

PAEPI PROPOSED BILL NO. 8888

(To be revised and updated for support by CHR and the House of Congress)

**AN ACT IMPROVING PHILIPPINE COMMITMENT TO HUMAN RIGHTS PROMOTION
AND PROTECTION BY PROVIDING THE NECESSARY MECHANISM FOR
STRONG DECENTRALIZED HUMAN RIGHTS EDUCATION**

EXPLANATORY NOTE

EDUCATION is recognized as one of the best financial investments States can make. Education is both a HUMAN RIGHT and an indispensable means of realizing other human rights. EDUCATION IS AN EMPOWERMENT RIGHT. It is the primary vehicle by which economically and socially marginalized adults and youths can lift themselves out of poverty and obtain the means to participate fully in their communities

As a member of the United Nations, the Philippines adheres to the purposes of the United Nations. One of these purposes proclaimed under Article 1(3) of the UN Charter Is quoted hereunder:

To achieve international co-operation in solving international problems of an economic, social and cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion.

The basic obligations of UN and Member States in achieving the purposes under Article 1(3) are contained under Articles 55 and 56, to wit:

Article 55

With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

(a) Higher standards of living, full employment, and conditions of economic and social progress and development;

(b) Solutions of international economic, social, health, and related problems; and international cultural and educational cooperation; and

(c) Universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.(underlining supplied)

Article 56

All Members pledge themselves to take joint and separate action in co-operation with the Organization for the achievement of the purposes set forth in Article 55.

Under international human rights laws and documents to which the Philippines adheres, the following can be cited as legal sources of human rights education:

1. UNIVERSAL DECLARATION OF HUMAN RIGHTS

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.(italics supplied)

2. VIENNA DECLARATION AND PROGRAMME OF ACTION (World Conference on Human Rights in Vienna, Austria, June, 1993) paragraphs 78-82

Human Rights Education

78. *The World Conference on Human rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.*

79. *States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. **The World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions in formal and non-formal settings.***

80. *Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.*

81. *Taking into account the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993 by the International Congress on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization, and other human rights instruments, the World Conference on Human Rights recommends that States develop specific programmes and strategies for ensuring the widest human rights education and the dissemination of public information, taking particular account of the human rights needs of women.*

82. ***Governments, with the assistance of intergovernmental organizations, national institutions and non-governmental organizations, should promote an increased awareness of human rights and mutual tolerance.** The World Conference on Human Rights underlines the importance of strengthening the World Public Information Campaign for Human Rights carried out by the United Nations. **They should initiate and support education in human rights and undertake effective dissemination of public information in this field.** The advisory services and technical assistance programmes of the United Nations system should be able to respond immediately to requests from States for educational and training activities in the field of human rights as well as for special education concerning standards as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession. The proclamation of United Nations Decade for Human Rights Education in order to promote, encourage and focus these educational activities should be considered.*

The 1987 Philippine Constitution is lauded as a human rights constitution as it contains rich provisions on human rights, to wit:

ARTICLE II STATE POLICIES

Sec.9. *The State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all.*

Sec. 10. *The State shall promote social justice in all phases of national development.*

Sec. 11. *The State values the dignity of every human person and guarantees full respect for human rights.*

Sec.17. *The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development (underlining supplied)*

ARTICLE XIV EDUCATION, SCIENCE AND TECHNOLOGY, ARTS, CULTURE AND SPORTS

Sec. 1. *The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all .*

Sec. 2. *The State shall:*

(1)*Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;*

xxx

(4) *Encourage non-formal, informal, and indigenous learning systems, as well as self learning, independent, and out –of-school study programs particularly those that respond to community needs; and*

(5) *Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.(underlining supplied)*

Sec.3 (1) *All educational institutions shall include the study of the constitution as part of the curricula;*

(2) *They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.(underlining supplied)*

Human Rights Actions of the Executive Branch of Government

Pursuant to the provisions of the 1987 Philippine Constitution to promote and inculcate respect for human rights the following issuances were made effective:

1. EXECUTIVE ORDER NO. 27 EDUCATION TO MAXIMIZE RESPECT FOR HUMAN RIGHTS, July 4, 1986

❖ Highlights:

❖ 1.Inclusion by then MECS of the study and understanding of human rights in the curricula of all levels of education and training in all schools in the country, adapting the scope and treatment of the subjects or courses on human rights to the respective educational levels.MECS shall initiate and maintain regular programs and special projects to provide

venues for information and discussion of human rights including the utilization of informal education and other means to stress the importance of respect therefor.

- ❖ 2. Civil Service Commission to include in the qualifying examinations for government service basic knowledge on human rights.
- ❖ 3. MECS and other agencies implementing the creation of courses or subjects on human rights to be included in the school curricula or other educational or training programs shall consult and coordinate with the Presidential Committee on Human Rights and shall at all times emphasize enumerated principles of human rights. And the laws and rules governing the same.
- ❖ 4. Inclusion in the curricula of agreements, declarations or covenants on human rights ratified by the Philippines if found appropriate and practicable.

