

# HUMAN RIGHTS EDUCATION: in the PHILIPPINES

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FACULTY OF BEHAVIORAL AND SOCIAL SCIENCES

Faculty

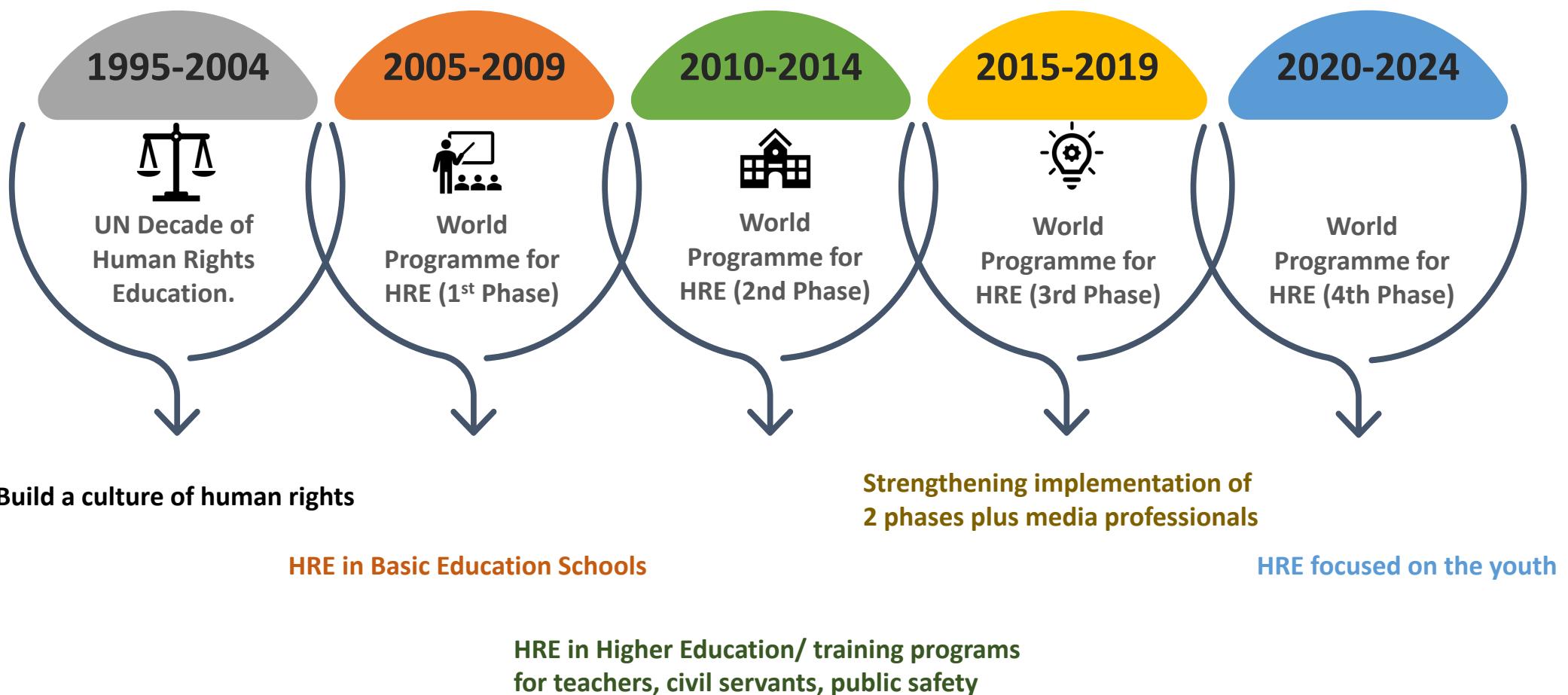


**PHILIPPINE NORMAL UNIVERSITY**  
The National Center for Teacher Education



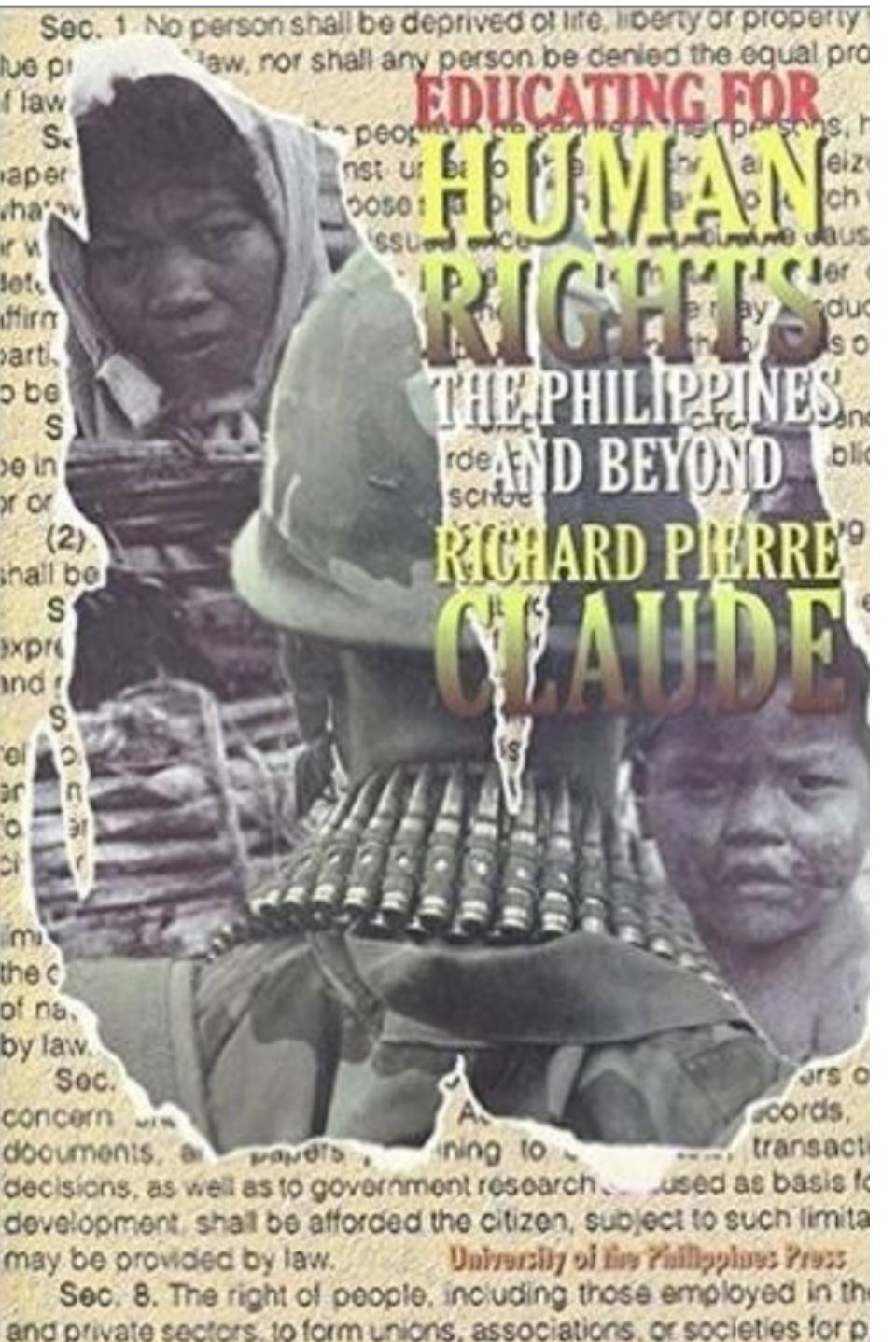
# The Global Campaign for HRE

Vienna  
World  
Congress  
on Human  
Rights  
(1993)



# HRE (F)Actors





# HRE is the Philippines' most important export!

Richard Pierre Claude, 1996

HEADLINES

# 'I don't care about human rights,' Duterte says, urging cops to 'shoot first'

Franco Luna - Philstar.com

December 3, 2020 | 6:20pm







**What happened to decades of doing HRE?**

# **Human Rights Awareness of Secondary School Students in the Philippines: A Sample Survey (PNU, 2005)**

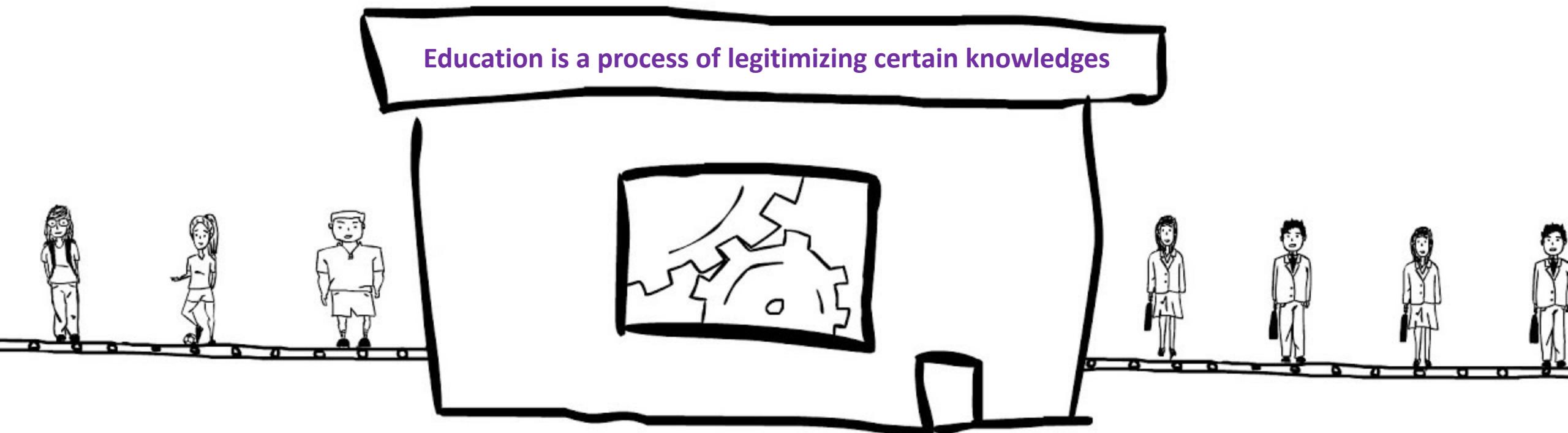
1. The integration of human rights in certain subjects seems to be the dominant approach in the teaching of human rights in schools.
2. A variety of classroom activities are used in teaching human rights with ARMM avoiding the use of debate while NCR and Region VII using debate in the classroom frequently.
3. The teaching of human rights does not automatically translate to participation in human rights activities. There seems to be more emphasis on teaching human rights as a set of concepts rather than as a practice. This means, the learning is limited to understanding the concepts per se and not as applied in their daily lives.
4. Teachers are generally not trained to teach human rights.
5. There is ambivalence in teaching students about human rights because it is often equated with activism, which is viewed negatively.
6. The school is often not consistent with its human rights practice. When school authority is placed in peril by the students' practice of human rights, the school would opt to further limit the students' rights thereby creating a perception that human rights are those that the authority gives to the people.

## **The State of HRE in the Philippines (Maricel Fernandez and Alex Brillantes) 2010**

1. There is continued misconception about human rights
2. There are financial and human resource capacity issues
3. HRE has been implemented for compliance sake.

