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Peace Education in Mindanao: Mapping of Peace Education Initiatives in Regions 10, 11, 13, and Mainland Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

Final Research Report



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Youth for a Culture of Peace and Non-Violence in Mindanao, Philippines (YOUCAP) Project
GIZ Office Manila, 9th Floor, Bank of Makati Building, Ayala Avenue Extension
near corner Metropolitan Avenue, Makati City 1209, Philippines
Phone +63 (0) 865 151 00
www.giz.de/philippines

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Author:
Saturnina Rodil

Responsible:
Albert Putong and Gunhild Schwitalla-Ruf
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Design and Layout:
Asia Society for Social Improvement and Sustainable Transformation (ASSIST Asia)

Addresses of the BMZ offices

BMZ Bonn
Friedrich-Ebert-Allee 32 + 36
53113 Bonn, Germany
T +49 (0) 228 99535-0
F +49 (0) 228 99 535-3500

BMZ Berlin
Dahlmannstraße 4
10963 Berlin, Germany
T +49 (0)30 18 535-0
F +49 (0)30 18 535-2501

www.bmz.de

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Acronyms and Abbreviations

AFP	Armed Forces of the Philippines
ArPan	Araling Panlipunan
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
CHED	Commission on Higher Education
CPP-NPA	Communist Party of the Philippines- National People’s Army
CSO	Civil Society Organization
DepEd	Department of Education
EsP	Edukasyon sa Pagpapakatao
GIDA	Geographically Isolated and Disadvantaged Areas
FGD	Focus Group Discussion
JPP	Just Projects Philippines
HEI	Higher Education Institution
KII	Key Informant Interviews
LAC	Learning Action Cell
LGU	Local Government Units
MBHTE-BARMM	MBHTE-BARMM Ministry of Basic, Higher and Technical Education
MILF	Moro Islamic Liberation Front
MNLF	Moro National Liberation Front
MPI	Mindanao Peacebuilding Institute
MPPM	Mindanao Peoples Peace Movement
MTB-MLE	Mother Tongue-Based Multilingual Education
NGO	Non-Government Organization
PNP	Philippine National Police
PTA	Parents-Teachers Association
TLE	Technology and Livelihood Education
TVL	Technical Vocational Livelihood
YOUCAP	Youth for a Culture of Peace and Non-Violence in Mindanao
OPAPP	Office of the Presidential Adviser on the Peace Process
OPAPRU	Office of the Presidential Adviser on Peace, Reconciliation and Unity



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Foreword

Everyone is different. The 2020 Global Education Monitoring Report on inclusion and education believes that education is strongest when it embraces diversity. Learners should not have to themselves to the system. Instead, the education system should adapt to their needs. When students do not feel welcome in school, they are less likely to learn. This is everyone's loss.

However, rich and poor communities often educate some children apart – children who have disabilities, have been displaced, speak different languages, or are poor and disadvantaged. School designs may favor some students over others. As to many laws and policies, teachers are often ill-equipped to cater to the students' diverse needs. Children may not recognize the way they are portrayed in textbooks. Some may not see themselves there at all. They receive the message that they do not belong. These are complex problems to solve.

A belief in the right to education is a belief in inclusion. Children have different learning speeds and needs. They need curricula that are flexible, creative, and relevant. How we prepare teachers matters. They must be given the tools, training, and resources to achieve our vision for peace. They must know how they can help the marginalized. Educators, support staff, and equipment should be shared so that everyone can benefit.

And here comes this mapping report from the Gesellschaft für Internationale Zusammenarbeit (GIZ) with the noble intention to “identify the gaps that exist with respect to the peace education programmes in the country” and recommend the necessary “steps to be taken to bring Peace Education into school, eventually to communities and down at the family level.”

Desirous of materializing these peace efforts, I thank the GIZ for its genuine efforts to partner with the Department of Education (DepEd) in co-creating inclusive education by promoting peacebuilding initiatives in the region. Indeed, this mapping report is timely and relevant. It will serve as a reminder to all readers of the various attempts to make the learners and the youth feel welcome in their schools or their communities despite the challenges of diversity.

