

TITLE: Have the Philippines fulfilled their responsibility to protect Human Rights?

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SUMMARY: Prior to this lesson students will have studied, debated, and understand what Human Rights are and how they are enforced, specifically through the United Nations. This will include the Universal Declaration of Human Rights (UDHR). The goal is for students to contextualize, analyze, and understand the human right situation in the Philippines by using examples of violations of human rights, in particular enforced disappearances.

LEVEL: This particular lesson is designed for a 9th grade classroom.

CONTENT AREA: This lesson is designed for a Global Studies or World History course. It is designed in particular to fit within a unit on the United Nations with a focus on Human Rights.

DURATION: Recommended time is two 50 minutes classes

OBJECTIVES: Below are the learning objectives of the lesson. By the end of the lesson students will be able to understand the larger context of the motivations of imperialism as well as understand the more specific instance between the United States and the Philippines. The following objectives below will be addressed through an essential question:

Essential Question: Have the Philippines fulfilled their promise to end enforced disappearances?

- Explain what an enforced disappearance is and its significance in the Philippines
- Understand how enforced disappearances are a violation of human rights
- Empathize with human rights violations victims
- Identify places where human rights violations occur

PROCEDURE:

Day 1

Anticipatory Set (5 – 10 minutes):

Students will sit down as they enter the classroom and answer the question that is put up on the board. This is done to engage students in a discussion prior to the lesson beginning. Once students write down their answer to the question, follow up with a short classroom discussion with students as the lead.

The question is as follows: Reading this definition - "persons are arrested, detained or abducted against their will or otherwise deprived of their liberty by officials of different branches or levels of Government... followed by a refusal to disclose the fate or whereabouts of the persons concerned or a refusal to acknowledge the deprivation of their liberty, which places such persons outside the protection of the law."

Source: <http://www.un.org/en/events/disappearancesday/background.shtml>

Students will then answer the question: "Is the definition above, a violation of human rights? Why or why not?" Use this time to review and discuss human rights and what an enforced disappearance is. Students will make their own name of the human rights abuse. Ask them to share but ensure that each student knows that enforced disappearance is the correct name for the definition above.

Instructional Time (5 -10 minutes):

This portion of the lesson is key to set the stage of what students will be ultimately answering. It is important to explain to students that President Aquino made a speech that his government is serious about human rights violations. In addition to this students may read **Article #1: President Benigno S. Aquino III's Speech during the 62nd Anniversary of the Universal Declaration on Human Rights** the night before the lesson to understand Aquino's promises. This is important because the students should have the focus on being able to answer the question "Have the Philippines fulfilled their promise to end enforced disappearances?"

Also explain that the documents are placed in chronological order. This will help students understand the nature of enforced disappearances in the Philippines.

Independent Work Time (30 Minutes):

Students will then have time to work on their own to analyze and answer the questions of the four pieces of evidence that will be provided for them. Please distribute **Worksheet #1** as well as **Evidence #1-4**. They may be presented in a packet or as standalone sources depending on teacher preference.

Depending on the resources of the classroom students may use individual laptops to watch **Evidence #2**. If technology is not available the teacher may choose to go to a computer lab, watch the video as a class, or substitute the video as needed. At the teacher discretion, they may feel it is more beneficial for students to work as partners to discuss the materials that are provided due to its nature.

Below are the sources of evidence that each student will be analyzing. Questions have been created for each source for students to complete. Use the background below (this is also listed in the materials/references section) to help contextualize the evidence for students as you distribute each one.

Evidence #1: *Dark Legacy: Human rights under the Marcos regime* By Alfred McCoy, 20 September 1999

- This particular source provides an understating of violations that occurred during the Marcos regime. It is a good source to use to help students understand the context in which the modern Philippines have a human rights situation still. It includes violations including but not limited to enforced disappearances, which is the focus of this particular lesson.
- Students will be given an abridged version of the text due to its length and reading level.

Evidence #2: Philippines: No Justice for Victims of Human Rights Abuses

<https://www.youtube.com/watch?v=EFN1Oi19vrw>

- This is a video from Human Rights Watch that focuses on enforced disappearances in a more modern context. The video is from 2012. It includes interviews of family members that were victims of enforced disappearances. It also mentions President Aquino's promise to protect human rights and correct the culture of impunity in the Philippines. The goal is to give students a voice to enforced disappearance by hearing from victims.

