

# Human Rights Education Practices of Public Secondary Schools of the Division City Schools of Manila

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**Abstract:** This study was conducted to assess the human rights education practices of teachers and students among public secondary schools in Division City Schools of Manila in terms of curriculum, learning environment and students' participation. After assessing this, a proposed sustainability plan was formulated. This study used cluster sampling in the selection of schools participants, purposive sampling for teachers and random sampling technique for students as respondents in gathering data and information needed for the study and collecting data among public secondary schools in Division City Schools in Manila. This study found out that students and teachers often practiced human rights education in terms of curriculum, learning environment and students' participation. It is evidently manifested in their answers in the interview.

Through T-test of independent means, it was revealed that there is a significant difference on the assessment of the teachers and students in human rights education practices because the assessment showed that there are specific sub-indicators in curriculum, learning environment and students' participation that teachers and students have different levels of interpretation. Furthermore, it was revealed that the school must to sustain their practices in Human Rights Education. A proposed sustainability plan was formulated based from the findings of the study.

**Keywords:** Human Rights Education Practices, Curriculum, Students' Participation, Learning Environment

## 1. Introduction

Education is essential in the Philippines because Filipinos believe that educating young people prepare them for their future. It is humankind's most effective instrument for personal empowerment and strengthens the nations. Education takes on the status of a human right because it is integral to and enhances human dignity through its fruits of knowledge, wisdom and understanding. Moreover, for instrumental reasons education has the status of a multi-faceted social, economic and cultural human right. It is a social right because in the context of the community it promotes the holistic development of the human personality. It is an economic right because it facilitates economic self-support through employment. It is a cultural right because the international community has directed education toward the building of a universal culture of human rights. In short, education is prerequisite for the individual to function fully as a human being in modern society (Fleet, 2011).

Today, human rights are considered to be the universal phenomenon because rights have been taken in our society over the years. Human Rights include fundamental freedoms and are based on mankind's demand for a life in which the inherent dignity and worth of each human being will receive respect and protection. Human Rights are the basic standards without which people cannot live in dignity. These are generally accepted principles of fairness and justice. It affects the daily lives of each individual. The doctrine of human rights aims to identify the necessary positive and negative prerequisites for a universal minimal standard of justice, tolerance and human dignity that can be considered a public moral imperative. Such prerequisites can exist as shared norms of actual human moralities, as justified moral norms, supported by strong reasons, legal rights at a national level, or as a legal right within international level (Singh, 2011).

In positing a human right to education, the framers of the Universal Declaration of Human Rights (UDHR) aimed to improve quality of learning achievements by promoting child-centered and participatory teaching and learning practices and processes, increased access to and participation in schooling by creating human rights-based learning environment that is inclusive welcoming and fosters universal values, equal opportunities, respect diversity and non-discrimination and support social and emotional development of the child by introducing democratic citizenship and value (Committee on the Rights of the Child, 2011).

Indeed, human rights education encompasses a wide range of values, among them peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. By promoting recognition of and respect for human rights in all societies, it empowers learners so that they might actively contribute to the building of a sustainable and peaceful future (Tang, 2011). It covers exactly on the target of Education 2030 Framework for Action Towards Inclusive and Equitable Quality Education and Lifelong Learning for All which marks by 2030, gender disparities should be eliminated and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situation. It also aims that by 2030, education facilities should be upgraded that

provide safe, non-violent, inclusive and effective learning environments for all (Education 2030 Framework for Action towards Inclusive and Equitable Quality Education and Lifelong Learning for All, 2015).

Increasingly, human rights education (HRE) is viewed as a way to bring coherence to a fragmented and globalized world. Issues of gender equity, cultural diversity, interfaith dialogue, prevention of violence, elimination of stereotypes (racial, ethnic, religious, or based on gender and/or sexual orientation), may all be approached from a human rights perspective through the principles of respect, tolerance and recognition (Contemporary Issues in Human Rights Education by UNESCO, 2011).

Philippines is one of the countries that promotes human rights education in the context of educational efforts, including peace education, citizenship, and values education, multicultural education, global education or education for sustainable development which often includes human rights principles. Furthermore, the Department of Education promotes holistic, rights-based approach that ensures all components and processes including curricula, materials, methods and training are conducive to the learning about human rights.