A genuinely purposeful document to materialize inclusive education, this mapping report is a snapshot of peacebuilding initiatives done and are being implemented, which, I believe, will serve as inspiration to all peace educators and stakeholders to replicate and contextualize in their own school curricula or communities, or as a reference in creating a better and more sustainable peacebuilding initiatives that are responsive especially to the Mindanao con-text.

Dr. Arturo B. Bayocot, CESO III

Regional Director

Department of Education Northern Mindanao



Preface

Leading academic scholars and practitioners have put various definitions and concepts of peace education. All of them share the common idea that peace education aims to foster knowledge, skills, and attitudes and thus enable people to resolve conflicts through non-violent means and create peaceful living conditions.

In Mindanao, Philippines, a rich diversity of approaches in the field of peace education is promoted in different contexts by state agencies, public and private universities, schools, and non-governmental organizations. These approaches respond to various forms of conflict existent in different settings – homes, schools, communities, and a broader society. Yet, due to the many areas covered by peace education initiatives and interventions, these are primarily determined by the specific culture and context as well as by the projects' scopes and objectives. How do people on the ground define peace education? Does a common understanding exist? What makes peace education initiatives successful? Which kind of challenges do institutions face when implementing them?

The Peace Education in Mindanao: Mapping of Peace Education Initiatives in Regions X, XI, XIII, and Mainland BARMM is a final output produced by the project “Strengthening Youth for a Culture of Peace and Non-Violence in Mindanao” in partnership with the Department of Education - Northern Mindanao (DepEd Region 10) and with Prof. Saturnina “Bebot” Rodil as the principal author of this report. The report summarizes, inter alia, the answers to the questions mentioned above. 87 respondents from 61 institutions representing selected government offices, public and private schools, universities, and non-government organizations participated in this mapping process online. The information was gathered through questionnaires used in Focus Group Discussions (FGD) and Key Informant Interviews (KII).

Quantitative and qualitative methods were used to gather information. On the one hand, detailed profiles of peace education programs and initiatives implemented as well as their outcomes, were documented. On the other hand, the process focused on the individual experiences of the respondents with regards to both lessons learned and challenges they had to face while implementing peace education initiatives. Participants were also asked to provide recommendations on maximizing efforts for peace education and hence, the implementation of Philippine policies in this sphere.

We hope that this report will serve the purpose and help further facilitate the broader dialogue on lessons learned in peace education and the implementation of national and regional policies advocating to promote a culture of non-violence.