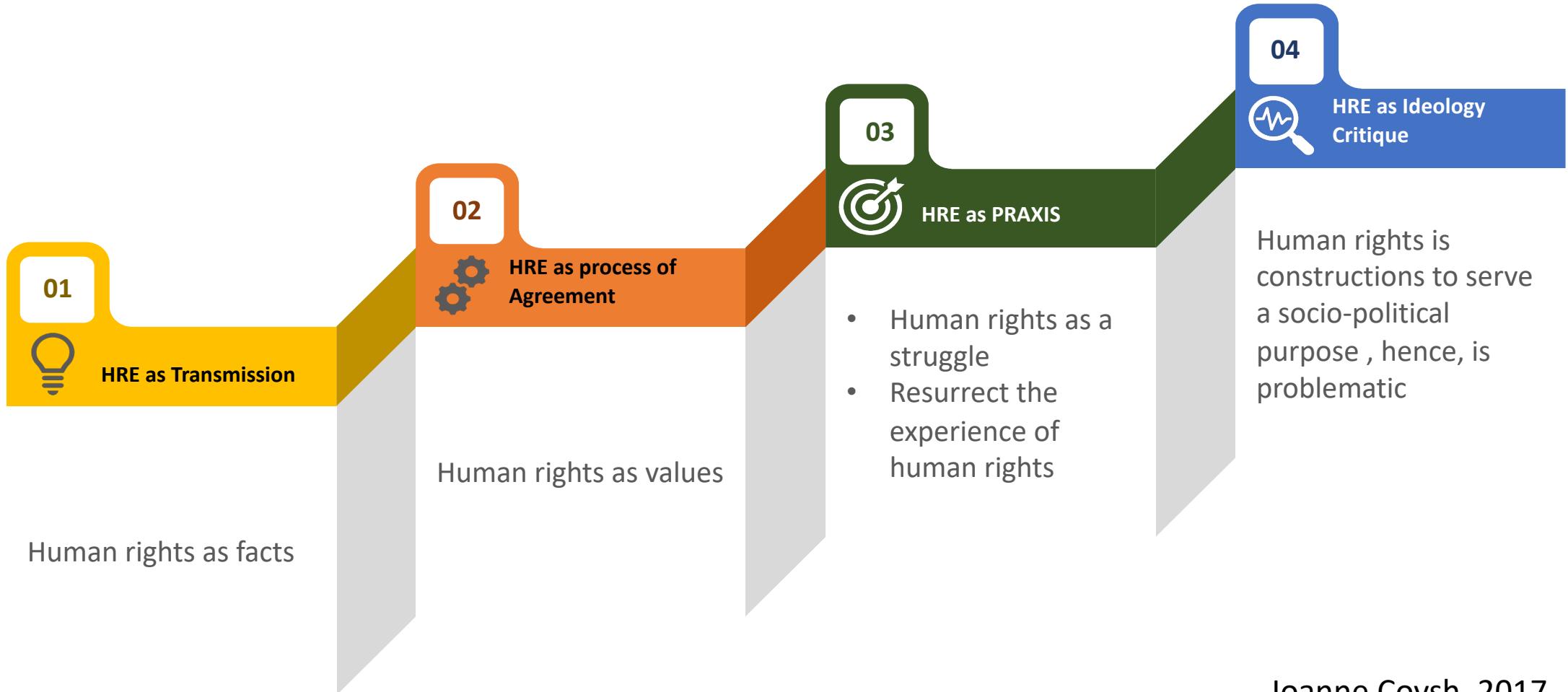
# **How did we do HRE?**

# A FACTORY EDUCATION

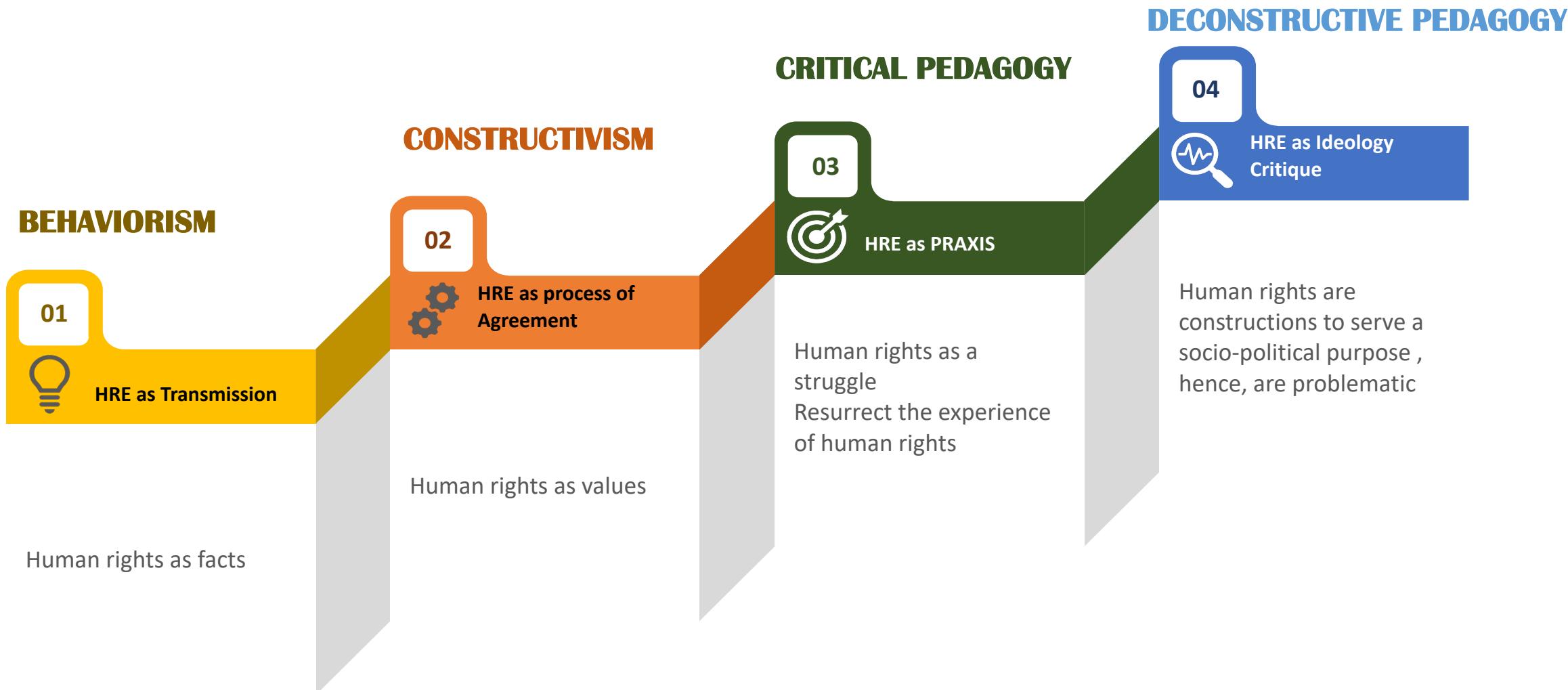


The ritualization of HRE

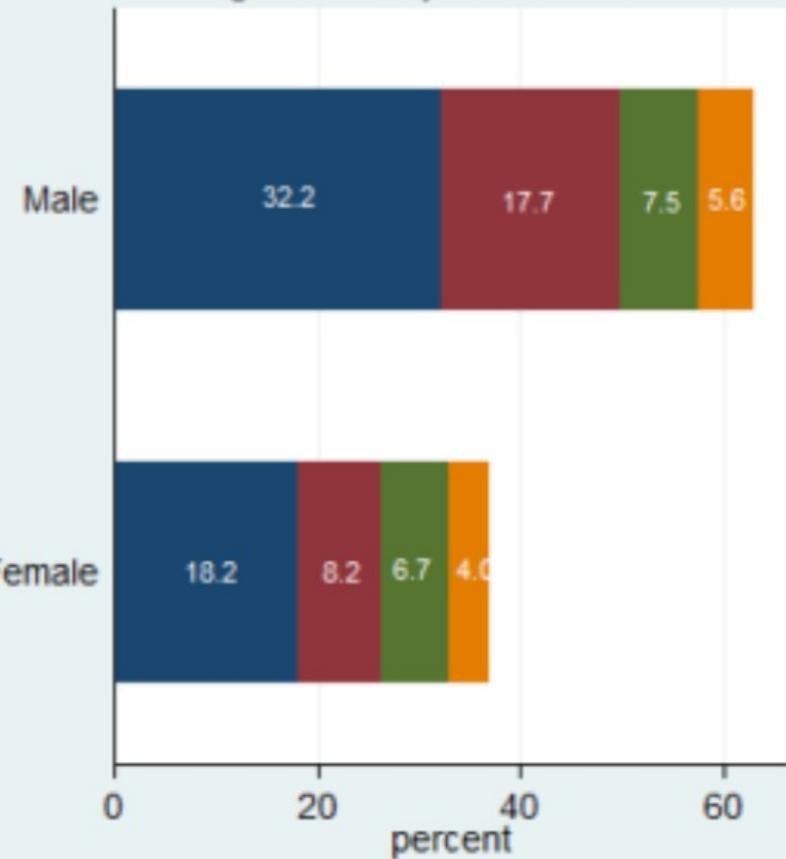
# MODELS OF HRE



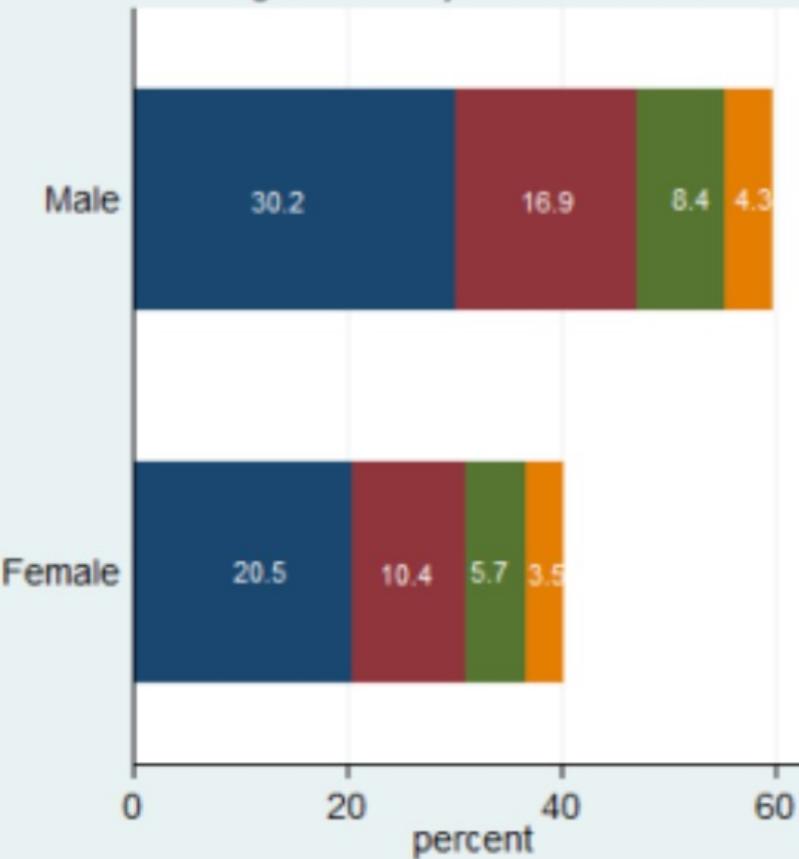
# MODELS OF HRE and Education Theories



## Out-of-School Children Aged 5 to 15 years old in 2014



## Out-of-School Children Aged 5 to 15 years old in 2008



Source: Author's calculations from Annual Poverty Indicators Survey (APIS) 2008 and APIS 2014 conducted by the Philippine Statistics Authority (PSA)

**HUMAN RIGHTS PROMOTION PROGRAM**

**Outcome Indicator**

1. Percentage of participants who passed the post training test	92%	92%
-----------------------------------------------------------------	-----	-----

**Output Indicators**

1. Percentage of programmed trainings, education activities and information campaigns implemented	90%	90%
2. Percentage of programmed IEC materials developed and disseminated	92%	92%

**352**

GENERAL APPROPRIATIONS ACT, FY 2022

**OFFICIAL GAZETTE**

**VOL. 118, No. 1**

Human rights mechanism strengthened

**HUMAN RIGHTS POLICY ADVISORY PROGRAM**

**Outcome Indicator**

1. Percentage of policy issuances that have incorporated or used human rights policy issuances	10%	10%
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**Output Indicators**

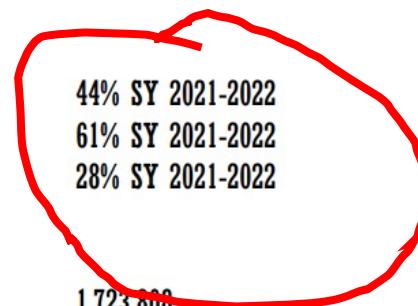
1. Number of programmed policy issuances submitted/released according to target	35	35
2. Percentage of treaty reports and human rights situationer reports issued/ submitted on or before prescribed date	82%	82%

**Outcome Indicators**

1. Retention rate		
a. Elementary	98.84% SY 2019-2020	98.84% SY 2021-2022
b. Secondary (Grades 7 - 12)	94.53% SY 2019-2020	94.63% SY 2021-2022
2. Completion rate		
a. Elementary	96.56% SY 2019-2020	95% SY 2021-2022
b. Secondary (Grades 7 - 12)	76.71% SY 2019-2020	82% SY 2021-2022
3. Proportion of the learners achieving at least nearly proficient in National Achievement Test (NAT)		
a. Elementary (Grade 6)	16% SY 2019-2020	44% SY 2021-2022
b. Junior High School (Grade 10)	34% SY 2019-2020	61% SY 2021-2022
c. Senior High School (Grade 12)	10% SY 2019-2020	28% SY 2021-2022

**Output Indicators**

1. Number of learners benefiting from the School Based Feeding Program	3,517,934	1,723,800
2. Number of grantees:		
a. Education Service Contracting (ESC)	1,001,842	1,149,975
b. Senior High School Voucher	1,093,345	1,383,730
c. Joint Delivery Voucher Program	92,033	89,300



# CRITICAL ISSUES OF HRE

## ACCESS , SCALABILITY, and REUSABILITY

Is it available for the target  
and strategic groups?

## ACCOUNTABILITY

Is it effective? How do we  
learn human rights? Is it  
data-driven?



## ECOSYSTEM

Is it institutionalized at different levels?

