

Human Rights of the Humans Left: Integration of Human Rights Education in the Curricula of SUCs in the Philippines

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Abstract

As human rights violations abound, Human Rights Education (HRE) seems to be losing its grip in the academe amid efforts of higher educational institutions to fulfil their constitutional mandate of inculcating human rights. Revisiting the curricula is now deemed necessary. This study aimed to determine how HRE is integrated in the curricula of SUCs through a descriptive and explanatory sequential mixed method, utilizing survey questionnaire and interview guide. The study was conducted in the six [6] SUCs in Region I. There were 165 respondents, representing more than half of those assigned to teach in the subjects Readings in Philippine History, Contemporary World, and NSTP. Median, frequency and percentage were used to analyse the data. Instructional mechanisms (IMs) from each SUC were also examined in terms of allotment of topics and time for human rights. Results revealed that the respondents strongly agree on the concept of HRE, it being the 'training, dissemination, and information efforts aimed at building a universal culture of human rights that is mandatory and essential for life, and that includes discussions on basic human rights. In the survey conducted, it was perceived by the respondents that HRE was included by most respondents as a topic in the syllabus and learning plan, with a great majority of them completing this topic at the end of every semester. The most common pedagogy they use is the lecture-discussion method, which is mixed up with alternative pedagogies depending on the subject taught.

Keywords: General Education Curriculum, Human Rights, Human Rights Curriculum, Human Rights Education, Integration of Human Rights.

Introduction

Contemporary circumstances reveal that society is losing its appreciation of the significance of Human Rights. Research shows that ironically, in this democratic country, the concept of Human Rights is viewed as an impediment to progress, tantamount to treachery, disloyalty, rebellion, or communism. This may be attributed to the lack of comprehension of the people on the significance of Human Rights in a democratic society, resulting from the premise that policies on the integration of Human Rights Education may be devoid of implementation. Considering the significance of educating the Filipino youth on Human Rights, this research aims to determine how Human Rights Education is integrated in the curricula of the required General Education courses, specifically Contemporary World, Readings in Philippine History, and the National Service Training Program (NSTP), in state universities

and colleges. The sample shall be limited to State Universities and Colleges in Region I. Specifically, this research answered the following: What is the level of agreeability of instructors and professors on the definition of Human Rights Education? How is Human Rights taught in the given subjects in terms of syllabi, learning plans, and pedagogy? Is Human Rights Education included in the instructional mechanisms, i.e., syllabi, learning plans and examinations, utilized by the instructors and professors? What preparations do the instructors and professors undergo to develop competence in teaching Human Rights? What are the constraints experienced by the instructors and professors in integrating Human Rights Education? What are the best practices in handling Human Rights Education? These questions shall be answered through a descriptive research design, gathering qualitative data and

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employing a mixed method of interpreting them. These data shall emanate from interviews and surveys with all heads of instruction and all teachers handling the foregoing courses, and instructional mechanisms (syllabi, learning plans, and examinations) and pedagogies – used by teachers of the foregoing courses. Results to be gathered shall be used in assessing the whether Human Rights Education has something to do with the decline of appreciation of Human Rights among Filipinos, and whether there is a need to improve the curricula so that the citizens may comprehend Human Rights and its significance in society. Further, the results of this study shall propel the development of sound policy recommendations in support of the enhancement of Human Rights Education, not only in Region I, but in the country as a whole. In democracies the world over, human rights is one of the fundamental tenets enshrined in constitutions. The United Nations states that human rights "are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status." Among many other rights, human rights include the freedom from slavery and torture, the right to life and liberty, the freedom of speech and opinion, the right to employment and education, and many more. Without exception, everyone has the right to these privileges (1). These rights are globally recognized as universal, inalienable, indivisible, and interdependent.

The Preamble of the United Nations (UN) Charter states: "We the peoples of the United Nations [are] determined... to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small." (Emphasis supplied) (1). This is one of the global underpinnings of human rights, paving the way for its mainstreaming internationally, nationally, and locally. Motivated by the experiences in the preceding world wars, The Universal Declaration of Human Rights (UDHR) was adopted by the UN General Assembly on December 10, 1948, a historic document crafted by delegates from different cultures and backgrounds from all regions of the globe (2). This establishes universal protection for fundamental and inalienable human rights for the first time (1). In a regional political context, the Charter of the Association of

Southeast Asian Nations (ASEAN) included "human rights and fundamental freedoms" on four occasions-significant progress given its historical context. Additionally, by citing fundamental freedoms directly, the Charter acknowledges the civil and political rights that ASEAN was previously disinclined to recognize (3). A purpose of ASEAN set out in its charter is "To strengthen democracy, enhance good governance and the rule of law, and to promote and protect human rights and fundamental freedoms, with due regard to the rights and responsibilities of the Member States of ASEAN." (Emphasis added). In 2012, ASEAN members signed the ASEAN Human Rights Declaration, the first comprehensive human rights document in the region. While there are a number of criticisms of the document, ordinary people in the member-states were anticipating that their human rights would be better protected and promoted (4).

In the Philippines, the Martial Law period (1972-1981) during Ferdinand E. Marcos's dictatorship was historically remembered due to its overwhelming human rights violations (5). Political rivals, student activists, farmer, journalists, religious servants, and others that opposed Marcos were primarily targeted and were subjected to horrible human rights abuses (5). In accordance with the Marcos regime, there were 3,257 recorded extrajudicial killings, 35,000 recorded tortures, 77 disappeared and 70,000 imprisonments. Of the 3,257 murder victims, 2,520 were salvaged—the murder victims were mutilated and tortured before their bodies were dumped in public areas that the intended victims would find—a tactic to instill fear in the masses (6). These traumatic experiences of the Filipinos during the Marcos dictatorship provided the necessary momentum for the human rights movement to make great strides in the national level, thereby creating enabling policies which served as the strong legal framework of the promotion of human rights. Corazon Aquino, who was sworn in as the Philippine President on February 25, 1986, pledged to "do justice to the numerous victims of human rights" (7). President Aquino saw the necessity to institute mechanisms to protect human rights, thus, through Executive Order No. 27, she ordered that the "study and understanding of human rights [be included] in curricula for all education and training in all

schools in the country, proportional to the scope and treatment [of subjects or courses] related to human rights appropriate to the respective education level." The purpose of this is to elevate respect for human rights and top revert violations (8). Thus, EO 27 was one of the original legislations which built human rights education in the country.

In 1987, after Filipinos' horrendous torment because of the blatant infringement and disrespect of human rights of the past regime, the new Constitution of the Philippines, primarily Article II, Section 11, provides that "the State values the dignity of every human person and guarantees full respect of human rights." As an educational policy, the Constitution likewise provides in Article XIV Section 3 that "all educational institutions shall include the study of the Constitution as part of the curricula," emphasizing the State's role to instill and promote respect for human rights.

Article XIII of the same constitution contains provisions for creating the Commission on Human Rights (CHR), defining its powers and functions. The CHR was established on May 5, 1987, through Executive Order No. 163. Even though policies are in place recognizing, promoting, and protecting human rights, contemporary times reveal that threats to human rights are real, ongoing, and ever-present. Every day, the human rights of different nationalities around the globe remain to be transgressed. Despite the encouraging steps undertaken, the reality is that progress seems elusive for the country's human rights (9). The crisis in human rights became prominently apparent in June 2016, when President Rodrigo Duterte assumed office, and this became even more palpable as he persistently implemented his murderous "war on drugs" despite mounting international pressure and condemnation (10). Aside from his brutal drug war that claimed thousands of lives, the Philippines is currently confronted by human rights concerns: political intimidation and persecution hurled towards human rights defenders, attacks on media freedom, discrimination and denial of equal human rights to women and members of the LGBTQIA+ community, violence and brutality perpetrated against indigenous communities protecting their lands, and the exploitation, abuse, and neglect of children, among others. These

human rights concerns are further exacerbated by some citizens who seem to rationalize these atrocities, such that an act for the protection of human rights are considered as amounting to treachery, disloyalty, rebellion, communism, or impediments in the realization of the goals of the nation (11). The concept of human rights seems to have been undermined, and its significance in a democratic society has apparently been abridged (12). Amid these challenges, commitments are renewed to promote "education not only *about* human rights, but *through* human rights, and *for* human rights" (13). Along these lines that Human Rights Education (HRE) comes into the picture.