Gunhild Schwitalla-Ruf

Cluster Coordinator Mindanao and Principal Advisor

Youth for a Culture of Peace and Non-Violence in Mindanao (YOUCAP) Project

GIZ Philippines



Executive Summary

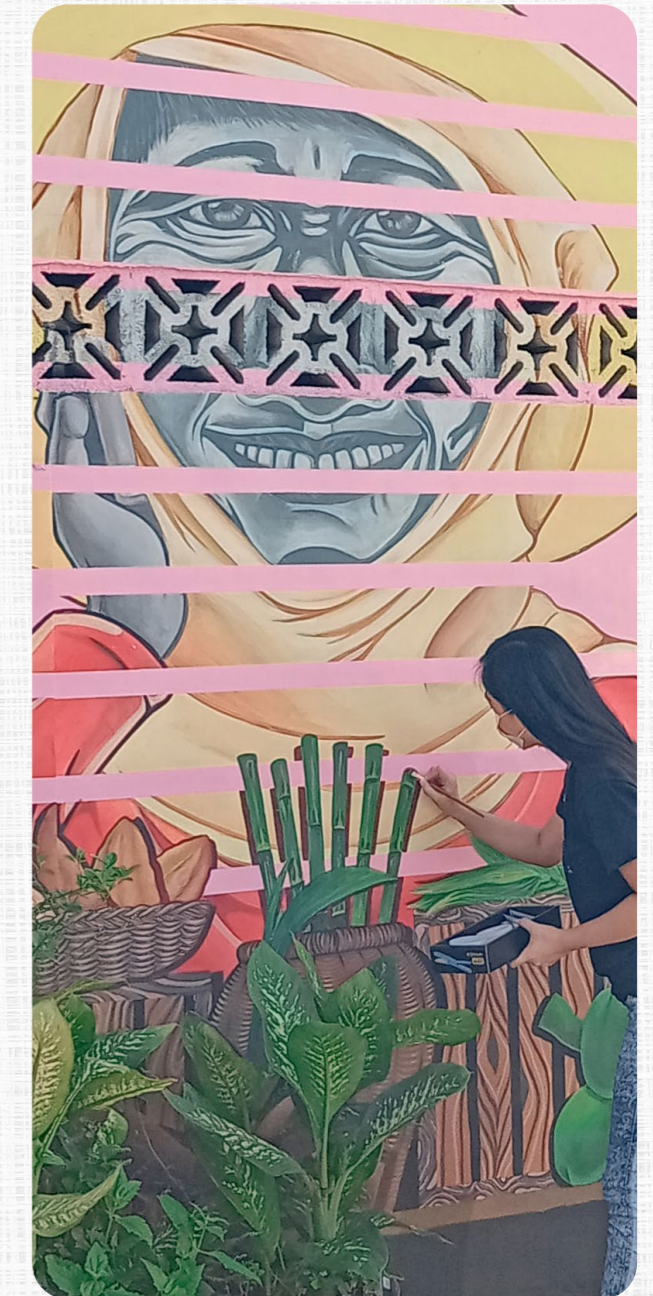
This process of Mapping Peace Education Initiatives in four regions of Mindanao, namely Regions 10, 11, 13, and Mainland BARMM was conducted as a preparatory measure to support the future implementation of the Youth for a Culture of Peace and Non-Violence in Mindanao (YOUCAP) and its implementing partners: the Office of the Presidential Adviser on Peace, Reconciliation and Unity (OPAPRU), the Department of Education (DepEd) Regional Offices 10, 11, and 13, the Commission on Higher Education (CHED) Regional Offices 10, 11 and 13, the Ministry on Basic, Higher and Technical Education in BARMM (MBHTE-BARMM) as well as public and private universities and high schools at the regional and local levels in Mindanao.

YOUCAP is a project of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) in cooperation with the government of the Republic of the Philippines represented by the Office of the Presidential Advisor on Peace, Reconciliation and Unity (OPAPRU).

The attainment of a just and comprehensive and lasting peace is considered by the Philippine government as a paramount agenda, and it stated peace education as one of the important pathways towards this end. In 2006, Executive Order 570 was passed formally institutionalizing peace education in basic and teacher education in the country. Mindanao and its regions, with their given conflict contexts, became the area of focus in the implementation of the mandate. The high level of complexity of the conflicts

and the recent rise of violent extremism, as exemplified in the Marawi Siege in 2017, also stressed the need for the reevaluation of the important role of peace education in strengthening and improving the formation of young people towards a culture of peace.

For YOUCAP, the need for mapping peace education initiatives and programs was made evident as a product of the initial bilateral



**By the time the report was drafted the official title was still "Office of the Presidential Adviser on the Peace Process (OPAPP)". This is the reason why it is still stated as OPAPP, not OPAPRU in the document.*

talks with DepEd Region 10 and informed by a workshop held on March 09-11, 2020 at the N Hotel, Cagayan de Oro City. In the Stocktaking and Learning Workshop: State-of-the-Art on Peace Education in Schools and Universities in Caraga and Northern Mindanao, the participants identified the need to review what has been done in the field of peace education integration and how to further support and strategize the current and future implementation of peace education. They recognized the presence of the national and institutional policies but saw the importance of assessing the implementation processes and results.

This mapping of peace education covers the four mentioned regions of Mindanao with selected participants representing teachers and administrators coming from the basic and secondary level of the Department of Education; from selected Higher Educational Institutions and administrators from CHED; and from the heads or representatives from CSOs and NGOs implementing peace education programs. Several questions were asked to generate the data on the various initiatives and programs by the different institutions to generate commonalities, differences, practices, and insights that would point to pathways, strategies, and recommendations. The current restrictions due to the ongoing pandemic dictated that all Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) were needed to be conducted online. Questionnaires also were sent and emailed back.

