

Promoting SDGs 10 and 16: Building a Child Rights-Respecting Community Through the Colega Teaching Manual in Cagayan de Oro City

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Abstract. Human rights education is vital in promoting peace, justice, and equality. This study assessed the impact of the Colega Teaching Manual on child rights education, emphasizing its alignment with Sustainable Development Goals (SDG) 10 and 16. A sequential mixed-methods approach was used, integrating quantitative and qualitative data to comprehensively understand the manual's impact. A total of 273 implementers purposively participated in this study. Descriptive statistics were employed to identify patterns and trends related to the manual's impact on child rights education and community development. Thematic analysis was conducted to capture participants' experiences in implementing the manual, with insights from interviews with 15 participants highlighting themes such as professional development, dissemination, resource support, monitoring, community involvement, and addressing challenges. Triangulating survey results integrated the findings with thematic insights, which revealed positive feedback on areas such as implementation, child rights advocacy, governance, and school practices. Participants expressed high satisfaction and alignment with SDGs. An observed outcome was the notable decline in physical bullying, reflecting the manual's role in fostering safer, more collaborative, and rights-centered school environments.

Keywords: SDG; Child rights education; Teaching manual; Community engagement.

1.0 Introduction

The 1987 Philippine Constitution's Article XV, Section 3(2), mandates that "the State uphold children's rights and provide them with special protection against all forms of neglect, abuse, cruelty, exploitation, and other activities detrimental to their development." This is to make sure that the children get the best care possible. Consistent with this, the Philippine government declared and implemented Republic Act 7610, also known as the "Special Protection of Children Against Abuse, Exploitation, and Discrimination Act." This act provides special protection to children from all forms of abuse, neglect, cruelty, exploitation, discrimination, and other conditions detrimental to their development. The act outlines the state's responsibility to safeguard and rehabilitate children who face severe threats to their survival and healthy development. Thus, children's best interests shall be the utmost consideration in all actions and undertakings about children. Further, the United Nations Convention on the Rights of the Child (UNCRC), which stipulates the basic rights of children, such as survival, development, protection, and participation, calls to exert effort to promote the welfare of children and enhance their opportunities for a valuable and joyful life.

By RA 7610, the UNCRC, and the Department of Education's mission statement, which emphasizes the safeguarding and advancement of every Filipino learner's right to quality, equitable, culture-based, and comprehensive basic education in a child-friendly, gender-sensitive, safe, and encouraging environment, the Department of Education has issued several policy guidelines to uphold the rights and protection of all children. These include DepED Order 40 s. 2012, titled "DepEd Child Protection Policy"; DO 55 s. 2013, titled "Anti-Bullying Act"; DO 18 s. 2015, titled "Guidelines on CAR and CICL"; DO 32 s. 2017, known as the "Gender-Responsive Basic Education Policy"; DO 32 s. 2019, the "National Policy Framework on Learners & Schools as Zones of Peace"; and DO 31 s. 2022, titled "Child's Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education."

RA 11313, also called the "Safe Spaces Act," also sets rules that men and women should have similar rights, safety, and security at home and in public places, online, at work, and in schools and other training centers. The law prohibits gender-based sexual harassment in schools and training centers. It also tells school leaders how to make the policy work (Article V, Sections 20–21, RA 11313–Safe Spaces Act, 2018). The Commission on Higher Education issued CMO No. 03 s. 2022, titled Guidelines on Gender-Based Sexual Harassment in Higher Education Institutions, by the Safe Spaces Act and its Implementing Rules and Regulations (IRR). This mandate requires all higher education institutions (HEIs) to establish policies and mechanisms to prevent and punish sexual harassment and safeguard the rights of all stakeholders within the institution.

