national and international charters and laws. Central to its methods are human rights values that promote the holistic development of people. This should lead people to take action as an individual, and as a member of local and global communities (Bertlesmann Foundation, 2002, as cited in OMB, n.d.).

What is the history of human rights education in the Philippines?

With its institution in 1987, the Commission on Human Rights of the Philippines (CHRP) is mandated by the 1987 Constitution to establish "a continuing program of research, education, and information to enhance respect for the primacy of human rights" and to recommend to the legislative body "effective measures to promote human rights" (Ofreneo, 2007). Given its constitutional mandate and its vision of a Philippine society that deeply values the dignity of every person and fully respects human rights, human rights education is an indispensable arm of CHR in ensuring

the long-term prevention of human rights abuses. Moreover, it is a crucial investment in making a culture of human rights a reality in our society.

The First Commission adopted the Human Rights Education and Training Program (HRETP) from its Short-Term Human Rights Education Program Plan in 1988 with a redefinition of its program's target audiences. From a focus on potential violators of human rights, this was expanded to two major categories alluding to the potential violators and the potential victims (Ofreneo, 2007). In response to the UN Decade of Human Rights Education, the CHRP drew out decade-long sectoral human rights education plans at the regional and national levels resulting in the





Philippine Human Rights Education Plan for 1998-2007. Its general objective was "an organized, functional, effective and relevant Human Rights Education Program in formal, non-formal, and community-based sectors has been established" (Ofreneo, 2007).

The extent of implementation of the Decade Plan allowed for the institutionalization of human rights education in the Philippine educational system, in the pillars of justice (police/law enforcers, military/security forces), in the civil service and barangays, in the private sector, and among vulnerable groups (Ofreneo, 2007).

A key initiative was in the development of human rights education in the school system. As part of its mandate, the CHRP facilitated inter-agency cooperation among education agencies of the government (Ofreneo, 2007). The 1992 Joint Declaration of Undertaking between the Commission on Human Rights and the Department of Education, Culture and Sports formalized the partnerships among these agencies which had been underway since 1987. With this declaration, the

following initiatives were implemented: (1) Curriculum development involving integration of human rights and responsibilities across levels of formal and non-formal education; (2) Training and capacity building for various school level in undertaking human rights education; and (3) Regular monitoring, research and evaluation of human rights instructional materials development and information campaign.

Furthermore, during the UN Decade for Human Rights Education period (1995-2004), curriculum development on human rights was intensified through the development of human rights teaching exemplars. This facilitated the integration of the teaching of human rights in all subjects either as content-based instructions or as standalone sessions. By 2001, the developed exemplars were further revised in partnership with the Department of Education (DepEd) to reconcile the exemplars with the newly instituted Revised Basic Education Curriculum. These were implemented nationwide from school year 2004 to 2005 and the subsequent years found CHRP and DepEd holding a series of regional book launchings, trainers training workshops, in-service education and training, and a series of regional and youth forums on human rights education. Through these programs and initiatives,

the CHRP was able to mobilize government educational agencies to comply with its legal mandates and international obligations on human rights education. However, there is more to be done to fully realize the action plan for human rights education in the school system (Ofreneo, 2007).

B. Importance of Human Rights Education

Taking into account the 1993 World Conference on Human Rights in Vienna, human rights education was deemed essential for the "promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace" (OHCHR, Vienna Declaration). Education plays a key role in upholding human rights, supporting human development, and strengthening civil society (OMB, n.d). Human rights education can thus pave the way in building a culture of human rights in every community.

In democratic and pluralistic civil societies, human rights education is integral in ensuring participation in the democratic process. Through human rights education, citizens are able to engage in critical thinking, decide on moral issues, and take proper courses of action, guided by the fundamental values of human rights and democracy.

By equipping citizens with this essential knowledge, they can take responsibility in promoting and protecting human rights and values. Human rights education is critical in ensuring informed activism of individuals, non-government organizations, and people's organizations which will reinforce commitment to human rights principles and policies and strengthen civil society (OMB, n.d.). Toward these ends, human rights education is important for people empowerment and for the development of various sectors.

Human rights education allows individuals to have a sense of increased respect and control over their own lives, enabling them to make decisions that will foster healthy, just, and dignified lives. Through human rights education, individuals





are equipped with the behaviors, attitudes, skills and knowledge needed to apply the human rights value system in their interpersonal relationships and within their communities. With proper education, human development skills are enriched as individuals are taught perspectives, initiatives, and actions that take conscious regard for human rights (OMB, n.d.).

Human rights education allows for the development of sectors. The goal is to be able to reach all groups since human rights is a concern of all. There are, however, key sectors targeted for human rights education because of their vulnerability as rights-holders, or their responsibility as duty-bearers. These sectors greatly influence human rights practices in a society, with each group having particular education and training needs that must be identified and addressed in human rights education.

Regardless of the audience, human rights education is important for conjuring appropriate and strategic methods and mechanisms for the transfer of knowledge, skills, attitudes, and behaviors.

C. Goals of human rights education

In the Plan of Action for the United Nations Decade for Human Rights Education 1995-2004 (OHCHR, Plan of Action, para. 2), human rights education was conceived to be directed toward the following aims:

1. To strengthen respect for human rights and fundamental freedoms;
2. To fully develop human personality and sense of its dignity;
3. To promote understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious, and linguistic groups;
4. To enable all persons to participate effectively in a free society
5. To further the activities of the United Nations for the maintenance of peace.

These goals are undoubtedly inspiring in themselves, but in order to achieve freedom, justice, and peace, concrete actions have to be taken to address social, economic and political problems that plague society. To this end, the goals of human

rights education are twofold: to learn about human rights and to learn for human rights (Flowers et al., 2000).

Coalition and alliance development: Human rights education can be effectively and efficiently disseminated to a larger audience or to many groups through the coordination of resources aimed toward a common program of action. Local, regional, and international advocates can be tapped to collaborate toward mutual human rights goals.

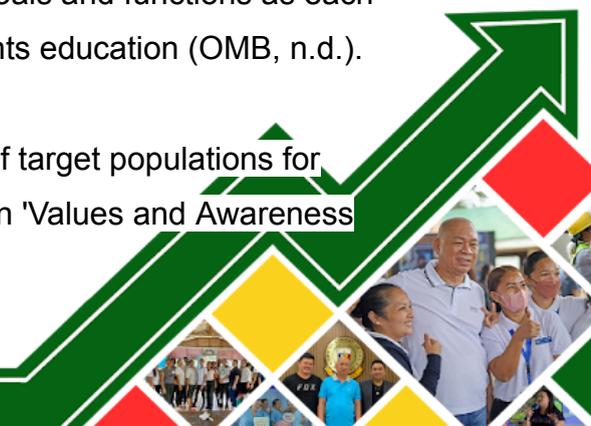
Regular and continuing education. Continuous efforts for education need to be sustained, developed, and reinforced. This is essential with the growing body of knowledge, as well as the growth of populations to whom information should be disseminated.

Ensured availability: Since human rights is for all, access to human rights education is something that should also be available for all as inherent to their rights.

Individual empowerment. This comprises a set of interrelated goals associated to personal empowerment and social change. These goals are healing, development of the community, and social transformation. This entails a movement from spreading information through human rights education to incorporating social change and development (Tibbitts, 2002).

An incorporation of the study by Tibbitts (2002) on emerging models for human rights education provides a guiding framework in classifying and focusing the goals of CHR on human rights education. The three models identified are Values and Awareness Model, Accountability Model, and Transformational Model. The goals and target groups for each level define the appropriate contents, strategies, use of learning theory, trainer standards, and evaluation (Tibbitts, 2002). This provides a structured approach for setting human rights education goals and functions as each of the three models refer to a general area for human rights education (OMB, n.d.).

The model describes the goal, function, and size of target populations for each level in the figure. The base of the model focused on 'Values and Awareness



'Building' is concerned with a larger audience for Basic Human Rights Education. The 'Accountability Formation' level is targeted for Human Rights Education for Professionals, while the top level concerns more targeted institutions and major organization for 'Transformational Human Rights Education.

CHAPTER 1V

BASIC CHRE/VALUES AND AWARENESS BUILDING

Basic Human Rights Education (Values and Awareness Building), Being at the base of the pyramid (OMB, n.d.), the focus of human rights education in the

Values and Awareness Building level is the transmission and integration of basic knowledge on human rights into public values (Tibbitts, 2000) through mediums that address the public in general. This is mainly done through formal schooling and public awareness campaigns, through its philosophical-historical approach. Its key goal is to

"pave the way for a world that respects human rights through an awareness of and commitment to the normative goals laid out in the Universal Declaration and other documents" (Tibbitts, 2002, p. 163). Among the examples associated under this goal are public information programs, such as public art and advertising, media coverage, and community events, or curriculum development and integration programs, such as inclusion of human rights-related lessons/themes in subjects and in both formal and informal youth programs (OMB, n.d.; Tibbitts, 2002). By encouraging mass support for human rights, this approach places continuous pressure upon authorities to protect human rights. While this approach gives little emphasis on the development of skills, it can help in fostering critical thinking in the analysis of policy issues within a human rights framework. Strategies used are socialization, cultural consensus, expectation setting for social change, and legitimization of human rights framework (Tibbitts, 2002).