The definition given by the respondents about peace education paints a wide landscape of

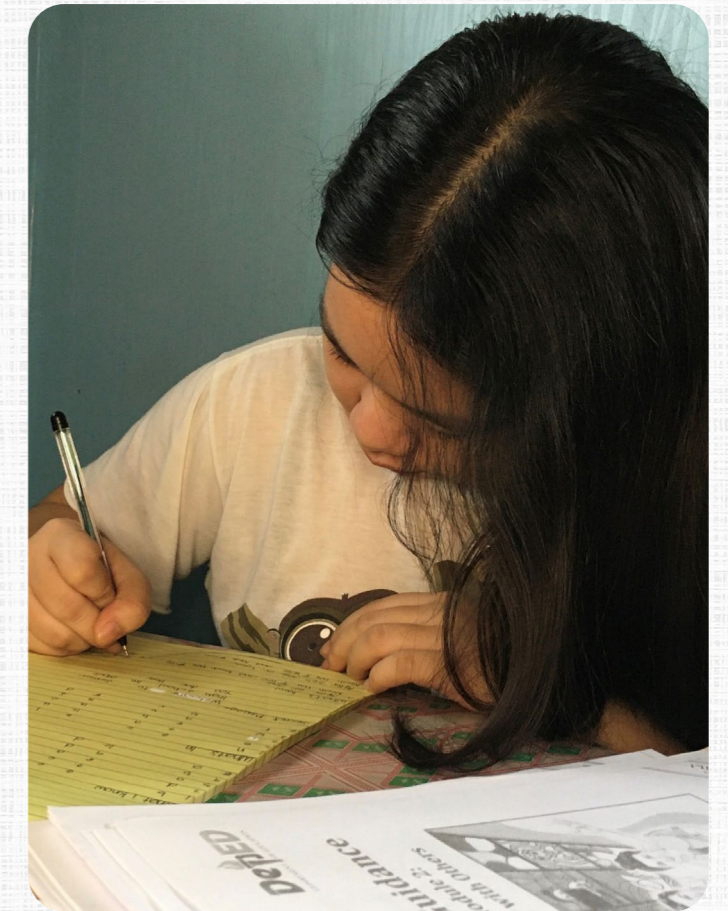
what it means and depending on their theoretical influence, knowledge of the Peace Education policies, experiences on the ground, the familiarity of the conflict context, and from their various interpretations of what peace means in general. This produced a variety of initiatives and programs on the ground with different kinds of focus. Officially, various institutions based their definitions and understanding of peace education as stipulated by different peace education frameworks by theorists, peacebuilding practitioners, and policy frameworks.

The national and institutional policies and orders on the integration of peace education recognize the vital importance of peace education as an important strategy towards the creation of a culture of peace. The policies are comprehensive in scope and provide room for initiatives and innovation. There is also a provision for the creation of the Executive Committee to oversee the implementation and the guidelines including bi-annual monitoring and evaluation. There is emphasis also on the need for the training of teachers, the production of resource materials, and the incorporation of peace education in teachers' education. Also, the specific conflict context and the needs of the Indigenous Peoples (IP) and the Moro people are given attention. OPAPP, DepEd, and CHED are designated as the main institutions to implement the peace education program but it is also stipulated that other government agencies, local government units, as well as civil society organizations are considered important contributors to support and facilitate the implementation of the program.

Department of Education

DepEd implemented the peace education program through curriculum integration, the Indigenous Peoples Education (IPEd) Program, participation in peace and order councils, Child Protection, Anti-Bullying Programs, Drug-Use Prevention Campaigns, Schools as Zones of Peace, and other innovative local initiatives. In curriculum integration, peace education is reported to have been integrated into two subjects in the basic and secondary level: the Araling Panlipunan (Social Studies) and Edukasyon sa Pagpapakatao (Values Education). The Indigenous Peoples Education (IPEd) Program, on the other hand, seeks to provide basic education that is culturally rooted and responsive to the indigenous peoples through the preferential hiring of IP teachers and the participation of the IP's cultural bearers in curriculum planning. DepEd, also, has committed to bringing the schools to the IP learners and has built more schools in these areas in the last three years.