Evidence #3: Republic Act Number 10353

- R.A. 10353 is also known as the "Anti-Enforced or Involuntary Disappearance Act of 2012." It is the official legislation that was passed by the Filipino government to address the issue of enforced disappearances. It has also been abridged for students.

Evidence #4: Karapatan Monitor

- "KARAPATAN is an alliance of individuals, groups and organizations working for the promotion and protection of human rights in the Philippines. Its founders and members have been at the forefront of the human rights struggle in the Philippines since the time of Marcos' martial law regime." Karapatan also published the *Karapatan Monitor* which included tables that charted human rights violations under Aquino.
- The three that were used are titled:
 - Table 1: Violation of Civil & Political Rights under the Noynoy Aquino Government (July 2010 to March 2015)
 - Table 2: Victims of Extrajudicial Killing & Enforced Disappearance under Noynoy Aquino Gov't by Region (July 2010 to March 2015)
 - Table 3: Victim of Extrajudicial Killings & Enforced Disappearance under Noynoy Aquino Gov't by Sector (July 2010 to March 2015)
- By using this source students should be able to understand if human rights violations have still occurred under Aquino after RA 10353. This will help them inform their decision of whether or not the Philippines have fulfilled their promise to uphold human rights.

Closure (10 minutes): Have students write an exit slip using a notecard. Have them write two things down.

- One question they have from the lesson today
- Whether or not they think the Philippines have fulfilled their promise so far.

These can be read before the lesson the next day for a check for understanding. Use this time as well to dialogue with the class about the various issues within the Philippines, and how they are connected to the human rights issue of enforced disappearances. It would be beneficial for the teacher as well to either check or collectively as a class review at least one of the four evidence to allow for students to understand where they are at going into the second day.

Day 2

Anticipatory Set (5 - 10 Minutes) :

Quickly review the outcomes and assessment of the lesson. This will also serve as the time to explain **Part III:**

Conclusions of Worksheet #1 and the explanation of the Public Service Announcement. Clarify any questions that students may have regarding the evidence that they have been exposed to as well.

Part III: Conclusions of Worksheet #1 is the place in which students are expected to summarize their findings in regards to evidence that they have analyzed. Students are expected to write 4-5 complete sentences answering the question *“Have the Philippines fulfilled their promise to end enforced disappearances?”* In their response students must include at least three pieces of evidence (statistics, figures, quotes, etc.) in their short answer response as well as include one potential solution if they feel as though the promise has not been fulfilled. It may be helpful to explain to students that this summary is similar to a thesis statement that they may write for a full research paper.

Once students have completed the summary please explain to them the Public Service Announcement. This is the last part of **Part III: Conclusions of Worksheet #1**. The Public Service announcement is a way for students to voice their opinion in regards to the conclusions that they have developed themselves from the four pieces of evidence. They must include a catchy slogan, a visual representation, and at least one solution to the issue in the Philippines. Students can get creative with it but be wary of any inappropriate visual representations due to the sensitive nature of the topic. Explain to students that this PSA would be distributed in the Philippines as a way of presenting the issues to the people of the Philippines.

Independent Work (30 - 35 Minutes):

Allow students to continue to work on the analysis of evidence, if time is needed, as well as writing their conclusion and creating their Public Service Announcement.

Whole class discussion (5-10 Minutes):

Use the last part of class to have a whole class discussion and sharing of the conclusions that each student came up with. Other options include assigning the PSA and conclusions for homework, dividing students into small groups to present their PSA with one another.

Concerns: Student being able to understand the concepts of human rights, students empathizing with a concept that is not relevant in their own lives or will not be affected by it, timing of lesson, assessing before creation of PSA. If there is a concern over the length of this lesson it can be extended depending on the class period to fill another day.

Lesson Assessment:

- Public Service Announcement – the PSA serves as an artifact that students will be able to share but also be able to visually create to summarize their own argument and message regarding enforced disappearances in the Philippines.
- **Worksheet #1** and Conclusion Statement – these are done to see if students can make a logical argument and back it up with evidence.

MATERIALS/REFERENCES

Dark Legacy: Human rights under the Marcos regime By Alfred McCoy, 20 September 1999

Summary: This particular source provides an understating of violations that occurred during the Marcos regime. It is a good source to use to help students understand the context in which the modern Philippines have a human rights situation still. It includes violations including but not limited to enforced disappearances, which is the focus of this particular lesson.