Human Rights Education for Professionals (Accountability Formation).



The next level concerning Accountability Formation focuses on the legal and political aspects of professional responsibility of individuals and/or groups in monitoring human rights violations and advocating for the protection of these rights. The goal is to develop and enable people to be responsible leaders with a rights-based

perspective and values (OMB, n.d.) as these target groups are directly or indirectly associated with the guaranteeing of human rights because of their professional roles. These groups need to be sensitized about the nature and potentials of human rights violations within their respective areas and roles. The target audience are lawyers, civil servants, medical professionals, enforcement officials, judges and judicial personnel, journalists and other media personnel, and social service workers, human rights advocates and monitors, among others. At this level, the emphasis is on human rights training toward these specialized areas where learner outcomes target both content and skill development.

This model necessitates concerted effort toward social change which can be achieved through identifying targets of reform at the community, regional, and national levels (Tibbitts, 2002).

Transformational human rights education. The top level of the model entails a more psychological-sociological approach (Tibbitts, 2002) as it concerns individuals or groups directly impacted by human rights violations, vulnerable populations, and post-conflict societies. This model assumes that the personal and shared experiences in human rights violation of the target audiences will foster solidarity for them to become promoters and defenders of human rights themselves. The goal of human rights education programs at this level is to provide mechanisms and support systems specific to their experiences in their communities (OMB, n.d.). Being particular to disadvantaged sectors, this model promotes conscious regard for cultural and historical beliefs and backgrounds, political conditions, and community experiences. Empowerment initiatives are geared toward holistic development of individuals and may take the form of leadership development, conflict resolution

training, vocation training, and work and informal fellowship. This model usually operates in programs seen in refugee camps, post-conflict societies, and groups serving the poor or victims of domestic abuse. However it may also be possible



to attempt this in schools if links are made between family and school life, if an extensive agenda in the curriculum is laid out, and if intentional sustained community supports are enforced (Tibitts, 2002).

Who needs human rights education?

Human rights education is basically for all since everyone has rights. It is needed for active citizenship in democratic and pluralistic societies. Furthermore, it is essential in promoting informed activism especially on human rights issues. Justice and peace in societies depend upon citizens who are well-informed and critical of human rights and their violations.

Local communities also need human rights education to ensure sensitization to human rights in everyday life situations. The goal of a universal culture of human rights mean that this culture is brought straight home to the individual lives of every member of the community. Human rights education is essential to a recognition of "unrealized injustices and discriminations" (Flowers et al., 2000) in local communities. By learning about human rights, and learning for human rights, individuals will be equipped to appropriately and effectively respond to violations found in their communities.

While everyone needs human rights education, there are also groups where such education is more critical to ensure their protection and security. These are the following (Flowers et al., 2000):

1. Young children and their parents. Developing attitudes about equality and human dignity should start at a young age where these attitudes are shown to be largely set. Education on and protection of human rights should begin within every home.
2. Teachers, principals, and educators of all kinds. The nature of the teaching profession is fundamentally grounded in its genuine concern for children. This will include protection and fulfillment of their human rights especially as

ensconced in the Convention on the Rights of the Child. In providing education across all levels, educators must first have "human rights literacy" to ensure that the design, implementation, and evaluation of programs promotes and values human rights.

3. Doctors and nurses, lawyers and judges, social workers, journalists, police, and military officials. These groups need human rights education because of their propensity and capacity to actually violate human rights given the power or positions they hold. Human rights education should thus be integral in the curriculum of professional training institutions.
4. Vulnerable populations. These groups generally include refugees, minorities, migrant workers, indigenous people, persons with disability, and the poor, among others. Human rights education should be accessible most especially to these people who are especially vulnerable to human rights abuses and
5. violations due to a lack of knowledge and awareness of their rights and how they ought to respond.
6. Activists and non-profit organizations. While most social and economic issues brought forward by activists and non-profit organizations are related to human rights, their strategies and advocacy should be grounded in the human rights framework. Understanding these contexts are essential in ensuring that problems are adequately addressed and solidarity among these marginalized sectors is achieved.
7. Public office holders (elected or appointed). Serving the interests of the people in a democratic society should spring from a public commitment to human rights.

Regardless of the level or position held by a public official, it is essential that human rights education is known and applied by all office holders.

7. Power holders. This can range from members of business communities and religious leaders to anyone whose decision affect the lives of others. Power holders must be informed of the power that they wield and its capacity to impede or effect stability and development in communities and in the lives of people.



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CHAPTER 3

Center for Human Rights Education (CHRE)

Introduction

This chapter is about the most essential information about the Center for Human Rights Education (CHRE). Specifically, it includes sections on the functions of CHREs drawn from several documents; on the organization and management of CHRE; and different programs, projects, and activities done within the CHRE; and support, privileges, and incentives for CHRE; and the Human Rights Education and Promotion Office (HREPO) of the Commission on Human Rights in the Philippines (CHRP), its Education and Training Division (ETD), the Regional Offices (ROs) and its Promotion and Advocacy Division (PAD) in the implementation of the CHRE Program.

Center for Human Rights Education

The Center for Human Rights Education (CHRE) is one of the flagship sub-program of the Commission on Human Rights under the Human Rights Institute Program, which aims to strengthen its mandate to develop a continuing program of research, education, and information to enhance respect for the primacy of human rights.

With the CHR's innovation in discharging its mandates on human rights education by establishing the Human Rights Institute (HRI), the CHRE can be more effective and sustaining human rights mechanism of the HRI in equipping, educating, and empowering on human rights both the educators and the learners.

The Commission on Human Rights of the Philippines (CHRP) encourages all state universities and colleges (SUCs) and private higher education institutions (HEIs) to establish a Center for Human Rights Education (CHRE) to help accelerate the building of a culture of human rights in the academic sector and in the local



communities they serve (UP-CHR MOU, 2016). CHREs are a response to the various local and international mandates (as discussed in Chapter 2), emphasizing the promotion and protection of human rights through education. In particular, CHREs are established to address the aim of the 1996 agreement between CHR with CHED; with DECS (now DepEd), and with the Amnesty International Pilipinas, which is to strengthen human rights education and conduct human rights education and training programs (CHED Memorandum Order No. 31, s. 1996) in all HEIs.

In this manual, the Centers for Human Rights Education (CHREs) are HEI-based institutions that provide human rights education activities, such as instruction, research and community extension, with the involvement of faculty, staff, and/or other stakeholders in the communities. It is envisioned by the Commission of Human Rights in the Philippines that the CHREs are to become centers for human rights education innovations, where the culture of human rights in various community settings is nurtured.

A. What are the functions of CHRE?

The overall functions can be categorized into three components, namely, research, instruction, and extension. Under each component are the specific duties and responsibilities of the CHREs, as outlined below.

The major functions of CHRE are drawn from research articles (Ofreneo, 2009; Chauhan, 2007) and memoranda of understanding (UP & CHR, 2016; Colegio de San Juan de Letran & CHR, 2017), and from the proposed bill for the establishment of CHREs (PAEPI, n.d.). CHRE is expected to perform the following overall functions:

1. Instruction

- a. Take leadership in reviewing the HEI's curricula and courses for the purpose of integrating human rights concepts and principles, and thereafter, integrate human rights concepts and principles in its curricula;
- b. Serve as resource center for human rights education training and materials development;



- c. Organize a core of human rights educators as volunteers of the Center and conduct human rights educators training and accreditation with the regional office;
- d. Conduct human rights education activities for its students, faculty, and staff, and community clienteles on its own or in partnership with the CHR regional office and other relevant multi-stakeholder partners;
- e. Develop curricula and instructional materials for formal, non-formal, and/or alternative delivery systems of education for human rights; and
- f. Develop information, education, and communication (IEC) materials on human rights.

2. Research

- a. Conduct research and special studies to enhance human rights education programs;
- b. Publish research and share reports with the CHR to assist in the effective monitoring and evaluation of state actors' compliance with obligations in international treaties on human rights.

