PERMANENT MISSION OF THE REPUBLIC OF THE PHILIPPINES TO THE UNITED NATIONS AND OTHER INTERNATIONAL ORGANIZATIONS, GENEVA

BAGONG PILIPINAS

No. **NV-CDS-459-2025**

The Permanent Mission of the Republic of the Philippines to the United Nations and other international organizations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and, with reference to its Note NV-CDS-425-2025 dated 8 April 2025, has the honor to submit the enclosed supplementary national evaluation report on the Fourth Phase of the World Programme for Human Rights Education.

The Permanent Mission of the Republic of the Philippines to the United Nations and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

PHILIPPINE MISSION TO THE UN GENEVA

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Philippines' National Evaluation Report on the Fourth Phase (2020–2024) of the World Programme for Human Rights Education, focusing on Youth, in accordance with Human Rights Council Resolution 57/10 ("World Programme for Human Rights Education: the plan of action for the fifth phase")

1. HRE Developments

The Philippine government, in collaboration with civil society, has developed the Philippine Human Rights Plan of Action (PHRP4), a roadmap for strengthening national human rights protection. This plan aims to foster inclusive growth and social justice and ultimately enhance the quality of life for all Filipinos. Furthermore, the plan prioritizes the promotion of HRE, addressing the continuous human rights issues and concerns following the review of PHRP3.[1]

2. The **Council for the Welfare of Children (CWC),** an attached agency of the Department of Social Welfare and Development (DSWD)**,** launched the 4th National Plan of Action for Children (NPAC), presenting a strategic framework from 2023 to 2028 that progressively enhances children's rights to survival, development, protection, and participation. The CWC, in collaboration with the United Nations International Children's Emergency Fund (UNICEF), developed the plan through children's workshops and discussions involving government agencies, civil society organizations, non-government organizations, development partners, children, and other stakeholders.[2]

CWC engages young people in the planning, design, implementation, and follow-up activities related to HRE and Technical HRE, the CWC has implemented several major initiatives between 2020 and 2024. These initiatives not only reflect the CWC's commitment to participatory governance and rights-based programming but also illustrate how children and young people have been engaged as partners, educators, and advocates in the development and implementation of HRE and THRE-related efforts:

1. National Children and Young People's Planning Forum on HIV and AIDS (2023)
2. 8th Philippine National Children's Congress (June 2024)
3. Children's Consultation - Development of the Local Situational Analysis of Children (LSAC) Module of the LCPC Toolkit (Ongoing)
4. Child Rights Advocates and Facilitators Training (2024)
5. Development of Standardized Module on the Training of Children and Youth Facilitators - Phases 1 and 2 (Ongoing)
6. Development of the 4th National Plan of Action for Children (NPAC)
7. Policy Development on Key Child Protection Issues

CWC ensures that children are meaningfully and ethically engaged as partners in human rights education. Even before 2020, the CWC has embedded child

[1] https://phrcs.gov.ph/wp-content/uploads/2025/03/PHRP4_briefer3.pdf

[2] https://www.dswd.gov.ph/dswds-attached-agency-launches-4th-national-plan-of-action-forchildren/?utm_source=chatgpt.com

participation in policy and program development and implementation of activities regarding HRE and THRE. The CWC views these two important elements of human rights education and child participation as fundamentally interconnected. By ensuring that children and young people are meaningfully engaged in every stage of planning, designing, implementing, and evaluating policies and programs on HRE and THRE, the government affirms its commitment to raising empowered, informed, and active rights-holders. These efforts are not merely initiatives - they reflect a transformative approach to governance where children are seen not only as beneficiaries but as partners and leaders.

3. The **National Youth Commission (NYC)** has been actively engaged in advancing human rights education for young people through various initiatives such as National Youth Week, the Youth Leadership Summit, and Leadership Training Programs. Recently, the National Youth Convention cum Youth Development Convention and Policy Forum, focused on formulating concrete policy recommendations to address the challenges encountered by the Sangguniang Kabataan (SK) officials, Local Youth Development Offices (LYDOs), and Local Youth Development Councils (LYDCs) in their engagements with government agencies[3]. Additionally, the commission introduced the Philippine Youth Development Plan (PYDP) 2023-2028 that provides a comprehensive roadmap to encourage young people to take ownership and lead change in their local communities.

4. The **Commission on Human Rights (CHR)** has collaborated with various state universities and colleges (SUCs) to establish the Center for Human Rights Education (CHRE) in institutions such as Talisay City College, University of the Visayas, the University of Cebu, University of the Philippines-Cebu, Bicol University, among others[4][5]. This initiative aims to integrate human rights education into academic institutions, fostering a more informed and conscientious generation of professionals.

5. The **Department of Education (DepEd)** through its Order No. 31, s. 2022[6] adopts a Rights-Based Education (RBE) framework in the Philippines, ensuring that children's rights are central to the education system. It emphasizes that children are active participants in their education, and mandates the incorporation of human rights concepts, values, and principles across all subjects and levels of education.