"Philippines No Justice for Victims of Rights Abuses." *YouTube*. YouTube. Web.

- <https://www.youtube.com/watch?v=EFN1Oi19vrw>

Summary: This is a video from Human Rights Watch that focuses on enforced disappearances in a more modern context. The video is from 2012. It includes interviews of family members that were victims of enforced disappearances. It also mentions President Aquino's promise to protect human rights and correct the culture of impunity in the Philippines. The goal is to give students a voice to enforced disappearance by hearing from victims.

"Republic Act No. 10353." *Republic Act No. 10353*. 23 July 2012. Web.

Summary: R.A. 10353 is also known as the "Anti-Enforced or Involuntary Disappearance Act of 2012." It is the official legislation that was passed by the Filipino government to address the issue of enforced disappearances. It has also been abridged for students.

Karapatan Monitor. Jan. 2015. KARAPATAN (Alliance for the advancement of People's Rights. 2/F Eyrthrina Building, #1 Maaralin Corner Matatag Streets, BRGY. Central 1100, Quezon City, Philippines.

Summary: "KARAPATAN is an alliance of individuals, groups and organizations working for the promotion and protection of human rights in the Philippines. Its founders and members have been at the forefront of the human rights struggle in the Philippines since the time of Marcos' martial law regime." Karapatan also published the *Karapatan Monitor* which included tables that charted human rights violations under Aquino. The three that were used are titled:

- Table 1: Violation of Civil & Political Rights under the Noynoy Aquino Government (July 2010 to March 2015)
- Table 2: Victims of Extrajudicial Killing & Enforced Disappearance under Noynoy Aquino Gov't by Region (July 2010 to March 2015)
- Table 3: Victim of Extrajudicial Killings & Enforced Disappearance under Noynoy Aquino Gov't by Sector (July 2010 to March 2015)

"Speech of President Aquino at the 62nd Anniversary of the Universal Declaration on Human Rights | GOVPH." *Official Gazette of the Republic of the Philippines*. 10 Dec. 2010.

Summary: President Aquino addresses the issues that the Philippines have faced in regards to human rights issues over the course of the years. He makes specific mention of the case of the Morong 43 as well as the murders of the group of media men by the Philippine National Police. His venue to address these issues, as well as initial steps forward in correcting the human rights issues, was in this speech on the 62nd anniversary of the UDHR. At the end, Aquino also reaffirms his promise to the universality of human rights for all peoples.

APPENDICES:

Article #1: President Benigno S. Aquino III's Speech during the 62nd Anniversary of the Universal Declaration on Human Rights

Heroes Hall, Malacañan Palace

10 Dec. 2010

[Please check against delivery]

History tells us that the most advanced societies are those that have had a healthy respect for human rights. From the ancient Greeks to Europe's Renaissance, progress was built on creativity, openness, and respect for the individual. This is what we are commemorating today: the milestone achieved in 1948 that established a covenant to protect human rights.

I would like to greet all who join us in celebration today. It has been 62 years since the Universal Declaration on Human Rights was proclaimed in Paris, and from Paris, it has advanced toward true universality—having been translated into 375 languages and dialects, and reaching countries all over the world, including our beloved Philippines.

Today's commemoration should focus our attention on the poor and the powerless. It is they who are the most likely to be deprived of the rights we celebrate today. This declaration has redefined for them and for the societies in which they live, our human dignity as a non-negotiable birthright for all and not just a few.

The challenges we have had to overcome in the cause of human rights have not been easy. I grew up in an era where human rights were often violated. My father, together with many others, was a victim. Our family and their families were victims too, and so many of our countrymen who were alive at the time share the same story. We know more than anyone that the blatant disregard of liberties will only bring us further into the dark.

This is why I am here to reaffirm to all of you today that our country stands in solidarity with you. The Philippines, as a signatory to most of the major international human rights treaties and instruments, must live up to its commitments. In contrast to the dark era that once engulfed us, we are now making certain that our commitments to these treaties do not remain paper promises because for the first time in nearly a decade, we have a government that is indeed serious about human rights.

As you probably know, the Armed Forces of the Philippines has established a Human Rights Office, which serves as the main platform for addressing all human rights and international humanitarian law issues involving the Armed forces. The recent designation of General Domingo Tutaan as head of this office has further strengthened its capabilities. The AFP is also set to publish a handbook that will orient the troops on human rights and international humanitarian law.

