



COMMISSION ON HUMAN RIGHTS OF THE PHILIPPINES

COMMENTS ON THE DRAFT PLAN OF ACTION FOR THE FOURTH PHASE (2020-2024) OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

10 June 2019

1. The Commission on Human Rights of the Philippines (herewith the Commission) submits to the Office of the High Commissioner for Human Rights (OHCHR), its comments relative to the Draft Plan of Action for the Fourth Phase (2020-2024) of the World Programme for Human Rights Education.
2. This submission took into consideration local and international reports from government, civil society, the media, and international non-government organizations. This submission also utilized the Commission's own documentation of independent monitoring activities and statements on the World Programme for Human Rights Education.

Hereunder are the comments of the CHRP to the Draft Plan of Action for the Fourth Phase (2020-2024) of the World Programme for Human Rights Education:

Comments were classified into two categories: form and substance.

As to Form

1. On Page 1 (Contents):

- Items E. Process for national implementation and F. International Cooperation must be interchanged
 - International cooperation approach must be stated first, before the Process for national implementation.
 - Everything is stated in this draft action plan in a “general to specific” approach (From scope, background down to steps and actions to be done); hence, these 2 items must also be coherent.

2. On Page 2 (I. Introduction; A. Context and definition of human rights education):

- Item number 3
 - Instead of being under Definition of Human Rights Education, it should be under a separate subcategory (e.g. History of Human Rights Education)

3. On Page 3 (I. Introduction; A. Context and definition of human rights education):

- Item numbers 6 and 7
 - Instead of being under Definition of Human Rights Education, it should be under a separate subcategory (e.g. History of Human Rights Education)

- Proposed outline under I. Introduction:
 - A. Context and Definition of Human Rights Education
 - B. History of the World Programme on Human Rights Education: Phases 1, 2, and 3
 - C. Objectives of the World Programme for Human Rights Education (Phase 4)
 - D. Principles for Human Rights Education Activities

4. All pages – All titles, including those of categories and subcategories, must have capital letters in the beginning of each word

- For example: Under table of contents, instead of:
 - “A. Context and definition of human rights education,” it should be written formally in this way:
 - “A. Context and Definition of Human Rights Education.”
(*Sec. 4.15, APA Style Publication Manual*)

As to Substance

5. Page 4 – Addendum, under B. Objectives of the World Programme for Human Rights Education – item below be inserted:

- (h) To encourage the establishment of a human rights education center for the youths in every relevant government and non-government education and training institutions.

6. Page 4 – Addendum, under no. 8 (d.1):

- To encourage the establishment of mechanisms on the strengthening of all relevant actors, including but not limited to the basic and higher education institutions, the security sector, the public servants and the media, as part of continuing efforts for the previous phases of the World Programme for Human Rights Education.¹

7. Page 20 – Addendum, under no. 49

- “As a starting point, Member States should *create and/or designate a relevant department, under which are Human Rights Education Centers*, as a focal point responsible...”

8. Page 20 – Comment under no. 50 (c):

- You may wish to check the experience in the Philippines where there is a National Youth Commission, created pursuant to the Republic Act No. 8044 or The Youth in Nation-Building Act

¹ In 2003, the Philippine’s Department of Education, in cooperation with the CHRP came up with the 2nd Edition of the Human Rights Education Teaching Exemplars for Elementary and Secondary Levels, to ensure the integration of human rights concept and values in the basic education curriculum. As for the security sector, the Human Rights Education and Training Program (HRETP) of the CHRP has been implemented since 1987 and has reached the hearts of more than six thousand men in uniform. Cognizant of the need to produce more effective and impactful training programs, during the Fourth Commission of the CHRP deemed it necessary to revise the HRETP to make it more client-oriented, thus producing a Graduated Curricula on Human Rights and International Humanitarian Law (HR-IHL) Education for unformed men.