Child Protection, Anti-Bullying Programs, Drug-Use Prevention Campaigns, Schools as Zones of Peace, and other initiatives and programs were also reported as part of the initiatives and programs related to the implementation of peace education. The putting up of signages declaring the schools as zones of peace seem to be a popular implementation of a policy that seeks to protect the schools from armed encounters



and other forms of violence. DepEd, as a member in the Regional Peace and Order Council (RPOC) and the Provincial Peace and Order Council (PPOC), also participate in the deliberation of issues that includes, among others, the safety and security of the learners, teachers, and school personnel. Reports coming from the respondents mentioned activities and initiatives in partnership with universities, Non-Governmental Organizations (NGOs), and International Non-Governmental Organizations (INGOs). Some of these programs took a wider outreach including the training of teachers and administrators as well as the development of exemplars and modules or even a whole-of-school-approach in some cases was pursued.



Gaps and Challenges

The gaps and challenges mentioned by some respondents on the integration of peace education include the lack of system and structure laid out for the implementation on the ground, the dearth of resource materials and capacity building, the lack of detailed monitoring and evaluation, the many functions given to teachers, security issues and the need for more consistent funding. Some administrators and teachers had been participants in various peace trainings and the crafting of peace education modules but their reassignment every two or three years seemed to have contributed to programs

losing momentum. Most respondents, however, said that integration is dependent on the initiative of teachers. The issue regarding security, safety, and vulnerability of learners and school personnel were shared especially by respondents coming from those managing or teaching in armed conflict areas and communities in the hinterlands. All the respondents shared that they are still facing challenges with the shift to online or modular delivery of education.

Recommendations

The recommendations given included the revival of the Executive Committee on the national level for the implementation of the peace education program and DepED central and regional offices to revisit the policy and evaluate its implementation and put in place strategies, direction, as well as monitoring and evaluation. The respondents were saying that for the program to be sustained, support and commitment from the higher administration are important coupled with a regional or provincial push to best address local needs. The convergencies, cooperation, and coordination among the agencies,

institutions, and civil society organizations were also stressed to be important. The sheer number of schools, teachers, and learners in one region alone is a huge challenge for effectiveness and sustainability so that initiatives and programs are system-wide and informed by the national integrated strategy and guidelines with the corresponding contextualization of efforts. The majority of the respondents pointed out the need for teachers' trainings, accessible knowledge hubs on peace education, production of resource materials, and sustained fund allocations.

Commission on Higher Education (CHED) and the Higher Education Institutions (HEIs)

CHED is the governing body for tertiary and graduate education. There are two CHED Memorandum Order (CMOs) pertaining to the integration of peace education in the HEIs curriculum and these are CMO No. 1 of 2019 and the CMO No. 2 also of 2019. CMO No. 1 enjoins the HEIs to offer peace studies/education while CMO No. 2 approves the offering of Indigenous People's studies. CHED tasks its regional administrators to monitor the implementation of the integration of the peace education program. The Bangsamoro Government's Ministry of Basic, Higher, and Technical Education (MBHTE-BARMM) is the administrative office for the three sectors of the educational system in BARMM and works in cooperation with the national educational institutions.

HEIs have three defined areas where peace education or the promotion and development of the culture of peace are implemented in various initiatives and programs. These three areas are in the formal integration into the curriculum or instruction, second is in the research programs, and third is in the extension services that the institutions conduct in partnership with LGUs, NGOs, INGOs, Security Sector, and with the communities with specific sectors of women, elderly, youth, farmers, and Indigenous People (IPs), among others. Integration of peace education is done through offering stand-alone subjects, syllabuses, and special programs, and graduate programs.

Respondents said that peace topics integration in syllabuses is done in General Education (GE) 3 -The Contemporary World and GE 8-Readings in Philippine History. For Mindanao State University (MSU) which has 11 autonomous campuses all over Mindanao, the subjects History of Moro and IPs in Mindanao and Fundamentals of Peace Education are required for all students in all disciplines to take. In the field of research, peace and conflict-related studies are made as topic areas.

Several universities have peace centers or an office where the peace program is part of the function. Discussing the services and programs of a university through its peace centers, extension offices, or special offices is an exercise not so much of delineating and categorizing but also of establishing continuity and connections of the programs with the commitments, values, structures, and expertise of the institutions. Areas of concern in university peace programs and initiatives include programs for youth, women, gender equality, advocacies and promotions for multi-culturalism and respect for diversity, religious tolerance and understanding, social enterprise, livelihood, socio-economic projects, IP-focused interventions, public peace convergencies, and other programs addressing environmental issues and disaster risk management.