# HRE 1.0 Lessons

1. Integrating human rights in the curriculum is NOT enough to build a culture of human rights
2. Human rights is not just a set of content, but a perspective and engagement about life
3. Human rights should not be treated as “additional” content
4. Human rights must be made concrete and practical

# The world we live in: THE BIGGER PICTURE

1. Kahirapan/Korupsyon  
(poverty/corruption)
2. Karahasan (violence)
3. Kalikasan (environment)
4. Karapatan (rights)
5. Kultura (culture)
6. Kapanatagan (inner peace)
7. Katotohanan/Kasinungalingan  
(truth/fake news)

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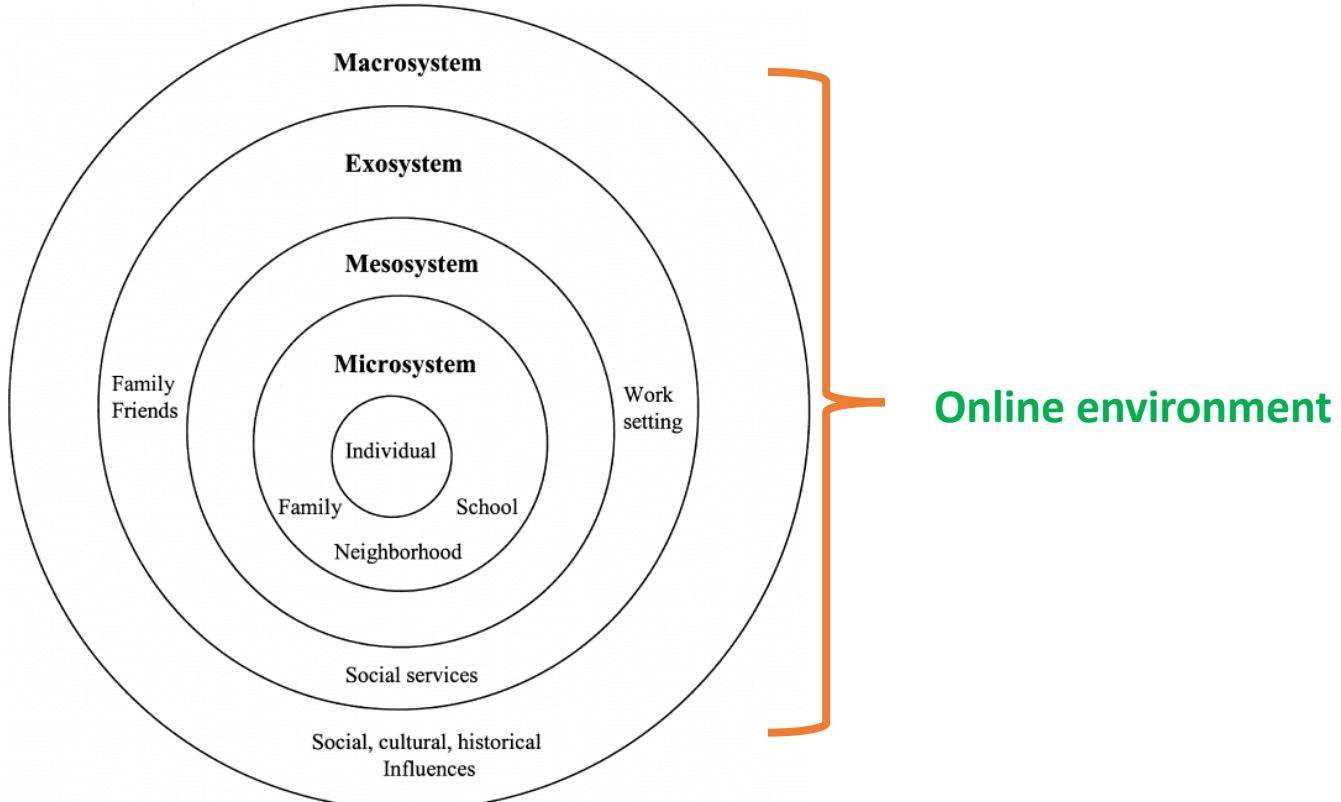
# THE THEORY OF CHANGE and CHANGE THEORY

- Transformative Education as a form of intervention
- HR and HRE as an element of TransEd
- State and citizens/people relationship
- Beyond the STATE system

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# Human Rights as an ECOSYSTEM



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# TOWARD HRE 2.0



# **WAR OF VALUES**

## Moral Foundations:      Opposite:

*Care*: protecting

- *Harm*

*Fairness*: rendering justice

- *Cheating*

*Loyalty* or *ingroup* standing  
with group or nation

- *Betrayal*

*Authority*: submitting to  
tradition and legitimate  
authority

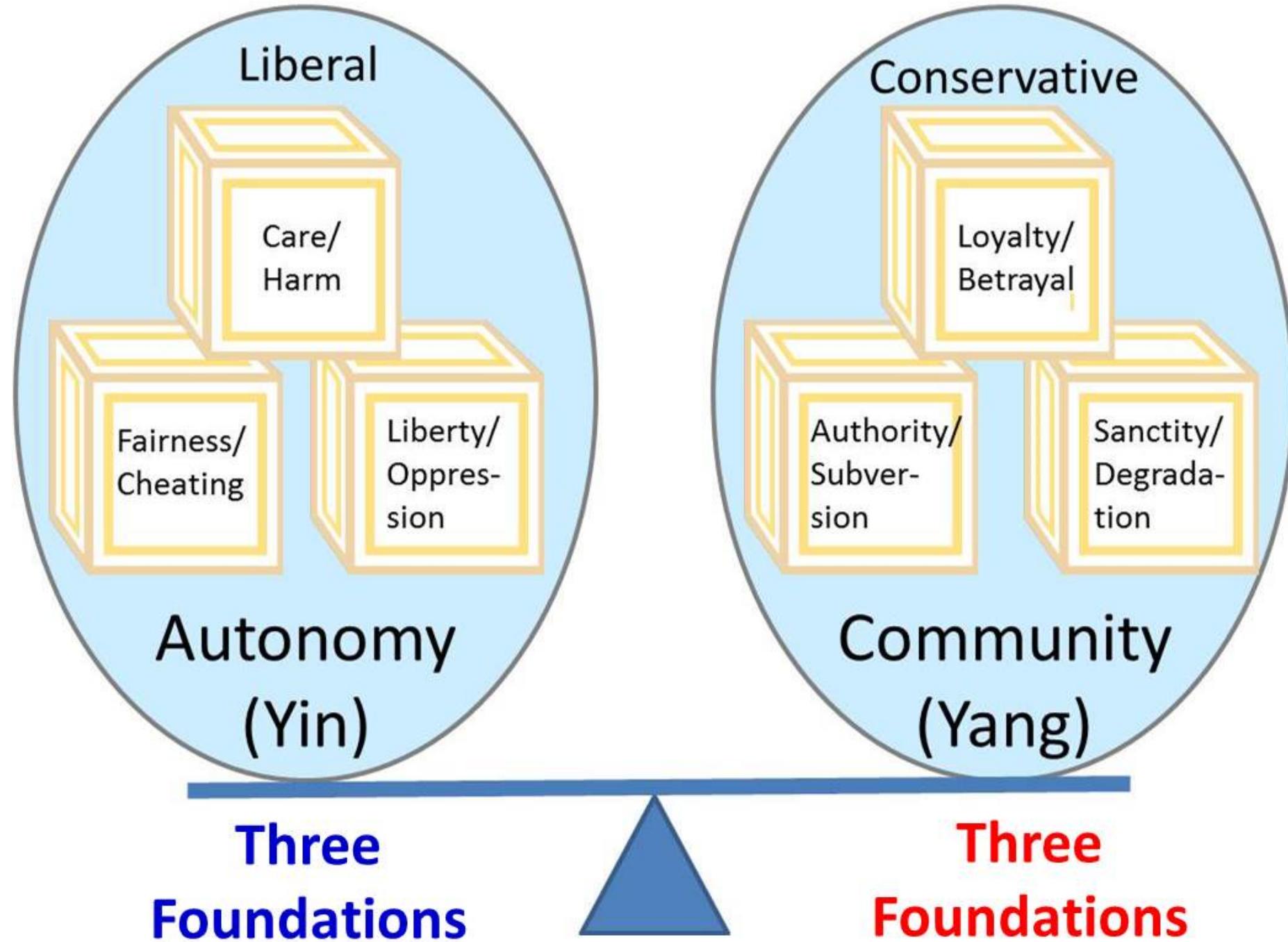
- *Subversion*

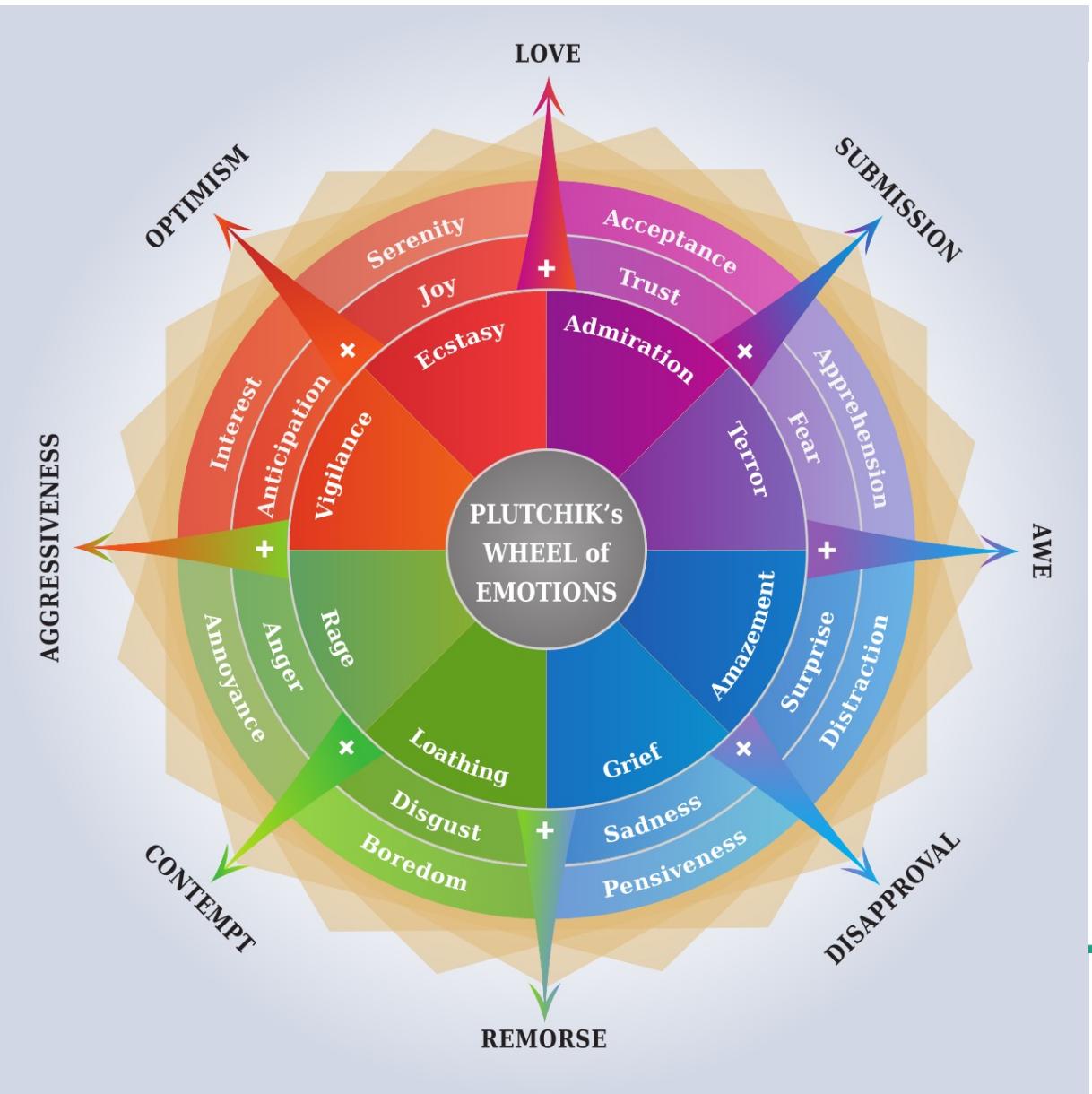
*Sanctity* or *purity*

- *Degradation*

*Liberty*: Freedom;

- *Oppression*





## FEELINGS WHEEL

Wheel of Emotions



# Human Rights Education Definitions



HRE is a **process** whereby people learn about their rights and the rights of others, within a framework of participatory and interactive learning.

Amnesty International



HRE is a **participative process** which contains deliberately designed sets of learning activities using human rights knowledge, values, and skills as content aimed at the general public to enable them to understand their experiences and take control of their lives.

Asia-Pacific Regional Resource Center  
for HRE



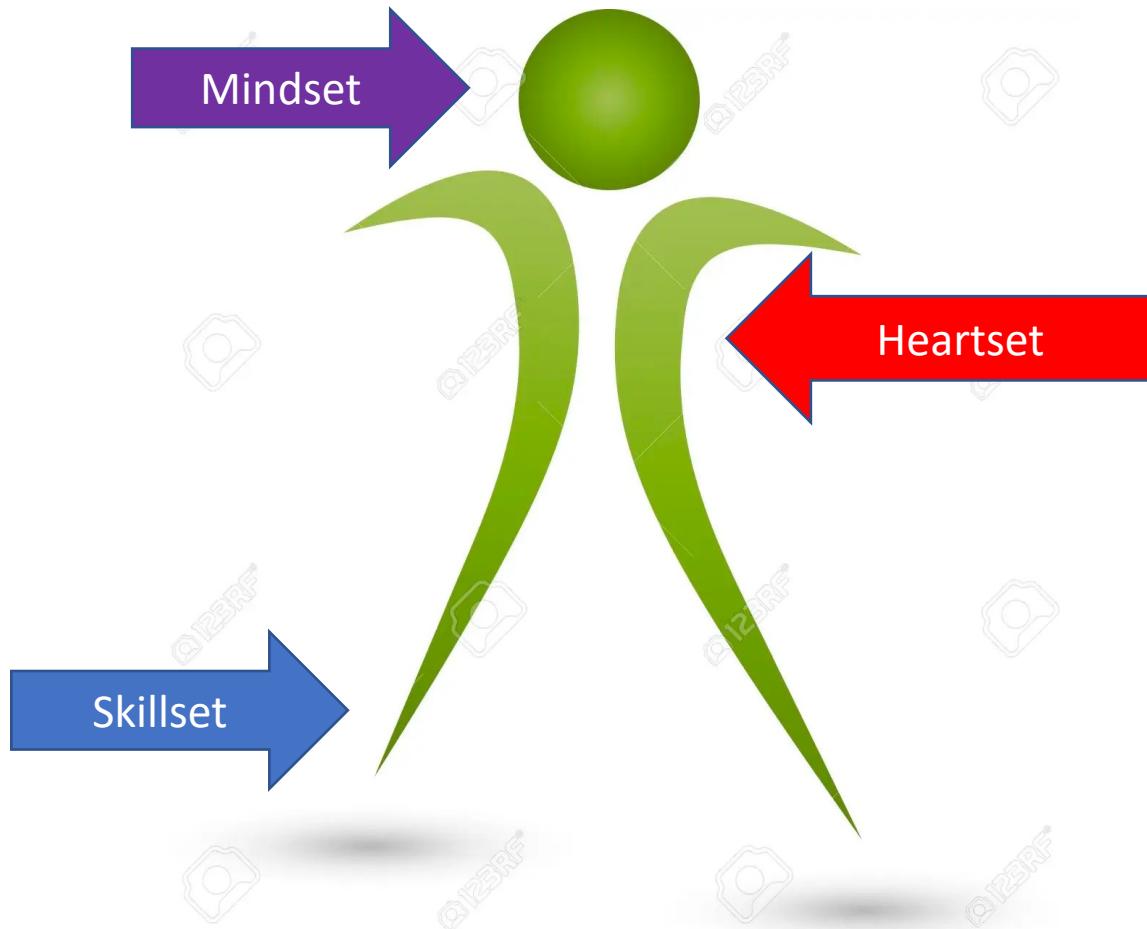
Human Rights Education is all about equipping people with the knowledge, skills and values to recognize, claim and defend their rights.