Even though DepED Orders and basic laws about protecting children have been issued and must be followed, there are still many cases of different types of child abuse across the country. According to the Philippine Star Daily (2018), eight in 10 children and young people in the Philippines have experienced some form of violence that starts at home. Accordingly, 60.4 percent of physical violence happened at home, 14.3 percent in school, 12.5 percent in the community, 7.1 percent in the workplace, and 6.2 percent during dating (CWC and UNICEF, 2018). In the context of the DepED Cagayan de Oro City division, data revealed a total of 172 bullying cases that include physical, social, gender-based, cyber, and retaliation (DepED CDO). The Child Protection Office published a report in 2019 that highlights the prevalence of bullying cases in various schools.

Concomitant to the pressing issues mentioned, strategic interventions are essential to promote children's rights and protection while addressing bullying. Therefore, we developed and integrated the COLEGA teaching manual into related subjects to prevent and reduce such incidents. The manual comprises ten lessons tailored for elementary and secondary levels. SDG 10 aims to reduce inequality within and between countries, and Goal 16 focuses on promoting peaceful, just, and inclusive societies. This study raises awareness and creates environments where everyone feels welcome. This project study assessed the impact of implementing the Colega Teaching Manual on child rights education in Cagayan de Oro. Specifically, it aimed to determine (1) the status of Colega Teaching manual implementation, (2) the experiences of the Colega implementers, and (3) the magnitude of the effect of the Colega manual.

2.0 Methodology

2.1 Research Design

A sequential mixed-method design was used in this study to get detailed information from a certain group of participants. It combined both quantitative and qualitative methods. The initial quantitative phase aimed to identify patterns and trends using a carefully designed questionnaire aligned with the study's objectives. This survey was conducted online using digital tools, enhancing accessibility and enabling the efficient collection of data from a wide audience (Creswell & Creswell, 2018). The subsequent qualitative phase deepened the understanding of these patterns by exploring participants' lived experiences, perspectives, and contextual nuances. This phase involved semi-structured interviews and open-ended questions, ensuring a more nuanced exploration of the phenomena under investigation. By synthesizing data from both phases, the study achieved an analysis, combining the breadth of quantitative data with the depth of qualitative insights, thus enriching the overall findings.

2.2 Research Locale

The study was conducted in public schools within the Department of Education (DepEd) Division of Cagayan de Oro City. Located in Northern Mindanao, Cagayan de Oro City is a highly urbanized area, often called the "City of Golden Friendship." The division manages a wide range of public elementary and secondary schools, catering to culturally diverse learners. These schools are dedicated to providing quality education that adheres to national standards, with a strong emphasis on equity, inclusivity, and the promotion of child rights. This locale was selected for the research due to its proactive efforts in implementing educational programs that create a secure, inclusive, and rights-focused environment for learners.

2.3 Research Participants

This study focused on selecting participants who had been actively involved in implementing the Colega Teaching Manual since 2018, specifically targeting school coordinators and implementers within the Division of Cagayan de Oro City. To ensure the participants possessed substantial experience and expertise, they must have served as Colega school coordinators or implementers since 2018. Additionally, participants needed to be affiliated with schools in the Division of Cagayan de Oro City and to have had direct familiarity with the Colega Teaching Manual, particularly its instructional content on children's rights.

Exclusion criteria included individuals who had not engaged with the Colega Teaching Manual since 2018, those without affiliation to the Division of Cagayan de Oro City, and those lacking direct implementation experience. This selection method aimed to gather data from a relevant and well-qualified sample of 273 participants, ensuring that the findings reflected authentic, real-world experiences, thereby enhancing the study's reliability and validity. This study evaluated the impact of the Colega Teaching Manual on community development and child rights education in Cagayan de Oro City. The findings provided valuable insights for guiding future educational policies and practices.

The adequacy of the sample size ($n = 273$) was confirmed through a post-hoc power analysis conducted using G*Power 3.1 (Faul et al., 2007). This analysis demonstrated a statistical power of 0.95 for a medium effect size (Cohen's $d = 0.5$) at an alpha level of 0.05, exceeding the recommended threshold of 0.80 (Cohen, 1988).