In fact, the Department of Education, Culture and Sports (DECS) Order No. 61 (9 June 1987) ordered all schools at all levels to include human rights and accompanying responsibilities in their curriculum. Moreover, last December 9, 1992, the Commission of Human Rights signed a Joint Declaration of Undertaking with DECS to implement the curriculum development which includes continuing integration of human rights and responsibilities education, continuing preparation and production of instructional materials and updating innovative strategies and methods. Furthermore, the Department of Education implements "One School, One Supreme Pupil/Student Government Policy" through DO 84, S. 2010 and it aims to train pupils and students participate to become better member of the society through participating, involving and empowering them in any schools' events and programs. In addition, the Department of Education issued Regional Memorandum No. 25, S. 2015 which says that curricular and extra-curricular must be learning experiences outside the classrooms that provide opportunities to develop students' skills ([deped.gov.ph/orders](http://deped.gov.ph/orders)).

In relation with this, the Asia-Pacific Human Rights Information Center published a Human Rights lesson Plan for South East Asian Schools last October 2003. It illustrates the educational framework of the Philippines which discussed the issues inside the school such as discrimination, inadequate services and environmental problems. These issues are teaching students to apply the concept of human rights from self and family up to global sector through applying core values of human rights curriculum framework inside the schools (Asia-Pacific Human Rights Information Center, 2003).

All of these policies and laws denote that from curriculum up to students' participation and learning environment, human

rights education practices in the Philippines are evident and noticeable in any schools because of the implementation of memorandum orders of the Department of Education.

Because of those legal papers regulated by the Department of Education, a group of researchers in Nueva Ecija University of Science and Technology looked at how human rights education is implemented and to what extent human rights as a concept and value was inculcated in the teachers and pupils among selected elementary public schools in their province, they found out that teachers gained their knowledge about human rights education from legal sources and educational policies. Because of this, teachers value the teaching of human rights. Pupils were also aware about human rights education because of the activities conducted, students' equal opportunity and non-discrimination policy in schools (Chauhan, etal. Retrieved 08-05-17).

Moreover, on the study of Nava and Mancao (2005), they measured and analyzed the human rights awareness in 26 schools in National Capital Region (NCR), Region IV, Region VII and Autonomous Region of Muslim Mindanao (ARMM). They found out that there are different classroom activities used but it seems that schools should emphasize the concepts and ideas of human rights education. They also knew that teachers are not trained well to teach human rights because the school is not consistent on their practices from knowledge, comprehension, situation and application about Human Rights Education Practices (Nava & Mancao, Retrieved 08-05-17).

However, in spite of those existing policies and research conducted about human rights education among selected schools and regions in the Philippines, the country still faces a number of challenges and issues within the process of implementing and practicing human rights both within educational institutions and curriculum itself. School administrators and teachers, along with students and parents; therefore, have a significant role to play in improving these challenges and issues.

Furthermore, the researcher noticed that there are few researches and studies about Human Rights Education conducted in the Philippines. Hence, this research is conducted in order to increase the awareness of educational practitioners about human rights education and to strengthen its implementation, specifically in all learning institutions in the country.

This study is different from the past researches conducted in the Philippines because it is focused on the assessment of human rights education practices in terms of curriculum, learning environment and students' participation. Those areas involved indicators that came from the different ideas, concepts and existing laws and policies.

Today, Philippines is expected to promote human rights education practices such as recognizing gender issues, eliminating stereotypes, valuing cultural diversity and empowering every learner to build a sustainable and peaceful future through curriculum, learning environment and students'

participation.

From these expectations, the researcher would like to see if those practices are really manifested among the public schools in the areas such as curriculum, learning environment and students' participation. The researcher wanted to assess and identify the strengths of these areas in Human Rights Education Practices of the schools so sustainability plan can be drafted based from this assessment.

## 2. Research Questions

The study aimed to assess the human rights education practices of public secondary schools in Division City Schools of Manila.