HRE is defined in the The Plan for Action for the United Nations Decade for Human Rights Education (1994-2004) as "all education, training and information activities which are aimed at building a universal culture of human rights, through the imparting of knowledge and skills and the shaping of attitudes, to strengthen respect for human rights and fundamental freedoms; fully develop the human personality and respect for its inherent dignity; promote understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, linguistic and religious groups; enable all persons to participate effectively in a free society; and to further the work of the United Nations in relation to the maintenance of peace." HRE is underpinning by a robust and established policy and legal framework at the national and international levels (11). Indeed, human rights education is one of several priorities recognized and valued by many countries and intergovernmental and international organizations worldwide.

The United Nations, specifically, is presently implementing the World Programme for Human Rights Education (2005-present) through an inter-governmental body of the UN bureaucracy with 47 member-states that work to promote and protect human rights globally, the United Nations Human Rights Council (UNHRC). The World Programme exemplifies the comprehensive commitment and acknowledgment of the repercussions of human rights education by the community of the nation. In achieving its goal of the mainstreaming of human rights within communities, the World Programme seeks to work towards a universal comprehension of the

basic concepts of HRE, provide a working framework for action, and promote international and local partnerships and cooperation (14).

Aside from the World Programme, there are numerous conventions and treaties related to the promotion of HRE, such as, but not limited to: Universal Declaration of Human Rights (UDHR); Millennium Declaration; International Covenant on Economic, Social, and Cultural Rights; Convention on the Rights of the Child (CRC); Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); International Covenant on Civil and Political Rights (ICCPR); International Convention on the Elimination of All Forms of Radical Discrimination (ICERD); Convention Against Torture and Other Cruel Inhumane or Degrading Treatment or Punishment (CAT); International Convention for the Protection of All Persons from Enforced Disappearance; Convention on the Rights of Persons with Disabilities (CRPD); and others. These are instrumental in making sure that measures to promote HRE are in place at the international level.

Human Rights Education in the Philippines

In view of the numerous human rights violations during the Marcos dictatorship, Executive Order No. 27, which laid down the groundwork for HRE in the country, was issued. It mandatorily included the “study and knowledge 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 human rights subjects or courses to the respective educational levels” to promote the strongest respect for human rights.

In 1987, the newly ratified Constitution provided for the inculcation of respect for human rights as part of the functions of academic institutions, as propelled by its precedent law, EO 27 (15). It created the CHR and defined its powers and functions. One of its functions is to “develop a constant program of research, education, and information to enhance respect for the primacy of human rights.” EO 163 contained the obligation to “develop a continuing program of research, education, and information to enhance respect for the primacy of human rights” (11).

Following this, several pertinent laws that strengthened HRE in the country were subsequently passed. As of writing, there are bills

in Congress which are expected to reinforce the HRE system, if approved, gives and safeguards freedoms of human rights defenders, not to mention their freedom from intimidation due to their work (16).

In spite of these legislations, an observation of the curriculum standards in the general education courses as set by the Commission on Higher Education reveals that this requirement seemed to have loosened its grip. Prior to the implementation of the K-12 Program, human rights as a concept used to be taught in higher education institutions in the three-unit General Education course with the nomenclature Politics and Governance with Philippine Constitution and the National Service Training Program or NSTP (11). The former, however, is no longer included in the new curriculum (17).

Now, the closest topic only recommended for discussion is the history of the Constitution in the course Readings in Philippine History and a short discussion of the Constitution in NSTP. In other words, this shift in the basic education milieu also paved the way on the transitioning of human rights and related topics in higher education general education courses into mere topics to be discussed optionally at a small fraction of the semester. Likewise, policies aiding in the realization of this goal have not been receiving sufficient support and have ceased from full enactment. As such, the integration of human rights in the education of the students is no longer apparent (18).

As presented in Figure 1, Operational Framework, Given the importance of educating Filipino youth on human rights, this study aims to see how Human Rights Education is integrated into the curricula of required General Education courses in state universities and colleges, specifically Contemporary World, Readings in Philippine History, and the National Service Training Program (NSTP). State Universities and Colleges in Region I will be included in the sample.

Specifically, this research answered the following: What is the level of agreeability of instructors and professors on the definition of Human Rights Education? How is Human Rights taught in the given subjects in terms of syllabi, learning plans, and pedagogy? Is Human Rights Education included in the instructional mechanisms, i.e., syllabi, learning plans and examinations, utilized

by the instructors and professors? What preparations do the instructors and professors undergo to develop competence in teaching Human Rights? What are the constraints experienced by the instructors and professors in integrating Human Rights Education? What are the best practices in handling Human Rights Education? These questions shall be answered through a descriptive research design, gathering qualitative data and employing a fixed approach in mixed method of interpreting them. These data shall emanate from interviews and surveys with all heads of instruction and all teachers handling the foregoing courses, and instructional mechanisms (syllabi, learning plans, and examinations) and pedagogies – used by teachers of the foregoing courses.

Results to be gathered shall be used in assessing the whether Human Rights Education has

something to do with the decline of appreciation of Human Rights among Filipinos, and whether there is a need to improve the curricula so that the citizens may comprehend Human Rights and its significance in society. Further, the results of this study shall propel the development of sound policy recommendations in support of the enhancement of Human Rights Education, not only in Region I, but in the country as a whole.

The findings will be utilized to determine whether Human Rights Education has anything to do with the reduction in Filipinos' respect of Human Rights, and whether there is a need to enhance curricula so that citizens understand Human Rights and their importance in society. Furthermore, the findings of this study will aid in the development of credible policy suggestions for improving Human Rights Education throughout the country, not only in Region I.

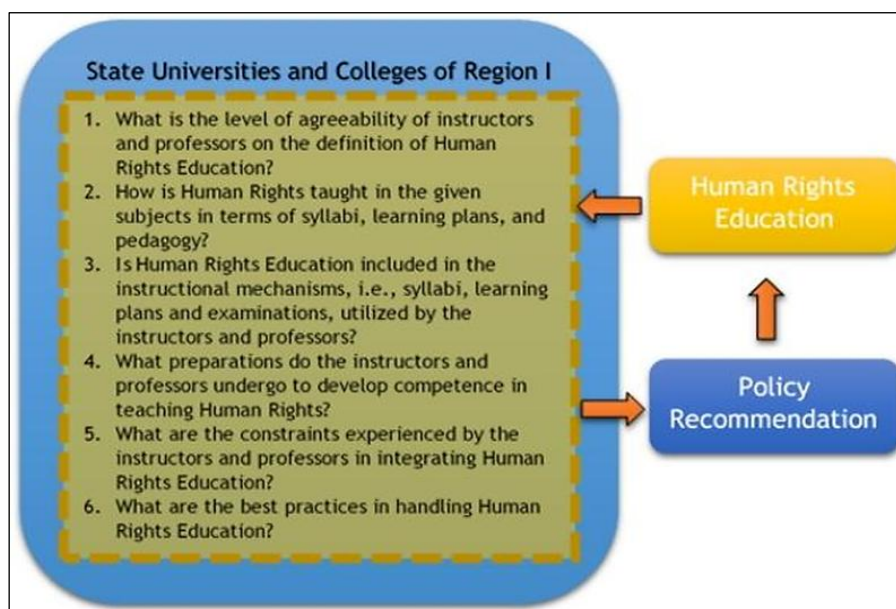


Figure 1: Operational Framework

Given the recent shift of the education system to K-12 and the peculiar decline of appreciation for human rights, a concrete grasp on how human rights as a concept is being upheld and preserved by the academe is a meritorious topic for research. This study is designed to evaluate and quantify the compliance of the pedagogical practices of SUCs for the furtherance of the civic duty of the youth in preserving democracy. The significance of the education of the youth, especially in the concept and the *raison d'être* of Human Rights, should never be undermined. The graduates of the HEIs are the very leaders who

will translate the concept of human rights in their respective communities, getting the rest of the people acquainted and involved in its preservation. With the foregoing premises, it is submitted that the results of this research can pave the way to a proposed Human Rights subject in the tertiary level as an additional general education subject or an elective subject. Integration of human rights principles into existing curriculum necessitates the creation of instructional materials, as well as their continual revision and updating. The more knowledge that the people possess regarding their rights, the

greater is their strength in fighting atrocities and tyranny. Given this alarming antagonizing of the concept of human rights in the populace, it is about time that people gain better comprehension through Human Rights Education.