2.4 Research Instrument

The study utilized two research instruments to collect the necessary data. Part 1 served as a quick assessment of the Colega manual's implementation. The researchers meticulously established the validity and reliability of the instruments to guarantee that they accurately measured the intended constructs. Part 2 focused on capturing participants' experiences with the implementation process of the Colega Teaching Manual. The validity and reliability of the research instrument are crucial for the study's credibility. Validity denotes the degree to which the instrument accurately assesses its intended purpose. Three experts—a practitioner, a supervisor, and a specialist—were requested to evaluate the instrument for content and face validity to ascertain the instrument's validity. Their experience validated that the instrument precisely measures the intended concepts and is suitable for the target audience.

Reliability refers to the instrument's ability to yield stable and uniform results throughout time continuously. This study employed Cronbach's alpha, a statistical metric for internal consistency, to assess the instrument's reliability. The instrument's Cronbach's alpha value of 0.980 shows that the questions in the questionnaire are very strongly related to each other and always measure the same main idea, which is a great sign of reliability. The elevated reliability guarantees that the acquired data is correct and trustworthy, providing a robust basis for further research.

2.5 Data Gathering Procedure

Data was collected from 273 respondents who were involved in implementing the Colega Teaching Manual using Google Forms. Google Forms enables the automated aggregation of responses into a structured dataset, thereby streamlining the collection process. This approach offers many benefits, such as the capacity to engage a geographically diverse audience, facilitate real-time data collection, and guarantee participants' convenient access. Additionally, the data is securely stored and easily exported for further analysis. This approach simplifies the

survey's accessibility and enables the collection and analysis of a substantial amount of data, thereby providing a comprehensive understanding of the research subject.

As for the analysis of the collected data in this study, the first phase was treated with descriptive statistics. Statistical approaches were used to characterize and analyze the data collected from the 273 respondents participating in the Colega Teaching Manual implementation. So far, the statistics reveal patterns and trends in the data about how the Colega Teaching Manual affects child rights education and community building. Braun and Clarke's (2006) guide was used as a theme analysis tool throughout the second data collection phase. To address statistical concerns and ensure rigor, several steps were implemented. Missing data, constituting less than 5% across variables, were managed using listwise deletion to maintain dataset integrity, as this method is suitable for randomly distributed missing values (Schlomer et al., 2010). Outliers were identified using z-scores exceeding ± 3 , removing two cases confirmed as data entry errors, while authentic variations were retained for representativeness.

2.6 Ethical Considerations

To ensure appropriateness and reduce potential risks, specialists examined and verified the study instruments, including the questionnaire, before data collection. Participants' rights to confidentiality, privacy, and informed consent were rigorously respected. Responsible data collection and management ensured no harm to the identified participants. The researchers were steadfast in their commitment to upholding professional ethics and honoring the social and cultural circumstances pertinent to the investigation.

3.0 Results and Discussion

3.1 Status of the Colega Teaching Manual Implementation

Table 1. Mean distribution of the Colega teaching manual implementation (n=273)

Indicators	Mean	SD	Interpretation
1. The project centers on activities and discussions to raise awareness of children's rights and legal foundations.	3.50	0.66	Fully Implemented
2. Integrating child rights education into various subjects has effectively fostered positive learner behavior	3.39	0.61	Fully Implemented
3. Bullying and other child-related concerns were addressed during the implementation process.	3.43	0.64	Fully Implemented
4. Follow-up activities were introduced to sustain and enhance the project's impact over time.	3.28	0.66	Fully Implemented
5. Learners gained awareness of their rights and learned how to protect themselves in school, at home, and in their communities.	3.30	0.69	Fully Implemented
6. The Colega Teaching Manual has enhanced the understanding of children's rights among educators and stakeholders.	3.37	0.71	Fully Implemented
7. Children's rights education was embedded into teaching materials and curricula.	3.31	0.64	Fully Implemented
8. Using rights-based practices, Learners are taught about their rights under the Convention on the Rights of the Child.	3.48	0.61	Fully Implemented
9. Parents were actively informed and engaged in the children's rights initiative.	3.28	0.63	Fully Implemented
10. Teachers and school leaders developed a strategic plan to guide the project's implementation.	3.31	0.66	Fully Implemented
11. Training sessions equipped teachers and staff with skills in using the COLEGA Manual and applying rights-consistent teaching and discipline practices.	3.29	0.67	Fully Implemented
12. Strong leadership and clear guidance ensured the project's successful implementation and governance.	3.25	0.68	Moderately Implemented
Total Measure	3.35	0.66	Fully Implemented