Specifically, the study sought to answer the following questions:

1. What are the human rights education practices of public secondary schools of Manila in terms of the ff. as assessed by students and teachers?
  - 1.1 curriculum;
  - 1.2 learning environment; and
  - 1.3 students' participation?
2. Is there a significant difference on the assessments of the two groups of respondents in human rights education practices of the school on the areas mentioned in problem no. 1?
3. What are the strengths in human rights education practices revealed in the study based from the assessments of the two groups of respondents?
4. What sustainability plan can be drafted to sustain human rights education practices in public school?

## 3. Research Hypothesis

The hypothesis of this study was tested at 0.05 level of the significance:

1. There is no significant difference on the assessments of the two groups on the human rights education practices among public schools in the Division City Schools of Manila in the curriculum, learning environment and students' participation.

## 4. Methodology

Quantitative Research is very much applicable in this research. It emphasizes statistical analysis of data collected through questionnaire and surveys. It aims to assess and measure the variables in the study. It also requires large number of respondents and descriptive findings. The researcher used the descriptive method; it involves the collection of the data that provide a description of individuals, groups or situation. The focus was to uncover new facts and meanings. The researcher also used transcribed method to explain the practices of variables (Barr, 2017). The researcher conducted a survey as a method in gathering data with the high school students of 6 schools in 6 districts in Division City Schools of Manila as respondents to assess the human rights education practices in their schools.

The participants were selected based on cluster sampling, purposive and random sampling. The research used fifty (50) students and fifteen (15) Social Studies Teachers of each chosen schools from districts one (1) to six (6). The respondents were three hundred (300) grade 10 students and ninety (90) Social Studies Teachers in Division City Schools of Manila. The researcher utilized a two-stage cluster sampling in the selection of schools as respondents. This type of sampling selects a number of students from each cluster by using simple or systematic random sampling (Barr, 2017). Cluster sampling strategies assume that the researcher identifies groups or clusters, and then from each cluster, the researcher selects the individual subjects by either simple random or systematic random sampling. Students were selected using this type of sampling.

The researcher also used a purposive sampling in the selection of teachers as respondents. This type of sampling chooses only particular respondents who best qualify to the criteria needed in the study (Calderon, 2007). Purposive sampling strategies assume that the researcher has an informed understanding of the phenomenon that he or she wants to explore and thus needs to select a specific respondent that represents these experiences (Barr, 2017). The teachers were selected based on their major or specialization, which is Social Studies.

The researcher conducted a survey and interview. The answers of the respondents provided the necessary information to complete the research study. The questionnaire consisted of three parts namely: Part I, Curriculum; Part II, Learning Environment, and Part III, Students' Participation. The survey measured the manifestation of human rights education practices in their school. The survey aimed to evaluate the students' practices using five point scales.

The researcher also prepared an interview schedule survey about teachers and students view in human rights education practices in curriculum, learning environment and students' participation.

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However, in spite of those existing policies and research conducted about human rights education among selected schools and regions in the Philippines, the country still faces a number of challenges and issues within the process of implementing and practicing human rights both within educational institutions and curriculum itself. School administrators and teachers, along with students and parents; therefore, have a significant role to play in improving these challenges and issues.

Furthermore, the researcher noticed that there are few researches and studies about Human Rights Education conducted in the Philippines. Hence, this research is conducted in order to increase the awareness of educational practitioners about human rights education and to strengthen its implementation, specifically in all learning institutions in the country.

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### 5. Result

Table 1 shows the total mean score of human rights education practices based on the assessment of the students in the three indicators like curriculum, learning environment and students participation. It reveals the average overall rating is 4.20 with the standard deviation of 0.68 and with interpretation "often practiced".

Base from table 1, the indicator that received the highest over-all total weighted mean is student participation with a total weighted mean of 4.31 and 0.55 standard deviation and verbal

Table 1  
 Summary of Students' Assessment in Human Rights Education Practices in Public Secondary Schools

Indicators	Weighted Mean	SD	Verbal Interpretation
Curriculum	4.20	0.68	Often Practiced
Learning Environment	4.09	0.78	Often Practiced
Student Participation	4.31	0.55	Often Practiced
Over-all Total Weighted Mean	4.20	0.67	Often Practiced

interpretation often practiced. Furthermore, the curriculum got the second highest total weighted mean of 4.20 with the standard deviation of 0.68 and with interpretation often practiced. Finally, the learning environment got the lowest weighted mean of 4.09 with the standard deviation of 0.78 and with interpretation often practiced.