3. Extension

- a. Assist in the establishment and capacity-building of Barangay Human Rights Action Centers (BHRACs) within its jurisdiction.
- b. Develop programs and activities that address the needs and concerns of vulnerable sectors in the community they operate. If the HEIs

B. How is CHRE organized and managed?

Organizational Chart. As Figure 1 shows, a CHRE is established and operates through the partnership between the CHR and HEI. The CHR provides direction and the oversight of CHRE operations through the Education Division in the Central Office and the Regional Offices

CHR
 Human Rights Education and
 Promotion Office (HREPO)
 University/College President
 CHR Regional Office
 College/Department/Office

CHR

Center for Human Rights



Secretariat

Members and Volunteers (Faculty and Students as human rights advocates, educators, documenters, monitors, and defenders)

Figure 1. CHRE Organizational Chart

On the other hand, the HEI administers the CHRE through the office of the university or college president and an academic unit or office. It is the prerogative of the HEI to decide on which office, college, or unit the CHRE will be attached or administered. Some CHREs are under the academic units of a university (i.e. Ilocos Norte Center for Human Rights Education (INCHRE) of Mariano Marcos State University and the Regional Center for Human Rights Education of Mindanao State University-Iligan Institute of Technology). Both CHREs are under their university's respective College of Arts and Social Sciences. On the other hand, the UP Human Rights Institute and the Ateneo Human Rights Center are attached to law schools while the CHRE in PUP is administered through the university's Research and Extension Office.

Establishment of CHRE. A CHRE is established by a public or private HEI recognized by the CHRP and CHED as a partner in providing human rights education in its area of operation. The CHR regional or sub-regional offices shall recommend the establishment of a CHRE in HEIs that possess the following criteria:

1. With qualified and competent human rights educators who have undergone training and certification by CHR;
2. Presence of integrated human rights education in each level of education or in courses or curricula;
3. Presence of an action plan for human rights activities;
4. Availability of an office located within the campus, well-equipped classrooms, library (physical and digital) and ICT facilities needed for its administrative and human rights education activities;
5. Existing extension and outreach programs on human rights;



6. With at least three (3) full time faculty who are certified human rights educators and five (5) students who are human rights education volunteers; and
7. No conviction of human rights violations among its officials, staff, and students.

Upon review and approval, a certification of accreditation shall be issued by the CHRP designating it as a Center for Human Rights Education.

There is a level of accreditation depending on compliance to a set of criteria. The levels of accreditation correspond to the category to which the center is classified.

The levels are provided in section C.

Level 1 - primary function is instruction. The center conducts standard training programs designed by CHRP and/or center-designed training programs for specific stakeholders.

Level 2 - primary functions include instruction and research. Other than the standard and customized training programs, the center actively conducts research related to the challenges in the promotion, instruction and development of culture of human rights. Evaluation of programs is a major research activity.

Level 3 - the 3 major functions are performed, namely, instruction, research and extension. In addition to instruction and research, extension is conducted, which includes activities helping the other sectors in the community, province and region.

Management of the CHRE - Director. The HEI must designate a Center Director or Coordinator to manage its CHRE (UP & CHR MOU, 2016). The Director or Coordinator to be designated must be:

1. Must be a regular employee of the college/university;
2. An accredited human rights educator during his/her incumbency;
3. An individual with strong interest in and commitment to human rights education;
4. An individual with a great potential in effective management and leadership.

The HEI shall forward its recommended Director or Coordinator to the CHR



Regional Office for information. The individual shall assume the position which would be responsible in:

1. Leading the planning and submission of the HE Plan covering the area of its jurisdiction to CHR regional office in consultation with the institution's officials as may be identified under the MOA/MOU between the CHRE and CHR regional Office.
2. Coordinating and monitoring of the implementation of activities and programs specified in the HRE Plan;
3. Submitting reports on the performance of human rights education policies, procedures and operating mechanisms and an annual report of accomplishments based on the approved HRE plan together with recommendations on improvements; and
4. Representing the CHRE in any meeting or activities called for.

To efficiently manage the CHRE, the Director or Coordinator will be assisted by a Secretariat, the composition and responsibilities of which will be determined by the HEI based on the administrative and clerical needs of the office (see Figure 1). The Center Director shall have a term of two (2) years and is eligible for reappointment based on good performance (PAEPI, n.d.).

CHRE Support - Members and Volunteers. The HEI is also tasked to identify individual members for capacity building as human rights educators, documenters, monitors, or human rights defenders (UP & CHR MOU, 2016). The HEI can invite faculty members and students as members or recruit them as volunteers who will undergo human rights training and accreditation from the CHR Regional Office. The members and volunteers may come from the different academic disciplines, units, and offices of the HEI.

After training and accreditation, these members and volunteers will be tasked to assist the Director or Coordinator in the planning and implementation of programs and projects and facilitation of the Center's functions. As human rights advocates and educators, they will be in the forefront of the Center's mandate to promote and protect human rights in their schools and communities they serve.

Cooperation with the CHR Regional Office. The CHR regional office is the implementing arm of the CHRP Central Office. National human rights education framework, plans and programs created at the Central Office by the Education



Division are carried out by the 15 regional offices, by creating implementation plans that have region-specific impact and implications. The regional offices coordinate and monitor the execution of these HRE plans and programs, which includes the activities of CHREs under their jurisdiction.

Specifically, the regional offices are expected to do the following in relation to CHREs:

1. Provide technical support in the development and implementation of the human rights programs, projects, and activities of the CHRE to ensure that they are consistent and aligned with the HRE plans set at the central office;
2. Establish the area of operations of each CHRE to prevent overlapping of activities;
3. Assist in the establishment and operationalization of the CHRE and the capacity-building of its staff and volunteers as well as faculty and student organizations;
4. Provide technical support to the CHRE in establishing and capacity-building of Human Rights Action Centers (HRACs) within its jurisdiction;
5. Develop information, education, and communication (IEC) materials and standard training modules, access to justice, and rule of law that can be used, reproduced, and/or disseminated by the CHRE;
6. Assist the CHRE in organizing its multi-stakeholder network on human rights and access to justice; and
7. Jointly organize with the CHRE the capacity-building activities of its multi-stakeholder partners such as, but not limited to, human right action teams and civil society organizations, among others.

Regional offices shall provide support and guidance to CHREs in their operations and ensure that they are part of the network of collaboration between the CHR, LGUS, NGOs, media, academe, businesses, and other civil society organizations within the region. Cooperation and coordination with the regional office is thus a key principle for CHREs to effectively function.

If an HEI is national in operation, the HREPO shall take the place of the regional offices.



C. What are the programs of CHRE?

The aim of CHRE to build a culture of human rights is accomplished by undertaking human rights education programs, projects, and activities in the following areas: instruction, research and extension services. A CHRE may provide programs and activities in one, two, or all areas of human rights education, which will determine their level of accreditation as shown below:

Level	Area of Focus
I	One component: Instruction
II	Two components: Instruction and Research
III	All three components: Instruction, Research and Extension

D. How are instruction, research and extension functions different?

Research. CHREs are an invaluable partner of the CHRP in accomplishing the agency's core function of research. As partners in the academe, CHREs are greatly encouraged to conduct empirical studies that would contribute to understanding and advancement of human rights in the country. Two important documents standardize research policies and protocols and guide CHRP and its external partners, including CHREs, in the conduct of human rights research. These are the National Human Rights Research Agenda (2018) and the Guidelines on the Conduct of Human Rights Research in the CHR (2019).

According to these documents, programs under the research component shall achieve two important functions: the conduct of scholarly human rights research and monitoring of the human rights situation in their area of operations. A CHRE may accomplish the scholarly research and monitoring programs either on its own or



through partnership with the CHR regional office or other public or private institutions.

Scholarly Human Rights Research. This involves the conceptual, academic, legal, and interdisciplinary studies on human rights. Chauhan (2007) and CHR (n.d.) note that human rights research encompasses a broad range of topics which may include the following:

- 1.State of human rights awareness in their area or region
2. Quality of human rights education and awareness-building of duty holders
3. Competencies and competency requirements of duty holders in promoting and protecting human rights;
4. Content of human rights standards
5. Effectiveness of human rights education programs
6. Effectiveness of international and domestic enforcement mechanisms
7. Philosophy and history of human rights

The National Human Rights Research Agenda (2018), has identified five major research themes for human rights research that are highly relevant to the Philippine context. These include the following:

- 1.Conflict, peace, and development. This theme aims to draw scholarly attention on the actors, activities, and underlying dynamics of conflict that impact human rights protection and development in conflict zones in the Philippines.
2. Women and Children. This theme covers research that investigates the impact of key legislations on the protection of rights of women and children against violence.
3. Economic, Cultural and Social Rights. This theme aims to produce research on protection and promotion of economic, cultural, and social rights of people, especially those who are marginalized.
4. Violations against right to life. This theme covers the study violations particularly on the extrajudicial killings, torture, and disappearances, particularly in relation with security and military operations.
5. Human rights and governance. This theme aims to explore topics that assess the current human rights ecosystem in the country, the adoption of human rights-based approaches, gender and culture-sensitive paradigms in public service, and how they relate to the principles of human rights holders and duty bearers.