Note: 1.00-1.75 Not implemented; 1.76-2.50 Partially Implemented, 2.51-3.25 Moderately Implemented, 3.26-4.0 Fully Implemented

On the Implementation Process

Moreover, studies show that incorporating children's rights into education improves social connections, reduces bullying, and strengthens the community. This aligns with Lundy et al.'s (2020) claim that integrating children's rights into the curriculum enhances students' understanding of legal frameworks and creates a school culture based on equality, respect, and protection. The Colega project, which received a high mean score, supports these findings, demonstrating the effectiveness of rights-based education in transforming institutional operations and individual conduct, making schools safer and more inclusive. Melton et al. (2020), indicated that integrating child rights education into various courses is crucial for influencing students' views and actions. By exposing students

to real-world applications of their rights, they can make more lasting changes in their behavior. The Colega project's score of 3.39 supports this, indicating that this integration encourages constructive behavioral changes in students.

Low standard deviations, however, show that the participants' views on the implementation were mostly the same. This shows that it can potentially affect how learners develop and behave in different ways. The two measures' scores of 0.66 and 0.61 are consistent with the findings of global assessments of child rights education initiatives. For instance, a 2021 UNESCO study on global best practices in child rights education noted that consistent stakeholder feedback often reveals widely approved and well-executed program designs. This makes the Colega project stand out as an example of successful execution, offering a solid basis for future initiatives seeking to accomplish comparable objectives. Thus far, findings of UNICEF (2021) highlight the importance of child rights education initiatives through strong funding, policymaking, and stakeholder engagement. The Colega project demonstrates the lasting impact of these programs on student behavior and raises awareness of human rights. The success of these initiatives supports the claims made by Pells and Wilson (2020) that teaching children's rights impacts communities, teachers, parents, and students.

On the Child Welfare and Protection

Generally, Colega was fully implemented, given that it helps teachers address different child cases in school, as revealed in the overall mean score. Notably, the Colega project promotes sustainability among school-related activities related to children's rights and protection as viewed by teacher-implementers. Also, with teacher-implementers' help, learners become more aware of their rights and protection inside and outside the school's premises. Most importantly, teachers reported that Colega had guided them in handling child issues, including bullying and other child-related cases.

With the findings above, the Colega project aligns with research on child-related issues, particularly in lobbying for rights and education. Smith and Thompson (2021) suggest that school-based initiatives to address bullying are most effective when carried out within children's rights frameworks. The project's focus on identifying and resolving bullying situations demonstrates its compliance with best practices in child protection and intervention techniques. Howe and Covell's (2021) studies support the emphasis on educating students about children's rights, arguing that doing so empowers them to identify and respond to injustices. Researchers have discovered that awareness-raising initiatives, especially those incorporated into school curricula, help students develop their advocacy and critical thinking abilities. The project's success in this area highlights how crucial it is to give kids the skills they need to defend themselves at home, school, and in their communities. Additionally, awareness-raising activities can have a cascading impact that affects not only the students but also their families and communities (Lundy et al., 2020).

Given this, rights-based interventions must be sustainable; according to UNESCO (2021), monitoring systems and follow-up initiatives are essential for long-term effectiveness. It is recommended that multistakeholder engagement and the integration of global best practices be carried out to bring about long-lasting changes in child-related activities. Similarly, UNICEF (2021) has emphasized the importance of child rights education in establishing safe communities. Therefore, the accomplishments of the Colega teaching project show a comprehensive strategy that is essential in providing insightful information for upcoming program enhancements. The initiative may continue to protect children and promote a culture of rights, knowledge, and protection by using the lessons learned from this project.