Based on the interview conducted by the researcher with the students, they revealed that human rights education practices is always integrated in students' participation. Through extracurricular activities, and school programs, the skills, abilities and sense of participation of the students are promoted. Although the human rights education is evident in the curriculum and learning environment, the students revealed that this is only often practiced in the schools. This indicates that schools through its administrators should strengthen the orientation of the students about Human Rights Education.

This result is similar to what is already stated in Right to Education Project (2013) which states that the curriculum and learning environment should be developed in accordance with human rights standard to ensure the improvements of education and maintain its quality.

Table 2  
 Summary of Teachers' Assessment in Human Rights Education Practices in Public Secondary Schools

Indicators	Weighted Mean	SD	Verbal Interpretation
Curriculum	4.40	0.38	Often Practiced
Learning Environment	4.22	0.52	Often Practiced
Student Participation	4.45	0.25	Often Practiced
Over-All Total Weighted Mean	4.36	0.38	Often Practiced

Table 2 shows the total mean score of human rights education practices based on the assessment of the teachers in curriculum, learning environment and students participation. It reveals the average overall rating is 4.36 with the standard deviation of 0.38 and with interpretation "often practiced". The students' participation got the highest weighted mean of 4.36 with the standard deviation of 0.25 and with interpretation often practiced. The curriculum got the second highest total weighted mean of 4.40 with the standard deviation of 0.38 and with interpretation often practiced. The learning environment got the lowest weighted mean of 4.22 with the standard deviation of 0.52 and with interpretation often practiced.

According to the teachers of school participants, the human rights education is always manifested on their practices in terms of curriculum, learning environment and students' participation. The activities and instructional materials and assessments are fair despite of students' different interest and



Table 3  
 Significant Difference on the Assessment between the Students and Teachers in Human Rights Education Practices

Areas	Group	SD	Degrees of Freedom	Computed T-value	Tabular T-Value	Decision	Interpretation
Curriculum	Students	0.68	137	3.21	1.65	Reject Null Hypothesis	Significant
	Teachers	0.38					
Learning Environment	Students	0.78	155	2.20	1.65	Reject Null Hypothesis	Significant
	Teachers	0.52					
Students Participation	Students	0.55	159	2.39	1.65	Reject Null Hypothesis	Significant
	Teachers	0.25					

learning styles.

Gurusinga (2013) agreed that school provides the fulfillment of child's right through teachers who will develop the capabilities, interest, talent and creativity of the students in different areas in school.

Table 3 presents the significant differences on the assessment of students and teachers in human rights education practices in terms of curriculum, learning environment and students' participation.

In curriculum, it shows that the computed t value is 3.21 which is greater than the critical value of 1.65 at .005 level of significance. Therefore, the null hypothesis is rejected and it implies that there is a significant difference on the assessment between the teachers and students in human rights education practices in terms of curriculum.

In the learning environment, it shows that the computed t value is 2.20 which is greater than the critical value of 1.65 at .005 level of significance. Therefore, the null hypothesis is rejected and it implies that there is a significant difference on the assessment between the teachers and students in human rights education practices in terms of learning environment.

Students' participation presents that the computed t value is 2.39 which is greater than the critical value of 1.65 at .005 level of significance. Therefore, the null hypothesis is rejected and it implies that there is a significant difference on the assessment between the teachers and students in human rights education practices in terms of students' participation.

From these results and answers, the three areas implied that teachers and students have different point of views on their practices of human rights education. It is cleared in the different indicators that they often practice human rights education in terms of curriculum, learning environment and students' participation.

Although in teachers and students have the same interpretation with the "often practiced", there are specific indicators based on their assessment that teachers and students are not the same with their total weighted mean and interpretation.