Methodology

Research Design

This study employed a mixed method research design, which uses the explanatory sequential approach where the quantitative phase (numbers) was followed by the qualitative phase (personal experience) (19), where the qualitative findings were used to contextualize the quantitative data (20). Qualitative data can also assist in developing new knowledge by enhancing and enriching findings. The quantitative method was deemed most appropriate for this study because it intended to describe and reveal the system of Human Rights Education among SUCs in Region I as well the conditions that exist or do not exist, practices that prevail or otherwise, procedures that are continuing or gone, and effects and trends that are developing about Human Rights Education in SUCs. The core issues of HRE in SUCs were likewise identified which became the basis for the recommendations crafted. The survey questionnaires were utilized to gauge how Human Rights were taught, how prepared are the educators, and the considerations employed in designing their syllabi, learning plans and pedagogy. Moreover, interview guide with semi-structure type were undertaken in this study to give clarity that can lead to unexpected results coming to light that may enhance findings on some responses. The data gathered from the survey were compared with the information found from the gathered instructional mechanisms from the SUC-respondents. The mentioning of Human Rights and related topics were considered, highlighting their allotments, duration, and overall share in the given courses. To further validate these data, interviews were conducted with the respondents who gave their consent. This helped the researchers unravel the constraints experienced in integrating Human Rights education in the given courses and their best practices in handling human rights education. It should be noted, however, that qualitative data were not included in this paper due to manuscript length limitations

set by the journal, but these data can be made available upon request.

Data Collection Procedure

The study was conducted in Region I, with all six State Universities and Colleges located therein include Mariano Marcos State University in Ilocos Norte; University of Northern Philippines, Ilocos Sur Polytechnic State College, and North Luzon Philippines State College in Ilocos Sur; Don Mariano Marcos Memorial State University (DMMMSU) in La Union; and Pangasinan State University in Pangasinan. The following means were used to gather data: interviews and surveys conducted with key informants, and from instructional mechanisms – syllabi, learning plans, and examinations – used by teachers of Contemporary World, Readings in Philippine History, and the National Service Training Program (NSTP), which are courses that recommended Human Rights as a topic for the course.

The questionnaires developed for the survey and interview were shown to the following experts for validation: the Dean of the College of Law of Saint Louis College in San Fernando City, La Union; the Officer-in-Charge Regional Director of the Commission on Higher Education; and the Regional Director of the Commission of Human Rights. The computed validity coefficient is 4.0, interpreted as “very highly valid”. This means that the research tool is at par with its intended purpose and can significantly measure variables relevant to this study. Their suggestions and recommendations were likewise incorporated in the instruments. Pilot testing of the survey questionnaire was conducted at Benguet State University, a state university located outside the region of choice, where it was answered by fifteen [15] faculty members. Significant information and opinions were gathered from the respondents who also consented to participate in a mock interview. The reliability of the questionnaire was obtained using Cronbach Alpha using Statistical Package for the Social Science (SPSS), which elicited a consistency reliability of 0.78, interpreted as “acceptable”. This implies that the tool is dependable and consistent. At least fifty per cent (50%) of the total number of teachers handling NSTP, Contemporary World, and Readings in Philippine History in each SUC answered the survey, Table 1. The survey was

conducted through the distribution of printed copies of the research instrument and through the provision of a link on Google Forms, all in accordance with the preference of each SUC-respondent. From that number, those who gave their consent and provided their contact details

were interviewed via Google Meet. An appointment with each willing participant was made, and each conversation was recorded. They were assured of their anonymity and privacy, and they remain protected even beyond the period of the conduct of this research.

Table 1: Respondents by SUC

SUC	Number	Percent
North Luzon Philippines State College	17	10.3
University of Northern Philippines	56	33.9
Mariano Marcos State University	15	9.1
Ilocos Sur Polytechnic State University	22	13.3
Pangasinan State University	24	14.5
Don Mariano Marcos Memorial State University	31	18.8
Total	165	100

Anent the instructional mechanisms, i.e. syllabi, learning plans, and examinations, the SUC-respondents were tapped to provide the researchers copies for identification and measurement of the following:

- Number of hours allotted for Human Rights in the syllabi
- Number of subtopics enumerated in the learning plans
- Number of items and their corresponding points in examinations

Data Analysis

The data collected were organized and tabulated for the purpose of interpretation in relation to the goals of the study. The data was statistically treated and analyzed to answer the problems of the study. In the case of each specific problem the following steps, were completed: For Problem 1 - median (ordinal) was used to find the level of agreeability of instructors and professors' definition of Human Rights Education. The interpretation of results was made as follows in Table 2.

Table 2: 5- Point Value Descriptive Rating

Point Value	Descriptive Rating
5	Strongly Agree (SA)
4	Agree (A)
3	Uncertain (U)
2	Disagree (D)
1	Strongly Disagree (SD)

The same descriptive rating was used for Problem 3, which sought to measure how Human Rights Education was included in the different instructional mechanisms for the given courses. Frequencies and percentages were utilized. For Problems 2 and 4, percentages were used to determine how Human Rights are taught and how Human Rights concepts are included in the instructional mechanisms. For Problems 5 and 6, the same statistical tool was used to determine the constraints and best practices of heads of instruction and all teachers handling the three identified courses. All statistical computations were conducted using the Statistical Package for the Social Sciences (SPSS). For the qualitative

approach, content analysis was used as a complementary method, as it involves systematically examining data to identify, analyze, and report recurring patterns. While content analysis is primarily a descriptive technique, it also entails an interpretive component, particularly in the selection of codes and the construction of themes.

Institutional / University Monitoring and Evaluation Plan

The researchers submitted quarterly terminal reports on pertinent activities conducted within the given period. These Evaluation Plans were prepared and signed by the researchers and approved by the Research Facilitator and the

Dean of the College of Arts and Sciences, and the Mid La Union Campus Research Head.

Ethical Considerations

This study underwent ethics review through the University of Northern Philippines Research Ethics Committee. With their adherence and commitment to ethical standards and after due compliance with the REC requirements, the researchers were able to obtain a certification from the committee. Throughout the research process, the researchers sought permission to conduct the study and to gather data from the respondents through the authorities in their respective institutions. The researchers likewise informed the respondents of the objectives of this research and respected their right to participate, not to participate, and to withdraw participation at any stage. Further, their right to privacy was not undermined. The names of the participants were not revealed, but instead coded with numbers during data interpretation. The results of the survey were presented collectively and with strict confidentiality.

Conflict of Interest

The researchers are employees of Don Mariano Marcos Memorial State University. The interest of conducting this study was primarily geared on the researchers' advocacy in teaching and in the upholding of human rights. No conflict was perceived, and the researchers committed to immediately seek the expertise of the Research Ethics Committee to properly address any arising problem concerning this.

Privacy and Confidentiality

All information from the data gathering mechanisms is and may only be accessed by the researchers. Access for purposes of authentication or validation of data from the survey questionnaires themselves may be granted only with the unanimous consent of the researchers, specifying the purpose therefore, and such access reduced in writing, with a stipulation adhering to utmost confidentiality. Documents were stored in the secured (with lock) filing cabinet in the private law office of the team leader. Identifying information shall likewise be kept in the same place. Only the researchers shall have access to the research instruments. Access thereto by other authorized individuals shall be made in writing with a stipulation that all matters shall be kept confidential. Their purpose for

accessing the documents was likewise provided. Individuals without authority or justification for their access were never allowed. The researchers committed to commence necessary action should there be any violation of the confidentiality agreement.