Human Rights Careers



"Human rights education builds knowledge, skills and attitudes prompting behavior that upholds human rights. It is a process of empowerment which helps identify human rights problems and seek solutions in line with human rights principles. It is based on the understanding of our own responsibility to make human rights a reality in our community and society at large."

*Navi Pillay, former United Nations High Commissioner for Human Rights*



# HRE 1.0

vs

# HRE 2.0

# HRE 1.0 Lessons

1. Integrating human rights in the curriculum is NOT enough to build a culture of human rights
2. Human rights is not just a set of content, but a perspective and engagement about life
3. Human rights should not be treated as “additional” content
4. Human rights must be made concrete and practical

**1. Why do you teach human rights?**

Jamboard Session

[https://jamboard.google.com/d/11ICN1sLZ5tQoKnJFSm\\_ASXUy7NbjYzk\\_P9FD4GFW88Q/viewer?f=0](https://jamboard.google.com/d/11ICN1sLZ5tQoKnJFSm_ASXUy7NbjYzk_P9FD4GFW88Q/viewer?f=0)

**2. What do you emphasize in teaching human rights\?**

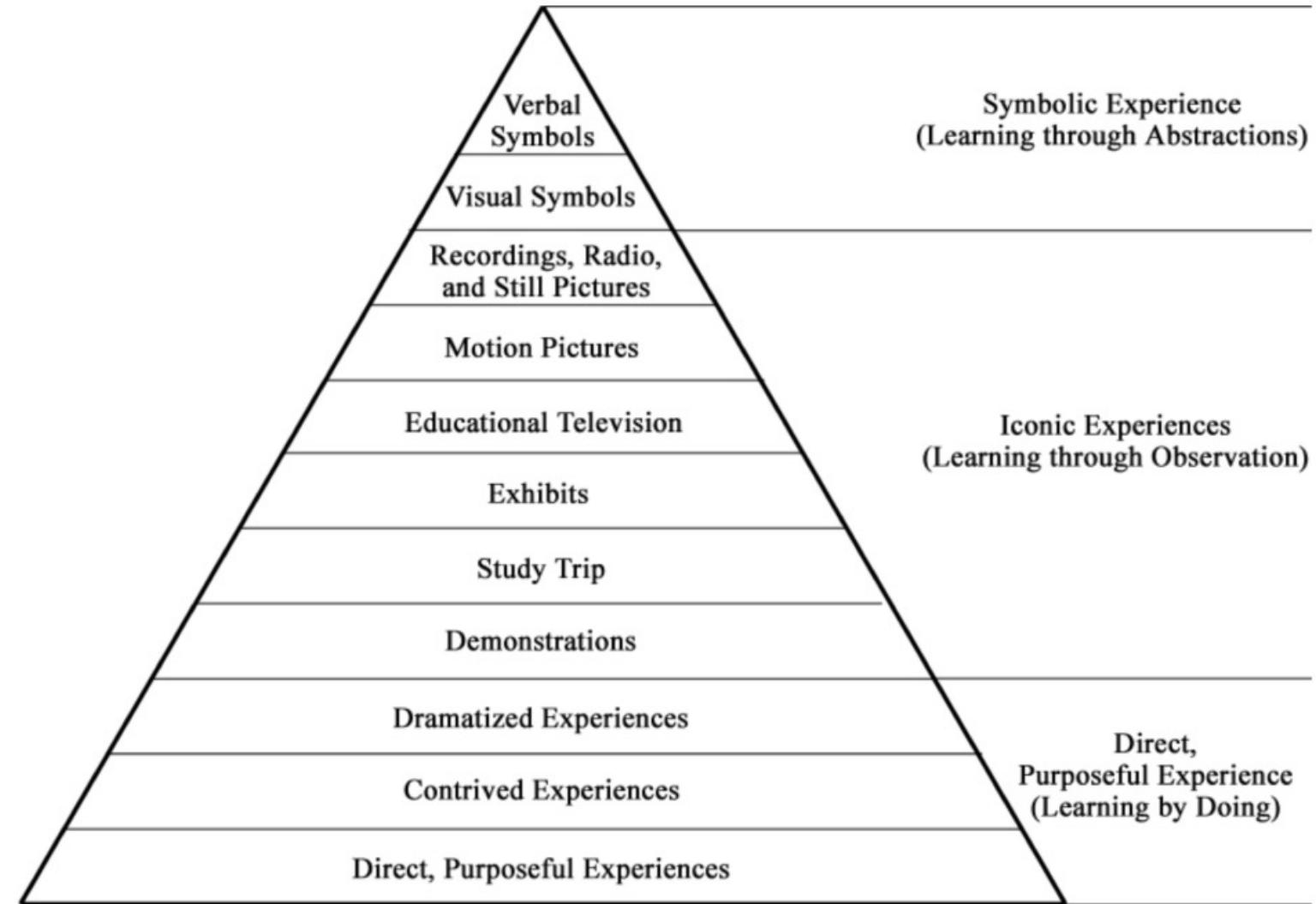
**3. How do you know that your students learned human rights?**

**4. What strategies do you use to teach human rights?**

**5. How do we learn human rights?**

**What is our theory of  
learning?**

**What are our  
assumptions about  
learning?**



**Edgar Dale's Cone of Experience**

The key to learning does not lie on  
the teaching side. Learning is not  
improved by improving teaching.  
Intentional, planned learning only  
occurs if the learning subject himself  
has **REASONS TO LEARN**

Klaus Holzkamp

**We learn what we are doing. Persons are changed by their participation in everyday practice. Practices change as their participants change.**

Jean Lave (Situated Learning Theory)

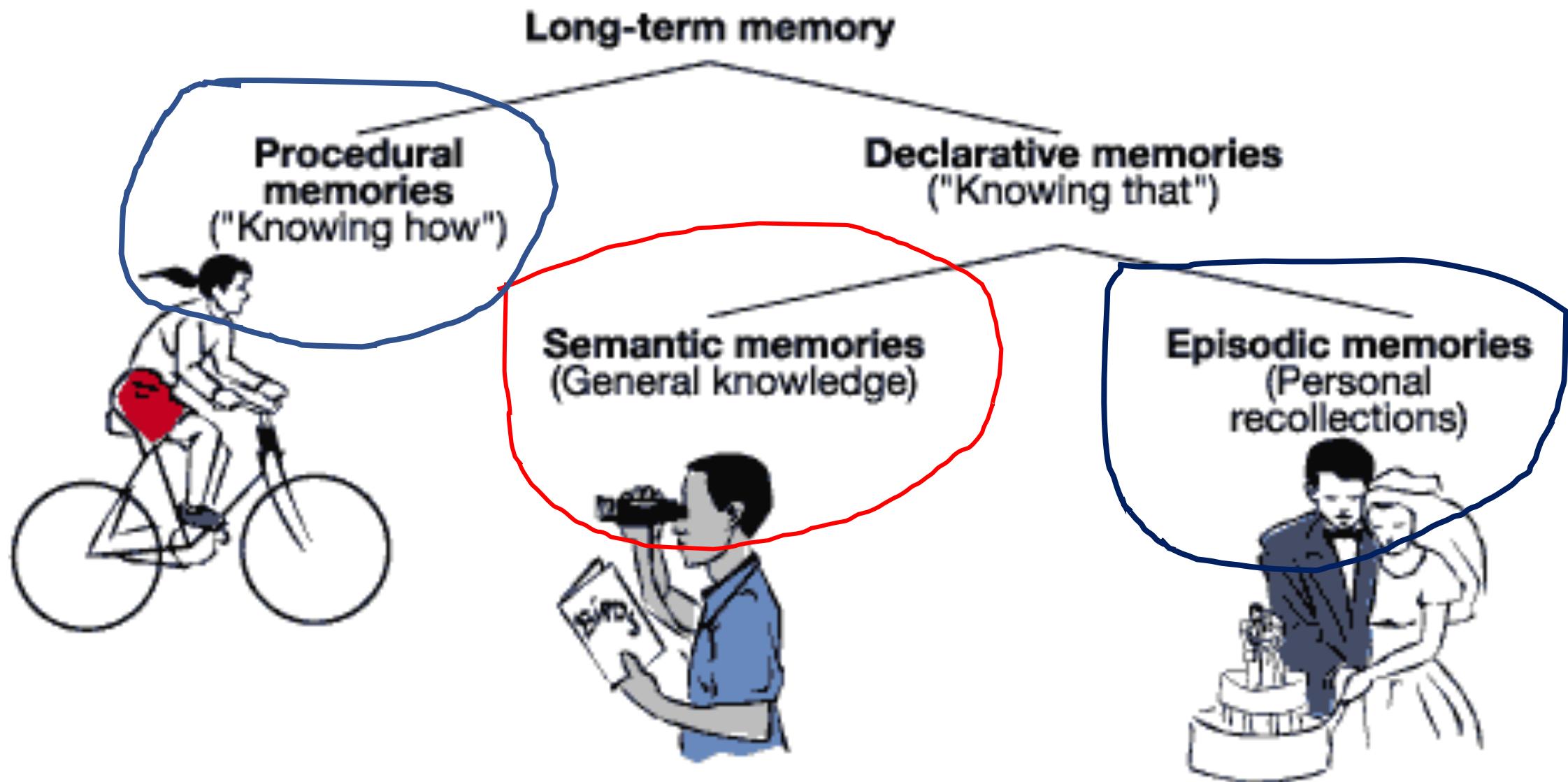
**Making is thinking.**

Richard Sennett

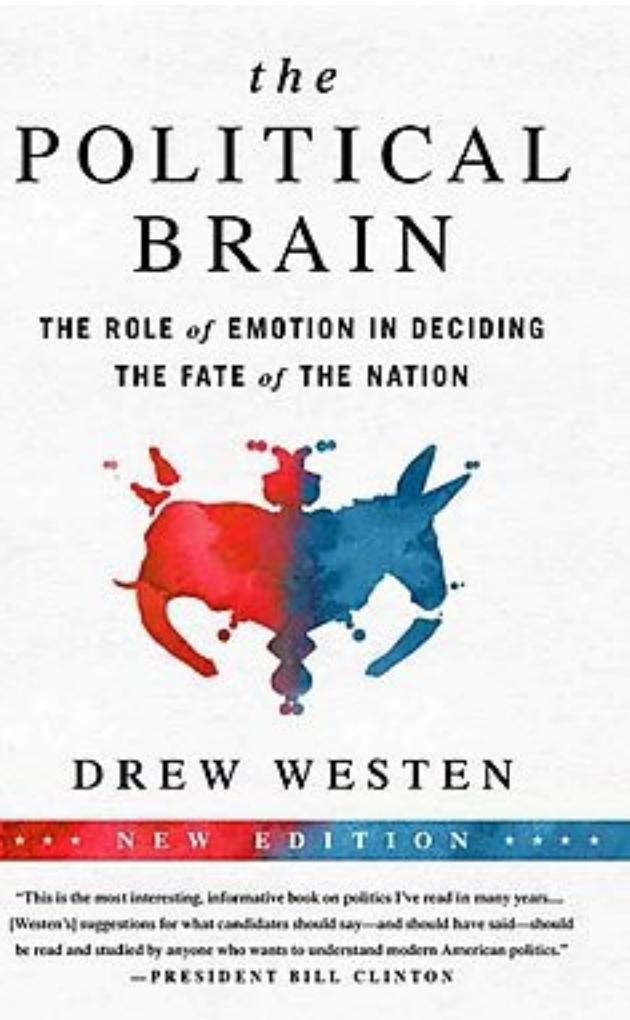
**Learning is a community of practice.  
Knowing is embedded in the practical  
experience of the world. Learning is an  
experience of the world and interpreting  
it in a new way.**

Etienne Wenger (Theory of Community of Practice)