These five research themes are related to each other and are underscored by three important concepts cutting across them: Disaster Risk Reduction and Management, Gender and Development, and Compliance to International Treaty Obligations. Moreover, exploration of the five research themes are contributory to the achievement of various development plans such as the 2030 Sustainable Development Goals and the country's Ambisyon 2040. The research themes are also aligned with the three pillars of governance (Malasakit, Pagbabago, and Patuloy na Pag-unlad).

A variety of approaches may be used in scholarly human rights research.

Traditionally viewed as a legal field, the basic methodology used is the legal doctrinal approach which analyzes and interprets human rights using legal theories and frameworks. This approach gathers data and evidence to mount legal arguments, document patterns of human rights violations, expose individuals, institutions and policies that facilitate abuse, and enforce new standards (McClintock, 2010; McConnell & Smith, 2018).

However, with the linking of human rights to development in recent decades, human rights research has become interdisciplinary. Instead of mere legal obligations, human rights are now also viewed as moral norms with political, social, cultural, and economic implications. Thus, human rights research now also employs social science approaches such as mixed methods of qualitative and quantitative analyses, critical ethnography, and comparative approaches (CHR, 2018; Coomans, et al., 2010; McConnell & Smith, 2018, Andreassen, et al., 2017).

Through the CHRE, research on human rights can be promoted and supported, especially in the graduate and undergraduate levels of the HEIs. Faculty and student research are a valuable means of ensuring methodical and data-driven examination and documentation of human rights issues in local and regional areas. A notable example of this practice is the completion of a number of undergraduate studies on human rights at Mariano Marcos University. With the help of the CHRE

Coordinator serving as research adviser, two researches, namely "Knowledge of OFWs on Human Rights and their Awareness of Government Programs" (2004) and "Indigenous People's Level of Knowledge and Enjoyment of their Human Rights" (2005) were recognized as outstanding theses in the area of Social Sciences, Arts and Education in the said university (Chauhan, 2007).

Findings of research led by the CHRE are valuable in the planning, designing, and implementation of human rights education programs and activities of the CHR and CHRE regional offices. For example, the scanning and monitoring of human rights awareness, knowledge, skills, behavior, and values is essentially an assessment of educational and training needs of the general public and specific sectors such as professionals and marginalized populations. Such studies can yield useful information in determining the core content and standards as well as delivery methods for human rights education programs.

Instruction. Programs under the instruction component are carried out to accomplish the function of CHRE to build a pool of human rights volunteer educators and advocates, develop curricula and training programs, conduct human rights education activities and innovations, develop information, education, communication materials, and disseminate information on human rights. Below are some of the programs CHRE implements.

Integration of Human Rights Concepts in Curricular Offerings. Various programs are accomplished under the instruction and training component of CHRE. One important undertaking is the integration of human rights concepts in the curricular and course offerings in all levels of education and training. With assistance from the CHR regional office and curriculum experts, a CHRE can initiate the review of curriculum and course offerings of their institution or other academic and professional training institutions.



Using the frameworks developed based on the core content/standards set by

the CHR, human rights concepts may be integrated or added in the following manner:

1. as a separate course or subject (a required subject or a three-unit elective course).
2. as a subsection or unit of study within a course or subject
3. as a set of themes or points integrated into different courses or subjects
4. as a major or specialization under political science, social sciences and teacher education.

Integration can be a challenging process requiring reviewers and developers to determine the courses or subjects where human rights content and themes can be most logically and appropriately integrated. In this process, inputs such as curricular policies on human rights core content, the learning outcomes and indicators, current curricular policies of CHED or TESDA, and the curricular policies of the school itself must be carefully considered.

A proposed house bill called the "Human Rights Education Act" filed last April 30, 2021 requires DepEd and CHED to identify international human rights education standards and best practices for basic and higher education. Together with CHRP, the educational agencies are tasked to formulate curricula and course programs for human rights studies that, at the minimum, shall cover the following:

- 1, an introduction to the basic principles of human rights such as equality, non-discrimination, human dignity, inclusion, empowerment, environmental awareness, and respect for the rights of women, children, indigenous peoples, persons with disabilities (PWDs), and of people with diverse sexual orientation and gender identity and expression (SOGIE), and other marginalized and vulnerable sectors.
2. personal values, attitudes, and behaviors, that promote personal responsibility for respecting, upholding, and protecting human rights; and



3. practical information for protecting oneself from gender-based violence, child abuse, and exploitation.

Capacity-building of HR Educators. The CHRE, through its pool of qualified and accredited human rights educators, shall organize and conduct capacity building activities to develop and strengthen the competencies of individuals involved in human rights teaching and related fields of human rights education. The activities may include training-workshops, seminars, symposiums, and forums.

The capacity-building activities may target professional groups such as the teachers and instructors who will implement curricula or courses with integrated human rights concepts and standards. The capacity-building can also be a training or trainers to upskill volunteers from LGUs, NGOs, or BHRACs who will become human rights educators in their organizations and communities.

Development of Instructional and Training Materials Information, education, and communication (IEC) materials support the instruction, training and information dissemination functions of CHRE. While CHR central and regional offices often develop and provide IEC materials, CHRE are also tasked to adopt or develop their own IEC materials for human rights education relevant and appropriate to their context and objectives.

IEC materials include instructional and training materials that are used for capacity building of human rights educators in the community, professions, and sectoral groups. Modules are a prime example. Module development must be based on the curriculum and course syllabus developed for education and training. According to the guidelines expressed in the Human Rights Education System User's Manual by CHR (n.d.), the content formulation and text development of modules may be done in either of the three ways: translation of materials from international and national sources; adaptation of preexisting texts; and development of an original text to suit the planned goals and objectives. The development of modules and other training materials must take into account the following processes:



1. Review on diagnostics made on training needs, stated on the profile of the target audience (sectors, communities or groups)
2. Review of existing literature on HR-international and national
3. Identification of gaps for possible improvement
4. Translation of core content/standards set by the CHR into applicable materials (prototype development)
5. Pretesting and revision
6. Utilization of the material in the delivery of the instruction or training
7. Monitoring and evaluation

In addition to modules, other materials that can be adapted or developed by the CHRE for instruction and training include print-based materials such as toolkits, activity sheets, books, primers, and manuals. Electronic media-based materials such as videos, audios, and powerpoint presentations can also be developed.

Information Dissemination. The CHRE is also tasked to conduct information dissemination activities to raise the public's awareness, understanding, and participation in the promotion and protection of human rights. Information dissemination may be done through a range of activities which include:

1. Broadcasts on radio, television, and internet and social media sites
2. Conduct of conferences, panel discussions, seminars, fora, and meetings
3. Creation and distribution of print-based information, education, and communication materials such as newsletters, flyers, guides, infographics, pamphlets, and brochures.
4. Sharing information through social media or on an organization's website
5. Publication of program or policy briefs and articles in journals and newspapers
6. Presentation of program results to community groups and other local stakeholders
7. Issuance of press release
8. Conduct of promotional and advocacy events at community fairs and school functions such as theater and arts activities, and creative competitions such as logo-making, poster-making, essay writing, and extemporaneous speech and debates, among others.





Extension Services. Programs under the extension component fulfill CHRE's responsibility to support the human rights promotion and protection in the grassroots level. Providing assistance and support to the establishment of BHRACs and the promotion and protection of the human rights of vulnerable sectors in communities are important functions that extension services address.

Assistance to BHRAC. In coordination with the CHR Regional Office, the CHRE shall assist in the establishment of BHRACs and provide support to its programs and activities. BHRAC is a program of CHRP that delivers human rights services to the community or grassroots level. As an operating unit attached to the barangay, BHRACs are authorized to conduct human rights education, information dissemination, and mobilization and referrals for any human rights violation complaints received.

CHREs can help establish BHRACs by doing awareness and advocacy campaigns about BHRAC in a barangay or community. It can reach out to LGU officials and provide orientation to barangay officials regarding the benefits of having a BHRAC and the mechanics for instituting the program. Once established, CHRE may conduct capacity building for the BHRAC officers and personnel and develop the relevant training modules and materials needed for it. CHREs can also recommend policies to the Regional Office to strengthen BHRACs operations.

Assistance to vulnerable groups. Certain groups in the community are vulnerable to human rights violations and therefore require special attention and protection. These include women and children, indigenous peoples, elderly people, people with disabilities, LGBTs, refugees, religious minorities, urban poor, informal laborers, among others. CHRE must reach out to these groups in their communities and provide human rights education to empower them. According to Flowers (2000), popular education techniques such as music, street theater, comic books, and alternative media may be utilized to effectively promote human rights among them.

In addition to the education of these marginalized groups, CHREs also adopt a particular vulnerable group and establish programs and activities that address their

needs and situations may also be created. One example is by building a shelter for women and children who are victims of domestic violence. If there are trained professionals in their staff, CHRE can also provide legal aid and counseling to the vulnerable groups regarding their human rights issues and concerns.

