

PHILIPPINES


PHILIPPINE HUMAN RIGHTS EDUCATION

DECADE PLAN

Philippine Human Rights Education Decade (1998-2007) Plan

GO-NGO-Academic
National Decade Program on
Human Rights Education

Convenors/Facilitators

 Commission on Human Rights
Commission on
Higher Education
Department of Education,
Culture and Sports
Amnesty International

PHILIPPINE HUMAN RIGHTS EDUCATION DECADE PLAN

BY SECTOR: 1998-2007

(A Compilation of Sectoral Human Rights
Education Decade Plans)

As Facilitated By:

The Commission on Human Rights
Department of Education, Culture and Sports
Commission on Higher Education
Amnesty International Pilipinas

B. BACKGROUND

The United Nations has declared years 1995-2004 as the United Nations Decade of Human Rights Education (UNDHRE). The declaration encourages all sectors from both the private non-government and government institutions to undertake effective actions in celebrating the decade.

In response to this, the Commission on Human Rights (CHR), Department of Education, Culture and Sports (DECS), Commission on Higher Education (CHED) and Amnesty International Philippines (AIP) conducted consultative and working sessions to formulate strategies as a response to the United Nations' call for human rights education decade declaration. In line with this, a theme "A Decade of Human Rights Education, A Challenge to Philippines 2000" was adopted together with a logo embodying the inter-agency symbol on human rights education. To further amplify the collaborative efforts of these agencies, a Memorandum of Agreement (MOA) was signed on May 8, 1996 wherein the agencies agreed, among others, to conduct consultative workshops to draw out sectoral human rights education decade plans in regional and national levels.

Thus, a series of GO-NGO-Academic island/regional consultation workshops on human rights education were conducted commencing in November 1996, covering all regions in Luzon, Visayas and Mindanao. As its culminating activity, a national gathering of all regional delegates, human rights practitioners and advocates from both the private, non-government and government sectors was held at the Philippine Normal University (PNU), Manila, on February 3-5, 1997 to prime the consolidated sectoral Philippine Human Rights Education Decade Plan.

The activity was hosted by the Amnesty International Philippines (AIP) with funding assistance from Senator Marcelo B. Fernan.

PROGRAM OBJECTIVE

In general, the "GO-NGO-Academic National Consultation Workshop on Human Rights Education" was aimed at producing a Long-Term National Plan of Action for human rights education inclusive of a national vision, mission and objectives for human rights education in the Philippines.

Specifically, the consultation workshop was aimed at producing/drawing out the following:

- a. inventory of HRE accomplishments of both GOs and NGOs
- b. coming up with sectoral vision, mission and objectives for HRE
- c. sectoral plan of action for HRE

VENUE AND DURATION

The consultation workshop was held at the Audio-Visual Theater of the Philippine Normal University (PNU), Manila on February 3-5, 1997.

FOREWORD

The Commission on Human Rights being mandated by the Philippine Constitution to establish a continuing program of research, information and education to enhance respect for the primacy of human rights, has been the forerunner of human rights education programs in the country. It has, for over a decade now, a blazing trail of public information and education programs that has captured the attention of not only the Asia-Pacific region but likewise earned it a UNESCO award in 1994 in recognition of its pioneering efforts along human rights education in the armed forces and law enforcement sectors.

For having successfully implemented HRE programs for some of its pilot sectors, e.g., the police and military, the CHR deems it now necessary to cover other vulnerable sectors of the country with the end goal of 100% human rights literacy for the Philippine populace. And with the United Nations Declaration on the Decade of Human Rights Education (1994-2004), the CHR now has intensified its efforts in drawing out the active involvement of both government and non-government organizations in implementing programs and projects along human rights education.

Thus in 1996, after a series of island/regional consultation workshops and public hearings, the Regional Human Rights Education Decade Plan was drafted which was then made the basis of the Philippine Human Rights Education Decade Plan drawn out through a national Consultation Workshop actively participated in by GOs and NGOs regional and national delegations. The said Plan was presented to President Fidel V. Ramos which served as the basis for Proclamation No. 1139 declaring 1998 as Human Rights Year and the decade for HRE in the Philippines to commence in 1998 to 2007. The said Presidential Proclamation is a concrete manifestation of the Philippine Government's commitment to inculcate human rights awareness to every Filipino citizen.

PARTICIPANTS

The over-all total number of participants for this consultation workshop is 159 which is composed of Regional delegates from Luzon, Visayas and Mindanao and representatives from various agencies who are involved in human rights education.

GOs	-	118
NGOs	-	41
Total	-	159

WORKSHOP HIGHLIGHTS

Workshop I was the sharing of HRE experiences by the participants. They were made to identify the HRE programs/projects implemented and their program clientele or recipients, their specific HRE needs, an assessment of the program in terms of strength and weaknesses as well as particular problem areas.

Workshop II was the drawing out of sectoral vision, mission and objectives for human rights education decade.

Workshop III was the consolidation of regional and national sectoral plan of action for human rights education decade.

From the workshops outputs, the National HRE Vision, Mission and Objectives and the National HRE Decade Plan were formulated.

FUNDERS' COMMITMENT TO HRE

The funding institutions' representatives who responded to the inter-agency's invitation gave a brief talk about their program of assistance in the Philippines as well as their support to human rights education, to wit:

MIR. EMILIANO MANAHAN
San Miguel Corporation

- San Miguel Corporation has been existing for more than 100 years. Through these years, according to the speaker, the corporation has zeroed in basically on respect for individual's rights by way of:
 - looking into the welfare of the employees thru proper orientation on their employees and management responsible unionism.
 - resorting to dialogues/meetings (formal and informal) in case there are problems arising between the management and employees which is institutionalized in the corporations' labor management scheme.
 - providing employment opportunities where the corporation operates. This includes employment opportunities for people with disabilities.

- coming up with the corporation's implementing guidelines on sexual harassment making it part of the norms that all San Miguel employees should adhere to.
- observing the due process of law in the corporations' litigation process whereby employees are given their day in court.

These are the ways according to the speaker, by which San Miguel Corporation contributes to the cause of human rights enhancement. Along with these, he pledged the corporation's assistance in the area of human rights education.

MS. MARY ANN CO
Executive Assistant
Hans Siedel Foundation

The main involvement of the Hans Siedel Foundation in the Philippines since 1979 is basically on human resource development which covers the following:

- assistance thru scholarship program for the out-of-school youth to finish at least vocational education and training courses. The foundation had made tie-up arrangement with DECS and CHED
- assistance program thru Cooperative Management Training to alleviate the living condition of the less privileged citizen in the countryside.
- assistance to social infrastructure projects (minimal).

In addition to these programs, the foundation sends Filipino delegates to Germany for information visits, study visits in whatever field one is interested in. This program is for professionals, government officials as well as the private sector. The Foundation likewise formed an association of former Filipino scholars to Germany who extend assistance to the less privileged countrymen.

The speaker expressed her willingness to discuss things with anyone whose areas of interest is consistent with the Foundation's priority concern.

She urged the inter-agency body to submit to the Foundation copy for the sectoral plan of action for human rights education to determine the area of assistance where her office can possibly extend sponsorship.