Developing/adopting HRE and HRE-related policies and implementation measures

a. The DepEd's **Bureau of Curriculum Development (BCD)** ensures the integration of transformative education constructs such as **Peace** and **Global Citizenship Education, and Education for Sustainable Development (ESD)** in the enhanced national curricula in various

[3] https://pia.gov.ph/nyc-convention-strengthens-youth-voice-in-national-local-development/
[4] https://www.pna.gov.ph/articles/1244971
[5] https://bicol-u.edu.ph/bu-launches-center-for-human-rights-education/
[6] DepEd Order No. 31, s. 2022 – Child Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education

learning areas such as Science, *Araling Panlipunan* (Social Studies), and Good Manners and Right Conduct (GMRC)/Values Education across grade levels.

For instance, the construct of human rights and dignity is already introduced as early as Grade 1 in *Makabansa* subject and further deepened in *Araling Panlipunan* (Social Studies) 4,7,8,9 and 10, which is being complemented by GMRC in Grades 1-6 and Values Education in Grades 7-10.

These include concepts and content such as principles of peace and peacebuilding, personal community, national and global awareness, public order and safety, human security, culture and intercultural relations, environmental stewardship, and sustainable development, among others.

b. Further, BCD conducted a series of activities, such as the Consultative Conference on Peace Education and Workshop on the Development of Peace Education National Policy and Roadmap.

These initiatives are crucial for equipping learners to become advocates of peace and anchored on human rights and dignity.

Further, the mentioned roadmap provides a structured and strategic plan that outlines both short-term and long-term objectives for peace education, establishing milestones that will guide educators, policymakers, and stakeholders in their collective efforts to foster a culture of peace.

By aligning the roadmap with the National Peace and Education Policy, the DepEd can ensure that peace education efforts are consistent with national priorities, supporting both the curriculum and extracurricular activities in school.

6. The **Department of Social Welfare and Development (DSWD)** responds to the growing demands of society and the needs of Filipino youth, particularly the marginalized and the disadvantaged.

Developing/adopting HRE and HRE-related policies and implementation measures

a. The *Unlad Kabataan Program* (UKP) formerly known as Integrated Human Resource Development Program for Youth (IHRDPY) provides opportunities to the Pag-asa Youth Association of the Philippines (PYAP) members in order to actualize their potential and aspirations, experience self-fulfillment, contribute to the growth of his/her community and participate in the task of nation building.

b. The *Tara, Basa!* (Let's Read!) Tutoring Program is one of the flagship programs of the national government that aims to contribute to the

Sustainable Development Goals Number 1 (No Poverty) and 4 (Quality Education). The objective of the program is to provide socioeconomic opportunities for poor or low-income families with college students and elementary students through provision of Cash-for-Work (CFW) initiatives while fostering community engagement and educational support.

The program is also cited in the Academic Recovery and Accessible Learning (ARAL) Law wherein the DSWD and Department of Education (DepEd) collaborate in identifying potential areas of partnership within the existing programs such as the Tara, Basa! Tutoring Program and other future programs/activities to support the learners' academic recovery and development.

Ensuring/supporting human rights training of youth educators

c. DSWD also conducts capacity building activities such as training of trainers as part of the provision of technical assistance to Field Offices particularly the regional youth focal persons and Pag-asa Youth Association of the Philippines (PYAP) regional officers who are the primary facilitators of the enhanced Population Awareness and Family Lifestyle Orientation (E-PAFLO), and form part of the interventions for the Social Protection Program for Adolescent Mothers and their Children (SPPAMC). The SPPAMC's operational framework and strategies aim to address the risk and vulnerabilities of adolescent mothers and their children and provide social protection for them.

d. DSWD also conducts capability building activities to *Tara, Basa!* Regional Program Management Office staff who are responsible for capacitating the college students during the training, with the assistance of DepEd and other concerned partners.

Fostering enabling environments

e. Challenges brought by COVID19 pandemic include the sustenance of the people's organization along with different issues and concerns encountered by the youth sector during this time. Hence, the conduct of consultation dialogue of the National PYAP Federation Officers is deemed significant in sustaining the effective and efficient implementation of the program.

f. The DSWD through the Tara Basa! Tutoring Program continuously coordinate and engage State or Local Universities and Colleges, Local Government Units, National Government Agencies (NGAs) such as DepEd, Commission on Higher Education, National Youth Commission, Department of the Interior and Local Government, and other concerned NGAs that are involved in implementing the program, and helping the college students finish their education and strengthening of parents on child care and education with provision of CFW assistance and improving the reading proficiency of the learners (incoming Grade 2

students).

Overall HRE developments and other related information

- DSWD provides technical assistance and resource augmentation for the federation of the PYAP for the development of out-of-school youth and other disadvantaged Filipino Youth.

  Upcoming Consultation Dialogue and Capacity Building Workshop-Integrating Gender Equality, Diversity and Social Inclusion (GEDSI) for the National PYAP Federation Officers for CY 2025.