E. What support and privileges can CHRE receive?

As a partner in the promotion and protection of human rights, CHRE is entitled to be given support and is eligible for a number of privileges and incentives from the CHR offices, the HEIs, and other organizations.

Technical assistance from CHR Offices. In addition to or including the responsibilities set in the attached model MOA, the CHR national and regional offices may provide technical assistance to CHREs in the following areas:

1. Development and implementation of the human rights education programs, projects, and activities;
2. Training, capacity-building, and accreditation of CHRE members, staff, and volunteers as human rights educators and advocates;
3. Establishment of the Barangay Human Rights Action Centers (BHRAC), and capacity building of the Barangay Human Rights Action Team (BHRACt) within its jurisdiction;
4. Development of curricula, course syllabus, and instructional and training materials where human rights concepts and standards are integrated;
5. Organization of a multi-stakeholder network for human rights education and access to justice
6. Training and capacity-building of its multi-stakeholder network partners which might include LGUs, non-government organizations, and other civil society groups.
7. Recommendation of CHRE volunteers availing/applying for national/international trainings on human rights education.

Use of CHR Facilities and Resources. Below are the facilities and resources that CHRE may use:



1. Information, education, and communication (IEC) materials CHREs are entitled to be provided with IEC materials developed by CHR offices. These may include standard training modules, manuals, primers, reports, and audio-visual materials which can be used, reproduced, and/or disseminated to target audiences and sectors for human rights education.

2. Online Human Rights Academy (OHRA) CHREs are eligible to use the Online Human Rights Academy (OHRA, a one-stop shop/learning management system on human rights education and training. OHRA houses human rights webinars for the public, learning modules, and other IEC materials. Moreover, as CHR's E-Learning Platform, OHRA offers general, special, and professional and executive courses on

human rights. CHREs can utilize this platform in their capacity-building programs and other instruction and training activities.

Funding. CHRE programs and activities maybe eligible for financial assistance. CHRP initially draw an amount of 5 million pesos from its appropriations to help fund CHRE research, instruction, and extension activities. The CHRP shall allocate funding on an annual basis for the CHREs. The CHRP shall allocate it on a prorated basis to the regional offices to support CHRE activities in their respective areas of operations. CHREs must submit project proposals to qualify for funding. The terms and conditions for financing shall be discussed and agreed upon in writing by the CHR national or regional office and the CHRE prior to the initiation of the program and activities.

If full funding for the program is not possible, the CHR regional office and HEI may enter into a shared funding agreement on key activities such as research projects or extension programs. In such cases, the CHR and HEI may have co-ownership of the research outputs or implemented programs. Funding of CHRE in private HEIs may be charged against student development funds or any budget item that may be appropriated for the purpose. On the other hand, funding in SUCs shall include funds sourced from government funding or from income generating programs such as tuition fees (PAPI, n.d.).



CHREs may also ask for financial support from LGUs, NGOs or donor partners. For example, local legislative councils may pass an ordinance appropriating funds for CHREs to conduct continuing human rights education

activities in their locality. These partnerships and collaborations, however, should be coordinated and approved by the CHR Regional Office.

Other Incentives.

Points for accreditation. The work and accomplishments of CHREs are part of the HEI's research and extension services. Researches on human rights produced and published by faculty members and students in reputable and refereed journals and publications can earn them points for the university's accreditation.

In addition, CHRE programs and activities correspond to the components of an integrated extension service for faculty members as defined by CHED (2019). These components include (1) training programs, (2) technical assistance and advisory services; (3) communication/information services, (4) community outreach activities.

Another extension component covered by the programs of CHRE is the provision of service learning programs for students. CHRE activities enable student-volunteers to acquire real-life and practice knowledge and skills that are relevant and useful in fostering community partnership and empowerment.

Involvement of faculty members and students in CHRE programs and activities provide points in the research and community extension services of local accreditation bodies. It also addresses the indicator under the "Evidence of Excellence", which is one of the three criteria assessed for the granting of autonomous or deregulated status to private HEIs.

Incentives and Rewards for CHRE Volunteers. For CHRE members who deliver services as volunteers, it is recommended that the HEI may institute an incentive and rewards program to recognize their valuable contributions. The program may consider granting the following:



1. Provision of honorarium to faculty members who are invited as trainers or resource speakers in capacity building events and information dissemination events.
2. Provision of special citations, service credits, or points in promotion or performance evaluation for those faculty members who were accredited as human rights educators and made outstanding contributions in the CHRE's human rights education programs.
3. Provision of special recognition and financial incentives to faculty members and students who made produced outstanding human rights researches.
4. Institutionalization of these incentives and rewards programs will help sustain the efforts, interest, and best practices in the operations of the CHRE.

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CHAPTER 4

Operationalization and Accreditation of CHRE



Introduction

This chapter provides essential information about the accreditation of CHRE. In particular, it discusses the meaning and importance of CHRE accreditation as well as the levels, criteria, requirements, and specific steps involved in the accreditation process. This provides valuable information that will guide CHREs and evaluation teams throughout the process of accreditation.

A. What is accreditation and why is it important?

Accreditation is a review process to determine whether an institution and its programs meet recognized standards of quality (ABET, 2021). Accreditation is essential for institutions that directly impact public welfare such as the CHRE. As an integral part of the human rights framework in the Philippines, CHRE helps build a culture of human rights in the academic sector and local communities through education.

By going through the process of accreditation, CHRE ensures that it carries out its mandate effectively.

Specifically, accreditation serves the following purposes for CHRE by:

1. Ensuring that its programs for instruction, research, and extension are all aligned and contributory to the achievement of the overall goals of the CHRP and in compliance with international human rights obligations;
2. Allowing self-assessment of its performance based on accepted standards of quality or excellence;
3. Promoting the institution's public accountability as it continuously seeks ways to improve its programs; and
4. Establishing the institution's credibility and reputation which may open opportunities for public and private funding and support for its programs.

B. What are the levels of accreditation and their criteria?

As mentioned in Chapter 3, there are three levels of accreditation. A CHRE may provide programs and activities in one, two, or all three components of human



rights education, which will determine their level of accreditation. Accreditation is given to the CHRE if it has complied to the set of criteria indicated for that level.

Below are the three levels of accreditation and their criteria:

Level 1 - Area of Focus: INSTRUCTION

Having instruction as its primary function, the CHRE must conduct standard educational and training programs designed by CHIRP and or center-designed training programs for specific stakeholders. To be accredited for this level, the CHRE must satisfy the following criteria:

Criterion 1.1 Curriculum and Training Programs

The Center must have a system for designing, developing, reviewing, or adopting course offerings or training programs that focus or integrate human rights concepts.

Integration of human rights concepts must be done in appropriate curricular offerings which may result into separate courses or subjects, a subsection or unit of study within a course, a set of themes or points that cut across courses or subjects, or if possible, a major or specialization of a degree program.

These curricular offerings and training programs must be aligned to the standards and core content set by the CHRP as well as to the institutional vision mission and goals and program and learning outcomes. Moreover, these courses and programs must be relevant and responsive to the stakeholders' needs.

Criterion 1.2. Teaching Staff

The faculty handling human rights courses and training programs must have undergone training and certification on human rights education from CHRP or its regional offices or from widely-recognized international and national human rights organizations. The faculty must have also served as a resource person on human rights trainings, conferences, and workshops. At the very least, the faculty must have completed trainings on the basic human rights content and trainer preparation (training of trainers).



Criterion 1.3. Teaching and Learning Methods

Appropriate teaching and learning methods and activities must be selected and developed based on its suitability to achieve the learning outcomes, its alignment with the institution's educational philosophy, and its effectiveness in teaching human rights concepts.

The teaching approach must be coherent with human rights principles, respecting the dignity and self-esteem of learners and taking into account cultural considerations. Learner-centered methods must be utilized to empower students, encourage interactive participation and exploration of alternative perspectives and critical reflection. Experiential learning strategies must also be employed to enable learners to understand and apply human rights concepts to their lives and experiences.

Criterion 1.4. Assessment Methods

Valid and reliable assessment methods and tools must be planned and selected based on expected learning outcomes, type of learners, and the form of assessment being conducted (diagnostic, formative, and summative). These assessment methods must provide feedback about student learning and how instruction and curriculum or program can be improved.

Criterion 1.5 Instructional Materials

Instructional materials must support the achievement of the set learning outcomes and must be relevant, timely, diverse, and engaging. Instructional materials such as textbooks and manuals must be reviewed and revised to conform to human rights principles and support the development of balanced and relevant human rights education and training materials that encourage active participation in teaching and learning processes (UN, 2012).

Criterion 1.6 Facilities





The Center has adequate, safe, and conducive classrooms, libraries, and other facilities that support teaching and learning. New and up-to-date information and communication technologies (ICT) are available to facilitate networking, web conferencing, and distance learning.

