"Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance"

I. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.[1]

1. **Information about the respondent**

- Date: **05 February 2013**
- Institution responsible for completing this questionnaire:

  Southeast Asia Centre for Lifelong Learning for Sustainable Development (SEA CLLSD), a Category 2 Center under the auspices of UNESCO

- Responsible department: [redacted]
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[1] This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) in 2012).

2. **Components of education for peace and human rights**

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

Answer:

- **1987 Constitution of the Republic of the Philippines, Article XIV (Education), Section 3.2** states that "educational institutions shall… have respect for human rights… teach the rights and duties of citizenship…"

- **DepEd Order No. 61, s. 1987 (Inclusion of the Study of Human Rights and Accompanying Responsibilities in the School Curricula)** states that: In order for education to develop consciousness among the citizenry of the need to respect human rights and to help deter violation thereof, signed by the former Secretary of Education, Lourdes R. Quisumbing with reference to MECS Memorandum No. 218, s. 1986.

- **DepEd Order No. 31, s. 2013 (An Act Declaring December 4 to 10 as National Human Rights Consciousness Week in the Country and for other purposes)** issued by former DepEd Secretary Edilberto C. De Jesus, in response to the Republic Act No. 92021 approved and signed last 01 April 2003 by former President Gloria Macapagal Arroyo.

- **DepEd No. 40, s. 2012 (DepEd Child Protection Policy)** Policy Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse

- **DepEd Memorandum (last 5 years) concerning Education on Human Rights:**

Year	Number	Title
2011	269	2011 Human Rights Consciousness Week
	151	2nd National Educators' Congress on Human Rights Education
	6	Dissemination of the Commission on Human Rights Advisory (on the implementation of the Accessibility Law)
2009	505	2009 Human Rights Consciousness Week
	515	First National Educators' Congress on Human Rights Education (HRE)
2008	537	Participation to the Techno-Presentation of Human Rights Advocacy (Tech-PHRA)
	533	2008 Human Rights Consciousness Week
2007	483	2007 National Human Rights Consciousness Week
	487	Activities for the Human Rights Week Celebration
2006	412	2006 Human Rights Consciousness Week Celebration

- **DepEd Advisories (last 5 years) concerning Education on Human Rights:**

Year	Number	Title
2011	320	Capacity-Building Training on Human Rights
2010	398	Changes to DepEd Advisory No. 380, s. 2010 (Luzon-National Capital Region (NCR) Youth Conference on Human Rights)
	380	Luzon-National Capital Region (NCR) Youth Conference on Human Rights
2009	290	First National Educators' Congress on Human Rights Education
	281	Visayas-Mindanao Youth Conference on Human Rights
	166	Training Programme on the Equal Status and Human Rights of Women in South East Asia

- **DepEd Memorandum (last 5 years) concerning Peace Education:**

Year	Number	Title
2012	159	2012 National Peace Consciousness Month
2011	277	Yes for Peace (Bayanihan Para sa Kapayapaan 2011)

- **DepEd Advisories (last 5 years) concerning Peace Education**

Year	Number	Title
2012	177	Additional Information to DepEd Memorandum No. 277, s. 2011 (YES for Peace-Bayanihan Para sa Kapayapaan)
	168	Pearl Anniversary Congress of the Philippine Council for Peace and Global Education (PCPGE)
	79	Search for the 2012 Peace and Cooperation School Award
2011	83	Additional Information to DepEd Memorandum No. 428, s. 2010 (YES for Peace-Bayanihan Para sa Kapayapaan)
	55	Support for the Peace Process
2010	416	The Great Pinoy Peace and Unity Swim
	337	2011 Nobel Peace Prize Nomination of Candidates
	219	Break the World Record for Swim Relay (Peace and Unity Swim)
	160	Redesigning Education: Growing Healthy Life of Peace Education
	143	Sports for Peace (SFP) Event
2009	248	Million Human Signs for Peace (Peace Advocacy and Awareness Campaign)
	265	2010 Nobel Peace Prize
	262	First Asian Congress on Health and Peace Tourism
	71	International Conference on Folkloric Heritage-Shared Visions-Pathways to Peace
	28	Youth Initiative for Peace Conference 2009
2008	56	2008 Peace and Cooperation School Award: Water for All

B. ***Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles***

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The Report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the instrument.