2. OTHER ISSUANCES ON HUMAN RIGHTS EDUCATION

- ❖ 1. Memorandum No. 20 May 5, 1987 Education of Arresting and Investigating Personnel on Human Rights
- ❖ 2. Proclamation No. 177, October 30, 1987 Declaring December 3-10, 1987, and the same period of every year thereafter as “National Human Rights Week”
- ❖ 3. Proclamation No. 1139 December 10, 1997, Declaring 1998 as “Human Rights Year in the Philippines” and the Years 1998-2007 as “Human Rights Education Decade”
- ❖ 4. Memorandum from the President December 10, 1997 Provision of Assistance in the Establishment of Barangay Human Rights Action Centers.
- ❖ 5. Administrative Order No. 370, December 10, 1997, Creating the Inter-agency Coordinating Committee on Human Rights
- ❖ 6. Memorandum No. 259, February 7, 1995 Requiring Human Rights Education and Training of Law Enforcement, Police, Military and Prison Personnel

Human Rights Actions of the Commission on Human Rights of the Philippines And Other Actors

Pursuant to the country’s commitment to human rights education, the Commission on Human Rights of the Philippines created under the 1987 Philippine Constitution, with its sixteen regional offices and seven sub-regional offices had been in continuous implementation of human rights education in many forms through partnerships with educational agencies and institutions and civil society. With DILG as its partner, the CHRP had organized the Barangay Human Rights Action Centers (BHRACs) which is under the leadership of a Barangay Human Rights Action Officer (BHRAO). The BHRAOs in each BHRAC is authorized to conduct human rights education and information dissemination, mobilization and referrals for any human rights violation complaint received. With the Department of Education, the CHRP had developed teaching exemplars on human rights education and trained teachers on how to utilize these exemplars as well as to share their learnings and skills gained. There are also initiatives from CHR Regional Offices spearheaded by CHR Regional Office No. 1 and followed suit by other regional offices notably, CHR-2, CHR-3, CHR-4 and CHR-12 to engage private higher education institutions and state colleges and universities in partnership with the Philippine Association of Extension Program Implementers, Inc. (PAEPI for short) to establish and make operational human rights education through the creation and institutionalization of the Center for Human Rights Education in each institution partner. The Rights-based Approach to Governance and development is continuously being advocated by CHRP all over the regions and across national agencies of the government including regional Development Councils and Committees highlighting the state obligations to respect, protect and fulfill human rights. Thus, human rights education in different forms and targeting different sectors have been supported by administrative/ executive policies and programs within the Philippine jurisdiction.

To be mentioned and recognized are the efforts of civil society such as media, NGOs and Pos including church-based institutions in contributing to human rights education in various parts of the country.

The present social conditions in the country necessitate the promulgation of a law that gives further boosts to the efforts made by the Executive Branches of government and by the Commission on Human Rights of the Philippines, and the educational agencies and institutions as well as members of the civil society in the country. Thus, this bill is hereby proposed.

PROPOSED BILL NO. 8888

AN ACT IMPROVING PHILIPPINE COMMITMENT TO HUMAN RIGHTS PROMOTION AND PROTECTION BY PROVIDING THE NECESSARY MECHANISM FOR STRONG DECENTRALIZED HUMAN RIGHTS EDUCATION

SECTION 1. *Short Title.* This Act shall be known as the “*Human Rights Education Decentralization Act of 2005*”.

SEC. 2. *Declaration of Principles and State Policies.* The state values the dignity of every human person and guarantees full respect for human rights. The state shall inculcate patriotism and nationalism, foster love of humanity, *respect for human rights, teach the rights and duties citizenship*, strengthen the ethical and spiritual values, develop moral character and personal discipline, encourage creative thinking, broaden scientific and technological knowledge and promote vocational efficiency.

The Universal Declaration of Human Rights and 1993 World Conference on Human Rights reaffirmed the importance of human rights education, training and public information which is essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace. As a founding member of the United Nations, the Philippines as a state party to several international human rights instruments have pledged itself to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms. The Philippines as a member State of the United Nations shall open all opportunities and provide an enabling environment to the end that every individual and every organ of society, keeping the Universal Declaration on Human Rights in mind, shall strive by teaching and education to promote respect for human rights and freedoms and by national progressive measures to secure their universal and effective recognition and observance both among its peoples of the member States themselves and among the peoples of territories under its jurisdiction. The Philippines accepts its responsibilities, in conformity with the Charter of the United Nations, to develop and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, sex, language and religion.