Vulnerability

Respondents of this study were not within the ambit of those classified as vulnerable in terms of Research Ethics considerations. They were all legal adults and capacity in responding to survey questionnaire. Their choices to participate, not to participate and to withdraw from participation in this study were respected, and the researcher's appropriate professionalism observed in responding to them above.

Recruitment

A sample population of the mentioned respondents were targeted but were not coerced in answering the survey questionnaires. Their participation was voluntary.

Risks

No risks were seen in the conduct of this study. Nevertheless, the researchers maintained ethical standards and committed to respect the rights of the respondents. However, should any risk be manifested later, the researchers undertook to resolve the situation through the best possible means.

Benefits

No monetary compensation or gifts were accorded in consideration of the participation of the respondents.

Community Considerations

No issues as to the involvement or disturbance of the community were seen in the conduct of this study. Rather, the possibility of contributing to the enhancement of education through recommendations can be had.

Results and Discussion

Level of Agreeability of Respondents on the Definition of Human Rights Education

The level of agreeability of the respondents on the definition of Human Rights Education shows in Table 3, where most of them strongly agree (Median = 5) that *human rights education* is defined as "the training, dissemination, and information efforts aimed at building of a

universal culture of human rights through the imparting of knowledge and skills, and the molding of attitudes.” The respondents viewed Human Rights as a developmental process where behavioral outcomes on the exercise of rights based on knowledge require training over time. This perspective means that the entire curriculum must include strategies that will raise awareness and practice their rights within the local and international borders. Formal avenues for learning and those in the informal setting enrich the practice of human rights leading to a greater

appreciation of its use or application to real-life scenarios. Likewise, they strongly agree that human rights education is mandatory under the Constitution and essential for all Filipinos. Beyond the mandate of law, the respondents consider HRE as essential for life. It empowers the learners to contribute to the building and defense a universal culture of human rights in society. A study support this view, they mentioned that ‘human rights education development equips citizens with skills and attitudes for a cosmopolitan view of democracy” (21).

Table 3: Human Rights Education as Defined by Respondents

Indicator	Median	DE
I. Human Rights Education		
1. Human Rights education is:		
a. The training, dissemination, and information efforts aimed at building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes.	5	SA
b. Mandatory in accordance with the Constitution.	5	SA
c. Essential for all Filipinos.	5	SA
2. Human Rights include:		
a. The equality of all human beings, without distinction or discrimination	5	SA
b. The right to life, liberty, and security of person	5	SA
c. Freedom from slavery, cruel, inhuman, and unusual punishment	5	SA
d. The right to a nationality and of recognition everywhere as a person before the law	5	SA
e. Freedom from arbitrary arrest and the right to an effective remedy by the competent national tribunals	5	SA
f. The presumption of innocence until proven guilty	5	SA
g. Freedom to marry and establish a family	5	SA
h. Freedom of expression, thought, conscience, and religion	5	SA
i. The right to work and to education	5	SA
j. Freedom of participation in the cultural life	5	SA
3. Human Rights should be taught in Readings in Philippine History.	5	SA
4. Human Rights should be taught in Contemporary World.	4	A
5. Human Rights should be taught in NSTP?	5	SA
Grand Median	5	SA

Legend:SA- Strongly Agree, A- Agree

Survey respondents also unanimously and strongly agree that human rights encompass all the enumerated principles provided in the questionnaire based on the Universal Declaration of Human Rights. This data indicates that the respondents recognize the fundamental democratic values of equality, dignity, freedom, and justice. Moreover, it also reflects their

adherence and advocacy to use and defend these tenets. Studies emphasized a distinct connection between the acceptance of rights and their use in practice (22,23). The study defined this connection as the HR educator’s competence to teach Human Rights (24). This competence borders on the teacher’s ability for reflexive praxis – rhetoric and action. The primary data

presented reflects that the respondents are, at the very least, aware of the concepts of human rights.

Teaching of Human Rights in the Given Subjects in terms of Syllabi, Learning Plans, and Pedagogy

This section discusses how rights are taught in the curriculum as determined by the respondents' syllabi, learning plans, and pedagogy as mandated by Memorandum Order No. 31 series of 1996 of the Philippine Commission on Higher Education (CHED). Table 4 shows that most (76.4%) of the respondents include human rights as a topic in

the syllabus (76.4%) and as a learning outcome in the learning plan (72.7%), with a significant majority (61.2%) completing these human rights topics at the end of every semester.

Moreover, the same table shows that in the learning plan, the concept of Human rights was included (71.5%). These data indicate that the respondents adhere to CHED Memorandum No. 31 which mandates SUCs to include topics on Human Rights in the syllabus and learning plans of Readings in Philippine History, Contemporary World, and NSTP.

Table 4: Teaching Human Rights

Indicators	Yes		No		Total	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
1. Syllabus						
a. Human Rights as a topic is included in the syllabus.	126	76.4	39	23.6	165	100
b. The topics on Human Rights in the syllabus are completed every semester.	101	61.2	64	38.8	165	100
2. Learning Plan						
a. The concept of Human Rights is included as a Learning Outcome in the learning plan.	120	72.7	45	27.3	165	100
b. The subtopics about Human Rights included in the learning plan.	118	71.5	47	28.5	165	100
c. Resources such as books, news clippings, and others are used in teaching Human Rights.	116	70.3	49	29.7	165	100
d. Students are assessed or evaluated after the conduct of lessons concerning Human Rights.	117	70.9	48	29.1	165	100
3. Pedagogy						
a. Techniques practiced in teaching human rights:						
(1) Lecture	142	86.1	23	13.9	165	100
(2) Reading Assignments	116	70.3	49	29.7	165	100
(3) Brainstorming	107	64.8	58	35.2	165	100
(4) Film viewing	107	64.8	58	35.2	165	100
(5) News analysis	138	83.6	27	16.4	165	100

b. Assessment or evaluation tools used to measure the students' comprehension of human rights:

(1) Graded recitation	148	89.7	17	10.3	165	100
(2) Quiz/seatwork	98	59.4	67	40.6	165	100
(3) Project	58	35.1	107	64.8	165	100
(4) Policy paper	36	21.8	129	78.2	165	100
(5) Exhibit	52	31.5	113	68.5	165	100
(6) Brochure-making	64	38.8	101	61.2	165	100

The standardized syllabus for the GE Curriculum, as mandated by CHED Memorandum No. 20 Series of 2013, reveals that on the subject Readings in Philippine History, mandated topics on Human Rights in this subject include (a) Agrarian Reform Policies, (b) the Philippine Constitution of 1899, 1935, 1973, and 1987 Constitution, and (c) Taxation. In Contemporary World, the discussion of Human Rights revolves around Global Citizenship, which includes specific responsibilities or rights from their membership to a broader class of humanity. While for NSTP, HRE covers the topics of (a) Citizenship and Nation-Building, (b) Human Dignity and Rights, and (c) Gender and Development. Overall, the standardized syllabi in all three subjects intend to develop responsible citizenship of students in agrarian issues, tax matters, nation-building, and respect for individual rights of men and women within and beyond the Philippine borders, which is also known as global citizenship. However, these topics are not inclusive. Under the SUC's right to academic freedom as stated in Section 5, Article XIV of the 1987 Philippine Constitution, SUCs possess the discretionary power to decide on what topics to include aside from the mandated topics stipulated by law and human rights as a new subject in the curriculum would. Thus, in practice, while some of the respondents adopted the same syllabi and learning plan from CHED in Readings in Philippine History, other SUCs opted to deviate from these by adding more topics. In particular, the syllabi utilized by the respondents in SY 2019-2020, all the respondents included the topics on Agrarian Rights, Bill of Rights across the different eras in Philippine History, and Taxation. These are mandated topics required by CHED Memo No. 20 in the subject Readings in Philippine History. The target learning outcome for these topics in Human Rights covers the student's capacity to 'effectively communicate their historical analysis of a

particular event or issue and propose solutions to present-day problems and display the ability to work with multi-disciplinary teams and contribute to group endeavour.'