Answer:

Aside from embedding the basic principles and values of peace and human rights in the curriculum, the Department embarked on several activities that would transfer and assess their learning about peace and human rights such as celebration of the following:

- National Human Rights Consciousness Week in the country to hold different activities relative to human rights;
- National Peace Consciousness Month to showcase the perspectives of the students on peace education;
- Nationwide Storytelling for Peace. Holding of contests for students to share their learning on peace education

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

- To transfer learning about peace education, Peace Camps are held. Quoted from Secretary Jesli Lapus, "This village opens an opportunity for the Muslims, Christians and Lumads to live in harmony with each other and experience peace to the fullest." Participants in the Peace Village included high school students and elementary school pupils aged 10-12 years old from Regions 9, 10, 11, 12, CARAGA and ARMM. The Peace Village supported Executive Order No. 570 s. 2006, which mandates DepEd to promote a culture of peace in the educational system, by incorporating peace education concepts, skills and values in the learning content of basic education.
- To make peace education real for both Muslim and Christian students, PeaceTeach (Peace Technologies), a non-profit organization has partnered with DepEd in conducting Classroom Video Conference. To promote peace education core messages, students from Luzon and Mindanao freely and objectively discuss issues on conflicts, prejudice, human dignity, and human rights via video conference.

C. *Process of the development and implementation of national policies*

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies, this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?
   - o National Plans for Education for All (EFA)
   - o National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
   - o National sectoral plans for basic education, higher education, etc.
   - o National human rights plans
   - o National poverty reduction strategies and other development plans
   - o Other types of documents (please specify)

   If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:

- **National Plan for Education For All –** until 2015
  - The inclusion of Mother Tongue-Based Multilingual Education (MTB-MLE) from Kindergarten to Grade III;
  - Implemented in 921 schools all over the country (17 regions) as the pioneer schools: 2011-2012 in Grade I; 2012-2013 in Grades I and II; and 2013-2014 in Grades I, II, and III
  - As Medium of Instruction in teaching the Kindergarten in all public schools starting SY 2012-2013;
  - Implemented MTB-MLE in all Grade I classes as part of the Kindergarten to Grade 12 (K to 12) National Implementation SY 2012-2013; Grades I and II SY 2013-2014; Grades I, II and III SY 2014-2015;
  - The issuance of DepEd Order No. 74 s. 2009, "Institutionalizing Mother-Tongue Based Multilingual Education (MTB-MLE)" and DepEd Order No. 16, "Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE)

Activity	Year 1 SY 2010-11	Year 2 SY 2011-12	Year 3 SY 2012-13	Year 4 SY 2013-14	Year 5 SY 2014-15
PREPARATION	a) Materials b) Training				
IMPLEMENTATION					
a) 921 Pioneer Schools	Grade I	Gr. I & II	Gr. I, II & III	Transition	
b) Nationwide		Grade I	Grades I and II	Grades I, II and III	

- **National policy frameworks as part of the Decade on Education for Sustainable Development –** 2005 to 2014
- **National sectoral plans for basic education, higher education, etc** – Annual
- **National human rights plans** – 2006 to 2010
- **National poverty reduction strategies and other development plans** - Annual

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

   ✓ **Yes**
   o No

   If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:

The Department of Education joined other agencies and civil representatives in the signing of the Implementing Rules and Regulations (IRR). The Inter-agency Technical Working Group (TWG) composed of the Office of the Presidential Adviser on the Peace Process (OPAPP), Department of Education (DepEd), Commission on Higher Education (CHED), National Economic Development Authority (NEDA) and civil society representatives helped draft the IRR.

6. Which groups are targeted in the national policies? Please choose one or more categories below:

   ✓ **Preschool, early childhood**
   ✓ **Primary school**
   ✓ **Secondary school**
   ✓ **Higher education**
   ✓ **Technical and Vocational Education and Training**
   o Education for justice and security professionals
   ✓ **Teachers**
   ✓ **Educational community**
   ✓ **Ministry of education staff and users of their services**
   ✓ **Civil society, non-formal education**
   o Public employees in general
   o Media
   o Other (please describe)

7. To what extend have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the example of actions undertaken for each component if applicable.

   (a) Curriculum (e.g. obligatory or optional, subject-based or cross-curricular)
   - Is education for peace and human rights obligatory or optional?
   - Is it subject-based or cross-curricular?
   - In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages…) and at what grade levels is it taught?

Answer:

- Peace education is mainstreamed in schools. The ways of peace are taught in public schools and incorporated in teacher education – part of the government's initiative to build and nurture a climate conducive to peace through education

- Peace and Human Rights education is integrated in several learning areas such as Social Studies and Values Education.