When they are total average, the indicator in curriculum were assessed by teachers and students as often practiced but it would be noticed that indicators 1, 2, 3, 5 and 10 have different mean and level of their practices. Those indicators are "The curriculum inculcates values and develops moral character for the students" with weighted mean of 4.45 for the students and 4.56 based on teachers, "The curriculum promotes equality for male and female students regardless of their race, class, capacity, disability, religion or ethnic background" with

weighted mean of 4.36 for the students and 4.56 for the teachers, "The curriculum addresses the problem of inequality in society" with weighted mean of 3.98 for the students and 4.43 for the teachers, "The curriculum promotes the values of equality" with weighted mean of 4.37 for the students and 4.50 for the teachers and "When conflicts arise, students try to resolve them in non-violent and diplomatic ways" with weighted mean of 3.85 for the students and 4.34 for the teachers respectively.

In learning environment, it would be also noticed that indicators 3, 5, 6, 8 and 13 have different mean and level of their practices based on the assessment among teachers and students. Those indicators are "Members of the school including the students have the opportunity to participate in democratic decision-making to develop school policies and rules with weighted mean of 4.06 for students and 4.24 for teachers, "Teachers and students respect the religion, belief and principles of each other" with weighted mean of 4.47 for students and 4.61 for teachers, "School facilities are well-maintained and have adequate number of functional latrines for both male and female students" with weighted mean of 3.65 for students and 4.00 for teachers, "There is sufficient amount of light and fan arrangements provided for both male and female students" with weighted mean of 3.45 for students and 4.30 for teachers and "Teachers provided visual aids and routines for the students that emphasize and promote rights to learn" with weighted mean of 4.52 for students and 4.44 for teachers respectively.

In the total average of students' participation, it would be observed that indicators 2, 7 and 8 have different mean and level of their practices when the total average of teachers and students were combined. Those indicators are "Students express their belief and ideas without discrimination" with weighted mean of 3.97 for students and 4.44 for teachers, "Both male and female students are given equal opportunity in the management and leadership of school clubs, teams and association" with weighted mean of 4.39 for students and 4.50 for teachers and "Both female and male learners are encouraged to become class leaders, if possible having one female and one male as co-leaders" with weighted mean of 4.37 for students and 4.51 for teachers.

This result is same on the pattern of differences of students and teachers by Konings (2013). It stated that both students and teachers' perspectives are driven by different levels of knowledge in terms of attitude, interest, learning, teaching and different experience not just only in the classroom but also in schools. These are the challenges of human rights education

practices so that there are indicators that need to be sustained.

Based from the result of three areas in human rights education practices, it shows that all indicators are really manifested and it is very clear that they often practiced human rights education in public secondary school. In order to sustain these practices, the proposed sustainability plan is very much needed to develop prioritized action that concerns human rights education in the school system.

#### *A. Sustainability Plan*

This is the proposed sustainability plan for human rights education practices in Division City Schools of Manila.

##### *1) Rationale*

The rationale for the sustainability plan of human rights education practices in terms of curriculum, learning environment and students' participation are based on the results concerning all indicators of each area.

This sustainability plan is intended to maintain and uphold the practices of the principles of human rights education through equality, dignity and embracing commitment to respect the rights of all people. Through this intention, teachers and students will emphasize the transformative learning to achieve responsible citizenship through sustaining human rights education practices with the integration of cognitive, psychomotor and affective learning in the community.

##### *2) Objectives*

The ultimate objective of this sustainability plan is to empower teachers and students by giving them knowledge and skills to promote fair and equal decisions in the practice of human rights education so that students will become responsible citizens in the society. It also aims to create safer and more supportive schools for students where they can learn and succeed.

##### *3) Sustainability Plan*

The sustainability plan about human rights education practices are based on the result of assessment made by the students and teachers. The areas to be sustained are the indicators under the areas of curriculum, learning environment and students' participation.

In the proposed sustainability plan, there are specific objectives provided to attain the goals of the activities. It also indicates the persons' involved, time, budget and success indicators to find out if the objectives are attained.

Table 4 presents the proposed sustainability plan for human rights education in curriculum. It reveals the activities that may help to achieve the objectives of each indicator. The sub-indicators divided into 4 areas which include curriculum content, school policies, students' discipline, activities and instructional materials.