However, in the subjects Contemporary World and NSTP, the syllabi used by the respondents varied in their topics on Human Rights. Under the subject Contemporary World, the topic on Human rights falls under the topics on 'Global Citizenship' (SUC 1 and 2), 'Human rights and Democracy in Political Globalization' (SUC 3), and 'Women and Reproductive Rights in Global Demography' (SUC 4). The target learning outcome for these topics includes strengthening the students' capacity to 'articulate their definition of global citizenship and for them to appreciate their ethical obligation as global citizens.'

In the subject NSTP, Human Rights fall under 'Citizenship Training' with specific topics on: 'Historical and Legal Bases of NSTP, Flag Heroic Code of the Philippines (RA8491 s. 1998), Good citizen values, and Voter Citizenship Education' (SUC 1 and 2), Human Rights as a philosophy, with discussion on the various classifications of human rights and pertinent violations to it, and the fundamental rights of citizenships (SUC 3). The learning outcomes generally point to the students' ability to state their rights as Filipinos and their responsibility as citizens of the country. The same table also shows the specific resources used by the respondents in the three subjects under consideration, such as books, news clippings, and others for teaching human rights (70.3%); and the assessment or evaluation of their students after conducting lessons about human rights (70.9%). A scrutiny of the learning plans of the respondent SUCs reveals that the professors and teachers utilized a standard set of resources in the three subjects under consideration. With due regard for internet connectivity, the shared resources utilized through the online learning platform were e-

books, reading materials where news clippings are a part, and modules sent online via Facebook Messenger and Google Classroom. This strategy prevented the influx of students to school. Regarding the pedagogy utilized in teaching human rights, the respondents vary in their responses. Most of the respondents conducted lectures (86.1%), news analysis (83.6%), and reading assignments (70.3%), while a great majority used brainstorming (64.8) and film viewing (64.8%) as pedagogies. These data indicate that respondents utilized varying types of pedagogies depending on the nature of the subject taught. A study explains that these practical approaches to teaching human rights reflect differences in addressing the challenges brought forth by human rights problems among the different geographical regions of Philippine society (25). Based on the learning plans of respondents, the said documents reveal that the most common pedagogy in all three subjects resides in the lecture-discussion method. However, alternative pedagogies were also employed depending on the subject taught. Some of the respondents employed online research, narrative analysis, and research work in a term paper, exhibit, or documentary webpage as alternative pedagogies in teaching the mandated topics on Human Rights under the subject Readings in Philippine History. Those teaching Contemporary World utilized film-showing, role-playing, open forum, sharing of globalization stories, recitation, and research work as alternative pedagogies in the topic of Global Citizenship. NSTP professors or instructors utilized brainstorming in teaching. It could be observed from these data that the pedagogies utilized by the respondents depend on the nature of the subject matter. To illustrate, in the subject Readings in Philippine History, the respondents utilized a historical-narrative approach with a blend of research work and an online approach as an effect of the Covid 19 Pandemic. This data means that the respondents lean more towards conservative pedagogies in Readings in Philippine History as it emphasizes knowledge of HRE content. In contrast, CW and NSTP teaching pedagogies were more progressive. They included film-showing, role-playing, open forum, sharing of stories, recitation, and research work

emphasizing a more personalized engagement and cooperative learning.

Using a multi-varied methodology in teaching HRE contributes to a greater appreciation of HRE since it enhances the experience for both the student and the teacher. The study reiterated the functions of specific teaching methods that invigorate young people to develop an interest in HRE (26). Therefore, the teacher of the HRE plays a decisive role in selecting what specific pedagogy to use in human rights education. A study suggests that self and co-constructive evaluation to build and deconstruct announced knowledge acquired through various means, including experience and collaboration, is essential in moving towards ethical behaviour leading to action (27). In a similar manner, students can be inspired to compose poems, plays, and essays about human rights. Poster making, elocution or contests, and debates, and others can be held round the same theme. The school can celebrate 'World Human Rights Day' which can greatly impact the awareness of the students and parents in the community (28). However, teachers in human rights education experienced specific challenges in crafting a progressive HRE education curriculum. A study found that the teacher's awareness of curriculum content and pedagogies for cultivating human rights is challenging (29). The obstacles outlined in teaching human rights are that teachers have a very poor knowledge of human rights content, a lack of awareness of human rights pedagogies, no inclination to engage in activism, and low levels of engagement with participatory pedagogies. The research articulated the challenges of conservative teacher education, established patriarchal values, a robust nationalistic-oriented curriculum and authoritarian school structures. The researcher advised changing Nigerian social studies teacher education programs and policies for social justice and human rights. In a study argued that every level of teacher education, teacher training should include assessment of school curriculum, assessment of the actual curriculum framework and policy, and training students to follow the textbooks provided (30). As a result, human rights knowledge, values, and skills may then become the key consideration for teachers' curriculum planning and teaching, enabling teachers and learners to engage in

socially just action based on human rights within and beyond the school (31). While in the assessment or evaluation tools used to measure the student's comprehension of human rights, most of the respondents utilized graded recitation (89.7%); a great majority used quizzes or seatwork (59.4%); and many utilized brochure-making (38.8%), projects (35.1%), and exhibits (31.5%). However, only some (21.8%) of the respondents utilized the formulation of policy papers as an assessment or evaluation tool. A content analysis of the documents shows that the standard assessment tools utilized by the respondents include recitation and quizzes/assignments in all three subjects. The making of brochures, projects, and exhibits are the mainstay assessment measures utilized by teachers in Readings in Philippine History. At the same time, graded recitation is the mainstay assessment measure in the subjects Contemporary World and NSTP.

Inclusion of Human Rights Education in Instructional Mechanisms

A study emphasized the necessity to consider various ways in embedding teaching about human rights implicitly and explicitly by mentioning human rights issues in its required curricular mechanisms, in this case, the syllabi, learning plans, and examinations (32). The State Universities and Colleges (SUCs) in Region I reflect this finding. Inclusions comprised discussions on human rights topics in instructional mechanisms among SUCs in Region 1 and institutional prescriptions to ensure integration in these curricular instruments. The

researchers observed that there were varying degrees of integration present across the general education subjects Readings in Philippine History (RiPH), Contemporary World (CW), and the National Service Training Program – Civic Welfare Training Service (NSTP-CWTS). Identifying what counts as a topic on human rights was based on the Compasi to Manual, an overarching framework of human rights education developed by the Council of Europe (33). Table 5 summarizes the number of topics and the time allotment of human rights in the syllabi and learning plans of RiPH, CW, and NSTP-CWTS collected from the SUCs in Region 1. It also includes recording the frequency of occurrences of human rights topics and their appropriate percentages in consideration of the total number of topics per syllabus and learning plan. Also, the table reveals the time allotment for these topics and its appropriate percentage considering the total number of hours allotted per course. To illustrate, Figure 2 indicates the percentage of human rights topics/subtopics out of the total number of topics/subtopics in the syllabi and learning plans. Notably, SUC 1 is the only institution that integrates human rights topics in its syllabi and learning plans across all the subjects identified: RiPH (12.5%), CW (13.33%), and NSTP-CWTS (12.5%). Both SUC 2 and SUC 4 include human rights topics in CW (2.94%; 2.5%) and NSTP-CWTS (10.34%; 18.18%), but none can be found in the RiPH. Remarkably, SUC 3 has the least allotment of topics on human rights as it is only included in CW.