On the Colega Teaching Manual School Practices

The public schools in Cagayan de Oro have religiously implemented Colega, recognizing it as one of their practices to uplift children's rights. As revealed in the table, Colega teacher-implementers are communicating the main points of the manual to parents about their children's rights. As a result of this communication, teachers and school heads have devised a strategic development plan for the sustainable implementation of the Colega project. Nevertheless, Colega's teacher-implementers and some of the school's staff were provided with training about the manual, highlighting how these children's rights and protection are to be embedded in the school's setup, especially in instructional processes.

These results emphasize the successful implementation of school-level procedures by the Colega manual initiative, which promotes children's education on their rights. Another essential aspect of the initiative is integrating children's rights education into curricula and instructional materials. This methodical approach ensures the sustainability of rights education by incorporating it into the curriculum. Winter et al. (2020) assert that integrating rights-based content into school curricula enhances students' awareness of their rights and cultivates a respectful and inclusive community. Stakeholders consistently confirm this strategy's effective implementation and positive reception. Parents are brought into the campaign for children's rights through this approach. The community's shared responsibility to advance children's rights and welfare is fortified by parents' participation in educational programs, as per Bajaj et al. (2021).

The Colega initiative emphasizes the importance of teacher training, which provides educators with the Colega manual and rights-consistent practices to guarantee children's rights in the classroom. In order to implement theory and improve the scalability and long-term success of rights-based education programs, it is imperative to provide instructors with training. The scalability of programs is improved by the strategic planning of school administrators, which ensures that program objectives align with institutional goals. Curriculum integration, teacher training, parental involvement, and strategic planning are among the areas where the Colega initiative has effectively integrated children's rights education into school-level practices. Nevertheless, the initiative's impact could be expanded and made more scalable by making additional efforts to deepen parental engagement and expand teacher training programs.

On Leadership and Strategic Guidance in Project Implementation

School heads directed the full implementation of Colega. With support from these school leaders, teacher-implementers are nonetheless guided. Taken alone, governance was rated as moderately implemented. Bajaj et al. (2021) suggest that a moderately implemented governance structure can improve the sustainability and effectiveness of programs addressing children's rights. They suggest clearer communication, better-defined roles, and robust accountability mechanisms to enhance the program's coherence and impact.

Consequently, every project necessitates governance, encompassing accountability, explicit instructions, and aligning objectives and actions. Stakeholders agree that leadership is vital but also see gaps or inconsistencies that might prevent the project from reaching its full potential. Davies et al.'s research underlines the need for solid governance in efficiently implementing educational initiatives. Leadership is vital for mobilizing resources, aligning stakeholders, and focusing on long-term goals. Although participants' perspectives varied, reflecting disparities in leadership roles among schools or localities, the Colega effort demonstrated some leadership and strategic direction. With an emphasis on rights-based governance frameworks and frequent feedback mechanisms to guarantee adaptable leadership tactics, the program needs focused leadership training for school heads. This assessment emphasizes how crucial governance is to sustaining initiatives like the Colega teaching manual project and how strong leadership is required for long-lasting school reforms.

3.2 Emerging Themes on the Narratives of the Colega Teaching Manual Implementers

Theme 1: Dissemination and Awareness

The success of the COLEGA Teaching Manual largely relied on effective dissemination and raising awareness. Developed by the Geneva Office on Human Rights Education (GO-HRE) and pilot-tested in Cagayan de Oro, Quezon City, and Escalante City, the manual aims to teach children and youth about human rights, focusing on the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC). It includes simple, engaging lessons on topics like equality and freedom and practical resources for teachers, such as activities, songs, and guides. The manual also provides simplified versions of essential human rights documents, making them adaptable to various cultural and educational contexts. Implementers stressed the importance of educating teachers, students, and the broader community to ensure a shared understanding and collective support for children's rights. Participant 2 shared that *"the orientation sessions were instrumental in explaining the manual's objectives and benefits."* This participant noted that the sessions fostered a shared commitment among the stakeholders, ensuring a clear understanding and support for the initiative's goals. Thus, the observation is consistent with Bajaj et al. (2021), who emphasized that awareness campaigns are crucial for the success of rights-based education because they help people learn, feel empowered, and become aware of the