SEC. 3. *Definition of Terms.* The following terms, as defined accordingly, shall be used in Act:

a] Accreditation of Human Rights Educators – refers to the formal recognition of persons who had undergone human rights education training and who can advocate his/her human rights knowledge, skills and behavior to the community and society in general particularly to the vulnerable sectors of the society. The process of accreditation shall be in accordance with the provisions of the implementing rules and regulations of this Act.

b] Barangay Human Rights Action Centers [BHRACs] – refers to a Center under each barangays formally established by the Commission on Human Rights all over the country empowered to conduct human rights education and perform other human rights related functions to the residents of the barangay within their jurisdiction.

c] Barangay Human Rights Action Officer [BHRAO] – refers to a person who is elected and appointed to lead the BHRAC and who is in-charge in coordinating human rights education within his jurisdiction.

d] Commission on Human Rights- refers to the independent commission created under the 1987 Philippine Constitution and is a recognized national human rights institution under the United Nations. Its specific functions as an independent commission is provided under Section 18, Article XIII of the 1987 Constitution. Executive order No. 163 signed on July 4, 1986 declared the existence of the Commission on Human Rights under the said article.

e) Commission on Higher Education- refers to the Commission created under Republic Act 7722 known as the “Higher Education Act of 1994”. CHED as it is also popularly known covers both public and private institutions of higher education as well as degree-granting programs in all post-secondary educational institutions, public and private. It is considered under this Act as the primary duty holder on the right to education, specifically

on the right to higher education. It is also a duty holder on the right to fundamental education which includes the right to human rights education.

f] Center for Human Rights Education [CHRE] – refers to a state or private higher educational institution recognized by the Commission on Human Rights through recommendations from regional/sub-regional offices and the Commission on Higher Education as its partner in providing human rights education in their respective jurisdiction and/or as provided by implementing rules and regulations pursuant to this Act..

g] Department of Education – refers to the educational agency created by law to provide primary, elementary and secondary education. Referred popularly as DEPED, it is considered under this Act as a primary duty holder on the right to education specifically on the rights to primary and secondary education. It is also a duty holder on the right to fundamental education which included the right to human rights education. It has supervision over all public and private pre-school, primary, elementary and secondary schools in the country.

h] Department of Interior and Local Government [DILG] – refers to the government agency created to provide frontline services to local government units (LGUs). It has forged a MOA for the establishment of Barangay Human Rights Action Centers and is also tasked as the lead agency for MDG Localization in the LGUs.

i] Development – it refers to the comprehensive economic, social and political process aimed at constant improvement of self-being of the entire population and of all individuals based on their active, free and meaningful participation and in the fair distribution of benefits resulting therefrom. The human person is the central subject of development and should be the active participant and beneficiary of the right to development.

ju] Governance – It refers to the exercise of economic, political and administrative authorities to manage the affairs of a country.

k] Human Rights – shall refer to those rights which are inherent in our nature and without which we cannot live as human beings and/or shall mean those rights that are supreme, inherent and inalienable rights to life, dignity and to self-development. It is the essence of these rights that makes man human.

l] Human Rights Education [HRE] – shall mean training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed towards:

- a) the strengthening of respect for human rights and fundamental freedoms;
- b) the full development of the human personality and the sense of its dignity;
- c) the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous people and racial, national, ethnic, religious and linguistic group;
- d) the enabling of all persons to participate in a free society;
- e) the furtherance of the efforts to mainstream human rights in national and local legislation, development and governance.

m] Human Rights Educators – refers to person or persons who have learned the values and attitude, acquired the skills and behavior, and the awareness, knowledge and the application of human rights in interpersonal relationships with the community and society in general through formal training provided by the Commission on Human Rights and its partners in human rights education, specifically, the Commission on Higher Education (CHED), Technical Education Skills Development Authority (TESDA) and Department of Education (DEPED) or any of the duly accredited Centers for Human Rights Education

m] Human Rights Education Volunteers – refer to person(s) or organizations willing to be trained as human rights advocates/educator and to impart knowledge, skills and training on human rights to all or specific sectors of the society.

n] Local Government Unit [LGU] – refers to province, city and municipality created and organized by law who are mandated by law to deliver the basic services within their jurisdiction and be able to respect, promote,

protect and fulfill human rights obligations to their respective constituents. It is also a duty holder on the right to human rights education as conceived under this act.

o] Millennium Development Goals [MDG] – refers to the eight goals contained in the Millennium Declaration which shall be attained by 2015 to eradicate poverty and worst forms of human deprivation all over the world. The Philippines is committed to attain these MDGs. The NEDA is mandated to monitor compliance to this commitment and the DILG is the lead agency for localization of MDGs at the LGU level. **(This is to be changed to Sustainable Development Goals and agencies mandated to monitor compliance).**

p] National Commission on Indigenous Peoples (NCIP) – refers to the agency created under Republic Act 8371 known as the Indigenous People's Rights Act (IPRA). It provides frontline services for the Indigenous Peoples and is attached to the Office of the President.

q] National Economic Development Authority [NEDA] – refers to the central planning agency of the government. Its regional offices serve as secretariat of the regional development Councils. It is tasked to monitor compliance of government agencies in MDG localization.