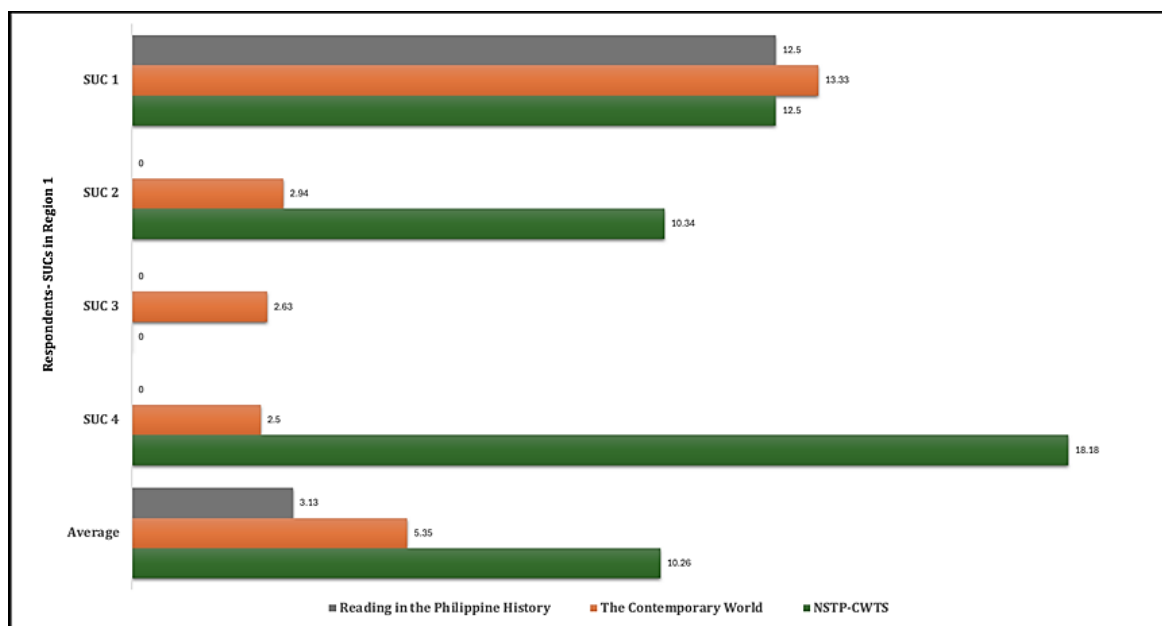


Figure 2: Human Rights Topics in Syllabi and/or Learning Plan of Respondents- SUCs in Region 1 (%)

Interestingly, the Contemporary World is the only subject where all SUCs included human rights topics in their syllabi and learning plans. However, it did not register the highest percentage of integration (5.35%) across all the

respondent-SUCs. Respondents teaching Contemporary World explained in the interviews how human rights are being discussed and integrated as prescribed by the curriculum, particularly in the context of globalization.

Table 5: Human Rights Topics and Time Allotment in Readings in Philippine History (RIPH), Contemporary World (CW), and National Service Training Program – Civic Welfare Training Service (NSTP-CWTS) Syllabi and Learning Plans

	SUC 1			SUC 2			SUC 3			SUC 4		
	RIPH	CW	NSTP-CWT	RIPH	CW	NSTP-CWS	RIPH	CW	NSTP-CWT	RIPH	CW	NSTP-CWT
Number of Human Rights topics/subtopics	1	2	1	0	1	3	0	1	0	0	1	2
Total number ofttopics/subtopics in Syllabi/LP	9	15	8	0	34	29	0	38	0	0	40	11
%	11.11	13.33	12.5	0	2.94	10.34	0	2.63	0	0	2.5	18.18
Time allotment of Human Rights Topics (hr)	9	9	9	0	2.55	4	0	1.2	0	0	1	9
Total Number of Hours (hr)	51	51	51	0	54	52	0	54	0	0	55	51
%	17.65	17.65	17.65	0	4.72	7.69	0	2.22	0	0	1.82	17.65

Regarding the percentage of time allotment of human rights topics in syllabi and learning plans of respondent institutions, Figure 3 shows that SUC 1 has allotted an equal percentage of time allotment for human rights across all subjects (17.65%). In addition, SUC 1 is the only respondent institution that has allotted time for human rights in all the identified courses. SUC 3

and SUC 4 allotted varying allotment percentages in CW (4.72%; 1.82%) and NSTP-CWTS (7.69%; 17.65%). Again, SUC 3 has the least time allotment of human rights and only one subject at that. The time allotment of human rights in these SUCs has generated results consistent with the topics discussed earlier.

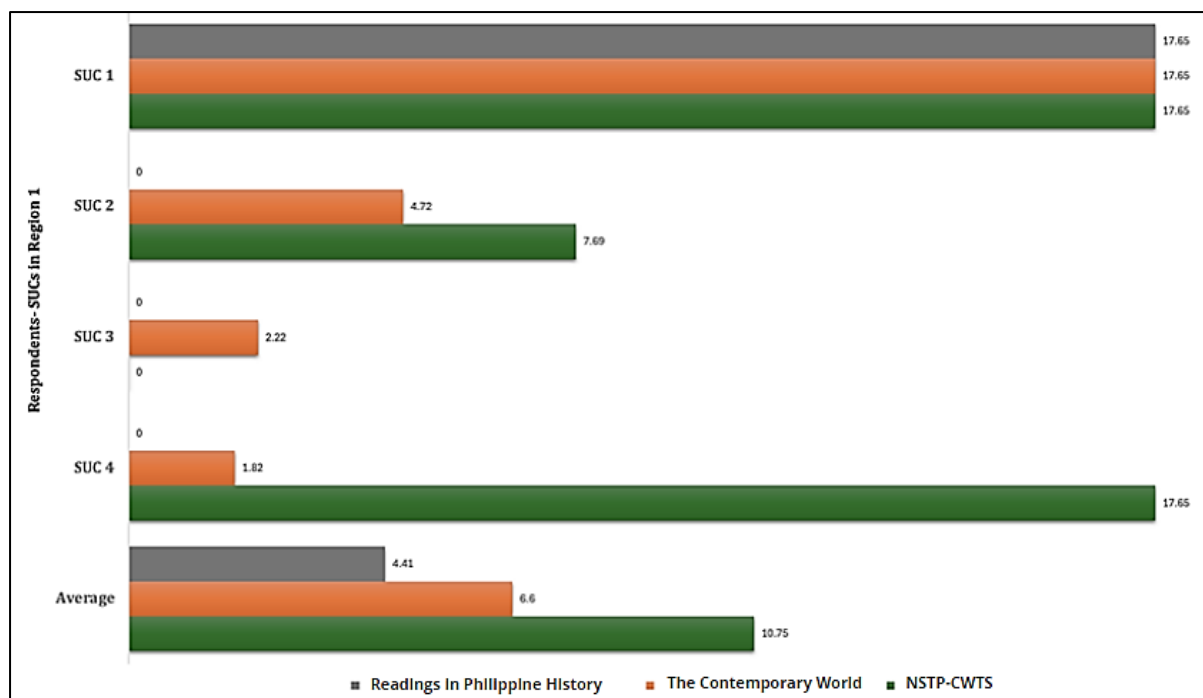


Figure 3: Time Allotment of Human Rights in Syllabi and Learning Plans of Respondent-SUCs in Region 1 (%)

On average, Figure 4 exhibits that SUC 1 has the highest percentage of human rights topics integration (12.78%) and time allotment (17.65%) in all three (3) GE subjects. This is

followed by SUC 4 (6.9%; 6.49%) and SUC 2 (4.43%; 4.14%). Meanwhile, SUC 3 records the lowest degree of integration in human rights topics (0.88%) and time allotment (0.74%).