Table 5 presents the proposed sustainability plan for human rights education in learning environment. The sub-indicators divided into 4 areas which include school community, classroom and facilities, teaching and learning materials and assessments.

Table 6 presents the proposed sustainability plan for human rights education in students' participation. The sub-indicators divided into 4 areas which include students' expression, students' participation, abilities and skills.

##### *4) Evaluation*

After the execution of sustainability plan, the teachers, students and other concern persons are expected to evaluate the program to serve as basis for improvement, enhancement and recommendations for future decisions.

Table 4  
Proposed Sustainability Plan for Human Rights Education Practices in Curriculum

Areas to be Sustained	Specific Objectives	Person's Involved	Activities	Time Frame	Budget	Success Indicators
1. Curriculum that inculcates values and develops moral character.	<ul style="list-style-type: none"> <li>To uphold the curriculum that develops moral, civic, and mannered and behave attitude for both male and female students in any activities equally and fairly.</li> <li>To raise awareness in the society that promotes the values of equality through respecting other students' opinion and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Designer</li> <li>School Administrators</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Value Integration after the lesson in all subjects</li> <li>Diversity Week that open for all types of students</li> <li>Seminar about Gender-Responsive for students</li> <li>News Update before the lesson starts</li> </ul>	June 2018-April 2019	5,000	<ul style="list-style-type: none"> <li>Development of individual characters and personal disciplines.</li> <li>Promotion of equal opportunity among students</li> <li>Increase their awareness about social issues.</li> </ul>
2. Curriculum that promotes equality regardless of their race, class, capacity, disability, religion or ethnic background.						
3. Curriculum that addresses the problem of inequality in the society.						
4. Curriculum that addresses gender issues.						
5. Curriculum that promotes values of equality.						
6. Curriculum that integrates the similarities and differences between male and female students.						
7. School policies and codes of conduct with equality and peaceful conflict resolution among students and staff	<ul style="list-style-type: none"> <li>To sustain the rules and regulations that encourages shared responsibilities and promotes mutual respect and value human dignity.</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Guidance Counselor</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Students Manual that includes resolving students' conflict and prejudice</li> <li>Rules and Regulation Chart in every corner of the school.</li> </ul>	June 2018-April 2019	50,000 for students manual/ rules and regulation chart	<ul style="list-style-type: none"> <li>Improvement of school system and provision of education services.</li> </ul>
8. School policies against discrimination						
9. Rules and regulations that encourage students to become respectful on others' actions and words.						
10. Discipline with fair treatment	<ul style="list-style-type: none"> <li>To prevent students from quarrel and argument through fair decision and equal treatment.</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Guidance Counselor</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Each school must have disciplinary prefect.</li> <li>Social Skills Training and Anger Management</li> </ul>	June 2018-April 2019	N/A	<ul style="list-style-type: none"> <li>Lessen student-student conflicts.</li> <li>Reduce violence.</li> </ul>
11. Resolving conflicts of students in non-violent and diplomatic ways.						
12. School provides equal access, resources, activities and accommodation for everyone.	<ul style="list-style-type: none"> <li>To ensure the accessibility of resources and participation in activities of every student.</li> <li>To enhance the understanding about students and the teachers' human rights through school materials.</li> <li>To promote gender equality which are gender-responsive and gender-sensitive culture.</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Community Stakeholders</li> <li>Curriculum designers</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>1:1 policy</li> <li>Books and Newspaper Updates</li> <li>GAD Training for students and teachers.</li> <li>Civic Engagement Activity such as Immersion</li> </ul>	June 2018-April 2019	100,000 for material, books, newspapers, trainings and activities.	<ul style="list-style-type: none"> <li>All students will have opportunity to receive equal access and resources in school.</li> <li>School will be open-minded in Human Rights.</li> <li>Development of interpersonal skills through respect while interacts with other students.</li> </ul>
13. Manifestation of human rights in the textbooks, assemblies, libraries and classroom instruction.						
14. The activities that eliminate gender discrimination and promote fair and mutually supportive gender-sensitive culture in the school.						
15. Curricular/extracurricular activities that encouraging the participation of both male and female students.						