r] Rights-Based Approach [RBA] – It is referred to as the mainstreaming process to explicitly link human rights to development. It is a conceptual framework for the process of human development that is normatively based on international human rights standards. It is operationally directed to promoting and protecting human rights applying the integration of the norms, standards, and principles of the international human rights system into the plans, policies and processes of development. It focuses on the strengthening the capacities of government institutions, civil society and specifically the non-government organizations and people's organizations representing the disadvantaged and vulnerable sectors. Conceptually

s] Right To Development – It is an inalienable right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized.

t] Right to Education –refers to a human right directed to the full development of the human personality, enabling all persons to participate effectively in a free society, promotes understanding among all ethnic groups, as well as nations and racial and religious groups and promotes gender equality and respect for the environment.

u] Right to Human Rights Education- refers to the right of all peoples and every human being to know his/her rights and duties as a human being, a citizen and member of a human community. It means the ability to access human rights education from programs and services undertaken by duty holders on this right to enable anyone to learn about their human rights and acquire the skills and attitude towards contributing to its promotion and protection.

v] Technical Skills Development Authority – refers to the agency created under Republic act 7796 known as the "Technical Education and Skills development Act of 1994" or the "TESDA Act of 1994". Referred to popularly as TESDA, it shall be primarily responsible for formulating, continuing, coordinated and fully integrated technical education and skills development policies, plans and programs. It is considered under this Act as the primary duty holder on the right to education specifically on the right to technical and vocational education. It is also a duty holder on the right to fundamental education which includes the right to human rights education.

w] State Universities and Colleges (SUCs) – refer to higher education institutions established by law to provide education to the community and are funded by the State. It is a duty holder in so far as the right to education is concerned and shall contribute effectively to the state compliance of its obligation to respect, protect and fulfill the right to education.

SEC. 4. Human Rights Education, its Scope and Coverage – Human rights education shall be delivered either through formal and non-formal education by all educational institutions duly recognized by Commission on Higher Education [CHED], Department of Education [DepEd] and Technical Education Skills and Development Authority [TESDA]; and by all Local Government Units (LGUs); AFP / PNP training establishments; other trainings centers funded by the government; National Government and regional line agencies undertaking regular training activities or any similar activities. NGOs and other civil society organizations can undertake human rights education individually or in partnership with government institutions or agencies.

Human rights education shall be incorporated in the curriculum and program of instruction or similar activities of Higher Education institutions especially in courses / programs such as but not limited to the three

program components under the National Service Training Program [NSTP] and curricula of degree courses in Criminology' Teacher Education; Social Work, Medical and para- medical courses and law. It shall be included as a unit of study in any subject in social sciences, cooperatives, entrepreneurship, management and research in both graduate and undergraduate courses.

Human rights education shall be included as part of any training or advocacy activities conducted in outreach and extension programs of any higher education institution especially of SUCs. TESDA regulated technical vocational institutions shall include human rights education as a unit of study in all technical-vocational courses. Local Government Unit training programs and training programs of the national and line agencies shall incorporate human rights education which shall include basic orientation and advanced trainings on the rights based approach to development and governance.

SEC. 5. Contents of Human Rights Education – Human rights education must be grounded on human rights norms, standards and principles which are universal in nature, as expressed in the Universal Declaration of Human Rights [UDHR] and other human rights and humanitarian laws and treaties, conventions, resolutions and/or memorandums and other International laws to which the Philippines is a state party as well as in pertinent human rights provisions of domestic laws. The content of human rights shall be relevant to the program, course or curricula to which it is integrated or included and must be meaningful to the learners within that program, course or curricula.

Human rights education must be able to instill, exhort and empower every individual, organization and community for the promotion and achievement of stable and harmonious relations among communities, and for fostering mutual understanding, tolerance and peace within the communities. Education on human rights and the dissemination of proper information, both theoretical and practical should promote understanding, tolerance, peace and friendly relations between nations and all racial or religious groups. Rights of vulnerable groups such as children, women, and persons with disabilities, elderly, the detained, internally displaced persons, and the indigenous peoples, the rural and urban poor shall also form part of any human rights education curriculum or units of study. Individual duties and state obligations to respect, protect and fulfill human rights shall likewise be included. The content of core human rights instruments such the Universal Declaration of Human Rights, International Covenant on Civil and Political rights, International Covenant of Economic, Social and Cultural Rights, Convention on the Rights of the Child, Convention on the Elimination of Racial Discrimination, Convention on the Elimination of Discrimination Against Women shall be included in any unit or curricula incorporating human rights education.

Human rights, humanitarian law, democracy and rule of law as subjects in the curricula of military and police training institutions as well as in criminology and teacher training institutions shall be mandated. Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.