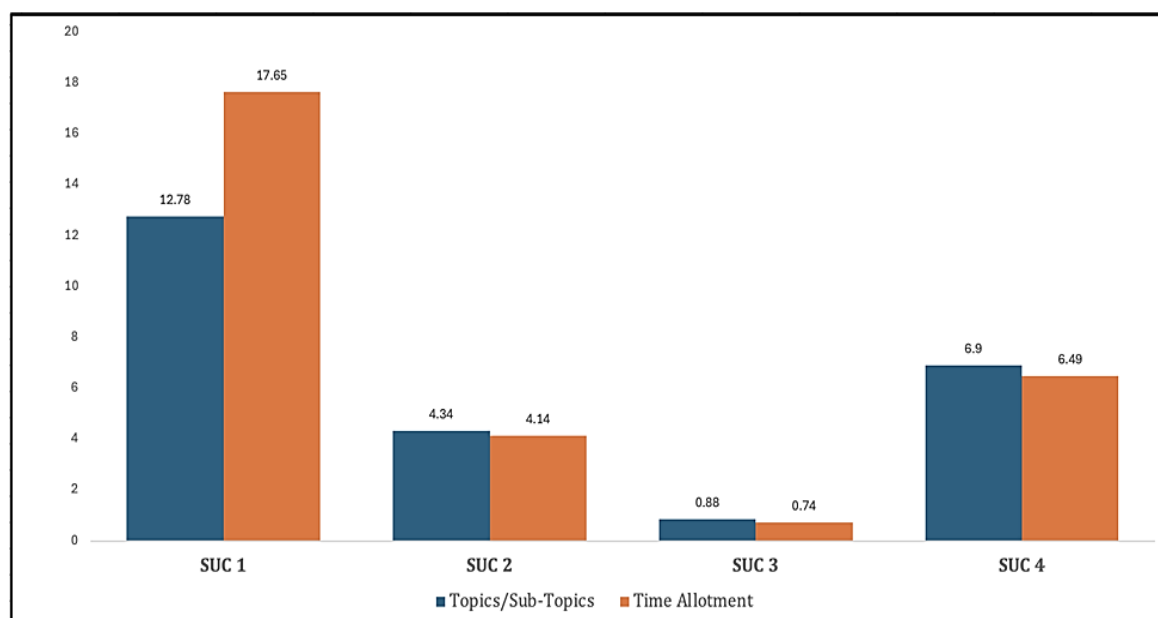


Figure 4: Average Percentage of Human Rights Topics and Time Allotment per SUC in Syllabi and/or Learning Plans of RiPH, CW and NSTP-CWTS (%)

Regarding the institutional prescription of the integration of human rights education, Table 6 shows that majority of the respondents said that their respective institutions prescribe human rights to be included in preparing the syllabus

(65.5%), learning plan (60.0%), and in conducting their lessons (65.5%). An interviewee indirectly stated how their institution, through their NSTP Director, prescribes and monitors the inclusion of human rights in the curriculum.

Table 6: Prescription of Including Human Rights in Instructional Mechanisms of SUCs in Region 1

Indicators	Yes		No	
	Frequency (n)	Percentage %	Frequency (n)	Percentage %
1. The institution prescribes Human Rights to be included in preparing your syllabus.	108	65.5	57	34.5
2. The institution prescribes Human Rights to be included in preparing your learning plan.	99	60.0	66	40.0
3. The institution prescribes Human Rights to be included in conducting your lessons.	108	65.5	57	34.5

The teacher's training in the teaching of human rights is very crucial to the teacher's self-transformation. The discussion in this section describes the preparations that the respondents undergo to prepare themselves in Human Rights teaching. Table 7 presents the preparation that instructors and professors undergo in teaching human rights. More than half the respondents (54.5%) deemed it not applicable for them to attend training concerning human rights. In comparison, only 26.7% of the respondents participated in professional capability-building activities related to human rights. Less than a fifth (18.2%) said that they never attended any human rights-related training. Consistent with their

answers to the initial question, most respondents (57.6%) said that attending HRE training does not apply to them. Close to a quarter of the respondents (24.8%) had HRE-related training. Again, less than a fifth (17%) never attended any related activities to HRE. This data raises a potential problem, especially in the capacity of human rights educators or teachers discussing topics that have a human rights component in their ability to teach human rights properly, both in content and process (33). These results are also consistent with the issues raised by the respondents in the study wherein the lack of training prevents the full implementation of human rights education policies (11),

Table 7: Preparation to Teach Human Rights

Indicators	Never		Seldom		Not Applicable	
	Frequency (n)	Percentage %	Frequency (n)	Percentage %	Frequency (n)	Percentage %
1. How often do you attend trainings concerning Human Rights?	30	18.2	44	26.7	90	54.5
2. How often do you attend trainings concerning Human Rights Education?	28	7	41	24.8	95	57.6
HRE Trainings attended					Frequency (n)	Percentage %
3. What are these trainings concerning	Gender and development				8	4.84
	Citizenship				7	4.24
	Peace				2	1.21
	Global				3	1.81

Human Rights	Personal and social values	1	0.6
and Human	Intercultural/Anti-racist	2	1.21
Rights	Others	2	1.21
Education that			
you have	<i>(based on Compasito Manual's HRE framework)</i>		
attended?			
Please specify			
the trainings			
and their			
corresponding			
sponsors.			

Human rights and HRE-related training attended by respondents who have indicated their participation in these engagements are in the areas of gender and development (4.84%), citizenship (4.24), peace (1.21%), global (1.81%), personal and social values (0.6%), intercultural/anti-racist (1.21%), and others (1.21%). According to Chauhan (2004), The Commission on Human Rights Regional Office I led the way in establishing Human Rights Education Centers (HREC) in 2004 across all State Universities and Colleges in the Region. HREC has the Ilocos Norte Center for Human Rights Education (INCHRE) at MMSU, the City Center for Human Rights Education for the City of Laoag at Northwestern University, the Center for Human Rights and Drug Education at UNP, the Provincial Center for Human Rights Education in La Union in DMMMSU, the City Center for Human Rights Education in the City of San Fernando at SLC, the Provincial Center for Human Rights Education in Pangasinan at PSU, the Satellite Human Rights Education of the PSU Provincial CHRE on the Pangasinan School of Arts and Trade at Lingayen, Philippines, the City Center for Human Rights Education in Dagupan City, in the Philippines at Lyceum Northwestern University, and the City Center for Human Rights Education in San Carlos City, Pangasinan at Virgen Milagrosa University Foundation. In 2006, the National Federation of Centers for Human Rights created the federation of all CHREs in the Philippines. The functions of which, among many others, are to strengthen HRE in their sphere of their influence as they share human rights information and conduct human rights education; to capacitate the volunteers to become effective human rights educators; to develop instructional or training materials for HRE; to advocate for ongoing HRE for duty-bearers and right-holders in educational

institutions, LGUs and civil society sectors. Also, establishing linkages with local or nearby law colleges, universities, courts, bar associations and NGOS can be beneficial. These partnerships are a abundant source of speakers on Seminars and workshops for teachers on an ad hoc basis, to promote and/or, educate about human rights. Through engaging in these actions, HRE would contribute relatively to pro-actively protecting human rights abuses because a central tenet of HRE is that everyone is a person who counts and thus deserve in go respect. The National Council for Teacher Education assures human rights with the educational curriculum in the diploma, bachelor and master degrees in education; through ongoing training, and refresher courses, there are opportunities to make up for the gaps.

Constraints Experienced by the Respondents in Integrating Human Rights Education

The identified constraints that the respondents experienced in integrating Human Rights into the lessons are presented in Table 8. It can be seen from the table that 100 respondents have experienced inadequate references or teaching materials concerning Human Rights. This data signifies that limited teaching materials or learning resources influenced the implementation of human rights education in the different SUCs in Region 1. Efforts have been made to integrate the said topic, but the implementation still meets some challenges. The term "resources" refers to teaching methods and materials and the time available for instruction, but also include the knowledge and skills of teachers, the result of training and experience (34). The next highest rank is the respondents who experience insufficient time, with 96 respondents of the total

followed by a lack of training of teachers with 90 respondents. This data depicts the paucity of training that affects the development of human

rights teaching. Further, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness.