MR. JOJO JOSON
Assistant Director
Philippine Business for Social Progress (PBSP)

The programs of assistance of the Philippine Business for Social Progress (PBSP) are geared forwards entrepreneurship, capability building and organizing communities to be self-reliant. These cover areas where there are high incidence of poverty.

The UNDP's current project is to provide support to Indigenous People and Agrarian Reform Communities. The latest of these programs is their program for Muslim-Mindanao areas where inequities are high and basic needs are not met as compared to other regions. Its thrusts are aimed towards empowerment of the disadvantaged groups: fisherfolks, farmers and the urban poor. One project which is currently being developed is on people with HIV's and their families.

Along with these, the speaker challenged the audience: "to make a greater difference in man's life, we need to look not just on human rights education but also on the development of policies and on the provision or delivery of services to these people." UNDP stands squarely behind multi-sectoral efforts in this regard.

RECOMMENDATIONS

The following were the recommended strategies on the implementation of the National HRE Decade Plan:

- Passing of Executive Order creating a National Inter-Agency Committee to implement the Decade Plan.
- Passing of Proclamation Order declaring years 1995-2000 as human rights education Decade.
- CHR should take the lead in the implementation of the Decade Plan.
- Create an Adhoc Inter-Agency Task Force per region.
- Come up with a Memorandum of Agreement with concerned agencies.
- Formation of National Association of Human Rights Educators.

Immediately after the workshop, Human Rights Educators Association of the Philippines (HREAP) was formed wherein all the participants were considered automatically as members.

Initially, the body is tasked to prime the initial implementation of the Decade Plan.

The speaker suggested if the body could streamline its programs to projects with more economic impact like helping out the workers in their right to placement opportunities.

Advocacy for economic rights is the main thrust of his office which he perceived as the common interest to discuss with the body.

With this information, it is for the inter-agency body to determine/identify which among the action plans presented are in line with the PBSP's thrust.

MR. PAUL ROCHE

Second Secretary
Development Cooperative of Australian Aid

Mr. Roche enumerated the cooperative programs the Australian Development Aid has extended in the Philippines such as the scholarship program. Their funding support is focused on education and training towards development such as study tours, short courses for technical expertise. He cited some human rights courses they funded in 1995.

Human rights education is their priority concern. However, there was no mention as to what areas of concern in HRE they would specifically support.

MR. ANDREAS KHUN

Head of Delegation
International Committee on the Red Cross (ICRC)

The ICRC's programs and services are very close to that of the Commission on Human rights as far as the promotion of the International Humanitarian Law (IHL) is concerned. Mr. Khun was very thankful that IHL module is now part of the CHR's programs on HR promotion particularly its integration into the education and training courses of the police/military, law enforcers and prosecution staff. This was a result of the Graduated Curriculum Writing Workshop initiated by the CHR in 1995.

To this activity, he gladly donated a "Pick-up vehicle" to facilitate the information and dissemination campaign.

DR. VICENTE SALAS

United Nations Development Program (UNDP)

The United Nations Development Program (UNDP) is an agency concerned with poverty alleviation thru sustainable human development. According to the speaker, this means one has the chance or option to be more educated, to have a better job, to be healthier and have a longer life. The UNDP is doing these through capacity building programs, networking, mobilizing and allocating resources. It is not only a funder but a provider of technical assistance as well as partner in development. In implementing their programs, they collaboratively work with NEDA, DECS, DOLE and NCRP as their implementing partners.

NATIONAL HUMAN RIGHTS EDUCATION
VISION & MISSION

VISION

General Statement:

We envision a Philippines in which every Filipino possesses and demonstrates human rights knowledge, values, attitudes and skills which impel him/her to create and maintain a society governed and guided by the principles of social justice, democracy and participation, gender equality, sustainable development, spirituality, peace and universality of human dignity.

MISSION

To evolve a human rights culture through the institutionalization of a continuing multi-sectoral and multi-disciplinary human rights education program in the formal, non-formal, and community-based sectors.

OBJECTIVES

By the end of the year 2006, the following objectives shall have been attained:

General Objectives:

An organized functional, effective and relevant Human Rights Education program in both formal, non-formal, community-based sectors.

Specific Objectives:

1. Enabling laws and other issuances to institutionalize HRE in the sectors identified;
2. Communication plan disseminating information about the HRE Decade Plan;
3. Regional and Municipal Human Rights Education Centers which will provide the needs of sectors on training, curriculum, research, instructional materials, pedagogy, evaluation and monitoring;
4. Integration of HRE Plan with the regional and municipal Development Plans;
5. Databank and Human rights information centers to service the information and documentation needs of the different sectors;
6. Adequate funds to ensure implementation of HRE Plan through government, non-government, local and international sources;
7. HRE as required component of national plans, programs implemented by government agencies and local government units;
8. A strong network of human rights education practitioners and agencies engaged in HRE to facilitate exchange of experiences, expertise, and resources;
9. A monitoring and evaluation system to assess projects implemented.

INVENTORY OF HRE PROGRAMS AND PROJECTS FOR THE
ACADEMIC AND BASIC EDUCATION SECTOR

PROBLEM AREAS	STRENGTH NEEDS	CLIENTELE	CLIENTELE	HRE PROGRAMS/PROJECTS
Coverage is limited	High level of acceptance	Materials	Almost all sectors	— Multi-sectoral Human Education Advocacy Course
Financial	Active and enthusiastic participants	Instructional materials	All sectors particularly elementary pupils	— Informal campaign on Human Rights Education
Financial	Relevant to social sciences	Materials	Youth leaders	— Trainers' Training
Financial	Financial	Materials	Student leaders	— Instructional materials development
Problems in Changing Administrators	(Commissioner on Higher Education/Department of Education, Culture and Sports cannot be protected from monitoring on this kind of case)	Problems due to administrators	Students/Teachers	— Human Rights Education Awareness Program (contest)
				— Visitation and Monitoring

INVENTORY OF HRE PROGRAMS AND PROJECTS FOR THE
ACADEMIC AND BASIC EDUCATION SECTOR

PROBLEM AREAS	STRENGTHS	CLIENTELE	CLIENTELE	HRE PROGRAMS/PROJECTS
Financial	Well supported by clientele/Management	Instructional Materials	Elementary and Secondary	— Human Rights Education as separate discipline UPIS
Financial	Reflective of clientele's	Instructional	General Public	— Human Rights Education - TT-1 (four (4) courses)
Low priority Human Rights Education research	Results are widely utilized by sectors who need data	Instructional Materials	Faculty policy-makers government agencies	— Human Rights Education as elective subject in graduate school
Absence of from administrator	Persistent effort of Human Rights group	Instructional Materials	School administrators	— Dialogue with school support management
	A result of consultations and participation of academic community	Instructional Materials	Parents/Teachers	— Human Rights Education through PTA meetings (parents/ teachers)
	Human Rights group	Instructional Materials	Graduate/post graduate students	— Human Rights Education as separate subject in graduate school
	Human Rights group	Instructional Materials	School administrators	— Dialogue with school support management

**ACADEMIC & BASIC/NON-FORMAL EDUCATION SECTORS
VISION, MISSION & OBJECTIVES**

VISION

"A peaceful and democratic society upholding justice, sustainable development and respect for the universality of human dignity."

MISSION

"To evolve a human rights culture through continuing multi-sectoral advocacy and implementation of human rights education."