# Brain Default #1 – We tend to forget



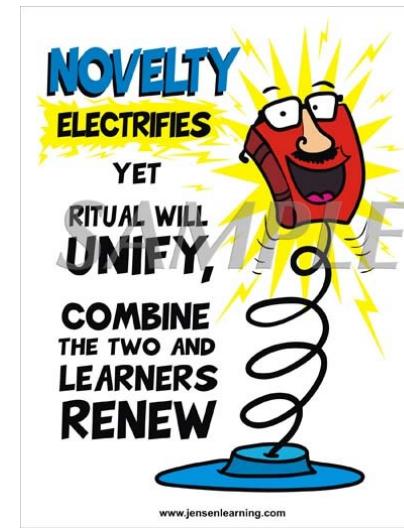
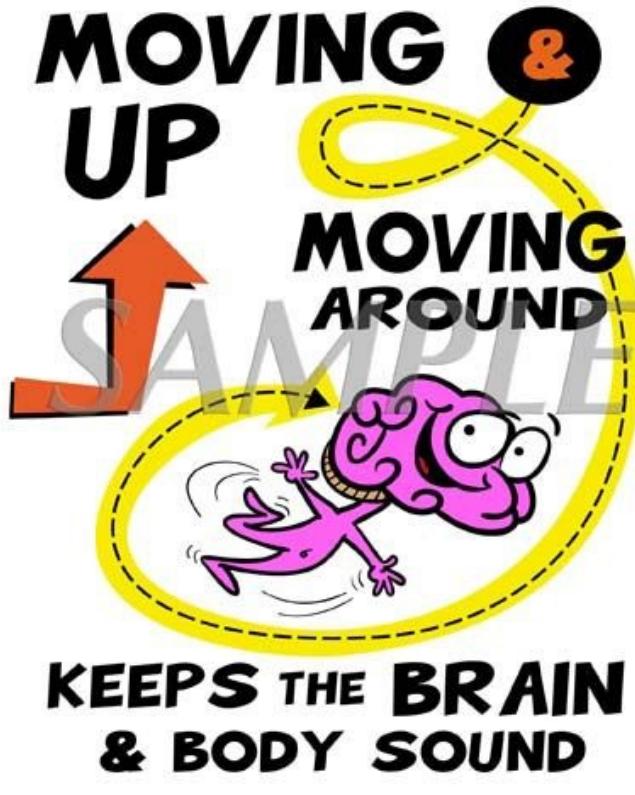
# Brain Default #2 – Emotions drive learning, attention, and meaning-making



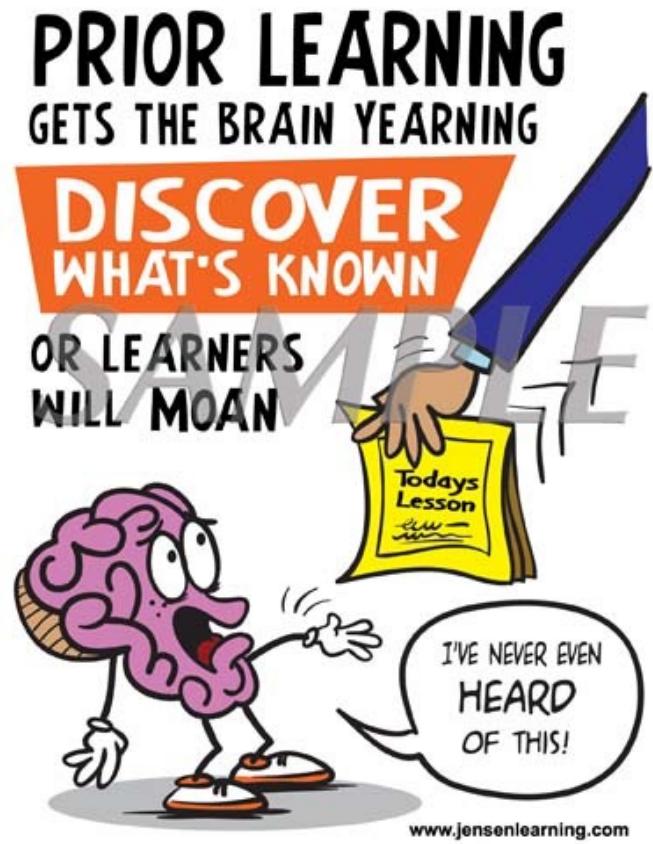
Primary emotion	Reaction
Anger	to fight; to move against opposition; to attack
Fear	to flee; to escape
Joy	to move toward the rewarding activity; to continue
Sadness	to retrieve something that's been lost; to gather comfort from others
Surprise	to pay immediate attention; the startle response—to stop everything until you figure out what is happening
Disgust	to expel; to throw away

Social emotion	Reaction
Shame	to hide; to lower yourself; to submit
Guilt	to repair damage you've done; to make amends
Embarrassment	to act appropriately; to fit in
Pride	to grow larger; to lead or dominate

# Brain Default # 3 - Learning is aided by motion, novelty, challenge, scent, color, music, and aesthetics.



# Brain Default #4 – The brain searches for meanings and patterns



AVERAGE ATTENTION SPAN  
**HUMAN BEING**

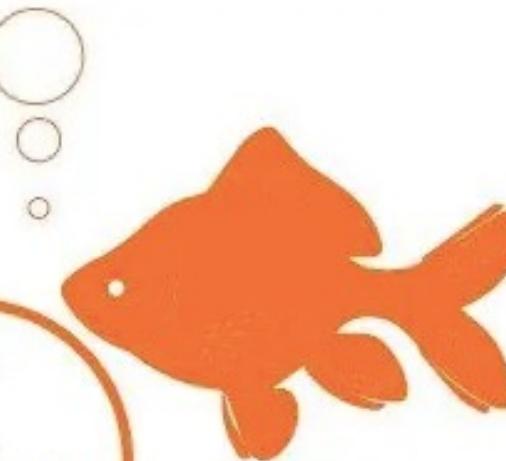


**12**  
seconds



**8**  
seconds

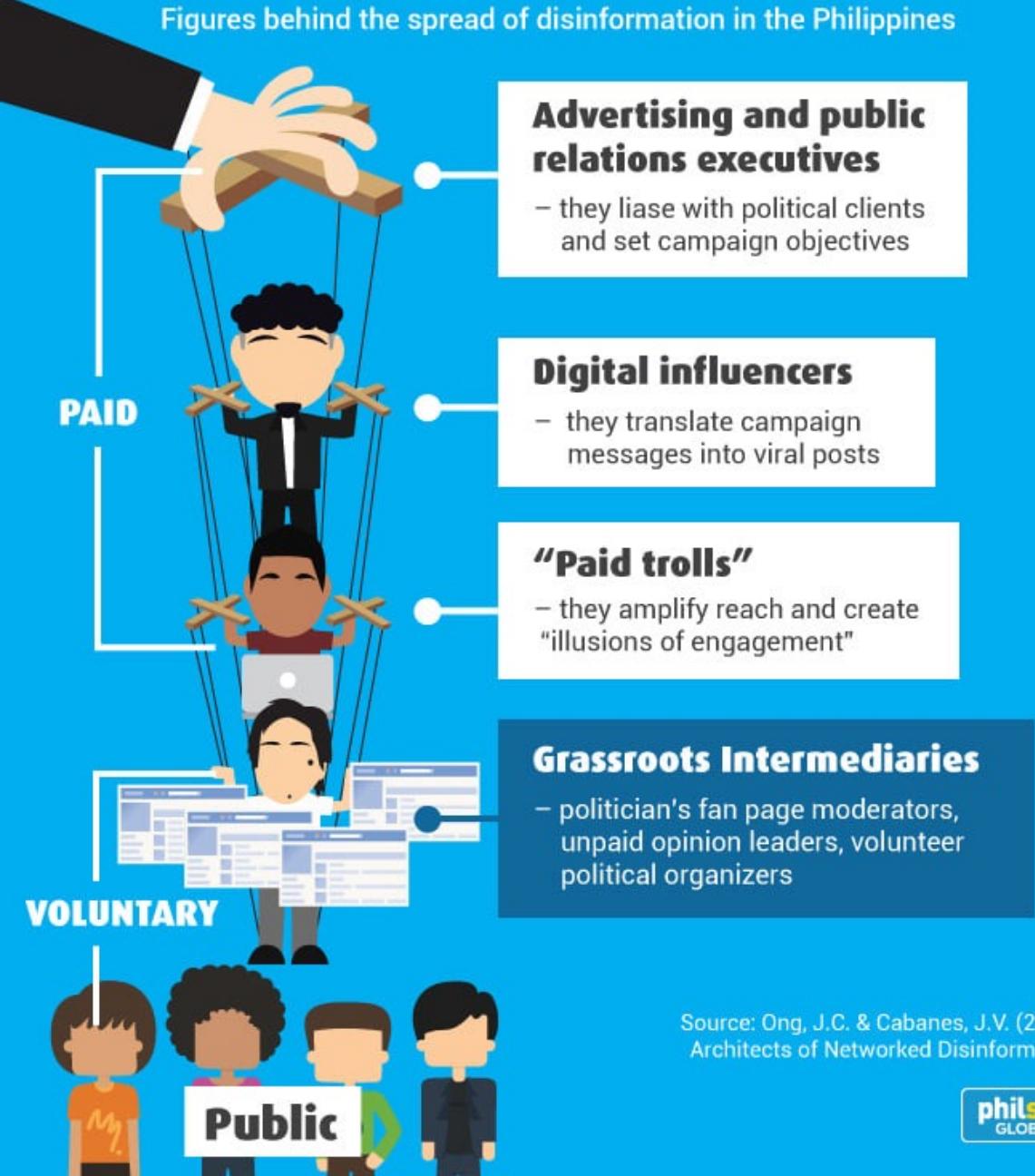
AVERAGE ATTENTION SPAN  
**GOLDFISH**



**9**  
seconds

# PUPPET MASTERS

Figures behind the spread of disinformation in the Philippines



# **Characteristics of Today's Learners**

- 1. Social**
- 2. Mobile**
- 3. Global**
- 4. Digital**
- 5. Visual**

# Six Thinking Hats



Facts

Creativity

Benefits

Cautions

Feelings

Process

**What is our theory of  
learning human  
rights?**

Social issues and problems activate the brain's **amygdala** – the hub of fear, anxiety, and aggression. An activated amygdala, inhibits the functioning of the cerebral cortex – the hub for thoughtful action, behavioral restraint, and decision-making.

Stress increases cognitive load  
on the frontal cortex which  
makes us less prosocial.









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**How do we  
motivate  
students to learn  
human rights?**

# **Learners have 3 Universal Psychological Needs**

**1. CONNECTEDNESS**

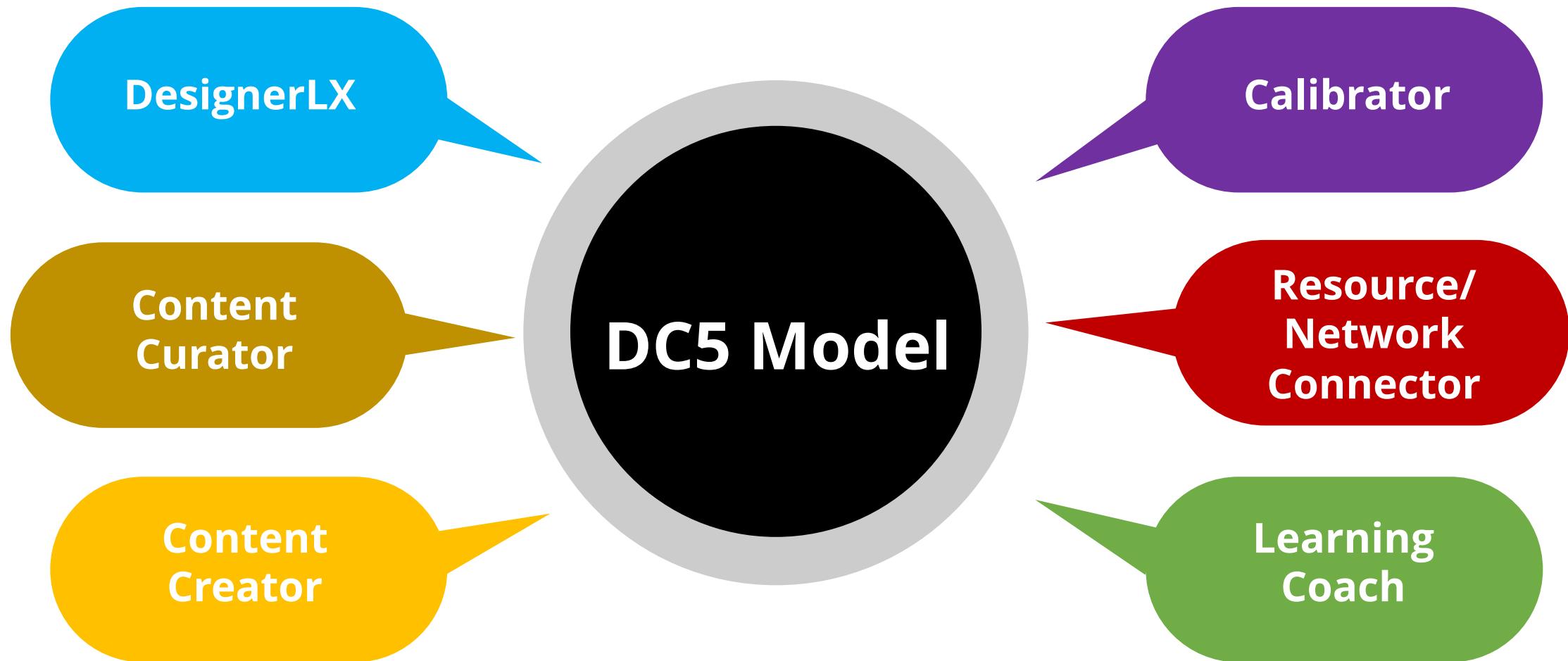
**2. AUTONOMY**

**3. COMPETENCE**

# Towards HRE 2.0

- State accountability
- Beyond the standards
- Multidimensional/Multilevel
- People's contexts and lived experiences
- Multiverse of platforms
- Reality Pedagogy
- Agency