SEC. 6. The Audience for Human Rights Education – Human rights education is provided to the various public within the Philippine jurisdiction but especially critical for some groups which includes the following:

- a) AFP/PNP Officers and personnel;
- b) Lawyers and Judges;
- c) School Administrators and personnel of all kinds of educational institutions;
- d) Human rights trainees and trainers';
- e) Vulnerable sectors of the society, e.g. women, children, fishermen, indigenous groups, disabled persons, detained, internally displaced, etc.
- f) Activists and Non-Government Organizations;
- g) Public Officials whether elected or appointed;
- h) Power Holders;
- i) National and regional Line agencies;
- j) Officials and employees of Local government units;
- k) Other Law Enforcement Agencies.

SEC. 7. Forms of Human Rights Education – Human rights education should involve more than the provision of information and should constitute a comprehensive form or process of dissemination to various sectors which includes but is not limited to the following:

- a) must be a separate subject in the curriculum;
- b) a separate unit in a course syllabus;
- c) Distance human rights learning education module;
- d) Specific major under political science, social sciences and teacher education;
- e) Short or long term programs on trainings & seminars;
- f) A required unit of study under the three components of the National Service Training Program (NSTP)

SEC. 8. Activities on Human Rights Education – Human rights education activities should not only be limited to teaching of school subjects and/or curriculum enrichment or integration but should also be integrated in extra-curricular activities, which form part such as character education, values clarification, peace education, citizenship training and conflict resolutions and leadership trainings. Human rights education activities should also be conducted during annual celebration of human rights week in the form of advocacy activities on the rights-based approach to governance and development; contests and/or competition; field trips; film showing and/or any other similar activities which shall enhance learning about and for human rights.

Human rights activities shall include training for knowledge, skills and attitudes towards human rights of educators and trainors on human rights. An annual conference of human rights educators and trainors shall be undertaken by the CHRP in close collaboration with CHED, DEPED, TESDA and LGUs. NGOs and other members of civil society on its own initiative or in cooperation with CHREs in the area. Stakeholders on human rights education may conduct human rights education that shall enhance respect, protection and fulfillment of the peoples human rights and fundamental freedoms.

An activity in the HRE plan of action of the institution that is included in the CHRE plan of action shall be provided funding support under Sec.21 of this Act.

SEC.9. Creation of Regional Human Rights Education Councils. - There shall be a Regional Human Rights Education Council (RHREC) in every region composed of eleven (11) members with the CHR regional director as Chairperson and the Regional Directors of CHED, DEPED and TESDA as CO-Chairs, a regional/national professional association /private school association as vice-chair. Other members of the Council shall include representatives coming from the military/PNP sector, business sector, NGO sector, and representatives from at least three vulnerable sectors such as youth and student sector, women, elderly and others. The Commissioner-in-Charge from CHRP assigned to the region shall be an honorary chair of the said council. The RHREC shall be accredited by the Regional Development Council as a sub-committee of the Regional Social Development Committee.

The Council shall have the following functions:

1. To formulate policies that will strengthen and improve human rights education in the region;
2. To initiate a periodic review of curricula and programs to ensure the mainstreaming of human rights;
3. To design collaborative programs or projects that will enhance human rights education in the region;
4. To review and recommend existing and recommend new legislation and policies of the government in order to improve human rights education and situation in the region;
5. To adopt an effective system of incentives to CHREs, LGUs and educational institutions who engage in outstanding performance and contribute significantly to the wide dissemination and enhancement of human rights education in the region.
6. To recommend relevant studies on human rights in the region;
7. To identify and recommend the establishment of Centers for Human Rights Education in the region.
8. To support the adoption of the Rights Based Approach in Development and Governance by all government institutions/agencies from local to regional levels in the region.

SEC. 10. Centers for Human Rights Education (CHREs) – There shall be identified, designated, established and developed in every city or province one or more Centers for Human Rights Education in [CHREs] based on the criteria listed hereunder, assessed and adjudged by the Regional Human Rights Education Council. These CHREs shall be initially chosen by RHREC from among existing private or state university or colleges in every region of the country. Satellites of these centers shall consist of educational institutions within the area of operations of the CHRE. The Regional Human Rights Education Council shall establish the area of operations of each CHRE to prevent overlapping of activities.

The criteria in identifying higher education institutions as centers for human rights education shall include the following:

1. Highly educated, professionally qualified and experienced faculty manifesting strong commitment to human rights education;
2. Willingness to incorporate/integrate human rights education in each level of education or in courses or curricula identified under this Act;
3. Make available facilities for human rights education activities;
4. Integrate human rights in extension or outreach programs;
5. Has an open-minded management staff;
6. Has at least twenty percent of its faculty and student organizations become human rights education volunteers.
7. Absence of reports on human rights violations from among its officials, staff and students
8. Manifest obedience to the rule of law especially in terms of faculty, staff and student welfare and human rights

Whenever possible and in accordance with the criteria and standards for establishment of CHREs the LGUs, DEPED, TESDA and NGOs may establish their provincial, district or regional CHREs provided that said establishment shall pass through the Regional Human Rights Education Council. All current Centers for Human Rights Education established by the CHR Regional Offices in partnership with PAEPI shall be recognized by the RHREC provided it meets the standards and qualifications set forth under this Act.