Level 2 - Areas of Focus: INSTRUCTION AND RESEARCH

Instruction and research are the primary functions of the CHRE at this level. Other than the standard and customized training programs, the center actively conducts research related to the challenges in the promotion, instruction and development of culture of human rights. Evaluation of programs is a major research activity. To be accredited for this level, the CHRE must satisfy the criteria set in Level 1 for Instruction and the four criteria below for research.

Criterion 2.1. Research Output/Track Record

The Center must complete at least one research per year. The research topic must fill in critical knowledge gaps and respond to pressing concerns in Philippine Human Rights promotion, protection and policy development consistent with the vision-mission of the CHRP and the National Human Rights Research Agenda (2018).

Criterion 2.2. Research Collaboration

The Center must establish links, partnerships and networks to facilitate collaboration and information exchanges between researchers of different higher education institutions, non-governmental and other civil society organizations, national human

rights institutions and international organizations, and the collaborative development of human rights education research projects (UN, 2012).

Criterion 2.3. Intellectual Property Rights and Ethics in Research

The Center has a policy on intellectual property rights and adherence to ethical norms in the conduct of research (UN, 2012).

Criterion 2.4. Research Facilities



The Center must establish and develop a library which provides a capacity building role and act as a resource center for human rights studies (UN, 2012).

Level 3 - AREAS OF FOCUS: INSTRUCTION, RESEARCH, AND EXTENSION

The Center performs the three functions of instruction, research, and extension at Level 3. In addition to instruction and research, extension is conducted, which includes activities helping the other sectors in the community, province and region. To be accredited for this level, the CHIRE must satisfy the criteria set in Level 1 and 2 and the four criteria below for extension.

Criteria 3.1 Community Engagement and Service

The Center fulfills the promotion and protection of the human rights by providing assistance to community-based HR programs such as the BHRAC and through the creation and implementation of programs, projects, and activities for vulnerable sectors within the community it serves.

Criteria 3.2 Networks, Linkages, and Partnerships

The Center institution establishes networks, linkages, and partnerships with the CHRP through its regional office as well as with other national, regional, and international agencies and groups to pursue its goal of human rights education.

Criteria 3.3. Facilities and Resources

The Center has adequate facilities and resources to create, implement and maintain the functions of community service.

C. What are steps in the accreditation process?

Accreditation of CHRE is a voluntary process. If a CHRE deems that it has met the set of criteria for a particular level, it may initiate the accreditation process. The length of accreditation depends on its ability to comply with the accreditation requirements and process composed of the following steps:





1. Institutional Self-assessment. The first step the CHRE must take is a thorough and comprehensive self-assessment of its resources, performance, and accomplishments against the criteria defined in the institution's targeted level of accreditation. This step ensures that the CHRE is prepared for the accreditation before investing the time and resources for the actual assessment of external accreditors.

Self-survey assessment tools and checklists that will be provided by CHRP or can be downloaded from CHRP website. Using these tools, the CHRE must conduct an objective assessment of how well the institution they fare against the criteria. The length self-assessment depends on how fast the institution can prepare itself for accreditation. The result of the surveys will be consolidated into a Self-Assessment Report which details how they have satisfied the different criteria for accreditation. Attached to this report are the documentations that support their results. These include syllabi of courses and training programs offered, faculty/personnel form, instructional materials review form, etc.

2. Application for Accreditation. Once the CHRE completes its self assessment and deems itself ready for accreditation, the institution will file an application for accreditation to the CHR regional office. The application must include all the self-assessment report and all documentation and pertinent materials that support their application. The CHR regional office must have a designated committee for accreditation which will receive and process such applications from CHREs in their jurisdiction.

3. Initial Paper Review. The accreditation committee in the CHR Regional Office will be given two months to review the application, the self-assessment report and all the documentation and materials attached to it. During this time, the committee may ask the applying institution additional documentation and materials that would help in their accreditation. The committee must release a decision on the initial paper review after two months, which may be one the following:



- a. A recommendation to re-apply after the institution's compliance to the criteria and standards are improved;
- b. A recommendation to postpone ocular inspection/visit until the institution provides further documentation and appropriate changes in the application; or
- c. A recommendation to prepare for ocular inspection/visit to the institution the validity of the results of paper review rests on the expertise and accreditation experience of the committee formed. The review committee must be composed staff of the regional office who underwent training for evaluation and accreditation in the field of human rights education.

4.Ocular Inspection/Visit. Once the application of the CHRE passes the initial paper review, the accreditation committee will make arrangements with the institution for the conduct of ocular visit or inspection. The visit must be scheduled at least one month from the notification of the result of the paper review to give the CHRE sufficient time to make preparations.

Prior to the visit, the accreditation committee must form a team that is composed of expert evaluators and accreditors. The team must be composed of three to five people, which may include CHR regional office staff and invited administrators, faculty members or professional staff of other CHREs within their region who are experts in the components to be evaluated. A chair must be chosen to lead the team. The team members assigned to the standards or criteria to be assessed based on their expertise in their assigned areas.

The visit might last for one or two days depending on the level targeted for accreditation. Ocular visit for Level 1 might be shorter as only the instruction component will be assessed as opposed to Level 3 which requires the evaluation of instruction, research, and as epnose toices. During the visit or walk through, the evaluation team must validate the contents of the self assessment report looking and examining supporting materials and interviewing with the stakeholders of the CHRE.

Classes or training sessions may be observed for the instruction component, research facilities for the research component, and interviews with stakeholders or beneficiaries CHRE programs for extension services.

At the end of the ocular visit, the survey team will meet with the CHRE personnel and highlight the key points of their visit, the best features of their institutions and programs, and makes relevant recommendations. After this, the accreditation or survey team will consolidate their findings and write the details of their decision in a report which they will submit and endorse to the CHRP at the national level for final review and granting of accreditation.

5. Granting of Accreditation. The accreditation team at the regional office has no power to grant accreditation. That authority to grant accreditation rests with the accreditation committee at the national level or CHRP. This committee must receive the endorsements for accreditation from their counterparts in the regional level and study their recommendations. The team will have one month, after which they have to release their decision.

The national level accreditation team may refuse to grant accreditation to the CHRE if major deficiencies have been identified. On the other hand, if the result of the review is favorable and positive, with the CHRE satisfactorily complying standards and criteria for accreditation, the CHRP accreditation will grant the CHRE an accreditation. This accreditation will last for three years and must be renewed thereafter.

6. Re-accreditation. After three years, the accreditation of the CHRE expires. The institution may either renew their accreditation for the same level or try an accreditation for a higher level. In either case, the CHRE will have to repeat the process and start with the self-assessment once again.

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CHAPTER 5

Monitoring and Evaluating Human Rights Education under the CHRE

Introduction

Evaluating educational and training programs is an integral and essential aspect of designing and implementing effective programs. This chapter provides the foundational procedural knowledge on how to conduct evaluation.

A. Program Evaluation

Evaluation is the systematic application of scientific methods to assess the design, implementation, improvement or outcomes of a program (Rossi & Freeman, 1993; Short, Hennessy, & Campbell, 1996). The term "program" may include any organized action such as educational and training services, research projects, media campaigns, service provision, public policies, etc.

The CHRE, in coordination with CHR central and regional offices, evaluates different programs to determine if the objectives are met and what challenges need to be addressed to improve the programs. For educational and training services, evaluation is intended to determine the responsiveness, appropriateness and relevance of the planned/intended curricula; to determine the impact, effectiveness

and efficiency of the implemented curriculum. Results of the evaluation inform the CHRE on how its programs contribute to the building of a culture of human rights, particularly whether the objectives of its different programs have been achieved. Moreover, evaluation results provide information on the issues and problems encountered in implementation, and the recommendations on how to improve effectiveness (Equitas & OHCHR, 2011).

B. Levels of Evaluation



According to CHR (n.d.), evaluation of HRE programs is performed in three levels: external stakeholders, regional, and central level. The processes and design of evaluation for the three levels are described below.

1.External stakeholders.

CHRE is part of the external stakeholders, which also includes the audience of the CHRE programs, external duty holders, and other external oversight administrators.

In the first level, CHR recommends conducting evaluation in two ways: action research and participatory research. Action research involves practitioners evaluating their own performance in the delivery of HRE. Although CHR offices cannot directly intervene in this form evaluation, action research is useful because it ensures the duty holders share in developing their delivery of HRE.

Participatory research is where CHR offices can make intervention in the evaluation process by external stakeholders. It is a joint evaluation where duty holders are involved in the monitoring and evaluation activities. However, the CHR offices spearheads and administers the process by developing the monitoring and forms, accomplishment of reports, and administration of specific locations of reports, feedback tools, etc.

The results of these evaluations include the performance of the programs, projects, and activities and the feedback of audiences which include their response, comments, or reactions to the HRE provided. The CHRE shall consolidate this into an annual report which will be submitted to the regional office that has jurisdiction over it.