program's goals and directions. Moreover, the orientation process facilitated understanding and catalyzed cultural change, highlighting rights education as a shared responsibility.

When asked about the importance of training, participant 4 explained that it plays a vital role in awareness and dissemination. This participant described how comprehensive training sessions equipped educators with practical tools that would help them to effectively integrate children's rights education into their daily teaching practices. This reflects the recommendations of Igbokwe et al. (2019), who emphasized the importance of teacher training in rights-based programs to ensure consistent delivery of instructions. The sessions gave teachers the tools and knowledge they needed to effectively use the Colega manual and become children's rights advocates in their schools, which had an impact within and beyond individual classrooms.

Theme 2: Monitoring

The implementers identified consistent monitoring as a cornerstone of the Colega Teaching Manual's implementation. Participants said that the systematic monitoring framework helped them keep track of progress, judge results, and make adjustments based on observations and feedback (P8, P7). Hence, this approach underscores the importance of accountability in rights-based programs. According to Davies et al. (2020), effective monitoring frameworks provide real-time data to inform decision-making and improve program delivery. The Colega Manual utilized monitoring as an evaluative tool and a mechanism for continuous improvement that ensures resolution to all challenges. Furthermore, the necessity of regular assessment also aligns with the work of Smith and Thompson (2021), who argued that successful educational programs must adopt frameworks that respond to evolving needs. Therefore, consistently monitoring the Colega Teaching Manual utilization could help achieve measurable outcomes. This iterative process of monitoring and refinement ensured the program's relevance and sustainability, fostering trust and accountability among stakeholders.

Theme 3: Resource Assistance

Resource availability emerged as a critical determinant of the manual's successful execution. Implementers consistently highlighted the need for adequate instructional materials and administrative support to facilitate effective implementation (Participants 5, 10, 13). This finding parallels the study of Lundy et al. (2020), which emphasizes that resource sufficiency is a foundational element of any successful educational program. Nevertheless, limited resources can severely compromise the ability to deliver high-quality instruction and sustain its program implementation.

Sufficient resources and appropriate budget allocation and utilization must be emphasized to ensure successful program implementation. This emphasizes that the way we plan and carry out programs should be based on human rights principles. As UNESCO (2021) notes, the sustainability of educational initiatives is contingent on aligning resources with program goals. In the context of the Colega Manual, the availability of sufficient resources such as teaching aids, training materials, and administrative support not only enhanced program execution but also reinforced its credibility among implementers. This, in turn, encouraged buy-in from educators and school leaders, which could create a supportive environment for rights-based education.

Theme 4: Community Involvement

The Colega Teaching Manual identified community involvement as vital to its success. Implementers recognized that the engagement of parents and local stakeholders plays a significant role in fostering a supportive environment for children's rights education. An implementer described community activities and meetings as important components in bridging the gap between schools and the community, ensuring the reinforcement of classroom lessons at home and in the wider social context (Participant 11). Thus, Bajaj et al. (2021) emphasized that active community involvement amplifies the success of rights-based education programs by creating a holistic approach to promoting and protecting children's rights.

By involving parents and community leaders, the Colega Teaching Manual demonstrated a participatory approach wherein stakeholders fostered collective ownership and enhanced program sustainability by embedding child's rights principles within and outside the community. According to Jerome et al. (2021), community participation is essential for creating a rights-conscious society, as it extends the impact of educational programs beyond the school setting. Since the Colega initiative focused on getting people involved in their

communities, it was able to be a transformative model for teaching people about their rights that could change both individual behavior and broader social norms.