Table 5  
Proposed Sustainability Plan for Human Rights Education Practices in Learning Environment

Areas to be Sustained	Specific Objectives	Person's Involved	Activities	Time Frame	Budget	Success Indicators
1. Promotion of equality and non-discrimination, respect, peace, fairness, accountability and participation in school.	<ul style="list-style-type: none"> <li>To promote equal opportunities, respect on different beliefs, religions and principles.</li> <li>To respect individual differences and ethnic identity in school community.</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Teachers</li> <li>Staff</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>"Sense of Ethnic Identity (SEI)" day</li> </ul>	June 2018-April 2019	N/A	<ul style="list-style-type: none"> <li>Students will gain more respect and polite to others.</li> </ul>
2. Welcoming students, teachers, administrators and staff from diverse backgrounds and cultures.						
3. Teachers and students respect the religion, belief and principles of each other.						
4. Opportunity of students to participate in democratic decision-making to develop school policies and rules.	<ul style="list-style-type: none"> <li>To involve students in school community through involving in decision-making of school policies.</li> <li>To encourage students involved in learning societal and global problems.</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Open-Box for Rules Suggestions</li> <li>Contemporary Issues at the end of every quarter</li> </ul>	June 2018-April 2019	N/A	<ul style="list-style-type: none"> <li>Development of students' participation and decision-making skills.</li> <li>Increase their awareness in societal and global issues.</li> </ul>
5. The school community encourages learning about societal and global problems related to justice, ecology, poverty and peace.						
6. School facilities are well-maintained and have adequate number of functional latrines for both female and male students.	<ul style="list-style-type: none"> <li>To accommodate students equally in a clean school environment such as functional latrines, enough amount of lights and fan arrangements and accessibility of clean drinking water.</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Repair and repainting of bathrooms in male and female' cr.</li> <li>Monitoring of lights and fan every 2months.</li> <li>Installation of potable water and drinking fountain inside the school</li> <li>Boy-Girl alternate seating arrangement</li> </ul>	June 2018-April 2019	100,000 (door, repair, paint)  300,000 (light and fan)  200,000 (drinking fountain)	<ul style="list-style-type: none"> <li>The students will motivate more to learn because of conducive learning environment in school facilities and classrooms.</li> </ul>
7. Seating arrangement promotes equal opportunity for both male and female.						
8. Sufficient amount of light and fan arrangements provided for both male and female students.						
9. A clean drinking water in school available and accessible for all students.						
10. There are enough seats and seating spaces for both female and male students.						
11. Assessments that shows the actual abilities and skills of every learner.						
12. Examinations are fair and transparent and standardized.						
13. Visual aids that emphasize and promote rights to learn.	<ul style="list-style-type: none"> <li>To promote learning process through classroom routines and visual materials that show varying socio-economic and religious background of students and gender-responsiveness.</li> </ul>	-Teachers -Students	<ul style="list-style-type: none"> <li>Projector-based visual aids</li> <li>Individual differences activity</li> <li>Pamphlets that discussed gender-responsive action</li> </ul>	June 2018-April 2019	5,000 for pamphlets	Students will encourage to learn and motivate to go to school because the classroom emphasize their differences while gaining respect from others.
14. Teaching and learning materials portray girls and boys of varying socio-economic and religious background, including those with disabilities, with equal prominence, potential and respect.						
15. Materials and resources used by the students are free from gender stereotypes.						



Table 6  
Proposed Sustainability Plan for Human Rights Education Practices in Students' Participation