- In Notre Dame University, there is a separate subject called Peace 100 for all undergraduate programs. The graduate programs offer masteral and doctoral degrees in Peace and Development. Part of the formation program is a mandatory program on Peace Orientation workshops given to all undergraduate students

(b) Training of teachers and other educational personnel (e.g. pre-service and in-service training) (Reference: 33-37)

- Is education for peace and human rights included in:
  - Pre-service teacher training
  - In-service teacher training
  - Head teacher training

- Is the participation voluntary or mandatory?

Answer:

- Executive Order 570, Institutionalizing Peace Education in Basic Education and Teacher Education, mandates the teaching of peace education for all grade schools and high schools, as well as teacher education.

- In Notre Dame University, participation is mandatory. It is included in pre-service teacher training for educations students since it is part of their curriculum, and in-service teacher training for teachers of the University.

(c) Teaching and learning process and tools (e.g. textbooks and other materials, teaching methodologies that are learner-centered, encourage participation, etc.) (Reference: Recommendation 1974, 10-19, 38-40)

Answer:

- Processes and tools in teaching an learning peace and human rights in the form of modules are available

- The Notre Dame University uses the Peace 100 Course Pack

(d) The learning environment (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:

- Secondary schools advocate and practice the child-friendly school system. Bullying and corporal punishment are not acceptable while involvement and participation of students and the community have increased. The main aim is to make the learning environment safe so that students feel protected.

- A conducive learning environment is provided in Notre Dame University

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

   - Coordination:
     - **Focal Persons in the Department of Education Central Office**
     - **Notre Dame University and the NDU Peace Center**

   - Curriculum:
     - **Developers from schools;**
     - **DepEd Central and Field Offices**

   - Teacher training:
     - **DepEd Bureaus of Elementary and Secondary Education, Staff Development Divisions**

   - Teaching materials:
     - **Instructional Materials Council Secretariat of DepEd;**
     - **Non-governmental organizations (NGOs)**

   - Learning environment:
     - **Schools;**
     - **Community Learning Centers;**
     - **And other venues.**

9. Is a specific budget allocated to the implementation of the policies?
   - ✓ **Yes**
   - o No

If yes, please specify the percentage of State budget

10. Does a systemic mechanism of monitoring the implementation of the policies exist?
    - ✓ **Yes**
    - o No

If yes, please specify the members/institutions being part of this mechanism
There is an inter-agency Technical Working Group (TWG) composed of the Office of the Presidential Adviser on the Peace Process (OPAPP), Department of Education (DepEd), Commission on Higher Education (CHEd), National Economic Development Authority (NEDA) and civil society representatives that work together to coordinate, provide appropriate curriculum and instruction, training for teachers, providing teaching materials and ensuring friendly learning environment

D. *Contents of the national implementation of education for peace and human rights*

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy

and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

- Related topics on ethical and civic aspects, cultural aspects and study of the major problems of mankind are incorporated in learning areas like Edukasyon sa Pagpapakatao (EsP) formerly Edukasyon sa Pagpapahalaga (Values Education) and Araling Panlipunan (Social Studies), violence in schools and HIV and AIDS in Health Education.

- In Notre Dame University, topics included are:
  - Orientation to Peace Education;
  - Personal Peace / Cultivating Inner Peace;
  - Ethnicity and Intercultural Solidarity;
  - Conflict Transformation;
  - Promotion and Understanding of Human Rights;
  - Militarization / Dismantling the Culture of War;
  - Environmental Education / Learning Harmony with the Earth
  - Living with Compassion and Social Justice

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

    (a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer:

- Intercultural Education
- Classroom Video Conference (CVC) of Peace Technologies;
- Peace Camps;
- Peace Runs
- Celebration of Indigenous Peoples (IP) Day
- Interreligious Dialogue Program

(b) Bilingual and multilingual education

Answer:

- Mother Tongue in the K to 12 Curriculum is studies and used from Kindergarten to Grade 3 while in high school, the bilingual policy is still enforced.
- The Special Programs in Foreign Languages allows a student to learn a second foreign language as a future career path
- In Notre Dame University, seminars and workshops are conducted for teachers

(c) Promotion of the gender-sensitive education systems

Answer:

- Development of Modules on Gender and Development (GAD) and Training of Teachers on the use of the modules
- In Notre Dame University, programs are conducted by NDU – Gender Awareness and Women's Affairs

(d) Prevention of racism, discrimination and violence

Answer:

- Celebration of Human Consciousness Week
- Issuance of DepEd Policy on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse
- In Notre Dame University, peace orientation workshops and inter-religious dialogues are conducted