SEC. 11. Objectives and Functions of CHREs.- The objectives and functions of CHREs shall be to:

1. Promote respect for human rights through preparation and implementation of human rights education plan for the institution and for the area within its jurisdiction.;
2. Serve as resource center for human rights education training and materials development;
3. Serve as the central node for coordinating human rights education within the institution and within the area of jurisdiction;
4. Train and recommend qualified volunteers for accreditation as human rights educators; Coordinate with LGUs in the conduct of human rights education activities in barangays, cities, municipalities and provinces;
5. Encourage mutual support for human rights among educational institutions and LGUs in the area ;
6. Advocate for the rights based approach to development and governance within its area of jurisdiction;
7. Collaborate with Regional Office of CHRP and other CHREs in the conduct of regional human rights education activities and in the training of BHRAOs of BHRACS within its jurisdiction.

Sec.12. Management of CHRE. - Each CHRE shall be managed by a CHRE Director who shall be chosen by the President of the educational institution chosen as CHRE and recommended for accreditation as Center Director to the CHRP Regional Director. A Memorandum of Agreement with a duration of two years shall be forged between the CHRE and CHRP Regional Office to ensure the implementation of the HRE Plan. Upon accreditation, the Center Director shall assume its functions under the following Terms of Reference:

1. To lead in the planning and submission of the Human Rights Education Plan covering the area of its jurisdiction to CHRP regional Office in consultation with institution's officials as may be identified under the MOA between the CHRE and CHRP regional Office.
2. To coordinate the implementation of the activities or projects under the HRE Plan;
3. To represent the CHRE in any meeting or activities called for;
4. To submit an annual report of accomplishments based on the approved HRE plan.

The Center Director shall be an accredited human rights educator during his/her incumbency and shall be chosen on the basis of his/her strong interest in and commitment to human rights education as well as potentials in effective management and leadership. The Center Director shall have a term of two-years and may be reappointed based on good performance. The president of the institution shall appoint the Center Coordinator and confirmed by the CHRP regional director.

SEC. 13. Accreditation of Human Rights Education Plan - Within six months from date of establishment, each CHRE shall have at least twenty-five accredited human rights educators and shall submit a two-year human rights education (HRE) plan. This two-year human rights education plan shall be submitted for accreditation by the CHR Regional Office after completing the requirements or standards set by the Commission. It shall also be endorsed by the RHREC to the CHR Regional Office who shall recommend its accreditation to the

Commission en banc. Upon approval, said plan shall be considered as an accredited human rights education plan and authority to conduct human rights education activities shall be conferred by the CHRP Commission en banc.

Each HRE plan implementation shall be monitored by the CHRP regional offices. Quarterly reports shall be submitted to RHREC and CHRP regional office by each CHRE.

During celebration of Human Rights Week every year, each CHRP regional office shall involve the participation of CHREs within their jurisdiction.

Private educational institutions shall prepare an HRE Plan and submit the same to the CHRE for incorporation in the HRE Plan of the CHRE within the area. A planning session shall be conducted by the CHRE every year. Funding of the planning session shall be drawn from authorized appropriations under pertinent Sec.21 of this Act. Funding of HRE plan of private educational institutions shall be charged against student development fund or any budget item that may be appropriated for the purpose. Funding of LGU HRE Plan shall be charged against LGU development funds.

SEC. 14. Role of Commission on Human Rights and its Regional Offices in Human Rights Education – The Commission on Human Rights being the independent commission tasked to promote and protect human rights, on its own or upon request through its regional offices, by the CHREs, RDCs and other government and non government institutions, may provide the following assistance to implement the provisions of this Act:

- a) Technical assistance such as training of trainers in HRE and establishing a manpower pool of human rights education trainers and accredited HR Educators and disseminating these to all agencies/institutions in the region;
- b) Human rights information and education materials;
- c) Other assistance needed as deemed necessary for the promotion and protection of human rights within their respective area of jurisdiction

Funding of the above assistance shall be drawn from the appropriations of the Commission on Human Rights under Section 20 of this Act. Additional funding shall be sourced out from the appropriations of CHED, DEPED, and TESDA provided that such assistance is transferred for HRE implementation by CHRP to offices/units/institutions under the jurisdiction of said educational agencies as a partner of CHRP in the conduct of the abovementioned assistance.

SEC. 15. Role of Local Government Units in Human Rights Education – Each local government unit shall formulate ordinances which shall promote and finance continuing human rights education within its area of jurisdiction in coordination and consultation with the Commission on Human Rights Regional Offices. Provincial and city/municipal LGUs shall include at least two HRE activities in its annual development plans. Barangays shall include at least one HRE activity in its development plan. The CHR regional office shall coordinate the inclusion of the HRE activities in each LGU and ensure the participation of the CHRE within the area in its implementation. Additional funding of the HRE activities shall be drawn from the relevant appropriations identified under Sec 21(a) of this Act.