OBJECTIVES

- By the end of 2006, the following objectives shall have been attained:
- a. Organized functional HRE program in all educational levels including non-formal education;
 - b. Established multi-sectoral networking for HRE;
 - c. Established regional centers of excellence for HRE; and
 - d. Developed effective and relevant research, monitoring and evaluation schemes.

**INVENTORY OF HRE PROGRAMS AND PROJECTS FOR THE
YOUTH SECTOR**

HRE PROGRAMS/PROJECTS	CLIENTELE	CLIENTELE NEEDS	STRENGTHS	PROBLEM AREAS
<p>YOUTH</p> <p>1. ISKOLAR</p> <p>2. Scholarships</p> <p>3. Human Rights Education Awareness (Memorandum of Agreement; Commission on Human Rights, Department of Education, Culture and Sports)</p> <p>4. World Youth Organization; International Youth Federation</p> <p>5. Youth Forum on Human Rights</p> <p>6. Radio Program</p>	<p>Sangguniang Kabataan</p> <p>Student</p> <p>Students</p> <p>Youth</p> <p>In-school Youth</p> <p>Youth</p>	<p>HRE information</p> <p>HRE information</p> <p>HRE information</p> <p>HRE information</p> <p>HRE information</p> <p>Right to development</p>	<p>Good networking and coordination</p> <p>Poor students are being responded</p> <p>Networking and coordination</p> <p>International Linkages</p> <p>Interest of the youth</p> <p>Free air time</p>	<p>Cannot reach Barangay Sangguniang Kabataan</p> <p>Volunteers</p> <p>Funding</p> <p>Funding</p> <p>Funding</p>

PROBLEM AREAS	STRENGTH NEEDS	CLIENTELE NEEDS	CLIENTELE	IIRE PROGRAMS/PROJECTS
Human Power monitoring of cases Cross National border (laws)	Legal Assistance Volunteers	— HRE information — Legal Assistance — Financial Assistance Recognition	Abused children JAPINESE	CHILDREN 1. Child Rights Center (Commission on Human Rights) 2. Education for Transnational Child

INVENTORY OF IIRE PROGRAMS AND PROJECTS FOR THE CHILDREN SECTOR

PROBLEM AREAS	STRENGTH NEEDS	CLIENTELE NEEDS	CLIENTELE	IIRE PROGRAMS/PROJECTS
Funding Funding Funding Resource Committed volunteers Funding	Story to encourage children to listen to elders Elderly counselling Community based Community based Human resource experience based Free anytime Volunteer	Recognition of elderly rights Recognition of elderly rights Recognition of women's rights Amendment of laws which are not gender sensitive Empowerment Right to development Women's rights	Elderly Elderly Women Migrant retirees Women Women	ELDERLY 1. Awareness Program 2. Community based program WOMEN 1. Paralegal Training 2. Gender Sensitivity of training lawyers 3. Information drive (in-media) 4. Radio Program 5. Community education

INVENTORY OF IIRE PROGRAMS AND PROJECTS FOR THE ELDERLY AND WOMEN SECTOR

**WOMEN, YOUTH, CHILDREN & ELDERLY SECTORS
VISION, MISSION & OBJECTIVES**

VISION
 "We envision Philippines where people are empowered thru Human Rights Education to attain for themselves and their posterity a just, human, ecologically empowered and sustainable society."

MISSION
 "To institutionalize Human Rights Education by reaching out to all sectors of society."

- OBJECTIVES**
- To foster HRE to all sectors of society including those who are migrating/overseas;
 - HRE to be a separate subject in formal/non-formal education;
 - Require HRE in all human power/resource development programs e.g. LGUs, police, barangay, etc.;
 - To include gender sensitive program in HRE;
 - Establish Human Rights Centers; to develop trainers and generate relevant researches to improve instructional materials, methodology and curriculum development;
 - To allocate funds for HRE in all government agencies;
 - Develop pedagogy which is multi-disciplinary in varied (popular and formal forms) and popular forms;
 - To lobby an enabling law to institutionalize HRE; and
 - To tap media to disseminate information about HRE.

**DECADE PLAN
WOMEN SECTION**

PARTNERS	<ul style="list-style-type: none"> GOs, NGOs, POS, TUS, LGUs To integrate women concerns in all sectoral and consultative programs (gender or with women's rights)
OBJECTIVES	<ul style="list-style-type: none"> Series of social and professional orientation projects interspersed with symposiums, seminars, and public hearings on the integration of women's concerns in their HRE program Reviewing HRE Modules Developing HRE Modules Development of Gender Responsive HRE Modules (identical) on Law Enforcement Agencies (LGUs)
ACTIVITIES	<ul style="list-style-type: none"> Series of social and professional orientation projects interspersed with symposiums, seminars, and public hearings on the integration of women's concerns in their HRE program Module concern in women's rights Reviewing HRE Modules Developing HRE Modules Development of Gender Responsive HRE Modules (identical) on Law Enforcement Agencies (LGUs)
EXPECTED OUTPUT	<ul style="list-style-type: none"> Periodic symposiums, seminars, and public hearings on women's rights Exchanges of papers Reviewing HRE Modules Development of Gender Responsive HRE Modules (identical) on Law Enforcement Agencies (LGUs)
METHODOLOGICAL	<ul style="list-style-type: none"> Periodic symposiums, seminars, and public hearings on women's rights Exchanges of papers Reviewing HRE Modules Development of Gender Responsive HRE Modules (identical) on Law Enforcement Agencies (LGUs)
TIME FRAME	<ul style="list-style-type: none"> May 1997 - December 2000
RE-SOURCES	<ul style="list-style-type: none"> Expenses CHR, DSWD, NCRFW, e.g. Dais, Gabriela Women's Group
PERSONS/AGENCY	<ul style="list-style-type: none"> LEAD: CHR, DSWD, NCRFW, e.g. Dais, Gabriela Women's Group SUPPORT: DFA, POEA, OWWA, LGUs, Sectional Groups, DECED, CHED
NET-WORKING	<ul style="list-style-type: none"> DFA, POEA, OWWA, LGUs, Sectional Groups, DECED, CHED
BUDGET	<ul style="list-style-type: none"> P2M/ annum

PARTNERS	OBJECTIVES	ACTIVITIES	EXPECTED OUTPUT	METHOD-LOGICAL	TIME FRAME	RE-SOURCES	PERSONS/AGENCY LEAD	NET-WORKING BUDGET
<ul style="list-style-type: none"> Youth and Child 100% awareness among youth and children To institutionalize HRE in all educational levels To attain youth oriented NGOs, zakat, etc. 	<ul style="list-style-type: none"> To attain 100% awareness among youth and children To institutionalize HRE in all educational levels To attain youth oriented NGOs, zakat, etc. 	<ul style="list-style-type: none"> Biennial convention on the rights of children and youth Sectoral fora/ seminars/symposia/ trainings Information and Education Campaign (IEC) Distribution of HRE materials Lobbying for legislation of laws concerning HRE for youth and children Enacted and strongly implemented laws 	<ul style="list-style-type: none"> 100% awareness of human rights level youth and children Information campaign 2006 Curriculum development Media development Workshop Library Media development Workshop Library Media development Workshop Library 	<ul style="list-style-type: none"> Information campaign 2006 Curriculum development Media development Workshop Library Media development Workshop Library Media development Workshop Library 	<ul style="list-style-type: none"> 1997-2006 1997-2006 	<ul style="list-style-type: none"> HUMAN (Human speakers, facilitator, coordinators, etc.) Media (TV, radio, newspaper, etc.) Facilities (DAR, etc.) Equipment (Data processing, etc.) YOUTH (Youth groups, etc.) NGOs (Youth groups, etc.) Government (Youth groups, etc.) 	<ul style="list-style-type: none"> GO. (National Youth Council, etc.) NGOs (Youth groups, etc.) Government (Youth groups, etc.) 	<ul style="list-style-type: none"> Approximately P10M UN agencies - such as UNESCO, etc. Subject increase 10% of all VDP