(e) Civic engagement of youth

Answer:

- Involvement of students in selecting their youth leaders like the Student Council Government and other school organizations
- Participation in community projects such as cleaning and greening
- In Notre Dame University, Community Extension Programs, National Service Training Programs and alternative education for children and out-of-school youths are made available

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: 23)

Answer:

- For Notre Dame University, seminars, workshops and training on promoting a Culture of Peace were conducted

- ASPnet Philippines' initiatives on Education for International Understanding (EIU) and Education for Peace and Human Rights, includes the following -

  ON EDUCATION FOR INTERNATIONAL UNDERSTANDING:

  1) ASPnet Philippines has been involved in a 7-country partnership and collaboration on education for sustainable development (ESD) since 2004 up to the present. These countries are: Japan, China, Thailand, Indonesia, Lithuania, Sweden and the Philippines. The project involves a number of activities relative to education for sustainable development – education materials development; study visits; workshops and conferences; and, continuous communication via the internet (social networks). This project is initiated by UNESCO ASPnet in Japan.

2) Participation in the Japan Solidarity Project initiated by the Asia-Pacific Cultural Centre for UNESCO (ACCU) and UNESCO National Commission for Japan which started in 2011. The Japan Solidarity Project has engaged students from ASPnet schools in the Philippines to share their "solidarity" with the Japanese students in relation to the earthquake and tsunami that hot Japan in March 2011. Such engagement came in the forms of poems, videos, photos, and other messages of solidarity.

3) Organization of "Windows of the World" (WOW) activities since 2005. WOW is an activity that features the cultures of different countries in the world and this is done through the transformation of classrooms into life-size dioramas and museums to showcase the traditions, customs, dance, music, food and other cultural practices. The main purpose of the activity is to promote tolerance for the cultures of other countries in the world.

4) ASPnet schools celebrate United Nations international days such as International Human Rights Day, International Women's Day, International Language Day and many more. It is the aim of these international celebrations is to promote intercultural understanding among the peoples of the world.

ON EDUCATION FOR PEACE AND HUMAN RIGHTS:

1) 22-24 February 2011. National Training Workshop on Conflict Analysis and Resolution. A seminar-workshop with the theme, "Mainstreaming Peace Education in Teacher Education Curriculum" conducted for teachers and administrators of ASPnet schools and UNESCO Club members. This workshop was co-sponsored by the Office of the Presidential Adviser on the Peace Process (OPPAP).

2) September and December annually. ASPnet schools have organized and conducted institutional and/or school-level programs relevant to peace education and human rights education. These programs include workshops and seminars in peace education and celebration of international day (and month) of peace in September of every year and international human rights day (and month) in the month of December.

3) A seminar-workshop in peace education and conflict management will be conducted in March 2013 for ASPnet school administrators, teachers and coordinators. The purpose is to equip the participants with the fundamental knowledge and skills in peace education and conflict analysis and resolution (including conflict management skills).

- The National Association of UNESCO Clubs in the Philippines (NAUCP) had initiatives on Education for Intercultural Understanding (EIU) and Education for Peace and Human Rights, which included the following -

ON EDUCATION FOR INTERCULTURAL UNDERSTANDING:

1) 10 May 2012. NAUCP and EDSA People Power Commission organized the *1st UNESCO Club Workshop Series on Educating for Intercultural Understanding (EIU)* held at Philippine Normal University. The theme of the said workshop is "The Gift of EDSA: Educating for a Peaceful World", attended by 200 delegates from academe, LGUs and UNESCO Clubs.

2) 09 January 2013. NAUCP and Philippine Normal University (PNU) UNESCO Club organized the *3rd UNESCO Club Workshop series on Educating for Intercultural Understanding (EIU)* held at Philippine Normal University. With the theme, "Learning Beyond Borders: Sharing of Experiences on Multicultural Education", 100 students attended the workshop

ON EDUCATION FOR PEACE AND HUMAN RIGHTS:

1) 04 July 2010. NAUCP and Pamantasan ng Lungsod ng Maynila (PLM) conducted a lecture forum, *"Psyhopathologies of Philippines being and becoming in the Diaspora*.

2) 30 November 2010 and 2011 – 01 February, 23 February, 24 February, 28 February, 02 March and 09 March. University of Northern Philippines (UNP) Volunteer Corps and NAUCP through the *UNP Peace Caravan* reached out to different secondary schools in Metro Vigan in the province of Ilocos Sur and Abra. Lectures on leadership, peace education, human rights and drug education were conducted.