Furthermore, the Philippine National Police has crafted the Human Rights Desk Operations Manual. This provides information and operational procedures to police personnel manning the PNP Human Rights Desks. Handbooks have also been prepared for regional police offices and media organizations as useful guides in light of the risks they face in the conduct of their duties.

We are also working overtime to prevent new cases of human rights violations and to continue to resolve previous cases.

For example, of the 39 work-related murders of media men reported by the Philippine National Police, 85% have had charges filed in their respective cases. In particular, there have been significant developments in the two journalist-related cases that have occurred during our term.

In the case of Miguel Belen, a murder charge is already pending against the two suspects before the Regional Trial Court of Iriga City. On the other hand, the case of Jose Daguio has already been set for initial hearing.

Today, Justice Secretary Leila de Lima will sign a department order creating the DOJ Task Force, which will review all reported and unresolved cases of extrajudicial killings and enforced disappearances. Through the reviews, they will recommend measures for the effective and expeditious investigation and prosecution of the cases. Moreover, this task force has been mandated to speed up the resolution of cases with sufficient evidence and the necessary re-investigation to re-open cold files.

And there is the case of the Morong 43.

The medical workers were arrested in the waning days of the Arroyo administration on the suspicion that they were aiding NPA insurgents. These are valid concerns. Nevertheless, we recognize that their right to due process was denied them. As a government that is committed to the rule of law and the rights of man, this cannot stand. Therefore, I have ordered the DOJ to withdraw the informations filed before the court. This will, in effect, subject to court approval, free those among them who have no other standing warrants in other courts.

The people have clamored for a government that is trustworthy and transparent in its actions, and we are taking significant steps toward fulfilling that promise to them. Violators of human rights will be held accountable for their actions, and the state will protect, with unflagging commitment, the rights of all its citizens.

Let this be a concrete example of how our administration is working in the broad light of day to build a country where the law protects us equally. The culture of silence, injustice and impunity that once reigned is now a thing of the past.

Thank you and good day.

Human Rights Violations: The Philippines and Enforced Disappearances

Essential Question: Have the Philippines fulfilled their promise to end enforced disappearances?

- Explain what an enforced disappearance is and its significance in the Philippines
- Understand how enforced disappearances are a violation of human rights

Student will be able to:

- Empathize with human rights violations victims
- Identify places where human rights violations occur

To you are now going to judge, despite the United Nations Declaration of Human Rights, whether or not human rights are fully protected. In this case, the Philippines will be used as an example. By the end of this lesson **you** will be able to determine whether or not the Philippines have fulfilled their promise to end enforced disappearances! During the lesson you will be using various sources to help in your investigation of the Philippines.

Part I: Bell-work – as you sit down at your desk, using the definition below determine whether or not it is a violation of human rights.

"persons are arrested, detained or abducted against their will or otherwise deprived of their liberty by officials of different branches or levels of Government... followed by a refusal to disclose the fate or whereabouts of the persons concerned or a refusal to acknowledge the deprivation of their liberty, which places such persons outside the protection of the law." Source: <http://www.un.org/en/events/disappearancesday/background.shtml>

Is the definition above, a violation of human rights? Why or why not?

If you were to give this violation a name, what would it be? _____

Actual name: _____

Part II: Evidence

Now that we have an understanding of what an enforced disappearance is, let's look at a piece of evidence to see if the Philippines have kept its promise to end enforced disappearances.

Evidence #1: *Dark Legacy: Human rights under the Marcos regime* By Alfred McCoy, 20 September 1999

Background: In a presentation in 1999 in Manila, Alfred McCoy shared some of the violations of human rights that occurred under Ferdinand Marcos' regime and the continuing culture of impunity in the Philippines. Marcos ruled as President of the Philippines from 1965 – 1986, and ruled under martial law from 1972 – 1981. These times were some of the darkest years for the Philippines while under martial law and under Marcos' dictatorship until he fled the country in 1986 after the People's Power Revolution.

1. What types of human rights violations was Marcos responsible for?

2. How many 'disappeared' Filipinos were there from the years 1975-1985?
3. Infer: Why would Marcos want to declare martial law in the Philippines?
4. What does it mean to 'salvage' the victims of human rights abuses? Why would Marcos want to do this?
5. According to this passage, have the Philippines fulfilled their promise to end enforced disappearances? Why or why not?