DECADE PLAN YOUTH AND CHILD SECTOR

PARTNERS	OBJECTIVES	ACTIVITIES	EXPECTED OUTPUT	METHOD-LOGICAL	TIME FRAME	RE-SOURCES	PERSONS/AGENCY LEAD	NET-WORKING BUDGET
<ul style="list-style-type: none"> Elderly 	<ul style="list-style-type: none"> To promote awareness on human rights To enact legislation To establish social measure To secure legislation To promote rights To enact legislation To establish social measure To secure legislation To promote rights To enact legislation To establish social measure 	<ul style="list-style-type: none"> Symposia, fora, seminars, etc. Human rights shop Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights 	<ul style="list-style-type: none"> 3 million Invited experts, etc. Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights 	<ul style="list-style-type: none"> Invited experts, etc. Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights 	<ul style="list-style-type: none"> 1997-2006 1997-2006 	<ul style="list-style-type: none"> CHED, OSCA, LGU, etc. Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights Human rights 	<ul style="list-style-type: none"> GO. (National Youth Council, etc.) NGOs (Youth groups, etc.) Government (Youth groups, etc.) 	<ul style="list-style-type: none"> Approximately P10M UN agencies - such as UNESCO, etc. Subject increase 10% of all VDP

DECADE PLAN ELDERLY SECTOR

PROBLEM AREAS	STRENGTHS	CLIENTELE	CLIENTELE	CLIENTELE	CLIENTELE	CLIENTELE
<ul style="list-style-type: none"> - Hindii receptive - Run-around - Intervention of the government (to lessen the interest) of political prisoners ex. possession f firearms) 	<ul style="list-style-type: none"> - Kitala - HR advocates - Actual experiences from resource speakers 	<ul style="list-style-type: none"> - Protection of their rights - Respect the law - Awareness (to fight for their rights) - needs of prisoners 	<ul style="list-style-type: none"> - Prisoners/detainees - Officers - Sectors for possible victims - All sectors (Rights of Political Prisoners to action) 	<ul style="list-style-type: none"> - Prisoners/detainees - Officers - Sectors for possible victims - All sectors (Rights of Political Prisoners to action) 	<ul style="list-style-type: none"> - Prisoners/detainees - Officers - Sectors for possible victims - All sectors (Rights of Political Prisoners to action) 	<ul style="list-style-type: none"> - Prisoners/detainees - Officers - Sectors for possible victims - All sectors (Rights of Political Prisoners to action)

INVENTORY OF THE PROGRAMS AND PROJECTS FOR THE PRISONERS/DETAINEE/REFUGEES

PROBLEM AREAS	STRENGTHS	CLIENTELE	CLIENTELE	CLIENTELE	CLIENTELE	CLIENTELE
<ul style="list-style-type: none"> - Logical support - Public attitudes/lack of awareness - Negative effect of the program - False hope (CHR recommendation) - Too much expectation - Not credible program 	<ul style="list-style-type: none"> - Multi-agency cooperation - Credible, knowledgeable - Credibility of the program - Receptiveness of the participants - Positive effect of the program 	<ul style="list-style-type: none"> - Lack of understanding of the criminal justice system and basic criminal justice procedures - Lack of training of jail staff - HR awareness - To know their rights 	<ul style="list-style-type: none"> - Prisoners in jails - Families of prisoners - Released prisoners - Prisoners/detainees 	<ul style="list-style-type: none"> - Prisoners/detainees - Families of prisoners - Released prisoners - Prisoners/detainees 	<ul style="list-style-type: none"> - Prisoners/detainees - Families of prisoners - Released prisoners - Prisoners/detainees 	<ul style="list-style-type: none"> - Prisoners/detainees - Families of prisoners - Released prisoners - Prisoners/detainees

INVENTORY OF THE PROGRAMS AND PROJECTS FOR THE PRISONERS/DETAINEE/REFUGEES

**PRISONERS, DETAINEES SECTORS
VISION & MISSION**

VISION

"We envision a peaceful, serviceable and humane conditions of Penitentiaries, jails and detention centers and to enable guards and officers to value the dignity of every prisoners/detainees and guarantee full respect of their rights thru HRE."

MISSION

"To vigorously pursue an effective HREP that will lead to the alleviation of the condition of the prisoners/detainees and to ensure promotion, respect and protection of their human rights thru visitation, providing moral/spiritual upliftment and establishment of strong linkage between the concerned agencies."

**DECADE PLAN
PRISONERS, DETAINEES & REFUGEES SECTOR**

PARTNERS	OBJECTIVES	ACTIVITIES	EXPECTED OUTPUT	METHODOLOGICAL FRAME	RE-SOURCES	PERSONS/AGENCY LEAD	NET-WORKING GET
<ul style="list-style-type: none"> Government Organizations DOJ Board of Pardons and Pardon and Part of HREP, CIW BUCOR PPA DNI BJMP NAPCOM PNP DSWD Bureau of Prisons and Child & Youth Welfare CIED DECS CIHR Office of the President QJARP NAC continuous consultation MTC Sandigan 	<ul style="list-style-type: none"> To provide HRE Specific Objec- 1. To give con- tinuous lec- tures on HRE, 2. To monitor and Responsible of officers effectiveness of HREP, 3. To evaluate the compli- ance of the concerned officers of their obligations in respecting the prisoners/ detainees rights. AFP to prepare prisoners-de- tainees & Trainings & Assistance/ Trainings of the 50% of the total no. of prisoners/ detainees of no. Financial socially to- wards their in- tegration in the the mainstream- 5. To maintain continuous consultation with con- cerned GOs/ NGOs) 	<ul style="list-style-type: none"> HR Education a. Rights of Detention Prisoners and Convicted and HRE at least 20% of the total population of inmates per year (to maintain Others: a. Medical Assistance b. Prisoners Records Review c. Evaluation of cases shall d. Paralegal Trainings & Assistance/ Trainings of the 50% of the total no. of prisoners/ detainees of no. Financial socially to- wards their in- tegration in the the mainstream- 5. To maintain continuous consultation with con- cerned GOs/ NGOs) 	<ul style="list-style-type: none"> All the national penitentiaries shall have Summers Training Once a month Facilitators Manpower Supplies Training at CIHR CHR Region- ers Par- ners Support Working NET- Working GET 	<ul style="list-style-type: none"> Once a month Facilitators Manpower Supplies Training at CIHR CHR Region- ers Par- ners Support Working NET- Working GET 	<ul style="list-style-type: none"> Facilitators Manpower Supplies Training at CIHR CHR Region- ers Par- ners Support Working NET- Working GET 	<ul style="list-style-type: none"> Con- gress Legis- lation - MOA + some part- ners + some inter- na- ional agen- ties P10M 	