- The Tara, Basa-National Program Management Office (NPMO) created a Technical Working Group (TWG) at the national level composed of representatives from the concerned NGAs, in line with the approval of the Executive Order No. 76 Series of 2024. The TWG shall be mirrored at the regional level once the Joint Memorandum Circular is signed by the heads of the aforesaid offices. The TWG will greatly help Tara, Basa-NPMO implement the program on a nationwide scale for CY 2026 onwards.

- The Pantawid Pamilyang Pilipino Program (4Ps) is a national poverty reduction strategy and human capital investment program that provides conditional cash transfer to poor households to improve health, nutrition and education. One of the key activities in the implementation of the 4Ps is the conduct of family/youth development sessions.

- The DSWD, through the *Pantawid Pamilyang Pilipino* Program National Program Management Office (4Ps-NPMO), develops modules for the family and youth development sessions which includes topics related to strengthening marital relationships, parenting roles, health and nutrition, children's educational and psychosocial needs, and promoting of family values among others (for Family Development Sessions). Likewise, the module for the Youth Development Sessions (YDS) focuses on topics that are relevant to the needs and interests of the youth, such as rights and responsibilities, personal development, career orientation and community involvement. Moreover, the 4Ps-NPMO enhanced the above-mentioned modules through incorporation of the topics/ sessions on the prevention of Online Sexual Abuse or Exploitation of Children (OSAEC) and Child Sexual Abuse or Exploitation Materials (CSAEM). These materials aim to provide parents, caregivers, and youth with the basic information and prevention related to the Anti-OSAEC and Anti-CSAEM Act.

  The Family Development Session (FDS) is a monthly parent group activity that is attended by the main 4Ps grantee of a household, usually the mother. It aims to enhance their parenting capabilities, while encouraging them to be more active citizens of society. Likewise, the Youth Development Session (YDS) within the 4Ps is a complementary learning intervention for adolescent children of 4Ps households, aiming

to empower them to contribute to family well-being and society. The YDS is a monthly, school-based activity, conducted during school days in partnership with educational institutions and other relevant stakeholders, with the Department of Education as the major partner.

- Teenage pregnancy is a major concern in the Philippines. Not only does it affect the lives of Filipino youth, but also their parents and other family members who need to support unplanned pregnancies. To address this matter, the ProtecTEEN program was conceptualized. Designed and tested by the DSWD, ProtecTEEN provides psychosocial support, skills development, and other services to teenage mothers - with the aim of empowering them and eventually helping to break the cycle of poverty that's linked with early pregnancy.

  The ProtecTEEN program is a social welfare intervention strategy that seeks to protect the rights and improve the well-being of adolescent mothers, their spouses/partners, and their families. It involves the implementation of gender-responsive, child-friendly, and rights-based approaches towards empowering families and creating a supportive home and an enabling environment.

Specifically, the program aims to:

i. Provide avenues for advocacy and public awareness on adolescents' motherhood and its impact on themselves, their spouses/partners, their children, and their families - with the aim of preventing and lessening negative social stigma;
ii. Create a supportive home environment that would help improve the families' ability to support adolescent mothers and their spouses/partners, as well as to improve their abilities to undertake shared parenting and social roles;
iii. Develop empowerment strategies and developmental activities for adolescent mothers, their spouses/partners, their children, and their families with regard to their understanding of sexual and reproductive health information and services;
iv. Provide avenues for adolescent mothers, their spouses/partners, their children, and their families to have access to a variety of social protection measures; and
v. Prevent cases of wanted pregnancies (in cases of surrogacy arrangements) among adolescents.

Development and Use of HRE Content Methodologies and Materials

DOLE, through the Bureau of Local Employment (BLE) and Institute for Labor Studies (ILS), has developed training materials and conducted workshops focusing on decent work, gender equality, and non-discrimination in the workplace.

Collaborative efforts with vocational training institutions and labor organizations have helped integrate human rights education into technical and vocational education and training (TVET) programs, ensuring that young workers are equipped with knowledge on their rights.

Human Rights Training for Youth Educators

DOLE has conducted training-of-trainers programs for labor inspectors, HR officers, and trainers to enhance their capacity in educating young workers about their rights and responsibilities.

Partnerships with private sector organizations, workers' associations, and international bodies, such as the International Labour Organization (ILO), have strengthened capacity-building initiatives on human rights in labor relations.

Fostering Enabling Environments for Young Workers

The National Tripartite Industrial Peace Council (NTIPC) and sectoral labor councils ensure youth representation in discussions on labor policies, including human rights concerns in employment.

Programs such as the Child Labor Prevention and Elimination Program (CLPEP) have provided direct interventions to protect young workers from hazardous employment conditions.

Overall Developments and Challenges

DOLE has made significant progress in strengthening labor rights awareness among youth, but challenges remain, including:

1. Limited awareness of labor rights among young workers in informal employment;
2. Gaps in enforcement mechanisms due to resource constraints; and
3. The need for enhanced collaboration with education sectors to further integrate HRE into curricula.