Evidence #2: Evidence #2: "Philippines No Justice for Victims of Rights Abuses." *YouTube*. YouTube. Web.

- <https://www.youtube.com/watch?v=EFN1Oi19vrw>
1. What issue did President Aquino say the government was serious about?
 2. What year was this speech given? What year was this video made?
 3. When do you think the 'dark era' was?
 4. What did Perlita Bucal, Erlinda Cadapan, Concepcion Empeno, and Edith Burgos all have in common?
 5. Who is allegedly responsible for murder, torture, and abduction of political activists, suspected insurgents, environmentalists, and journalists?
 6. What happened to Afredo Bucal?
 7. Would you consider what happened to Cherlyn Cadapan and Karin Empeno a violation of human rights?
 8. "Impunity persists and little attention has been given to enforced disappearances." What do you think impunity means?
 9. At the time of the video, how many people have been convicted in cases of extrajudicial killings, torture, or enforced disappearances?
 10. According to this video, have the Philippines fulfilled their promise to end enforced disappearances? Why or why not?

Evidence #3: Republic Act Number 10353

1. What was the date of the passage of Republic Act Number 10353? _____
2. Was that before or after President Aquino's speech? Why is that important to know?
3. What is the short title for Republic Act 10353?
4. What are the three things that Republic Act 10353 promised?
 - 1.
 - 2.
 - 3.
5. After reading this source, have the Philippines fulfilled their promise to end enforced disappearances? Why or why not?

Evidence #4: Karapatan Monitor

Background: "KARAPATAN is an alliance of individuals, groups and organizations working for the promotion and protection of human rights in the Philippines. Its founders and members have been at the forefront of the human rights struggle in the Philippines since the time of Marcos' martial law regime." Source: <http://www.karapatan.org/about>

Hint: Benigno Aquino III and Noytoy Aquino are the same person!

1. Which President does each table inform the reader of their human rights violations record?

Table 1: Violation of Civil & Political Rights under the Noytoy Aquino Government (July 2010 to March 2015)

2. According to this table how many victims of enforced disappearances were there during this time period?
3. Which violation that was recorded, has occurred the most?

Table 3: Victim of Extrajudicial Killings & Enforced Disappearance under Noytoy Aquino Gov't by Sector (July 2010 to March 2015)

4. Which group has been targeted the most when it comes to extrajudicial killings & enforced disappearances? Why do you think that is case?

Summary:

5. Have the number of enforced disappearances increased or decreased since the Marcos era? What could you possibly infer about the Philippines based on the data?

Evidence #1:

DARK LEGACY: HUMAN RIGHTS UNDER THE MARCOS REGIME

Alfred W. McCoy, University of Wisconsin-Madison

Conference: Legacies of the Marcos Dictatorship

Ateneo de Manila University

20 September 1999

I. INTRODUCTION:

1.) Marcos Regime: Looking back on the military dictatorships of the 1970s and 1980s, the Marcos government appears, by any standard, exceptional for both the quantity and quality of its violence.

a.) Films such as *Missing* and *Kiss of the Spider Woman* lend an aura of ruthlessness to Latin American dictatorships that seems to overshadow the Philippines.

b.) But statistics tell another story.

1.) The Marcos regime's tally of 3,257 extra-judicial killings is far lower than Argentina's 8,000 missing.

2.) But it still exceeds the 2,115 extra-judicial deaths under General Pinochet in Chile, and the 266 dead during the Brazilian junta.

3.) Under Marcos, moreover, military murder was the apex of a pyramid of terror—3,257 killed, 35,000 tortured, and 70,000 incarcerated.

4.) In striking contrast to Argentina, only 737 Filipinos disappeared between 1975 and 1985.

5.) But nearly four times that number, some 2,520, or 77 percent of all victims, were salvaged—that is, tortured, mutilated, and dumped on a roadside for public display.

...

2.) Martial Law: Under martial law from 1972 to 1986, the Philippine military was the fist of Ferdinand Marcos's authoritarian rule. Its elite torture units became his instruments of terror.

...

IV. CONCLUSION:

1.) As the Philippines reaches for rapid economic growth, it cannot, I would argue, afford to ignore the issue of human rights.

2.) If the Philippines is to recover its full fund of social capital after the trauma of dictatorship, it needs to adopt some means for remembering, recording, and, ultimately, reconciliation.