# HUMAN RIGHTS EDUCATOR 2.0



# HRE 1.0 Lessons

1. Integrating human rights in the curriculum is NOT enough to build a culture of human rights
2. Human rights is not just a set of content, but a perspective about life
3. Human rights should not be treated as “additional” content
4. Human rights must be made concrete and practical

# Three General Trends

1. Democracy is in crisis  
– in retreat and being  
assaulted around the  
globe



**Xi Jinping**



**Nicolas Maduro**



**Vladimir Putin**



**Prayuth Chan-o-cha**



**Abdel Fattah al-Sisi**

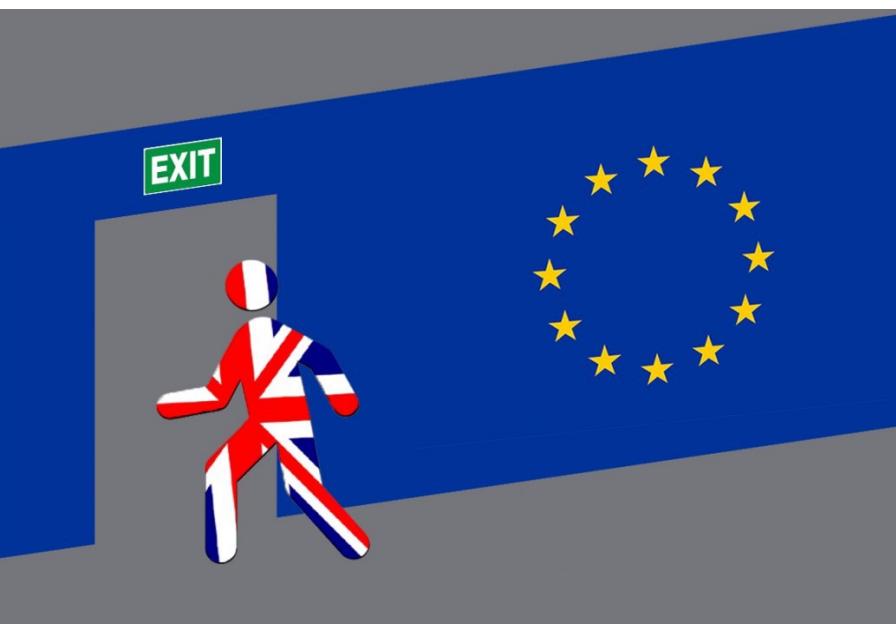
**Viktor Orban**

**Rodrigo R. Duterte**

2. Global peace  
deteriorated by  
2.14%



3. Governments that  
traditionally  
champion human  
rights are retreating



- What is the role of HRE in promoting human rights?
- How can it be more effective?
- How can respect for human rights become an automatic behavior or the gut response to a situation?
- How do we form the human rights habit among our citizens and leaders?

# Some Findings from Cognitive-Neuroscience

We do not hate violence; we  
hate and fear the wrong kind.

STOP  
KILLING  
THE  
POOR!

RISE UP-Metro Manila

WAR  
ON  
DRUGS

BORN: 2016  
DEAD: 13,000

RISE UP-Metro Manila

KILL POVERTY  
NOT THE  
POOR!

-RISE UP Metro Manila

STOP  
DUTERTE  
WAR ON DRUGS

RISE UP Metro Manila

Social uncertainty activates the brain's **amygdala** – the hub of fear, anxiety, and aggression. An activated amygdala, inhibits the functioning of the cerebral cortex – the hub for thoughtful action, behavioral restraint, and decision-making.





Stress increases cognitive load  
on the frontal cortex which  
makes us less prosocial.





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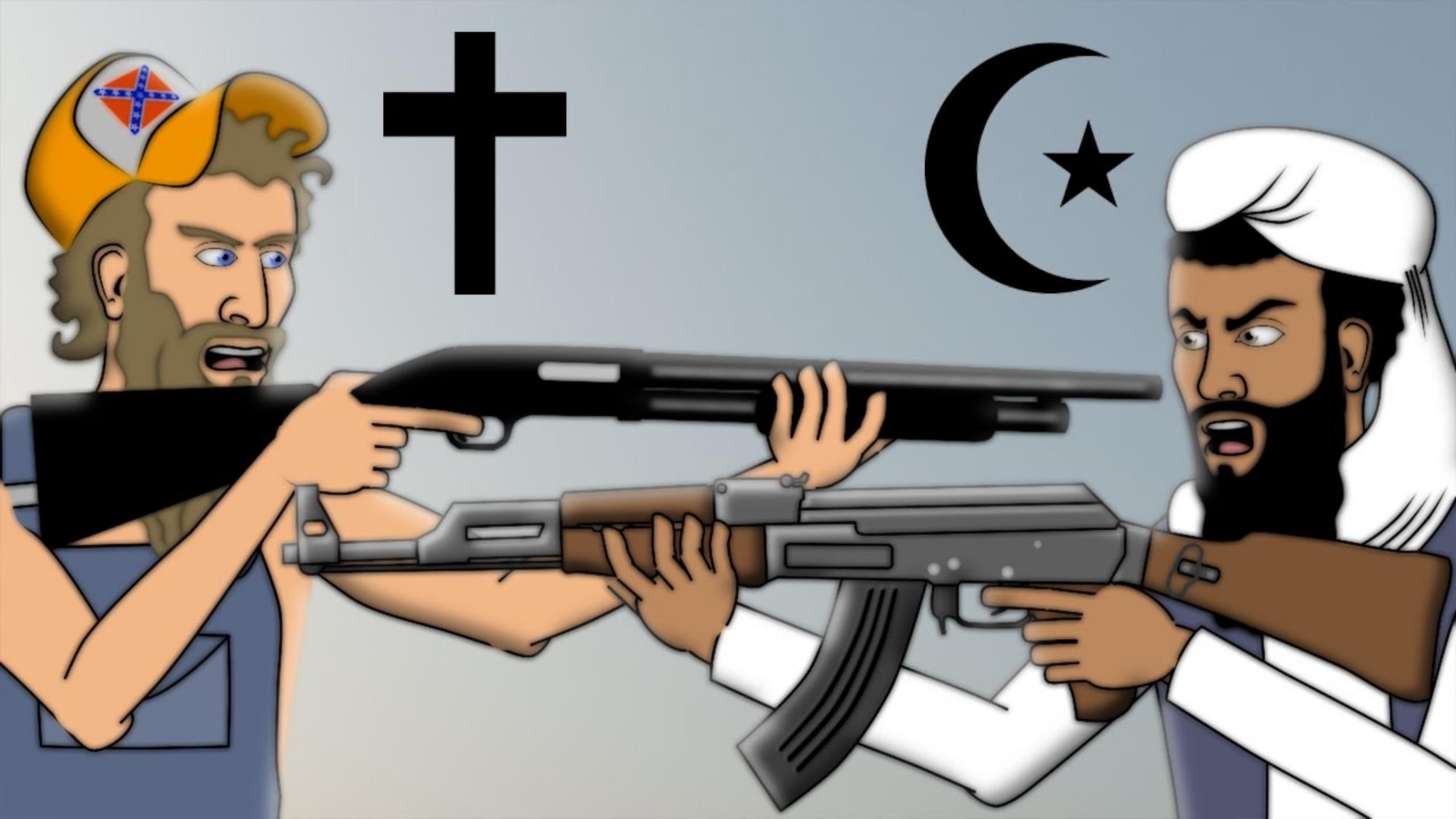
JETPILOT HELMET

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We are most prosocial concerning in-group morality when our quick implicit emotions and intuitions dominate; but are most prosocial concerning out-group morality when cognition holds sway.





Words unconsciously shift  
thoughts and feelings. Verbal  
primes impact moral decision  
making

A landscape photograph showing rolling hills or mountains under a sky transitioning from orange to blue. The foreground is dark blue.

If you hold an anti-war rally, I  
shall not attend. But if you hold  
a Pro-Peace rally invite me.

Moscow Times

• 1000x300

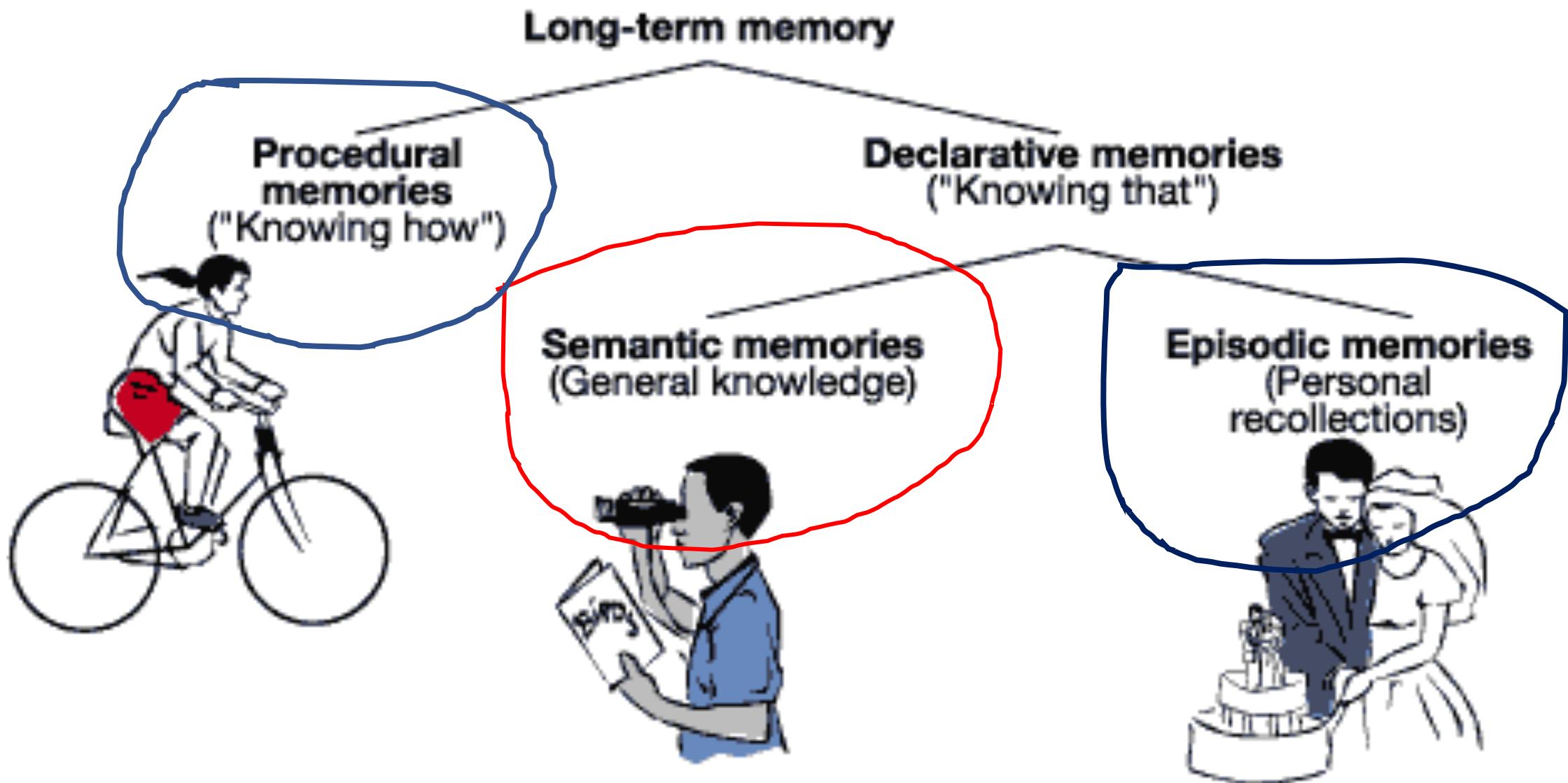
Oxytocin inhibits amygdala. It makes people more charitable and it elicits prosocial behavior.