Areas to be Sustained	Specific Objectives	Person's Involved	Activities	Time Frame	Budget	Success Indicators
1. Students' personal space and possessions are respected.	<ul style="list-style-type: none"> <li>To respect the students' own opinion, personal space and their possessions.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet for students per classroom</li> <li>Organization of each religion.</li> </ul>	June 2018-April 2019	300,000 (cabinet) N/A	<ul style="list-style-type: none"> <li>Students will increase their self-esteem.</li> </ul>
2. Students express their belief and ideas without discrimination.						
3. Students' both female and male are valued equally in their abilities in their assessment performance.	<ul style="list-style-type: none"> <li>To value equally the male and female students in their performance through reflecting, analyzing and thinking critically.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Performance-based activities</li> <li>HOTS Activities</li> </ul>	June 2018-April 2019	N/A	<ul style="list-style-type: none"> <li>Students will not ashamed to perform their task.</li> <li>Students develop their skills in thinking and valuing.</li> </ul>
4. Students are encouraged to reflect, analyze and think critically.						
5. Students' participation, creativity and self-esteem are promoted and developed by the teachers.	<ul style="list-style-type: none"> <li>To promote equal opportunity and develop their creativity and self-esteem inside the classroom and through participating in community works.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Team-building activities</li> <li>Community Involvement Activity</li> </ul>	June 2018-April 2019	5,000 for materials	<ul style="list-style-type: none"> <li>Students will participate and cooperate in the activities provided by teachers and the community.</li> </ul>
6. Students are encouraged to participate in community works that promote human rights.						
7. Both male and female students are given equal opportunity in the management and leadership of school clubs, teams and associations.	<ul style="list-style-type: none"> <li>To encourage students to manage and show their leadership style.</li> </ul>	<ul style="list-style-type: none"> <li>Club Adviser</li> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Boys and Girls Week for every year grade level</li> </ul>	August 28-31, 2018  November 12-16, 2018  January 14-18, 2018  March 4-8, 2018	N/A	<ul style="list-style-type: none"> <li>Students will assess their skills in managing inside the classroom, in clubs, teams or association.</li> </ul>
8. Both female and male learners are encouraged to become class leaders, if possible having one female and one male as co-leaders.						
9. Both male and female learners have equal opportunities to participate in all school and classroom activities.						
10. Both female and male learners are given equal opportunities to learn and progress equally and develop their potential to the fullest.	<ul style="list-style-type: none"> <li>To give equal opportunity in participating in the school and classroom activities</li> <li>To show students' capabilities in learning and progress in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Boy-Girl Peer Activity</li> <li>"Showcase of talent" Day</li> </ul>	June 2018-April 2019	N/A 3,000 (materials, prizes)	<ul style="list-style-type: none"> <li>Students will participate more in the activities in classroom and schools.</li> </ul>

### 6. Conclusion

In the light of the foregoing findings, the following conclusions were drawn:

- Both teachers and students often practiced human rights education in terms of curriculum, learning environment and students' participation.
- Teachers and students have different perspectives in terms of actual practices of human rights education in the different areas. Though they both agreed that they often practiced human rights education practices based on the result when they combined, there are some specific sub-indicators that teachers and students have different assessment in curriculum, learning environment and students' participation.
- In curriculum, the teachers agreed that they always

- practiced while the students often practiced the sub-indicators about inculcating values and developing moral character for the students, the promotion of equality for male and female students regardless of their race, class, capacity, disability, religion or ethnic background, dealing with the problem of inequality in society, promotion of the values of equality and resolving of conflicts of students' in non-violent and diplomatic ways.
- The teachers agreed that they always practiced the human rights education in terms of learning environment while the students often practiced the sub-indicators about respecting the religion, belief and principles of each other, students having the opportunity to participate in democratic decision-making to develop school policies and rules, well-maintaining of school facilities and having

adequate number of functional latrines for both male and female students, providing sufficient amount of light and fan arrangements and providing of teachers for their visual aids and routines that emphasize and promote rights to learn.

5. In students' participation, teachers always practiced three specific sub-indicators than the students. Teachers agreed that students express their belief and ideas without discrimination, both male and female students are given equal opportunity in the management and leadership of school clubs, teams and association and they encouraged to become class leaders, if possible having one female and one male as co-leaders.
6. The assessment of both teachers and students in human rights education are considered as basis for the sustainability plan to maintain and uphold the actual practices of human rights education.

### 7. Recommendation

In view of the conclusions presented, the following recommendations are hereby provided:

1. The Division City Schools of Manila must adopt the sustainability plan in order to empower teachers and students through the suggested actions and activities in the plan.
2. The Department of Education shall hold benchmarking activities with other countries that have better human rights education practices so that they will acquire significant insights on how to sustain the existing good practices and improve those that need essential improvement in the schools in the country.
3. Future studies similar to the present study should be conducted with larger respondents in other divisions and regions to validate its findings and results.

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