2. Regional and Central Offices

In the second level, the evaluation is conducted by the CHR regional offices as implementers in their respective regions. In the third level, the evaluation is conducted by the Central Office, particularly the Education and Training Division



under the HR Promotion Office providing technical support to the Commission en Banc, its Chairperson, Executive Director and the Commissioners-in-Charge (CIC).

The CHR Offices conduct program evaluation and program analysis. Program evaluation is defined as the gathering of information on the impact of existing efforts and highlights areas that need improvement.

Program analysis, on the other hand, is the process of determining the most effective form for taking on the identified improvements. The evaluation is more comprehensive when both processes are used together, although they can be utilized separately. However, their effective use is dependent on the following factors:

- a. Existence of, or the ability to formulate meaningful goals and evaluation criteria
- b. Ability to measure program effectiveness through the collection and interpretation of data
- c. Willingness of public officials to support the process by basing resources allocation decisions on the information presented to them
- d. commitment on the part of local officials to implement recommendations of evaluation and analysis projects

The table below identifies the inputs, processes, and outputs in the program evaluation and analysis conducted by the regional and central offices. The annual reports accomplished by the regional offices are inputs to the annual report on impact and performance prepared by the Education and Training Division. These annual reports will be consolidated into medium-term reports for medium-term decision making and planning (CHR, n.d.). The process of transforming the inputs into outputs is shown on Figure 3.



<p>1. Annual report on performance of HRE programs, projects and activities</p> <p>2. Annual report on feedback of audiences</p>	<p>1. Development of evaluation scheme</p> <p>2. Review of report on performance and feedback</p> <p>3. Conduct of evaluation based on methodology</p> <p>4. Communication off evaluation result and submission of evaluation report</p>	<p>1. Annual evaluation report on performance and impact of P/P/A</p> <p>2. Midterm evaluation report on performance and impact of P/P/A</p>
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Table 5.1 Inputs, Process, and Outputs for the Evaluation in the Regional and Central Offices

C. Evaluation Process

1. Development of evaluation scheme

The evaluation process starts with the development of an evaluation scheme. This consists of four subprocesses:

- a. Documentation of the issues addressed by the program
- b. Documentation of specific objectives, goals, indicators, and targets, subpro-grams, service levels, and target values for evaluation
- c. Development of evaluation criteria
- d. Identification of questions to be answered

The third subprocess requires the identification of efficiency and effectiveness criteria while the fourth one leads to the establishment of goals and objectives for evaluation. The completion of these four sub-processes enables evaluators to select



an evaluation design. The CHR recommends three evaluations designs:

Planned vs Actual Performance, Time Trend, and Before Program vs. After program.

Planned vs Actual Performance

This design compares the planned performance with the actual program performance for a given time period. Setting of performance targets or objectives is necessary in this design because it serves as a baseline for accurately measuring the actual performance based on a set of evaluation criteria. The procedural steps for the use of this design are:

1. Set performance targets for each evaluation criterion
2. Collect data on criteria for the evaluation period
3. Compare the actual data with the targets.
4. Estimate the effects of, or at least identify, any non-program factors that might have an impact on evaluation criteria.

The advantage of this design includes a general assessment of program effectiveness and efficiency, establishment of explicit performance targets for future time periods, and identification of specific program areas that need improvement. The identification of areas for improvement makes it very useful for program analysis.

Time Trend

This design focuses on measuring the effects of a program change. Unlike the previous design, time trend does not require the establishment of performance targets but relies entirely on actual performance measures. Evaluation criteria are selected and data collected to establish past performance trends. These trends are then compared with conditions observed after the program change. The procedural steps of this design are:

1. Collect data on each of the evaluation criteria for several measurement periods (years, quarters, or months) prior more measurement periods after;
2. Collect data on each of the criteria for one or more measurement periods after the program change;
3. Using graphic techniques compare data to see if values for the criteria show a divergence from the preprogram trends;



4. Identify and estimate the effects of any non-program factors that might have an impact on the evaluation criteria.

Time trend is best used to evaluate a program change rather than overall program effectiveness. It also works well in the evaluation of new programs with the aim of changing specific conditions of the program. However, it also has limitations. Evaluating new programs, pre-program data on the specific conditions is necessary. For evaluation of long-standing programs, statistically valid trends can only be established if at least four years of previous data is provided.

Before vs after program

This design involves measuring criteria values right before program implementation and right after using the same criteria. Unlike the time trend design that aims to establish trends, this design simply takes a "snapshot" of conditions before and after a specific change. The procedural steps for the use of this design are

- a. Collect data on the criteria reflecting conditions prior to the program's introduction.
- b. Collect data on the value of the criteria immediately after or an appropriate period after program introduction.
- c. Identify and estimate the effects of any non-program factors that might have an impact on the evaluation criteria.

As before vs. after evaluation design measures impacts of HRE programs, it is most applicable for evaluating short-term programs or those that have limited scope.

2. Review of report on performance and feedback

This is the second process and it includes two steps: review of accomplishment for each indicator set and performance targets and review of feedback for each clientele group/sample

3. Conduct of evaluation based on methodology



This process involves three subprocesses: a) application of evaluation, methodology, data, assessment, organization, comparison, and synthesis; b) checking the validity of evaluation, and c) drawing conclusions and making recommendations

4. Communication and submission of evaluation reports

This process consists of the preparation, consolidation, and communication of the results of the evaluation into a report. As already mentioned, CHR regional offices and the Central Office through the Education and Training Division, are responsible for the creation, communication, and transmission of annual reports on the performance and impact of HRE programs. These annual reports, in reum, will be consolidated and become inputs to the medium-term performance and impact evaluation of HRE programs.

MEMORANDUM OF AGREEMENT

KNOW ALL PERSONS BY THESE PRESENTS:

This Memorandum of Agreement, hereinafter referred to as MOA, made and entered into this ____ day of _____ In _____ by and between:

COMMISSION ON HUMAN RIGHTS (CHR), a constitutional office of the Republic of the Philippines with office address at the SAAC Building, UP Complex, Commonwealth Avenue, Diliman, Quezon City, represented herein by _____ in his/her capacity as the _____ hereinafter referred to as the FIRST PARTY;

and

_____, a _____,

With represented office herein address by _____,

in his/her capacity as the _____

hereinafter referred to as the SECOND PARTY.

WITNESSETH: That



WHEREAS, the State values the dignity of every human person and

guarantees full respect for human rights and mandates that all educational institutions shall inculcate patriotism and nationalism foster respect for human rights, appreciation of the role of national heroes in the historical development of the country, and teach the rights and duties of citizenship:

WHEREAS, under the UN Declaration on Human Rights Education and Training as well as the World Programme for Human Rights Education, State institutions have the obligation to undertake a continuing program of human rights education and training to mold the Filipino psyche along respect for and protection of all human rights;

WHEREAS, the FIRST PARTY is an independent constitutional body mandated to establish a continuing program of research, education, and information to enhance respect for the primacy of human rights, and in pursuance of this function, and, for that purpose, may coordinate and request the assistance of any department, bureau, or agency;

WHEREAS, _____ in _____

_____ is _____ (insert description of the SECOND PARTY);

WHEREAS, the FIRST PARTY encourages all State Universities and Colleges and private Higher Education Institutions to establish their Centers for Human Rights Education as their main mechanisms in helping accelerate the building of a culture of human rights in the academic communities and in their geographic areas of jurisdiction where they operate;

NOW, THEREFORE, in consideration of the foregoing premises, the parties hereby agree as follows:

ARTICLE I PURPOSE AND SCOPE



Section 1. The purpose of this MOA is to set forth the terms and conditions, scope of work and responsibilities of the parties associated with their collaboration on the establishment, development, strengthening, and continuous operationalization of a Center for Human Rights Education (CHRE).

Both parties see the benefits of this project, have a desire to pursue the project and have determined that each brings unique expertise and experience necessary to accomplish the objectives outlined above.

The FIRST PARTY has unique expertise and experience in the following areas: (1) human rights education and training, and (2) provision of preventive measures and legal aid services to the underprivileged whose human rights have been violated or need protection.

The SECOND PARTY has unique expertise and experience in the following area/s:

ARTICLE II GENERAL PROVISIONS

Section 1. The PARTIES, through their respective representatives designated herein, shall be the partners under this MOA.

Section 2. This partnership mainly aims to build a culture of human rights by establishing, developing, strengthening, and continuously operating the Center for Human Rights Education, herein referred to as CHRE, at _____ to undertake human rights education activities involving its faculty, staff, and students as may be applicable within its campus and with its partners and clientele through instruction, research, and community extension activities.



Section 3. This partnership further aims to develop the CHRE as a social

laboratory for human rights education innovations and in building a culture of human rights in various community settings.

Section 4. The PARTIES acknowledge that the FIRST PARTY is the National Human Rights Institution (NHRI) created under the 1987 Constitution exercising jurisdiction over the entire Philippines accredited by the Global Alliance of National Human Rights Institution (GANHRI) as Status "A."