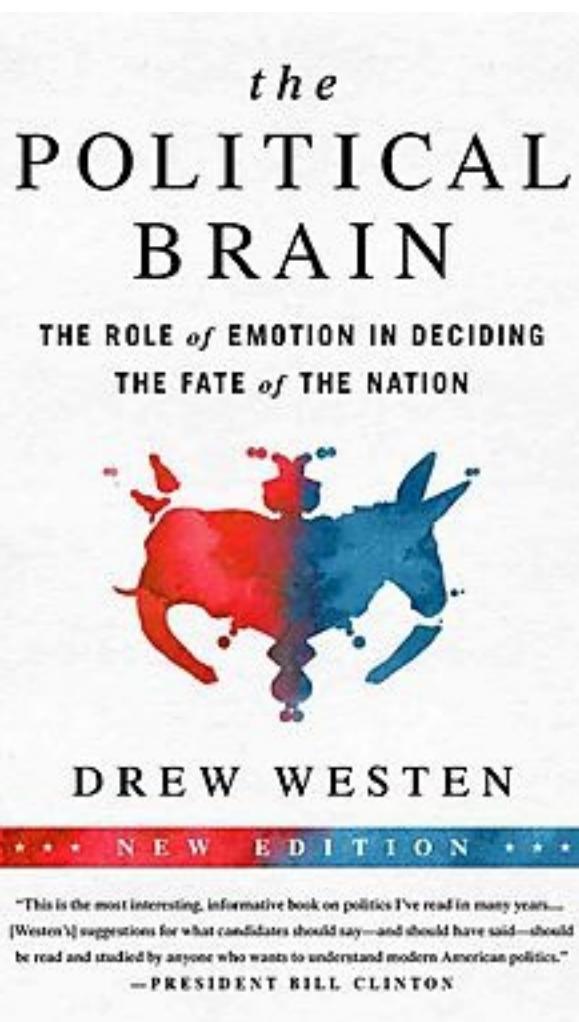
- Natural sunlight, ideally first thing in the morning as well as throughout the day
- Vitamin C from fruits and vegetables, as well as a supplement
- Magnesium-rich foods such as spinach, chard, pumpkin seeds, almonds, avocado and bananas
- Hugs and cuddles
- Listening to music
- Singing along to music
- Free play
- Giving someone a gift
- Doing something kind for someone else

- Meditation
- Yoga
- Gratitude practice
- Have a good cry
- Personal reflection
- Positive affirmation
- Long deep breaths (to engage to calming side of your nervous system)

# Brain Default #1 – We tend to forget



# Brain Default #2 – Emotions drive learning, attention, and meaning-making



**ANYONE WHO VALUES  
TRUTH SHOULD STOP  
WORSHIPPING REASON**

JONATHAN HAIDT

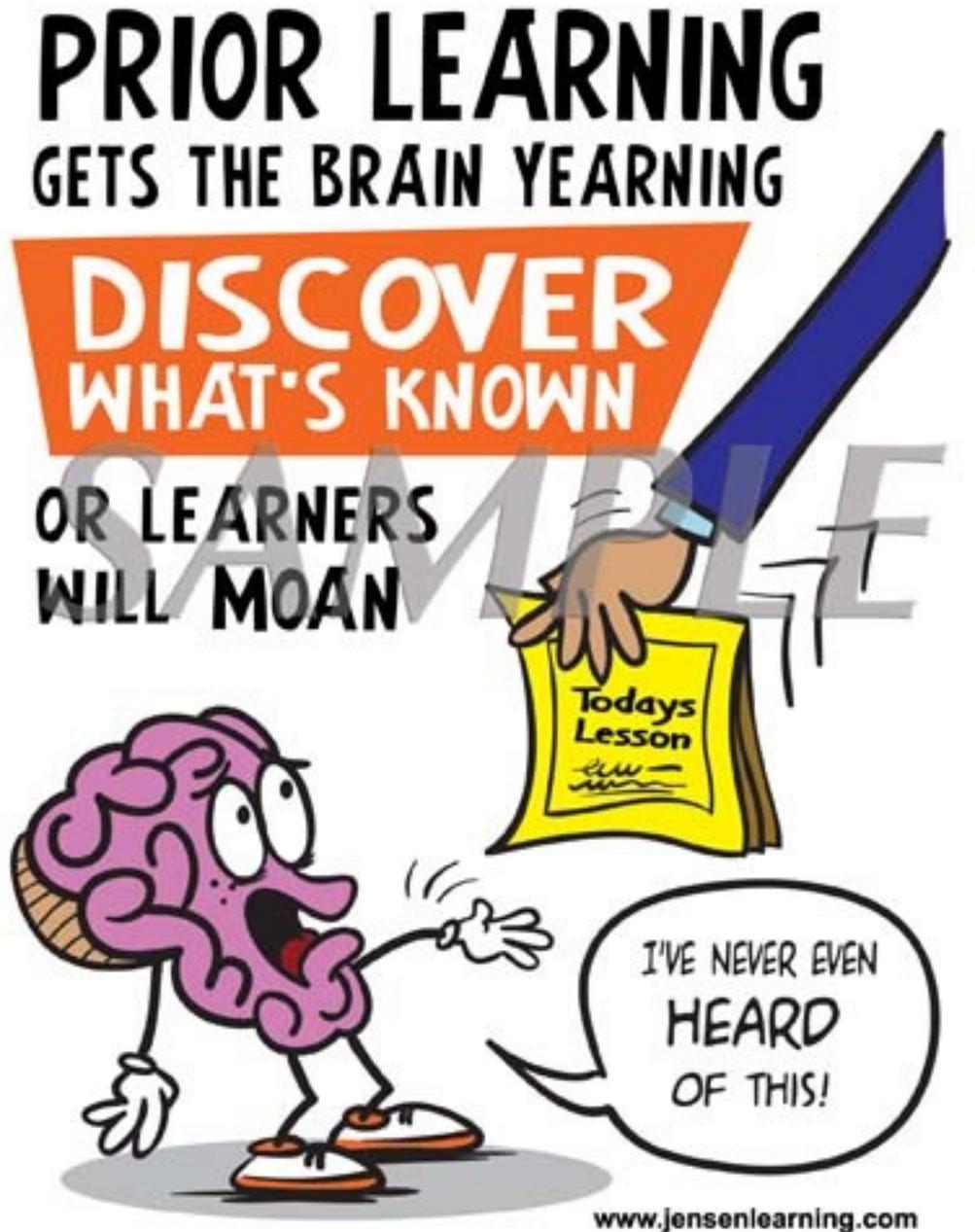
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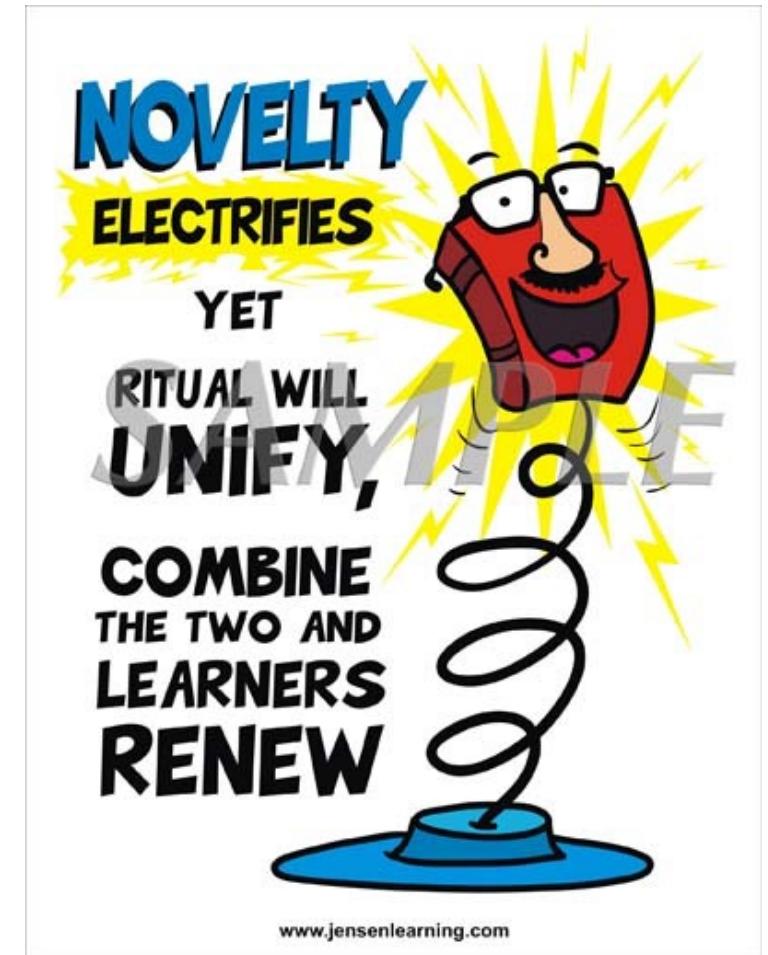
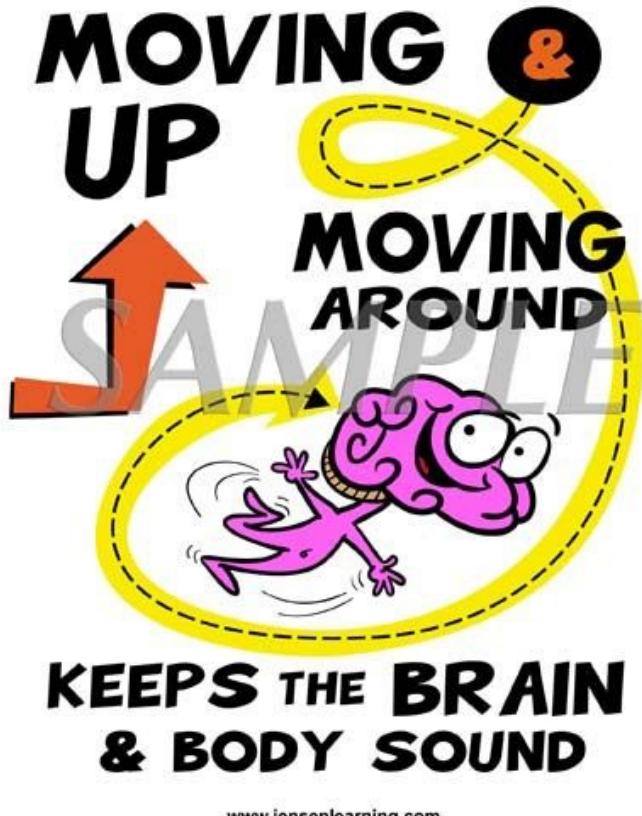
The most critical emotion that HRE should foster is empathy.

- Affective empathy happens automatically
- Empathic concern is the deliberate effort to understand the thoughts and feelings and worldview of the other
- Anger disrupts empathy; empathy inhibits anger and aggression
- Empathy fosters **trust**

Brain Default #3 –  
The brain searches  
for meanings and  
patterns

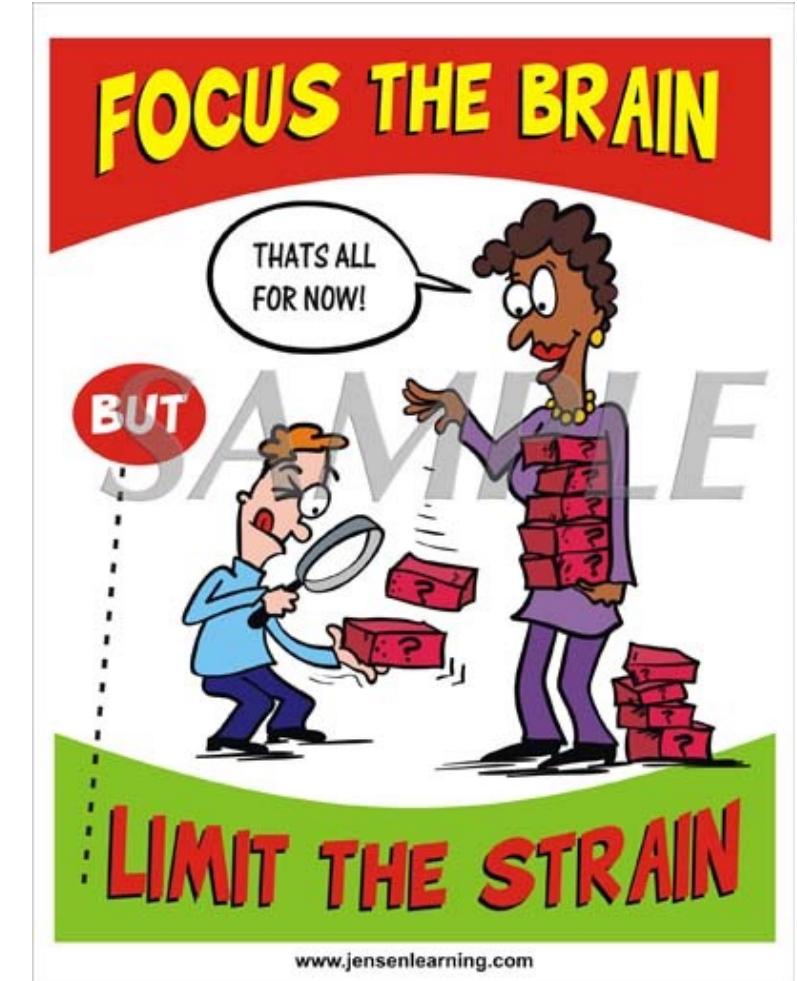


# Brain Default # 4 - Learning is aided by motion, novelty, challenge, scent, color, music, and aesthetics.



# Brain Default # 5 - The priority of the brain is to survive.

Manage  
the  
stress  
or  
they'll  
achieve  
less



# HRE requires transformation of consciousness.

"There must exist a paradigm, a practical model for social change that includes an understanding of ways to transform consciousness that are linked to efforts to transform structures. "