Gaps and Challenges

In curriculum integration, the challenges identified are in determining areas where to integrate and how to integrate peace education into actual syllabi. Some respondents mentioned that there is little unity or focus within the integration process and structures within the system. There are observations that integration is not within the formal processes and therefore dependent on the initiatives of the faculty teaching the subject. The lack of training for teachers and the lack of monitoring and evaluation of peace education integration were also cited. For the operation of extension offices and peace centers, some respondents shared that there is still a lack of human resources in carrying out functions and in the implementation of programs. Generating cooperation from different sectors and agencies also posed a challenge for the universities with programs on social enterprise, livelihood, and agricultural development. Rivalries and differing loyalties were also mentioned at some point as challenges. All the institutions shared that the current pandemic restrictions, health protocols, and isolation are creating new environments that require innovation in the delivery of services. Physical, psychological, and mental issues were identified as factors that need to be addressed among students and teachers.

Recommendations

Most of the respondents shared that it is the combination of committed and supportive university leadership, the vision and mission anchors of the peace education programs, and the existence and access to expertise, resources, and partners that made their peace programs more systematic and sustainable. This is especially true for private universities with leadership, institutional goals, values, and supporting resources harmonized to support a program. What was also

recognized is the contribution of NGOs and INGOs that partner with universities to support peace-related programs. Also, to assure continuity of the programs, resource materials and trainings should be in place, as well as monitoring and evaluation. Aside from these general factors of sustainability, the various HEIs respondents shared that there is a need for consortiums of universities to support each other's programs of peace education and share practices and knowledge hubs.



Civil Society Organizations Initiatives and Programs

It might not be possible to capture in this study the depth, expanse, and richness of the programs of these organizations wherein some have had at least a decade to two decades of existence and operations. The newer ones also have a broader outreach, innovation, and new platforms in social media as well as in the arts to reckon with. Some initiatives are complex because they are also part of or connected to an umbrella program. In such a context, these initiatives can be categorized as direct or indirect peace education initiatives and programs.

The direct programs expressly or implicitly identify peace education in their program and may target a specific sector or sectors for intervention and usually partner with an educational institution. The indirect programs include peace education as a component of a general program on social cohesion, economic development, and advocacy work. The organizations in general have varying approaches and platforms that reflect the multiplicity of their perspectives of the problems on the ground and their specific or general theory of change. Although these organizations are few compared to the population and the complex problems and issues that need to be addressed, there is a perceived vibrancy of activities and there are peace champions worth illustrating. There are

also various partnerships forged with government agencies, LGUs, DepEd, HEIs, other NGOs, and INGOs, and some programs are reaching areas beyond the four regions of this study.

Also, the information on programs shared in the context of this mapping is observed to have a special emphasis on the youth sector with many programs designed to address the issue of vulnerability of the youth in relation to violent extremism through online or digital platforms. Some organizations have been serving the local needs for peace education locally and internationally and they provide spaces for people of diverse backgrounds to gather, share and learn in a safe environment. Some organizations have focused their attention on the welfare and issues surrounding the IPs. They partnered with the provincial as well as the municipal LGUs, DepEd, and the security sector to provide school buildings and have been training teachers and producing contextualized modules for these areas of engagement.



community quarantine protocols to ensure the safety of inhabitants.

Given the national policies supporting the implementation of Peace Education and the almost three decades of experiences on the part of NGOs and INGOs as well as the various efforts of OPAPP, DepEd, and HEIs in Reg. 10, 11, 13, and BARMM in peace education integration, it is clear that the need for assessment and evaluation is in order. The assessments need to ask important questions in terms of policy implementation and institutional practices, as well as its evaluation of

outputs and impacts. There is a need to review what has been done and where the entanglements and confusion happen and where it has had its successes and significant growth. DepEd, OPAPP, and CHED as leading agencies can promote this as the Executive Committee of the Executive Order (E.O.) 570 and craft, this time, a clear national plan and strong strategy for the integration of peace education.