Section 5. Each party takes legal and financial responsibility for the actions of its respective employees officers, agents, representatives, and volunteers. Each party agrees to indemnify, defend and hold harmless the other to the fullest extent permitted

by law from and against any and all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable attorney's fees, arising out of or resulting from the indemnifying party's acts or omissions related to its participation under this MOA and each party shall bear the proportionate cost of any damages attributable to the fault of such party, its officers, agents, employees and independent contractors. It is the intention of the parties that, where fault is determined to have been contributory, principles of comparative fault will be applied.

Each party, at its sole cost and expense, shall carry insurance or self-insure to cover its activities in connection with this MOA, and obtain, keep in force and maintain, insurance or equivalent programs of self-insurance, for general liability, workers compensation and business automobile liability adequate to cover its potential liabilities hereunder.

ARTICLE III

SPECIFIC AREAS OF RESPONSIBILITY

Section 1. The **SECOND PARTY**, through its _____, shall



1. Establish a CHRE located within its campus and accessible by clientele through an appropriate office address;
2. Designate a Center Director or Coordinator to manage the CHRE, assisted by a secretariat;
3. Identify individual persons for capacity building as human rights educators;
4. Launch the CHRE to make it known to the general public and its clientele and provide support to its programs, projects, and activities;

5. Designate the CHRE, which shall perform the following functions:

Instruction

- a. Take leadership in receiving the HEI's curricula and courses for the purpose of mainstreaming human rights concepts and principles, and integrate human rights concepts and participation as curricula;
- b. Organize a core of human rights educators as volunteers of the Center and conduct human rights educators training and accreditation with the regional office;
- c. Conduct human rights education activities for its students, faculty, and staff, and community clientele on its own or in partnership with the CHR regional office and other relevant multi-stakeholder partners;
- d. Develop curricula and instructional materials for formal, non-formal, and/or alternative delivery systems of education for human rights; and
- e. Develop information, education, and communication (IEC) materials on human rights,

Research

- a. Conduct research and special studies to enhance human rights education programs; and
- b. Publish research and share reports with the CHR Regional office to assist in the effective monitoring and evaluation of state actors' compliance with obligations in international treaties on human rights.

Extension

- a. Assist in the establishment and capacity-building of Barangay Human Rights Action Centers (BHRACS) within its jurisdiction; and



b. Develop programs and activities that address the needs and concerns of vulnerable sectors in the community they operate.

Section 2. The FIRST PARTY shall:

Develop information education and communication (IEC) materials and standard training modules on human rights, access to justice and rule of law that can be used, reproduced and/or disseminated by the SECOND PARTY;

- a. Provide technical support in the development and implementation of the human rights programs, projects, and activities of the SECOND PARTY;
- b. Assist in the establishment and operationalization of the CHRE and the capacity building of its staff and volunteers as well as faculty and student organizations;
- c. Jointly organize the capacity-building activities for its multi-stakeholder partners such as, but not limited to, educators and civil society organizations;
- d. Provide technical support to the SECOND PARTY in helping the FIRST PARTY establish and capacitate HRACs within its jurisdiction;
- e. Provide and share with the SECOND PARTY modules, together with all learning resources included in the modules, and other materials on Human Rights Education, if so requested, or access thereto; and
- f. Jointly organize with the SECOND PARTY capacity-building activities for its multi-stakeholder partners such as, but not limited to, human rights action teams, and civil society organizations.

Section 3. The PARTIES shall each be solely responsible for any and all costs associated with their responsibilities under this MOA.

Section 4. The SECOND PARTY, even after lapse of this MOA, shall not perform any act that will be inimical or cause any adverse effect to the FIRST PARTY, in particular, but not limited to, the FIRST PARTY's status as the NHRI of the Philippines, its mandate, powers, jurisdiction, or its accreditation with the GANHRI as Status "A".



Section 5. The PARTIES agree that any intellectual property, which is jointly developed through activities covered under this MOA, can be used by either party or non-commercial human rights education and promotion purposes without obtaining consent from the other and without any need to account to the other, unless later modified in writing.

All other intellectual property used in the implementation of the MOA will remain the property of the party that provided it. This property can be used by either party for purposes covered by the MOA but consent will be obtained from the owner of the property before using it for purposes not covered by the MOA.

ARTICLE IV MONITORING REQUIREMENT

Section 1. The **FIRST PARTY** shall be responsible for monitoring and evaluation, and for organizing quarterly or semestral meetings, or as the need may arise, to provide technical assistance and for monitoring and evaluation purposes.

Section 2. The **SECOND PARTY** shall submit quarterly reports to the concerned CHR Regional Office to ensure compliance with the stated areas of responsibility covered under this MOA.

The quarterly reports shall be submitted following CHRE Reporting Templates which shall be provided by the **FIRST PARTY**.

ARTICLE V DISPUTE RESOLUTION

Section 1. All disputes, controversies, or claims arising out of or relating to this MOA shall first be mutually resolved.

Provided, further, that Parties hereby agree to resolve a dispute through informal discussions or settle any issue amicably before exercising the right to terminate.





ARTICLE VI

AMENDMENTS AND EFFECTIVITY

Section 1. This MOA shall be effective upon the date of the last party to sign this MOA below and shall remain in effect for a period of three (3) years from that date unless earlier terminated. The parties indicate agreement with this MOA by their signatures below.

The MOA may be renewed at the end of this period by mutual written agreement by both Parties. The provisions of this MOA may only be amended or waived by mutual written agreement by both Parties.

The individuals signing this MOA on behalf of their respective entities represent and warrant (without personal liability therefor) that upon the signature of each, this MOA shall have been duly executed by the entity each represents.

Section 2. This MOA may be terminated by mutual agreement of the parties upon serving notice to the other party within sixty (60) days and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

IN WITNESS WHEREOF, the parties represented by their respective duly authorized officials have signed this MOA this _____ day of _____

FIRST PARTY
PARTY

SECOND

by:

by:

Signed in the Presence of :



LIST OF HUMAN RIGHTS COURSES IS MANUAL

A. General Courses

- Human Rights 101
- Right to Health

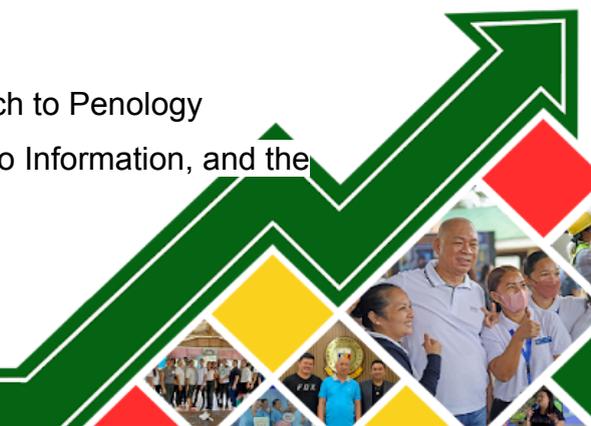
B. 20 Specialized Courses:

- Ako at ang mga Karapatang Pantao
- Mga Karapatang Pantao sa Kontekstong Filipino
- Mga Karapatang Pantaong sibil at Politikal sa Pilipinas
- Mga Karapatang Pantaong Pang-Ekonomiya, Panlipunan, at Pangkultural
- Mga Karapatang Para sa Kapayapaan, Kalikasan at Kaunlaran sa Pilipinas
- Pagtaguyod at Pagpapahalaga sa Karapatang Pantao
- Mga Paglabag at Pang-abuso sa Karapatang Pantao
- Pagkamit ng Hustisya
- Mga Karapatan ng mga Kababaihan
- Mga Karapatan ng mga Nakatatanda
- Mga Karapatan ng PWD
- Mga Karapatan ng mga Katutubo
- Mga Karapatan ng mga Maralitang Tagalungsod
- Mga Proteksyon sa Ilalim ng Batas na Pinaiiral sa Gitna ng Labanan
- Mga Proteksyon sa Pwersahang Pagkawala
- Pagbabawal sa Torture at iba pang Porma ng Di-Makataong Pagtrato
- Hustisyang Transisyonal

- Mga Karapatan ng mga Bata
- Right to Mental Health

C. Professional and Executive Courses

- Certificate Course on the Right to Life
- Certificate Course on the Human Rights-Based Approach to Penology
- Certificat Course on the Freedom of Expression, Right to Information, and the Courts



- Certificate Course on Legal Aid and the Improvement of the Justice System
- Certificate Course on Climate Justice and Human Rights
- Certificate Course on Basic Human Rights for the Military
- Certificate Course on Digital Rights and the Right to the Internet
- Leadership and Management in Human Rights for Students, Teachers and School Administrators
- Leadership and Management in Human Rights for Newly Elected Government Officials