Theme 5: Tackling the Challenges

The implementation of the Colega Teaching Manual also faced some challenges by teacher-implementers. These challenges include resistance to change, limited resources, and varying levels of understanding among stakeholders. Specifically, some of the teachers in school, especially those already in the teaching profession for quite a time, are more likely to be so resistant to the implementation. The problem here is that some of the teachers are already too focused on the traditional teaching methods without recognizing the importance of integration. One of the teacher participants confirmed this: "*One of the biggest challenges was getting some teachers to embrace new methods.*" (P14). Although some teachers are having difficulty embracing new teaching methods, such as specifically integrating children's rights in their instructional processes, this was already addressed by their heads, where teachers are given training to facilitate the implementation of Colega.

This finding aligns with common issues in educational reforms, where reluctance to change is often seen as a barrier to successful implementation. Evidence of success and consistent professional development are key strategies in overcoming this resistance and ensuring the support of stakeholders. Limited resources also posed a significant challenge, as many participants pointed out that a lack of instructional materials and administrative backing are common issues in many educational initiatives, especially those aiming to drive change, like child rights education. To overcome this, implementers made the most available resources and sought external assistance, demonstrating resilience and adaptability. This approach emphasizes the importance of proactive problem-solving in maintaining the program's momentum despite systemic challenges.

Additionally, varying levels of understanding among stakeholders affected the program's implementation. Some parents and community members needed further orientation and training to understand the program's goals and methods fully. This mirrors findings from previous research, which underscores the importance of educating and involving stakeholders for the success of rights-based programs. Implementers tailored their communication and engagement efforts to address this, ensuring stakeholders were well-informed and aligned with the program's objectives.

In response to these dire challenges faced by Colega implementers, some strategies were recommended, including focusing on positive outcomes, providing continuous support, and adapting to stakeholders' needs – which are essential for running successful educational programs. Hence, overcoming obstacles in rights-based education requires persistence, flexibility, and a long-term focus. The experiences the implementers share provide valuable lessons for future implementations in overcoming difficulties. These insights help ensure that challenges do not derail the program's progress but instead lead to its growth and refinement.

3.3 The Impact of Colega Teaching Manual in Cagayan de Oro City

Cohen's analysis provides a deeper understanding of how the reported bullying incidents have changed in Cagayan de Oro basic education, highlighting the significant effects of the Colega Teaching Manual. The data reveals a notable decrease in physical bullying incidents, dropping from 172 in 2018-2019 to 42 in 2022-2023, demonstrating a large effect. This suggests that the manual's strategies, including its focus on conflict resolution and educating about rights, have influenced the reduction of physical bullying incidents. These changes reflect how well-designed rights-based programs can transform student behavior, promoting respect and nonviolence.

The number of social bullying incidents sharply decreased from 85 to 28, demonstrating a significant effect size with a Cohen's *d* of 1.37. This provides further evidence that the Colega manual's focus on social and emotional learning and fostering inclusive behaviors played a key role in reducing conflicts arising from misunderstandings. These changes support the idea that rights-based education can help students develop empathy and communication skills, contributing to a healthier social environment within schools.