SEC. 16. Role of Barangay Human Rights Action Centers' [BHRAC] – Established BHRACs in every barangay shall be the coordinator of human rights education activities within their respective barangay as provided for under Sec.12 of this Act. They shall also coordinate with Commission on Human Rights Regional Offices and CHRE within the area in terms of resource speakers, trainers' and human rights information materials. Additional funding of the HRE in the barangay shall be drawn from the appropriations under Section 19 (d) of this Act.

SEC. 17. Role of SUCs. – All SUCs shall establish a CHRE and appoint a Director of said CHRE in its main campus. In case said SUC has satellite campuses, there shall be a designated Coordinator on HRE per campus who will work with the CHRE Director in the activities of the CHRE in their respective campuses. Funding of CHRE activities and plan implementation shall be drawn from the appropriations under Section 21 (e) of this Act.

SEC. 18. Research on Human Rights Education – To ensure the continuous promotion of human rights in the country, research on human rights education must be encouraged in graduate and undergraduate levels in all institutions of higher education Topics for human rights research needed in the region may be provided each

year through an appropriate communication each fiscal year by the CHRP Regional Office and may become a research topic for a particular study. Incentives in outstanding human rights researches shall be provided under Section 21 (b) of this Act.

SEC.19. Mainstreaming Human Rights Through Adoption of the Rights Based Approach.- In several international human rights instruments, the Philippines as a state party has to comply with its state obligations to respect, protect and fulfill human rights of the people and its constituencies. As a meaningful contribution to the compliance by the Philippines in these instruments following its adherence to the principles of international law, governance of political subdivisions under the Local Government Code and that of all other government agencies, institutions, departments and instrumentalities shall adopt the Rights Based Approach (RBA) to Development and Governance. The CHRP shall provide all assistance necessary to capacitate these agencies in adopting RBA. The CHRP shall work out with the National Economic Development Authority (NEDA), Department of Budget and Management and Congress, such mechanisms that will enable full adoption of RBA in development planning, governance, budgeting and legislation in all levels of governance.

A strong foundation of human rights is prerequisite to successful mainstreaming of human rights in governance and development; hence, a sustained and dynamic HRE shall support the RBA program of adoption in all levels. All Regional Human Rights Education Councils, CHREs, LGUs and government and non government institutions or associations mandated under this Act shall include trainings and information on RBA in all HRE plans.

All Regional Development Councils shall pass a resolution enjoining support and adoption of RBA in development and governance by all government institutions/agencies, LGUS, SUCs and even NGOs who are members of RDCs. As a key result area under governance in the Development Administration Committee under each Regional Development Council, RBA activities that capacitate adoption shall be included.

All plans of LGUs on localization of the Millennium Development Goals extending up to year 2015 or thereafter as may be mandated, shall adopt the rights based approach by linking the targets, indicators, programs, projects and activities to human rights norms, principles and standards. The NEDA, DILG and CHRP shall work out the guidelines of rights-based MDG Localization plans at the national and regional levels.

All Ancestral Domain Sustainable Development and Protection Plan (ADSDPP) of indigenous peoples and Indigenous Cultural Communities shall be apply the rights-based approach under the guidance of the NCIP. The CHRP regional offices, in collaboration with NCIP regional offices on the strength of a MOA forged by the CHRP and NCIP at the national level shall contribute to the development of appropriate approaches and methodologies in ensuring the that rights-based norms and principles are incorporated in every ADSDPP.

Monitoring of adoption of RBA at the regional level shall be undertaken by the CHRP Regional offices. CHREs maybe asked to support CHRP regional offices in monitoring RBA adoption.

SEC. 20. Incentives and Awards. - To sustain the efforts and interest in HRE generated through implementation of this Act, the Regional Human Rights Education Council shall recommend incentives to be awarded to outstanding performance and best practices on HRE by CHREs, educational institutions, LGUs, NGOs and other sectors of society such as but not limited to the following:

1. Faculty members of SUCs who are accredited as human rights educators and by actual performance undertake projects and activities on HRE shall be awarded additional points for such status and performance under current performance evaluation under the National Budget Circular on ranking in the case of government faculty and under the appropriate faculty ranking system in the case of the private educational institutions. In the case of government educational institutions, this shall be an addendum to the current NBC on faculty ranking system. If the project or activity is a research on HRE, it should receive credits under research, if it is on instruction and extension then it should be accredited under professional achievement, extension or instruction whichever is more beneficial for the teacher/faculty/staff. If needed, there shall be an additional item solely for HRE activities for which credit shall be given to the performing faculty in the faculty ranking system under NBC for state educational institutions and for faculty ranking in private educational institutions. The National Budget Circular on faculty ranking shall be reviewed by the concerned authorities at the national level and implemented within six months from date of effectivity of this Act. The same shall apply to the Board of Trustees of private educational institutions.