3.) No nation can develop its full economic potential without a high level of social capital, and social capital cannot, as Robert Putnam teaches us, grow in a society without a sense of justice.

Evidence #2: "Philippines No Justice for Victims of Rights Abuses." *YouTube*. YouTube. Web.

- <https://www.youtube.com/watch?v=EFN1Oi19vrw>

Evidence #3:

**Republic of the Philippines
Congress of the Philippines
Metro Manila
Fifteenth Congress
Third Regular Session**

Begun and held in Metro Manila, on Monday, the twenty-third day of July, two thousand twelve.

[REPUBLIC ACT NO. 10353]

AN ACT DEFINING AND PENALIZING ENFORCED OR INVOLUNTARY DISAPPEARANCE

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Short Title.* –This Act shall be known as the “Anti-Enforced or Involuntary Disappearance Act of 2012”.

SEC. 2. *Declaration of Policy.* –The State values the dignity of every human person and guarantees full respect for human rights for which highest priority shall be given to the enactment of measures for the enhancement of the right of all people to human dignity, the prohibition against secret detention places, solitary confinement, *incommunicado*, or other similar forms of detention, the provision for penal and civil sanctions for such violations, and compensation and rehabilitation for the victims and their families, particularly with respect to the use of torture, force, violence, threat, intimidation or any other means which vitiate the free will of persons abducted, arrested, detained, disappeared or otherwise removed from the effective protection of the law.

Furthermore, the State adheres to the principles and standards on the absolute condemnation of human rights violations set by the 1987 Philippine Constitution and various international instruments such as, but not limited to, the International Covenant on Civil and Political Rights (ICCPR), and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), to which the Philippines is a State party.

Evidence #4: Karapatan Monitor

Background: “KARAPATAN is an alliance of individuals, groups and organizations working for the promotion and protection of human rights in the Philippines. Its founders and members have been at the forefront of the human rights struggle in the Philippines since the time of Marcos’ martial law regime.” Source: <http://www.karapatan.org/about>

TABLE 1: Violations of Civil & Political Rights under the Noynoy Aquino Government (July 2010 to March 2015)

Violation	No. of victims
Extrajudicial Killing	238
Enforced Disappearance	26
Torture	110
Rape	5
Frustrated Extrajudicial Killing	270
Illegal Arrest without Detention	293
Illegal Arrest and Detention	723
Illegal Search and Seizure	311
Physical Assault and Injury	420
Demolition	20,745
Violation of Domicile	551
Destruction of Property	12,722
Divestment of Property	388
Forced Evacuation	59,612
Threat/Harassment/Intimidation	125,061
Indiscriminate Firing	11,305
Forced/Fake Surrender	59
Forced Labor/Involuntary Servitude	174
Use of Civilians in Police and/or Military Operations as Guides and/or Shield	593
Use of Schools, Medical, Religious and Other Public Places for Military Purpose	169,964
Restriction or Violent Dispersal of Mass Actions, Public Assemblies and Gatherings	27,129

TABLE 2: Victims of Extrajudicial Killing & Enforced Disappearance under Noynoy Aquino Gov't by Region (July 2010 to March 2015)

Region	Extrajudicial Killing	Enforced Disappearance
Ilocos	3	0
Cordillera Administrative Region	8	0
Cagayan Valley	11	2
Central Luzon	11	1
NCR	10	0
Southern Tagalog	22	4
Bicol	54	3
Western Visayas	12	4
Central Visayas	4	0
Eastern Visayas	11	1
Northern Mindanao	12	0
Caraga	19	7
Socsksargen	10	0
Western Mindanao	11	1
Southern Mindanao	35	1
ARMM	5	2
Total	238	26
<i>Women</i>	23	0
<i>Organized</i>	106	11

TABLE 3: Victims of Extrajudicial Killing & Enforced Disappearance under Noynoy Aquino Gov't by Sector (July 2010 to March 2015)

Sector	Extrajudicial Killing	Enforced Disappearance
Church	3	0
Entrepreneur	5	0
Environmentalist	7	0
Fisherfolk	5	0
Government Employee	3	0
Indigenous People	55	1
Media	3	0
Minor	20	0
Peasant	145	20
Teacher	1	0
Urban poor	13	1
Human rights worker	2	0
Worker	8	1
Youth and Student	8	1
Moro	6	1
Transport	6	0