3) 2011 – August and September. UNP Volunteer Corps and NAUCP through the *UNP Peace Caravan* extended technical assistance as lecturers/speakers to different student organizations within and outside the university such as Peace and Human Rights Education.

4) 25 November 2011. NAUCP and UST Legal Management Society on the occasion of the International Day for the Elimination of Violence Against Women launched the *Human Rights Caravan* which would teach young people of their human rights as contained in the United Nation's Universal Declaration of Human Rights.

5) December 2011. The *Human Rights Caravan* was hosted in the Pamantasan ng Lungsod ng Maynila. They took part in the Southeast Asia Program of the International Movement of Catholic Students held in Tagaytay City.

6) 10 December 2011, the PLM UNESCO Club launched the Human Rights Forum with the theme *Celebrating Human Rights*

7) 23-25 February 2012. The Generation Peace Youth Network (GenPeace), a member of the NAUCP conducted its 3rd National General Assembly with the theme, *Successor Generation: Re-Imagine the Work for Peace.* The assembly was held at Ateneo de Manila University and identified the network's thematic priorities for 2012-2013.

8) 23-26 May 2012. NAUCP and the Provincial Employment Sports Culture and Arts for Youth Development Office (PESCAYDO) spearheaded the *Aurora Youth for Peace Leadership Summit* at the Cesario Pimentel National High School of Aurora. The Summit was attended by 88 Sangguniang Kabataan members from the 8 municipalities of Aurora.

9) 19 September 2012. NAUCP and the Provincial Government of Laguna through Youth Development Affairs (YDA) held a symposium on *Sustainable Peace for a Sustainable Future* at the Cultural Center of Laguna. 844 students, teachers and youth organizations attended the symposium.

10) 27-29 September 2012. NAUCP and the United Nations Youth Associations of the Philippines (UNYAP) Bicol University (BU) Chapter held several activities to celebrate the *International Peace Month*, among which are:
    - Election Campaign: an advocacy encouraging the youth to register for the coming 2013 senatorial elections and empower them in becoming responsible voters of the country
    - Laro ng Lahi Sports Fest to achieve peace through sports and recreation
    - Peace-o para kay Isko aims to raise funds to financially help one scholar in the university
    - Photo walk: random photo taking depicting how peace is achieved whether in a simple or complex manner
    - Writing Contest (essays/poems) express the real essence of peace through literature
    - Photo Booth and Freedom Wall creating a one-liner statement on peace
    - Video Making Contest: production of a 90-second peace advocacy video

- Debate on Peace
- Trees for Peace aims to plant 100 trees in celebration of the Peace Consciousness Month

11) 26-29 November and 03 December 2012. NAUCP and UNYAP BU Chapter conducted a series of fora tapping on human rights specifically: education, suffrage, life, equality and speech.

12) 06-07 December 2012. NAUCP and Quezon City Peace Advocates gathered at the 22nd National Conference of Kilos Kapayapaan and Waging Peace Philippines with the theme *Beyond the Talking Tables – Re-imagine! Build an Inclusive Peace.*

(b) Non-formal education (Reference: 30-31)

Answer:

- Same activities / partnerships as in the formal education
- In Notre Dame University, alternative Education and Skills Training for Children and Out-of-school youths Peace Orientation Workshops are held

(c) Higher education institutions

Answer:

- For Notre Dame University, seminars, workshops and training on promoting a Culture of Peace

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer:

- Inter-school / inter-agency activities and partnerships, LGU-lead activities are often participated in the schools
- For Notre Dame University, fora, seminars, workshops and training on promoting a Culture of Peace

(e) International cooperation (Reference: 43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.)

Answer:

- Exchange programmes for education professionals, symposia and workshops are participated in by DepEd officials, teachers and students
- Lectures and discussions are attended by Notre Dame University faculty and students

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (reference: 41-42)

Answer:

- Schools of Peace have been established

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer:

- The actual involvement of the learners in peace camps and other peace and human rights-related activities creates impact on education for peace and human rights
- Impact evaluation is ongoing at Notre Dame University

II. CHALENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer:

- Sustainability of the programs on promoting peace education. The involvement of the different school and community stakeholders is important to sustain the programs on peace education
- Changes in leadership may change thrusts of the Department of Education including programs already installed in schools and communities. Creating resolutions, issuances and law would continue effective programs for peace education.
- Notre Dame University suggests that peace education should be mandatory to secondary and tertiary education in the Philippines.

The information will be analyzed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.