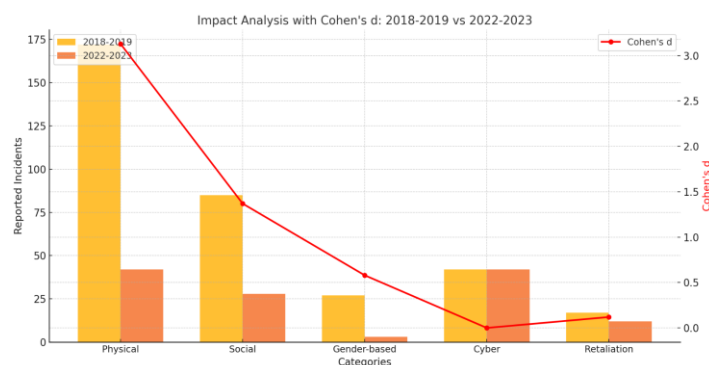


Figure 1. Comparison of bullying incidents in DepEd Cagayan de Oro City

Regarding gender-based bullying incidents, a decrease from 27 to 3 cases resulted in a moderate effect size (Cohen's $d = 0.58$), highlighting the manual's positive impact on promoting gender sensitivity and equality. While the reduction is significant, the effect size is smaller than physical and social bullying incidents, possibly due to ongoing challenges such as underreporting or deeply rooted biases that take time to change. This implies that sustained efforts, like enhancing reporting systems and engaging all stakeholders in promoting gender equality, are necessary to achieve more enduring progress.

Cyberbullying incidents, however, showed no change, with the number remaining at 42. This resulted in a Cohen's d of 0.00, indicating no measurable impact. This indicates a gap in the manual's current coverage of digital safety and online behavior. Expanding the Colega manual to include topics on digital citizenship and addressing cyberbullying is crucial, especially given the increasing role of digital platforms in students' lives. Integrating these relevant elements would align with modern teaching practices emphasizing digital literacy.

Lastly, incidents of retaliation saw a slight increase at the elementary level, with Cohen's d of 0.12 suggesting a minor effect. While the Colega Teaching Manual has been effective in addressing other types of bullying incidents, additional efforts are needed to tackle retaliatory behaviors. Incorporating restorative practices and conflict resolution strategies could help reduce such incidents by addressing underlying issues and promoting reconciliation.

4.0 Conclusion

The Colega Teaching Manual in Cagayan de Oro City has contributed to child rights education and fostered a community that appreciates these rights, aligning with the UN Sustainable Development Goals (SDGs) 10 and 16. SDG 10 aims to reduce inequality, and the Colega Manual supports this by providing marginalized pupils with equal opportunities. The manual's lessons on children's rights have helped pupils understand and recognize their rights, reducing bullying, abuse, and discrimination. As physical and social bullying has decreased, the study demonstrates that the manual has made schools safer and more inclusive. SDG 16 promotes a peaceful, just, and inclusive society, which the Colega Manual actively supports. It fosters respect, nonviolence, and fairness within schools. By promoting rights and responsibilities, the teaching manual contributes to cultivating peace among students. However, challenges such as gender-based violence and cyberbullying persist, highlighting areas for improvement. The manual must be expanded to address these emerging issues and remain effective.

Colega Teaching Manual has contributed to achieving SDGs 10 and 16 by creating a fairer and more harmonious learning environment. Continuous efforts are required to enhance its impact further and ensure its sustainability. To further enhance the impact of the COLEGA Teaching Manual in the Philippine education context, it is recommended that its integration within the educational system be strengthened by collaborating with the Department of Education (DepEd) and the Commission on Higher Education (CHED). DepEd can expand its implementation in basic education, ensuring that all schools, especially in marginalized areas, benefit from its lessons on children's rights. CHED's involvement can support including the COLEGA framework in teacher education programs, preparing future educators to use the manual in their classrooms effectively. Regular training for teachers and community leaders will ensure consistent application of its principles, while monitoring and

evaluation systems can help measure its long-term impact. By focusing on COLEGA's existing strengths and fostering partnerships with key educational agencies, the manual can continue to promote equality, inclusivity, and safety in Philippine schools, significantly contributing to the achievement of SDGs 10 and 16.

5.0 Contributions of Authors

Joel D. Potane served as the main and corresponding author, overseeing the study's conceptualization, supervising the research process, and leading the writing and editing of the manuscript. Jean T. Louquillano contributed to developing the research framework, provided input in writing specific sections, and supported data validation. Kurt S. Candilas focused on data analysis and played a role in reviewing and refining the manuscript.

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7.0 Conflict of Interests

The authors declare no conflicts of interest about the research or its findings.

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