PROBLEM AREAS	STRENGTHS	CLIENTELE NEEDS	CLIENTELE	IHR PROGRAMS/PROJECTS
	<ul style="list-style-type: none"> - Information awareness - Monitoring and evaluation system - Lobbying - Come-up with a statement on advocating for the implementation of policies vis-a-vis avoid conflict in reality - Come-up with mechanisms/ schemes for implementation 			<ul style="list-style-type: none"> - Revise/come-up state policies laws principles - IFS, ICCS - Formulate plan of action related to the implementation of existing laws/policies - Address conflict national economic development policies vis-a-vis HRS of Cultural Communities, IFS - Preservation of culture and environment protection - Come-up with a unified content of IHR courses, modules, training designs - Unified definition of IHR - Address the issues of displaced ICS, IFS due to armed conflict

INVENTORY OF IHR PROGRAMS AND PROJECTS FOR THE INDIGENOUS CULTURAL COMMUNITIES/MUSLIMS

PARTNERS	OBJECTIVES	ACTIVITIES	EXPECTED OUTPUT	METHOD-LOGICAL FRAME	RE-SOURCES	PERSONS/AGENCY	NET-WORKING GET	BUD-
Bayan CA II. NGOs -TFI, AIP -FLAG -ICRC -MAG -UNICER -FAI IHA -CAHTAS -SCLDA -CRCP -KAPATIO -NUSP -POS	Specific Objectives: 1. To give continuous lectures; a. To help in the spready trial of cases 2. To monitor and evaluate the effectiveness of IHR; 3. To evaluate the compliance of agencies of their obligations in respecting detainees rights 4. To prepare detainees and prisoners/para-legal cases 5. To maintain regular consultation with GO/NGOs.	• HR Education a. Rights of Detention advocates shall have b. Convicted and their families c. Duties and Responsibilities of Officers & Guards d. 200 paralegal training shall be given IHR. e. At least, 30% of the total inmates population of municipal/provincial/centers shall have been given IHR.	• 500% trainees • 200 paralegal training shall be given IHR.					

DECADE PLAN
PRISONERS, DETAINEES & REFUGEES SECTOR

INDIGENOUS CULTURAL COMMUNITIES/INDIGENOUS PEOPLES SECTOR

VISION

"A vision that recognizes, promotes and protects Indigenous Cultural Communities/Indigenous Peoples' rights to ancestral domain, social justice and human rights, self-governance and empowerment and cultural integrity through a continuing human rights education."

MISSION

"Raise awareness and consciousness of all sectors of society on Indigenous Peoples' rights."

OBJECTIVES

- a) To formulate and undertake an intensive and extensive human rights education programs appropriate for the different sectors of society on IPs/ICCs rights.
- b) To conduct consultative meetings among Government Agencies (GAs), civil society and private sector concerned.
- c) To develop human rights education training designs, manuals, modules and other human rights materials related to ICCs/IPs' issues and concerns.
- d) To conduct policy advocacy activities, trainings, workshops, etc., towards the recognition, protection and promotion of ICCs/IPs' rights.
- e) To conduct continuing research/documentation on IPs' rights situation.

DECADE PLAN (INDIGENOUS CULTURAL COMMUNITIES/INDIGENOUS PEOPLES SECTOR)

ACTIVITIES	HIRE PROGRAMS
<ul style="list-style-type: none"> - Workshop on the contents of the module (review, develop more modules) - Materials development, pilot testing and production - Advocacy program for teachers - TNA - Training design - Trainers' training (Para-legal courses, documentation) - Conduct of trainings - For a, symposia, dialogues - Tri-media campaigns - Translation of IPRA in at least 3 dialects (Ilocano, Visayas, Filipino) - Primer and guide book preparation - Translation of primer - Grassroots consultations - IAC - Civil society/multi-sectoral consultation 	<ul style="list-style-type: none"> I. Formal <ul style="list-style-type: none"> • Curriculum Development • Functional Literacy Program • Popularization of the IPRA Law II. <ul style="list-style-type: none"> • IPIC Processes (Free Prior Information Concern)

HRE PROGRAMS/PROJECTS	CLIENTELE	CLIENTELE NEEDS	STRENGTHS	PROBLEM AREAS
<p>KANLUNGAN</p> <ul style="list-style-type: none"> - Basic Migrant Orientation Seminar - Migrant Standard and Legal remedies - Seminar in RA 1842 - Gender Sensitivity <p>POEA</p> <ul style="list-style-type: none"> - Pre-Department Orientation Seminar - Pre-Employment Orientation Seminar - Trainors Training - Anti-illegal recruitment education <p>BATIS</p> <ul style="list-style-type: none"> - Information education and research program - Seminars on migrant situation - Conferences - Education - Information education/culture of IHR - Institutionalization - others 	<ul style="list-style-type: none"> - Migrant workers, families - Families of - OCEs, NGOs, International Organization - Field Offices, CHR - Overseas Filipino Workers 	<ul style="list-style-type: none"> - Seminar on illegal detention, sexual harassment - Implementing rules - Implementing rules, trafficking 	<ul style="list-style-type: none"> - Education - Linkages/Institutionalization - Culture of HR - Environmental 	<ul style="list-style-type: none"> - Education is not enough - Education is not merely a concept - Limited e.g. walk-in-clients only - Availability of participants - Consensitization

INVENTORY OF HRE PROGRAMS AND PROJECTS FOR THE PEASANTS, LABOR AND OVERSEAS CONTRACT WORKERS

DECADE PLAN (INDIGENOUS CULTURAL COMMUNITIES/INDIGENOUS PEOPLES' SECTOR)

HRE PROGRAMS	ACTIVITIES
<ul style="list-style-type: none"> III. Materials Development IV. Policy Advocacy Programs V. Research and Documentation 	<ul style="list-style-type: none"> - Popular Media - movie - komiks - community theater - documentation - video production - books - Symposia - Fora - Trainors' Trainings - Workshops - round Table Discussions - Mobilization/lobbying - Data Banking - Participatory research training - Audio-Visual - Write-up and publication

PARTNERS	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENT	METHODS-LOGS	EXPECTED OUTPUT	TIME FRAME	RE-SOURCES	PERSONS / AGENCY RESPONSIBLE		NET-WORK- BUDGET
								LEAD	SUPPORT	

MIGRANT WORKERS (OCW)
DECADE PLAN

PARTNERS	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENT	METHODS-LOGS	EXPECTED OUTPUT	TIME FRAME	RE-SOURCES	PERSONS / AGENCY RESPONSIBLE		NET-WORK- BUDGET
								LEAD	SUPPORT	

MIGRANT WORKERS (OCW)