Table 8: Constraints in Integrating Human Rights in the Curriculum

What are the constraints that you experience in integrating Human Rights in your lessons? Please check the box/es corresponding your applicable answers	Frequency (n)	Rank
(1) Lack of training of teachers	90	3
(2) Inadequate reference/teaching materials	100	1
(3) Insufficient time	96	2
(4) Students could not relate to the topic	41	9
(5) Students' lack of appreciation on Human Rights	37	10
(6) Students' detachment from current events	55	5
(7) Students' difficulty in understanding the subject	50	6
(8) Decrease in appreciation for democracy	44	7
(9) Lack of knowledge of constitutional rights	77	4
(10) Growing popularity of authoritarianism	46	8

Training develops working knowledge and skills and builds confidence among employees (35). Training should be made continuous to instill habits in employees to facilitate their self-initiation towards self-improvement, in their own part of their working field. Human rights education and the pedagogy of teaching are inseparably connected. It must encompass human rights knowledge and ensuring a human rights-based pedagogy, to ensure that young people learn in an environment that respects their rights and the rights of others. Furthermore, teachers should develop the students' awareness and understanding of human rights issues locally and around the world, in their classrooms and communities. While "student's lack of appreciation of Human Rights" was the last in the ranking of the possible constraints in integrating Human Rights in the curriculum, it bears stressing that 37 respondents still considered it a predicament. This implies that some students must still be reminded of their initiative and empathy towards their civic duties. Apathy should not be tolerated, as it is the constitutional duty of the State to inculcate patriotism in the rearing of the youth. The second lowest in rank is "students could not relate to the topic," which garnered 41 counts. This also poses a concern, as it is apparent that even at the college level; there are a number of students who still lack the ability to engage in human rights topics. However, with these problems on the part of the students being the lowest in the ranks, it is implied that the

majority of students still have ample appreciation of human rights and, therefore, have sufficient discernment in engaging in college-level discourse pertinent thereto. The problems are primarily on the resources, time, and the training of teachers so that students' interest can at least be met.

Best practices in handling Human Rights Education

The discussion in this section describes the best practices employed to integrate Human Rights into education effectively. Table 9 shows what the respondents consider the best measures for the integration of Human Rights Education into the curriculum. On top of the list with 141 points is providing more reference materials for Human Rights educators to use. Reference materials include textbooks which assume great importance in education (36). Textbooks must include as many HRE components as possible to implement a universal culture of Human Rights awareness. Exposure to HRE themes increases awareness of HR issues. Moreover, the designing of a syllabus and learning plan among teachers requires a set of books as a reference. The design of the learning activities and pedagogies of the Human Rights educator hinges on the available sources of data. Both fictional and actual case studies and supplemental reading materials are sourced through books. Teachers will find broader avenues with the presence of good books. Second, in the rank of best practices, teachers should undergo training. The educator's role in HRE is very significant in the process. However, some of

the respondents admitted that they lacked the necessary training to prepare teaching materials. Also, some of the respondents lack the discerning power to determine the appropriate pedagogies to strengthen students' human rights knowledge

and create the right environment for experiential learning that encourages greater compassion and respect for human life. This revelation shows that there is indeed a great need to train professors and teachers in Human rights Education.

Table 9: Best Practices in Integrating Human Rights Education

Responses	Frequency(n)	Rank
Schools should be provided with more references.	141	1
Human Rights should be a separate course/subject.	117	3
Encourage students to be aware of current events.	111	4
Engage in interactive classroom activities.	102	5
Conduct classroom debates.	91	7
Help students appreciate the concept of democracy.	100	6

Lacking a legal mindset, teachers would find HRE a daunting task to handle. Teachers must first have a working knowledge on how rights could be aggrieved through proper protocols or forums to gain a greater appreciation of HRE before designing classroom experiences that would allow the students to equally experience and appreciate the same. With these meaningful exchanges of experiences between the teacher and learner, long-lasting impressions would be imprinted upon the learner.

Fourth in the rank for the best practices is that teachers need to encourage their students to be aware of current events. The respondents recommend that one of the best ways for teachers to integrate Human Rights in educating students includes exposure to current events. As students get exposed to current events, they get updated with human rights advocacies or violations, helping them internalize the fundamental values and attitudes that nurture respect for other's rights and dignity (37).

Ranked fifth but not far as to points from the rest involves the increased engagement of the student in classroom activities. Their increased participation assists in the processing of this information to solve problems. Therefore, these interactive activities would provide more opportunities for students to deepen their learning by applying the concepts they have learned to real problem scenarios.

Finally, it was likewise perceived that helping students appreciate the concept of democracy is also a best practice. Human rights education is closely connected to education for democratic citizenship, and both are mutually supportive, but with a point of focus and scope. There are no goals

or practices that differ. Human rights education concerns the larger palette covering human rights and fundamental freedoms in all aspects of life. While education for democratic citizenship concerns specifically only democratic rights and responsibilities, and active participation in the civic, political, social, and cultural aspects of society.

Conclusion

Strong unanimity is apparent among the respondents in the definition and coverage of Human Rights Education. However, when it comes to the integration of HRE in the courses, these educators strongly agree that it must be taught in NSTP and in Readings in Philippine History, and on average, simply agree on its integration in the Contemporary World. In the interviews, the importance of introducing the concept of human rights was pointed out on several occasions, and it was emphasized that it should be taught in all levels and in accordance with the cognitive abilities of the students. As reflected in the survey conducted and in compliance with CHED Memorandum No. 31, s. 1996, there is the integration of HRE in the syllabi by at least 76.4% and as a learning outcome in the learning plans by 72.7%. Despite this inclusion, only 61.2% were able to complete human rights as a topic. As for pedagogy, lectures, news analysis, and reading assignments are the most dominant techniques, and traditional graded recitation, quizzes, and seatwork are the most used assessment tools.

On the other hand, insights from interviewees reveal that the degree of integration of human rights education in the instructional mechanisms

still varies among instructors and professors, with academic freedom and differences in perspectives as factors. Strong integration of HRE is not apparent according to the interviewees, emphasizing that discourses about human rights are not in-depth and that integration of HRE in the syllabi is not being strictly checked. Interviewees likewise mentioned that pedagogy on human rights topics usually involves the sharing of ideas based on experience and reflection of issues. Sentiments were also raised about how HRE was not so integrated when these instructors and professors were still at the tertiary level. Hence, their approach to HRE, coupled with their lack of training on human rights, becomes a predicament. A look on the syllabi and learning plans submitted by the respondent SUCs revealed varying degrees of integration. These instructional mechanisms show that HRE allotment is from zero to nine hours per semester. And contrary to their survey responses, it is in Contemporary World where HRE was included in the IMs of all SUCs, albeit not garnering the highest percentage of integration. This reflects weak integration of HRE in the IMs. In terms of preparation through HRE trainings, the respondents in the survey yielded low frequencies, with more than half of them answering “never” and “not applicable”, and the remaining 26.7% answering “seldom”. Trainings that dominated the tally were focused on Gender and Development, as well as Citizenship. The interviewees revealed that one of the reasons for this is the lack of knowledge on the existence of advocacies on HRE. All interviewees likewise emphasized the need to be sufficiently trained. Lack of training was third in rank in the list of constraints as identified in the survey, with lack of references and insufficient time as the first and second respectively. High scores were also reflected on the other constraints enumerated in the survey, which focus on student and environment factors. To address these predicaments, the top three best practices perceived by the respondents in the survey are the provision of more references, the training of teachers, and the possibility of having a separate Human Rights Education course. With these foregoing data gathered from the survey, the interviews and the instructional mechanisms, it is clear that while the instructors and professors understand the basic concept of HRE, they are still

in need of training in order to have deeper understanding on the subject and to be able to execute proper pedagogy based on the cognitive abilities of the students. While the respondents in the survey perceive HRE to be included in the designing of the syllabi and learning plans of the courses, these instructional mechanisms themselves and the sentiments raised in the interviews reflect that there is low integration of HRE and that more time is needed in order to cover necessary topics that ought to be included in the study of human rights. References should likewise be augmented in order to help educators design a proper learning plan that integrates HRE.

Abbreviations

SPSS: Statistical Package for the Social Sciences, SUC: State Universities and Colleges.

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Author Contributions

ROZZANNE VICTORIA G. BUCCAT-VILLAMIN: conceptualization; writing of the original draft; funding acquisition; methodology; data collection; writing of the final output. LADY MAE B. CALDERON: methodology; data collection; writing, review and editing; securing of final approval. MARIA LUISA B. ARNOBIT: data collection; data interpretation and analysis; writing of revisions. JERICHO E. PADILLA: composition of initial draft and review of literature; data interpretation and analysis.

Conflict of Interest

The authors declare no conflict of interest.

Ethics Approval

This study was approved by the University of Northern Philippines Research Ethics Committee (Approval Number: 518). All participants were informed about the study and provided their consent before taking part.

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