-Bell Hooks, Killing Rage: Ending Racism

## Human Rights Learning Outcomes

Describe how to take care of the self

**Human  
Rights  
Holders**

Discuss how to take care of others

Demonstrate how to take care of self and others

Describe how the family should protect children

**Duty  
Bearers**

Discuss how the school should protect children

Explain how the community should protect children

# What is the focus of HRE for K-3?

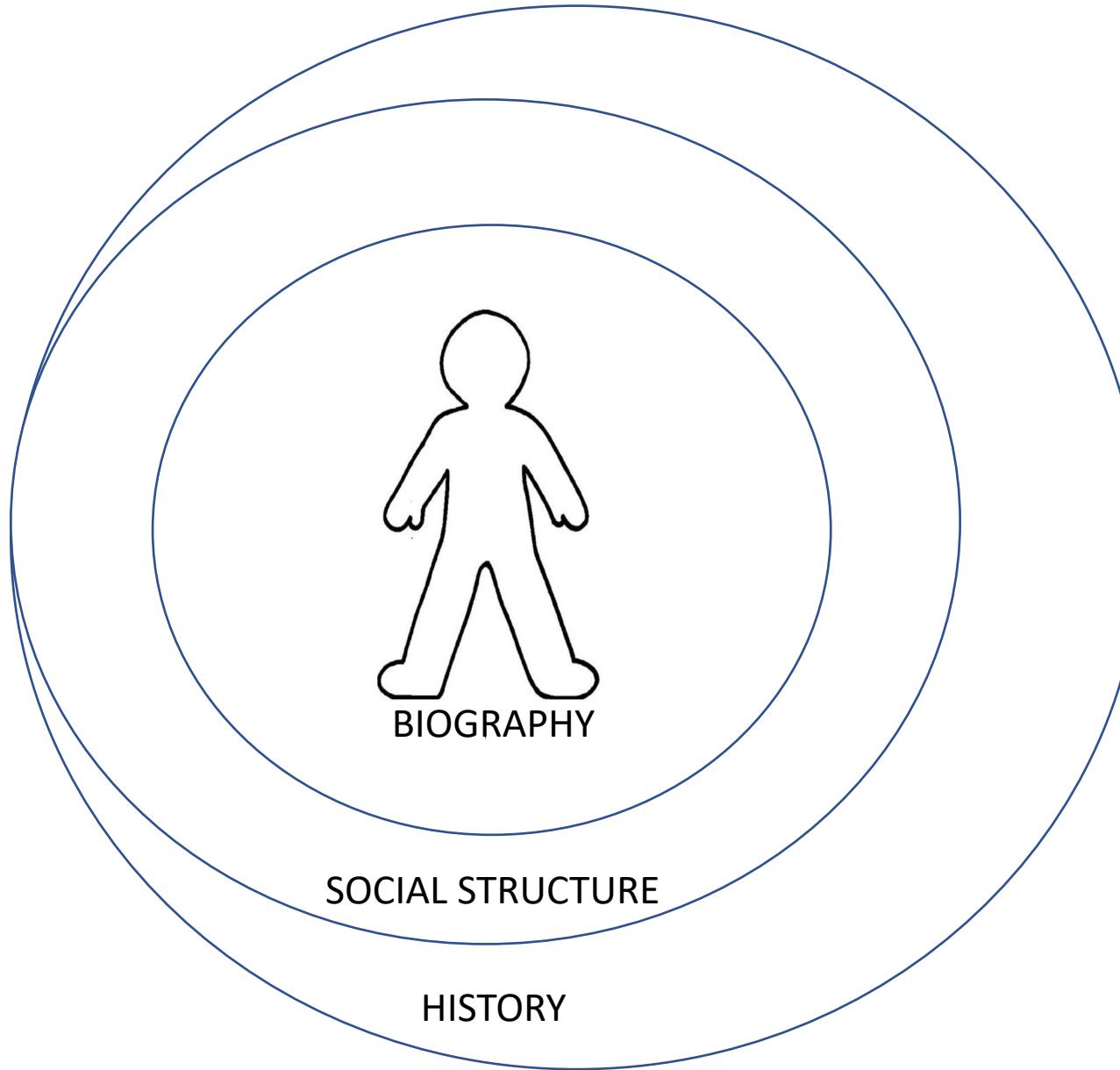
		Key Stages	Expanding Environment	Human Rights Learning Outcomes	HR Knowledge	HR Values	HR Skills
Kindergarten	<b>Ako at ang Aking Kapwa</b>			Describe how to take care of the self			
Grade 1	<b>Ako, Ang Aking Pamilya, at Paaralan</b>		<b>Human Rights Holders</b>  <b>Self, Family, School, and Community</b>	Discuss how to take care of others  Demonstrate how to take care of self and others  Describe how the family should protect children	Children's rights (survival, protection, participation, development rights)	Care for the self, care for others, integrated care for self and others	listening, paying attention, non judgmental, respect for differences, communicating one's understanding of someone's feelings; respect for someone's personal space
Grade 2	<b>Ang Aking Komunidad Ngayon at Noon</b>	K-3	<b>Duty Bearers</b>	Discuss how the school should protect children	Best interest of the child principle, accountability and responsibility; rule of law	respect	
Grade 3	<b>Ang Mga Lalawigan sa Aking Rehiyon</b>			Explain how the community should protect children			

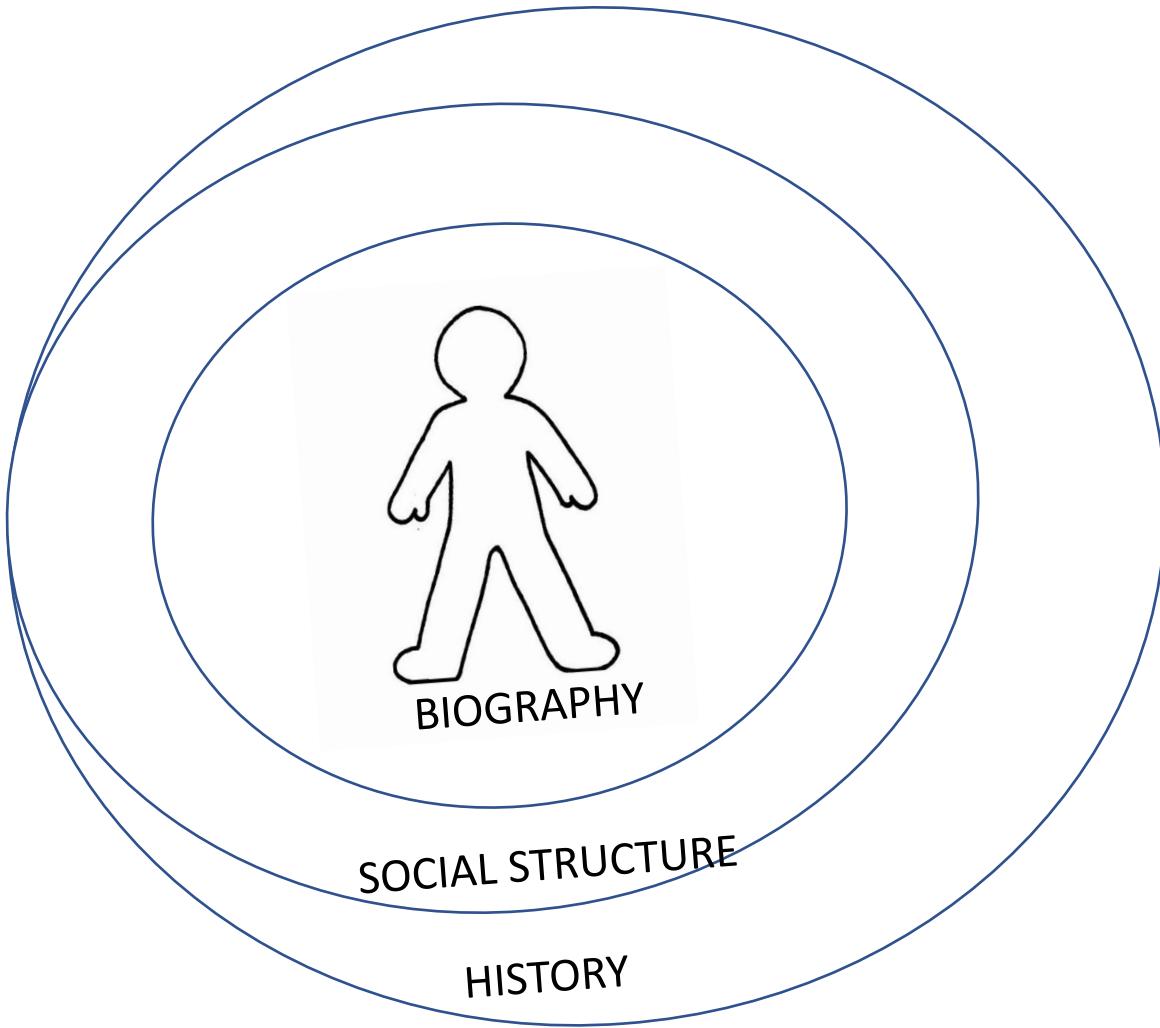
# What is the focus of HRE for G4-6?

Key Stages	Expanding Environment	Human Rights Learning Outcomes	Knowledge	Values	Skills
G4-6	Community and Country	<p>Discuss the social contract between the government and citizens on human rights</p> <p><b>Human Rights Holders</b></p> <ul style="list-style-type: none"> <li>Explain the rights and duties of Filipino citizens</li> <li>Evaluate the enjoyment of Filipinos of human rights across time and identify one's role in protecting and promoting human rights</li> <li>Identify the duty bearers of human rights</li> </ul> <p><b>Duty Bearers</b></p> <ul style="list-style-type: none"> <li>Assess the performance of duty bearers in the conduct of their human rights obligations</li> <li>Propose how the status of human rights in the country may improve</li> </ul>	<p>social contract, human rights, classification of rights, rights and duties of Filipino citizens; civic competence, engaged citizenship; due process</p> <p>state and non-state actors, state obligations; democracy, public accountability, due impunity; civic duty</p>	<p>appreciation for due process; democracy, civic participation, "paninindigan", freedom, against tyranny, citizenship</p> <p>democracy, public accountability, due process, rule of law, constitutional duty</p>	community participation and civic competence; accessing government services

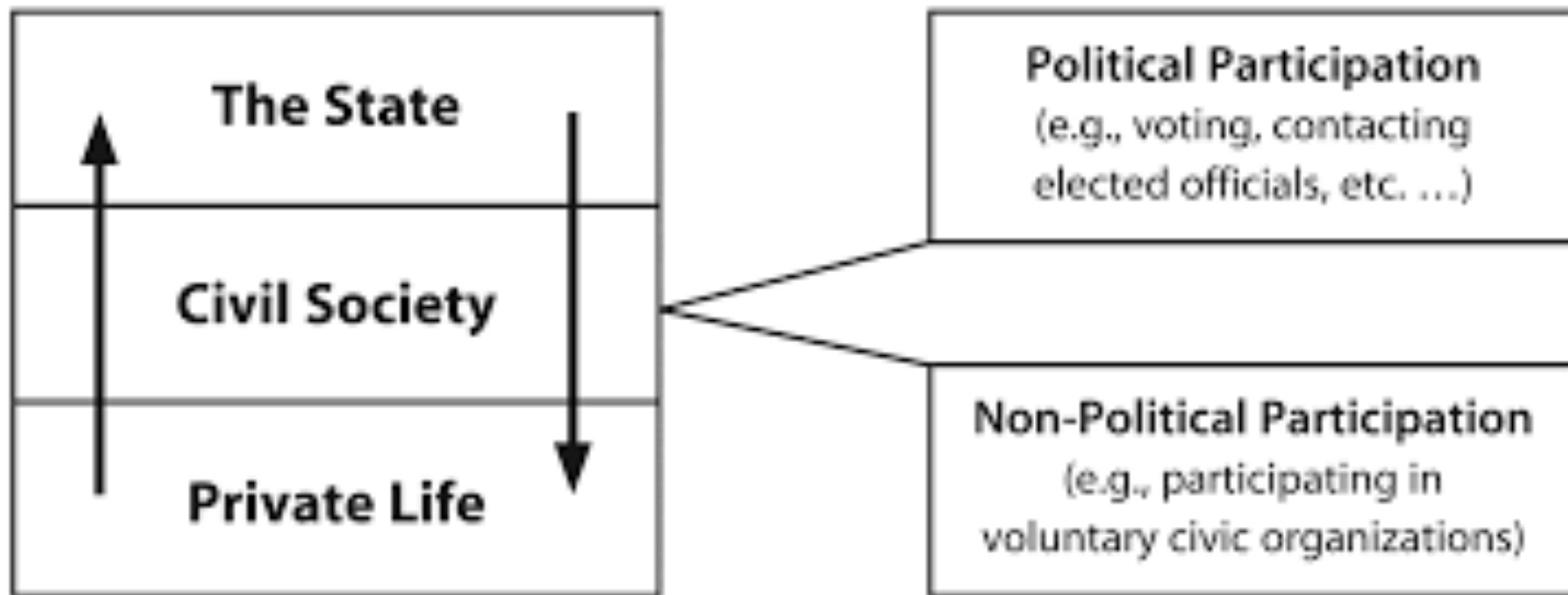
Key Stages	Expanding Environment	Human Rights Learning Outcomes
G4-6	<b>Community and Country</b>	<p>Discuss the social contract between the government and citizens on human rights</p> <p><b>Human Rights Holders</b> Explain the rights and duties of Filipino citizens Evaluate the enjoyment of Filipinos of human rights across time and identify one's role in protecting and promoting human rights Identify the duty bearers of human rights</p> <p><b>Duty Bearers</b> Assess the performance of duty bearers in the conduct of their human rights obligations Propose how the status of human rights in the country may improve</p>

# Sociological Imagination





← past now future →



## Characteristics of Human Rights Lessons

1. Lessons must be experience-based (either direct or indirect experience);
2. Lessons must elicit the desired emotion. Identify the emotion that best supports that human rights lesson and design activities or process questions that will elicit the identified emotion;
3. Make the lessons concrete by converting abstract concepts into real-life situations
4. Connect the lessons with learners' real-life experiences
5. Lessons must be action/practice-oriented

## DELA ROSA'S ACT MODEL

**Activate** prior knowledge relevant to the human rights lessons and elicit the desired emotion

**Connect** the lesson to real-world situation and learners' experiences

**Transfer** the learning through action