INVENTORY OF IHR PROGRAMS AND PROJECTS FOR THE
MILITARY/POLICE/LAW ENFORCERS

IHR PROGRAMS/PROJECTS	<p>1) Program of Instruction (POI) revision/modification (DOctrines development on IHR)</p> <p>2) DILC/PISC corps of professors/pool of instructors</p> <p>3) IHR education (IHR) materials - IHR assess - IHR assess</p> <p>4) DILC out-formed person- not</p> <p>5) DILC/PISC</p> <p>6) Launching of human right related activities like "IHR Protector" stickers</p> <p>7) PISC-DILC</p> <p>8) Program of Instruction (POI) revision/modification (DOctrines development on IHR)</p> <p>9) IHR IHL CSAC Advocacy Course</p> <p>10) IHR IHL CSAC Trainers Training</p>	<p>1) IHR IHL CSAC Advocacy Course</p> <p>2) IHR IHL CSAC Trainers Training</p>	<p>Military/PNP/BJMP/BJFP</p> <p>Military/PNP/BJMP/BJFP</p>	<p>graduated curriculum</p> <p>information materials</p> <p>qualified persons</p> <p>information materials</p> <p>qualified persons</p>	<p>request for training initiated by target clientele</p> <p>MOA between CHR, PNP, (DND)-DO, PMO</p> <p>Bill</p> <p>retirees within the military/police (BJMP/BJFP) willingness to</p>	<p>financial and manpower resources</p> <p>financial and manpower resources</p> <p>Memorandum of Agreement (MOA)</p> <p>subjects taught in the lower rank are the ones also taught to the higher rank</p> <p>resources</p> <p>no monitoring and - CHR top management has no feedback/</p>	PROBLEM AREAS
STRENGTHS	<p>financial and manpower resources</p> <p>financial and manpower resources</p> <p>Memorandum of Agreement (MOA)</p> <p>subjects taught in the lower rank are the ones also taught to the higher rank</p> <p>resources</p> <p>no monitoring and - CHR top management has no feedback/</p>	<p>request for training initiated by target clientele</p> <p>MOA between CHR, PNP, (DND)-DO, PMO</p> <p>Bill</p> <p>retirees within the military/police (BJMP/BJFP) willingness to</p>	<p>graduated curriculum</p> <p>information materials</p> <p>qualified persons</p> <p>information materials</p> <p>qualified persons</p>	<p>request for training initiated by target clientele</p> <p>MOA between CHR, PNP, (DND)-DO, PMO</p> <p>Bill</p> <p>retirees within the military/police (BJMP/BJFP) willingness to</p>	<p>financial and manpower resources</p> <p>financial and manpower resources</p> <p>Memorandum of Agreement (MOA)</p> <p>subjects taught in the lower rank are the ones also taught to the higher rank</p> <p>resources</p> <p>no monitoring and - CHR top management has no feedback/</p>	PROBLEM AREAS	
CLIENTELE	<p>1) DILC out-formed person- not</p> <p>2) DILC/PISC</p> <p>3) IHR education (IHR) materials - IHR assess - IHR assess</p>	<p>graduated curriculum</p> <p>information materials</p> <p>qualified persons</p>	<p>request for training initiated by target clientele</p> <p>MOA between CHR, PNP, (DND)-DO, PMO</p> <p>Bill</p> <p>retirees within the military/police (BJMP/BJFP) willingness to</p>	<p>request for training initiated by target clientele</p> <p>MOA between CHR, PNP, (DND)-DO, PMO</p> <p>Bill</p> <p>retirees within the military/police (BJMP/BJFP) willingness to</p>	<p>financial and manpower resources</p> <p>financial and manpower resources</p> <p>Memorandum of Agreement (MOA)</p> <p>subjects taught in the lower rank are the ones also taught to the higher rank</p> <p>resources</p> <p>no monitoring and - CHR top management has no feedback/</p>	PROBLEM AREAS	
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IHR PROGRAMS/PROJECTS	<p>1) Program of Instruction (POI) revision/modification (DOctrines development on IHR)</p> <p>2) DILC/PISC corps of professors/pool of instructors</p> <p>3) IHR education (IHR) materials - IHR assess - IHR assess</p> <p>4) DILC out-formed person- not</p> <p>5) DILC/PISC</p> <p>6) Launching of human right related activities like "IHR Protector" stickers</p> <p>7) PISC-DILC</p> <p>8) Program of Instruction (POI) revision/modification (DOctrines development on IHR)</p> <p>9) IHR IHL CSAC Advocacy Course</p> <p>10) IHR IHL CSAC Trainers Training</p>	<p>1) IHR IHL CSAC Advocacy Course</p> <p>2) IHR IHL CSAC Trainers Training</p>	<p>Military/PNP/BJMP/BJFP</p> <p>Military/PNP/BJMP/BJFP</p>	<p>graduated curriculum</p> <p>information materials</p> <p>qualified persons</p> <p>information materials</p> <p>qualified persons</p>	<p>request for training initiated by target clientele</p> <p>MOA between CHR, PNP, (DND)-DO, PMO</p> <p>Bill</p> <p>retirees within the military/police (BJMP/BJFP) willingness to</p>	<p>financial and manpower resources</p> <p>financial and manpower resources</p> <p>Memorandum of Agreement (MOA)</p> <p>subjects taught in the lower rank are the ones also taught to the higher rank</p> <p>resources</p> <p>no monitoring and - CHR top management has no feedback/</p>	PROBLEM AREAS

IHR PROGRAMS/PROJECTS	<p>3) IHR General Orientation</p> <p>1) Para-legal Services</p> <p>2) Para-legal services</p> <p>1) Information dissemination of international and local documents on the Philippine Human Rights situation fact-sheets (1994-1997) books</p> <p>Publications</p>	<p>1) Para-legal Services</p> <p>2) Para-legal services</p> <p>3) IHR General Orientation</p>	<p>Military/PNP/BJMP/BJFP</p> <p>BJMP/BJFP</p> <p>BJMP/BJFP</p>	<p>resource persons</p> <p>information materials</p> <p>qualified persons</p> <p>resource person</p> <p>hearing officers/para-legal and HR education</p> <p>HR para-legal orientation</p> <p>need for updates data on civil, political and economic, social and cultural situation</p>	<p>provide venue, transport, honorarium, food</p> <p>PNP willingness to military/police (BJMP/BJFP)</p> <p>provide venue, transport, honorarium, food</p> <p>supported by CHR</p> <p>supported by Public Assistance Office, Department of Justice and Caritas Manila</p> <p>NGOs, both a consumer relationship with the military and HR Law</p>	<p>re-issues</p> <p>hostility on IHR</p> <p>transport, honorarium, food</p> <p>transfers within the military/police (BJMP/BJFP)</p> <p>PNP willingness to military/police (BJMP/BJFP)</p> <p>provide venue, transport, honorarium, food</p> <p>supported by CHR</p> <p>lack of funds to support the HR education and lack of trained personnel on intensification/institutionalization of MOA on Decree</p> <p>resources (making cost, sustainability)</p> <p>Different interpretation of concerned agencies;</p> <p>HR Law</p>	PROBLEM AREAS
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<p>PROBLEM AREAS</p>	<p>- Non-adherence of some officers/enlisted personnel to follow HR policies due to said/ traumatic experiences - Negative perception of some NGOs and other related groups of the military - Logical support</p>
<p>STRENGTHS</p>	<p>- Less reports of HRVs within Area of responsibility - Better training/ educational facilities - Professionalization of AFP/MP in full swing</p>
<p>CLIENTELE NEEDS</p>	<p>- Awareness of situation/popularization/what can be done - Linkage to appropriate agencies - "Bahay Pangkalahatan" (motherhood) example for other "bahaybans sangay"</p>
<p>CLIENTELE</p>	<p>- (NGOs) e.g. I,60 TIN related books) - Manila urban poor communities: - General Public - Prisoners, etc. - Families, youth, religious personnel - Peoples' Organization - Parishes</p>
<p>HRE PROGRAMS/PROJECTS</p>	<p>2) Organizing an information campaign before denouement - legal/prior-legal/IDTA - Trainings, seminar PLE/EDS - Tracer agenda, advocacy and - Families, youth, religious personnel - Posters, manual - Signing of MOA</p>