2. In accreditation, additional points shall be added under relevant areas of accreditation for undertaking HRE either in curriculum and instruction , extension, student affairs, faculty development, management and supervision;
3. In performance audit of SUCs, LGUs and national and regional line agencies of government those government agencies or instrumentalities whose HRE plan implementation contribute to the goals of HRE in society shall be awarded recognition through any means of incentives. The Civil Service Commission shall add a human rights dimension to the criteria for awards to government institutions/employees upon effectivity of this Act.
4. Faculty members who engage actively in HRE in private educational institutions should likewise be awarded incentives.
5. Regional Human Rights Education Councils shall likewise be granted recognition for their outstanding performance and best practices installed in their respective regions.
6. Human Rights Education Friendly LGUs, regional line agencies, SUCs, private schools and NGOs and outstanding human rights educators and volunteers shall be chosen.

An annual awarding of outstanding performances and best practices in HRE shall be institutionalized by the Human Rights Education Regional Council on any day of the annual celebration of Human Rights Week. Institutionalization expenses incurred including awards given shall be drawn out from the Annual Appropriations and other sources under Section 21 of this Act.

SEC. 21. Appropriations – For initial implementation of this Act, an amount of twenty million pesos (P20, 000,000) shall be charged against the current year's appropriation of the Contingent Fund or from other funds under the Presidential Social development fund. The CHRP shall manage this fund to be allotted to each regional office for HRE activities in the regions pursuant to the pertinent provisions of this Act.

To form part of the Human Rights Education Fund, there shall be appropriated annually, under the budget of the Commission on Human Rights, Department of Education, Commission on Higher Education, and Technical Skills Development Authority, National Commission on Indigenous Peoples, and Department of Interior and Local Government, the amount of P2, 000,000 per agency for a period of ten years for the implementation of this Act. Said Human Rights Education Fund shall be disbursed for activities or project allowed under this Act.

Additional amount as may be necessary for its implementation shall be included in the Annual General Appropriations Act. Provided, further appropriations for implementation of this Act in the respective area of jurisdiction of agencies concerned shall be taken from any or a combination or all of the following sources:

- a) Two percent [2%] of the annual MOOE of the each local government unit (LGU) from provincial/city/municipal shall be allotted for funding the planning and implementation of a HRE Plan submitted to and accredited by the CHRP Regional Office and approved by the RHREC provided that any HRE conducted under the MDG Localization of LGUs shall also be considered for funding under this section.
- b) Two percent [2%] of the budget allotted for Local School Board [LSB] operations in each local government unit;
- c) One percent(1%) from the development fund of the barangay;
- d) For the conduct of human rights education activities in private educational institutions offering primary/elementary/secondary/technical/vocational/higher education, one half percent [0.5%] of the total tuition fee increase or collection per year whichever is higher, approved by TESDA/ DepEd/ CHED to the concerned private higher educational institutions [HEIs] shall be segregated and shall fund HRE activities in said institution provided that the HRE activities in said institution shall be included in the HRE plan submitted by the CHRE within the area of operations provided for under Section 11 of this Act. An additional half percent of the total tuition fee paid under NSTP every semester in all educational institutions shall also be segregated and allotted for HRE activities under such program.

- e) One percent [1%] of the total MOOE of State University and Colleges [SUC] which shall include funds sourced from government funding or from income generating programs such as tuition fees and others by the concerned SUC. This shall be allotted for the operations of the CHRE established in every SUC.

SEC. 22. *Implementing Rules and Regulations* – The Commission on Human Rights in consultation with CHED, DepEd, TESDA and other government agencies concerned, the Regional Human Rights Education Councils, professional and non-government organization concerned shall promulgate the rules and regulations necessary to carry out the provisions of this Act.

SEC. 23. *Compliance Report* – All government agencies , educational institutions and non government organizations concerned tasked to carry out the provision of this Act shall submit compliance report to the Commission on Human Rights Regional Office at least once a year not later than December 30 of each fiscal year. The CHRP regional office shall collate and submit a copy of these reports to the Commission on Human Rights and to NEDA for inclusion in annual reports of the Philippine Government.

SEC. 24. *Monitoring Compliance* – The Commission on Human Rights through its regional and sub-offices, as the principal government agency tasked to promote and protect human rights shall monitor the compliance of the agencies concerned in the implementation of the provision of this Act. It may involve CHREs in this monitoring work. Appropriate recommendations based on the monitoring shall be made by the CHRP and submitted to Congress, the Judiciary and the Office of the President.

SEC. 25. *Separability Clause* – If any clause, sentence, paragraph or part of this Act shall be declared to be unconstitutional or invalid, the remainder of this Act or any provision not affected thereby shall remain in force and effect.

SEC.26. *Repealing Clause.*- All laws, decrees, executive orders, rules and regulations, issuances or parts thereof inconsistent with this Act are hereby repealed or amended accordingly.

SEC. 27. *Effectivity* – This Act shall take effect after fifteen (15) days following the completion of its publication in at least two [2] national newspapers of general circulation.