POLICE/MILITARY & LAW ENFORCERS SECTORS
VISION, MISSION & OBJECTIVES

<p>VISION</p> <p>"... committed human rights protectors."</p>
<p>MISSION</p> <p>"To professionalize human rights protectors through the conduct of comprehensive HRE programs."</p>
<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. To formulate, implement, evaluate and monitor continuing HRE programs like e.g. human rights awareness, values and human rights formation; 2. To achieve an ideal rate of human rights literacy; 3. To fully internalize human rights values; and 4. To foster human rights awareness; 5. Police/military: 100% awareness of human rights; 6. Legislation: 100% implementation of sectoral concerns; 7. Networking: 100% networking of all concerned, institution, organization and groups."

INVENTORY OF HRE PROGRAMS AND PROJECTS FOR THE PERSONS WITH DISABILITIES

PROGRAM AREAS	<ul style="list-style-type: none"> - implementation - manpower - budget - from PWD's families - acceptance - perception towards PWDs - government rules and regulations - individual barriers
STRENGTHS	<ul style="list-style-type: none"> - coordination - defined advocacy - network of NGOs and NGOs - strategies - perception towards PWDs - government rules and regulations - individual barriers
CLIENTELE NEEDS	<ul style="list-style-type: none"> - awareness on the rights of PWDs (promotion of rights) - data bank (no. of PWDs) - needed services - information materials - orientation seminar for accessibility law and Magna Carta for the disabled - Radio Program "Ako'y Kawalan (IZRM) - orientation seminar for accessibility (modeling) - puppet shows composed of puppets with different disabilities (modeling) - NGOs - Government - academic - Students - NGOs - Government - academic - Students
CLIENTELE	<ul style="list-style-type: none"> - PWDs, NGOs, Professionals, (Medical, Educators, etc.) - students, lawmakers - orientation - on the Magna Carta for Disabled Persons and Accessibility - Group
HRE PROGRAMS/PROJECTS	<ul style="list-style-type: none"> - HR Library, HR Publications and research - Conducts training for HR advocates - Prepared HR reports - Monitoring and provision of technical assistance in the implementation of laws related to the welfare of persons with disabilities - (R.A. 7277 - Magna Carta for Persons with Disabilities - (Medical, Educators, etc.) - on equal rights and opportunities - Batus Pambansa Bldg. 341 of Accessibility Law - to Expand Access and Mobility for Persons with Disabilities - Presidential Proclamation No. 125 - Directing the Implementation in the Phil. of the Asian and Pacific Decade of Persons with Disabilities for 1992-2002

PERSONS WITH DISABILITIES SECTORS
VISION, MISSION & OBJECTIVES

VISION

"Filipinos with disabilities together with their families, communities and government, exercising and asserting their supreme, inherent and inalienable rights to life, dignity and self-development."

MISSION

"To empower the persons with disabilities by providing human rights education."

OBJECTIVES

- To conduct activities related to the education about and full implementation of laws concerning persons with disabilities under R.A. 7277, Batus Pambansa Bilang 3 and Proclamation No. 125;
- To develop curriculum of human rights education for persons with disabilities both in school and community based setting
- To establish a databank on persons with disabilities and persons with disabilities organizations in coordination with concerned agencies and groups.
- To network with local and international agencies to enhance/sustain program development/implementation.
- To design and conduct comprehensive information dissemination and advocacy campaigns.

PART- MEMS	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENT- TELE	OUTPUT	TIME FRAME	RE- SOURCES	PERSON/ AGENCY	NET-WORKING
5 Policy search	- To review and re-examine all existing Magna Carta and other legislation	- following -consultation -meetings -with all agencies concerned		- amendments of Magna Carta and all existing legislation	1990 onwards	- Magna Carta and all existing legislation	- PWDS, - NCWIP, CIIR	

GROUP 1 VISUALLY IMPAIRED PERSONS

PART- MEMS	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENT- TELE	OUTPUT	TIME FRAME	RE- SOURCES	PERSON/ AGENCY	NET-WORKING
1 Conduct - plan the rights of the visually impaired in the school system	- To integrate education -for visually impaired children in the school system	- preparation -of school system -for visually impaired children		- studies/ -research/ -reports/ -on the rights of the visually impaired	1990 onwards	- DECIS with -DSWIP, CIIR		
2 Inform - general public on the rights of PWDS	- To educate the general public on the rights of PWDS	- general public -awareness -campaigns		- general public -awareness -campaigns	1990 onwards	- general public -awareness -campaigns		
3 Train - general public on the rights of PWDS	- Training of volunteers on the rights of PWDS (YOUTH, women, other civil organizations)	- general public -awareness -campaigns		- general public -awareness -campaigns	1990 onwards	- general public -awareness -campaigns		
4 Net- work -ing	- To network with other national organizations and international PWDS	- networking with other national organizations and international PWDS		- networking with other national organizations and international PWDS	1990 onwards	- networking with other national organizations and international PWDS		

GROUP 1 VISUALLY IMPAIRED PERSONS

PART- NENS	SPECIFIC OBEC- TIVES	ACTIVITIES	CLIENTELE	METHODOL- OGY	TIME FRAME	RE- SOURCES	RE- SPONSIBILITY NET-WORKING
4 Re- search	To come up with a database on human rights violation with respect to deaf and mental health disorders	-Data gathering in media -Audio visual -working and working 1998 PND, NIDE, PND, RIDE, PND -NPMH, DOI, PND -concerned agencies					
3. Funding Sourcing	To sustain above activities	-Submission of project proposals -Audio visual presentation thru TV, radio, movie -propaganda posters/leaflets through media prescription					

GROUP II
HEARING IMPAIRED PERSONS

PART- NENS	SPECIFIC OBEC- TIVES	ACTIVITIES	CLIENTELE	METHODOL- OGY	TIME FRAME	RE- SOURCES	RE- SPONSIBILITY NET-WORKING
1. General Development Program Initiation	To come up with standard sign language	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation
2. Training and Language	To conduct seminars on the standardized sign language	To conduct seminars on standardized sign language To conduct seminars on standardized sign language To conduct seminars on standardized sign language To conduct seminars on standardized sign language	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation
3. Monitor- ing and Evaluation	To monitor and evaluate the implemen- tation of the program	To monitor and evaluate the implemen- tation of the program	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation	1. General Development Program Initiation

GROUP II
HEARING IMPAIRED PERSONS

PRO-GRAMS	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENTELE	OUTPUT	METHODOLOGY	TIME FRAME	RE-SOURCES	RESPONSIBLE LEAD/ SUPPORT	NET WORKING BUDGET
1. Information and level of awareness about Cerebral Palsy as well as eradicate the stigma, prejudices towards persons with cerebral palsy	To raise the level of awareness about Cerebral Palsy as well as eradicate the stigma, prejudices towards persons with cerebral palsy	Production of general information materials TV, movie plays, posters, brochures, flyers, comics, radio dramas	General Public	Consultation with PIA, KBP, media groups, GOS & NGOs	December 1997	GOs and NGOs	CHR DSWD, NCWDP, OPS and other agencies concerned	GO CHR	
2. Curriculum in the existing school curricula	Incorporate cerebral palsy advocacy campaign	Development of syllabus for students with disabilities	Teachers, Educators, parents with disabilities	Syllabus Consultation with DECS and CHED	January-December 1998	CHR DSWD	CHR DSWD, DECS, CHED, NCWDP, CPAP, ELKS, CPAR, TESDA, DSI, DTI and TLRC	GO DECS & CHED	
3. Training and Capabilities	To develop the skills, self-confidence, orientation, seminars and trainings, self-reliance, values, mobility and self-awareness	Trainings, seminars and orientations for PWDs and families	PWDs and families	Self-reliant and trained PWDs with training institutions and committed families	March 1998	DSWD, CHR	CHR, TESDA, DOLE, DTI and TLRC	GO DSWD & CHR	
4. Legislative and formation of policies	Initiate passage of legislation and formation of policies	Formulation of legislation and policies for education for PWDs, specifically cerebral PWDs	Legislators, GOs, NGOs, PWDs	Amendments to the provision of Magna Carta for PWDs	January 1998	CHR, law making bodies	CHR, NCWDP, PWDs and other concerned agencies	GO DSWD & CHR	

GROUP IV
NEUROLOGICALLY IMPAIRED PERSONS
MULTIPLY IMPAIRED PERSONS

PRO-GRAM	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENTELE	OUTPUT	METHODOLOGIES	TIME FRAME	RESOURCES
1. Transportation and Accessibility	1. To monitor the implementation of the Magna Carta on accessibility law	1. To provide special transportation subsidized thru tax credit. 2. To develop a vehicle which makes the driver independent.	1. PWDs and PWDs organization	1. Car plan affordable for PWDs with financing government agencies. 2. For working PWDs	1. Consultation with LTO, DOT, NCWDP, DOLE and other agencies.	1998	LTO, DOT, NCWDP, DOLE and other agencies

HIRE PROGRAMS/PROJECTS	CLIENTELE	CLIENTELE NEEDS	STRENGTHS	PROBLEM AREAS
1. Creation on Human Rights Education custom	Tri-media Professionals/ government/ private	-printed HIRE materials	existence of RDCS, PDCS, MDCS	-lack of legal authority to participate finding resource -lack of commitment among some media people and prospective HIRE implementors -negative social values lack of prioritization of HIRE program
2. Seminar Workshop on HIRE (2-3 days)	Media entities (publishers, station owners, station managers)	-cassette, audio, video	-budget support	-lack of resolution of HIRE program -lack of integration in development programs on RDM/DC, MDC
3. Dialogue, Media Forum on HIRE and similar undertakings	Campus Press LGTS (PPTOs, PLOs)	-expertise on HIRE	-availability of expertise on HIRE	-lack of resolution of HIRE program -lack of integration in development programs on RDM/DC, MDC
4. Formation of speakers bureau, trainees training	selected media practitioners Training Officers of NGOs MDC		-unity, stability and resource sharing	-lack of resolution of HIRE program -lack of integration in development programs on RDM/DC, MDC
5. Inter Agency Quarterly Confer- ences	HR council and members of RDM/DC, MDC		-existence of RDM/DC and MDCS	-lack of resolution of HIRE program -lack of integration in development programs on RDM/DC, MDC

INVENTORY OF HIRE PROGRAMS AND PROJECTS FOR THE
MEDIA AND PROFESSIONAL

PRO- GRAMS	SPECIFIC OBJECTIVES	ACTIVITIES	CLIENT- TEL	OUTPUT	METHOD- LOGY	TIME FRAME	RE- SOURCE SOURCES	RESPONSIBLE LEAD	NET WORKING	BUDGET
5. Re- search (Medi- cal)	logical condi- tions	- Data gathering - Interviews of PWDS and families	- General Public Libraries and Medical Institutions	- Interviews - Surveys, data gathering - Collaboration with other agencies	March 1998 onward	DOH, NCSO, Lospo Institu- tional hours	DOH can- canceled agencies	DOH, con- current agencies, local and international organiza- tion		

GROUP IV
NEUROLOGICALLY IMPAIRED PERSONS
MULTIPLE IMPAIRED PERSONS

PART- NERS	SPECIFIC OBJECTIVES	ACTIVITIES	CUE- N	METHODO- LOGIES	EXPECTED OUTPUT	TIME FRAME	RE- SOURCES	LEAD		NET- WORK- ING	SUP- PORT
								PERSONS / AGENCY RESPONSIBLE	SUPPORT		
Socias: KHI NFC PPI PRJ FNU FNGP CEG MCPG Pava Emica	1. To be able to establish and maintain desk in all levels.	1. To be able to conduct a yearly council in I.GUs.	1. To be able to train a respon- sible person in each office.	1. To be able to produce a quarterly workshop	1. To be able to sign on all partners	Year 1	Mar- Ardequate	do	do	do	P5,000
PRJ PRJ FNU FNGP CEG MCPG Pava Emica	2. To be able to structure the information council in I.GUs.	2. To be able to structure the information council in I.GUs.	2. To be able to train a respon- sible person in each office.	2. To be able to produce a quarterly workshop	2. To be able to sign on all partners	Year 1	Mar- Ardequate	do	do	do	P1,500
PRJ PRJ FNU FNGP CEG MCPG Pava Emica	3. To be able to structure the information council in I.GUs.	3. To be able to structure the information council in I.GUs.	3. To be able to train a respon- sible person in each office.	3. To be able to produce a quarterly workshop	3. To be able to sign on all partners	Year 1	Mar- Ardequate	do	do	do	P1,500
PRJ PRJ FNU FNGP CEG MCPG Pava Emica	4. To be able to structure the information council in I.GUs.	4. To be able to structure the information council in I.GUs.	4. To be able to train a respon- sible person in each office.	4. To be able to produce a quarterly workshop	4. To be able to sign on all partners	Year 1	Mar- Ardequate	do	do	do	P4,000

DECADE PLAN MEDIA AND PROFESSIONALS

MEDIA AND PROFESSIONALS SECTORS
VISION, MISSION & OBJECTIVES

VISION

"The emergence of an enlightened, strong and responsive media working towards the development of a well-informed and socially responsible citizenry thereby contributing to the creation of a peaceful and progressive society."

MISSION

"The media professionals sectors is committed to promote and sustain the human rights advocacy program through effective information, education, communication and continuous research and development of human rights education materials..."

OBJECTIVES

- By the end of a decade (1997-2006) the media professionals sectors should have been able to:
1. Establish of self-sustaining information coordinating network such as inclusion of a Human Rights Center in all levels.
 2. Attain a fully responsive public information system causing a minimal incidence of human rights violation (reduction by 90%).
 3. Attain a 90% public awareness on human rights education and responsibility.
 4. Achieve the maximum social mobilization for the protection and promotion of human rights
 5. Effective judicial and legislative reforms responsive to human rights education and responsibilities."