Challenges/Recommendations

Navigating through what the respondents labeled as layers of context: ethnic, religious, political loyalties posted a challenge. It was mentioned that there was always that challenge to periodically do conflict analysis and actors' dynamics to be able to correctly read the situation on the ground and assess the fitness and responsive quality of a program. Security issues coming from current and emerging conflicts also were mentioned and there is a recommendation to work closely with LGUs and government agencies and continue dialoguing with the security sector especially in the Regional and

Provincial Peace and Order Councils. Some respondents mentioned the need for consortiums and coming together to share with and inform each other of its programs to avoid repetitions of the seminars on the same participants and communities. Accordingly, there is a need to promote more collaboration instead of competition. Suggested also is to provide platforms for exchange of lessons, successes, and failures across different actors. The current pandemic also is giving the organizations the challenge to innovate and find ways of engagement given the restrictions and the various





How is the young generation inducted into the future? And what is the role of education in the crucial change of society away from war and violence towards sustainable peace? Throughout history, human beings have taught each other ways to manage conflict. The first sources of inspiration for this kind of knowledge and guidance came from the world's religions or spiritual traditions and later from the different philosophers who espoused the nurturing of the good in human beings through cultivation and education. Indigenous peoples have also shown that embedded in their cultures are long-term traditions of conflict resolution and maintaining balance and harmony among members and the environment.

United Nations Security Council (UNSC) passed United Nations Security Council Resolutions (UNSCR) considered to be a landmark resolution in the recognition of the role of the youth in the maintenance and promotion of international peace and security. This is deemed to be the most important framework for youth and peacebuilding, which recognizes that the young generation of today comprises a large swath of the population and that any disruption of youth's access to education and economic opportunities has a dramatic impact on durable peace and reconciliation. The resolution urges the member states to give youth a greater voice at various levels in decision-making and to consider setting up mechanisms that would enable the young to participate in conflict resolutions and peace processes.

In the 20th century, the impetus towards the development of the culture of peace emerged after the waste and destruction of the two World Wars. The voices of peace practitioners, theorists, and scholars started to emerge and influence discourses in different fields, and the word "peace" started to find its way, albeit slowly, in the vision and missions of institutions and into the goals of education. Coming after several decades of advocacy and work towards these goals were the landmark official peace documents: the Hague Appeal for Peace, the United Nation Declaration of the Decade for Human Rights Education (1995-2004), and the International Decade for a Culture of Peace and Nonviolence for the Children of the World (2001-2010). In 2015, the



1. Introduction

In the Philippines, a Youth Peace Table serving as platform for the youth top have a meaningful role in the peace process had conducted series of consultations in 2018. One of the recommendations included the adoption of the UNSCR 2250. At present, the OPAPP, together with the National Youth Commission, government agencies and multi stakeholder partners are currently formulating the Philippine National Action Plan to serve as the country's blue print in concretizing the UNSCR 2250.

The two decades of Martial Law in the Philippines and its eventual collapse in 1986 through the non-violent process of the so-called People Power created the pathway towards the formulation of the Comprehensive Peace Process which addressed the long-running armed conflicts of both the communist insurgency in the country and the Moro rebellion in Mindanao. Accordingly, it was not until the 1990s that various forms of peace education were introduced in several academic institutions of the country



through the influences and initiatives of the Philippine Council for Peace and Global Education (PCPGE) among others (Keo). In 2006, Executive Order No. 570 was released to mandate the integration of peace education at all levels. OPAPP and the Department of Education were given the main responsibility of implementing the national mandate. Loreta Navarro-Castro, the coordinator of a local Peace

Education Network and a member of both the International Advisory Committee of the Global Campaign for Peace Education, says in her essay Towards a Holistic Approach to Peace Education (2010): “With universal peace education there is some hope that we may be able to move towards having a critical mass that will demand and work for the needed changes.”



A. The Mindanao Conflict Context

The struggle of the Moro for self-determination, the Indigenous People's assertion of their rights to their ancestral domains as well as the armed conflict between the Covenant of the Philippines-Communist Party of the Philippines/New People's Army (GPH-CPP/NPA) and the Armed Forces of the Philippines (AFP) contributed to the long history and high complexity of the Mindanao conflict context. Throughout these decades, intermittent clashes have resulted in the displacement of population, loss of lives and destruction of communities, and deepening divide amongst the peoples.

The more than four decades of the formal peace process between the Moro rebel groups starting with the Moro

National Liberation Front (MNLF) and later with the Moro Islamic Liberation Front (MILF) has produced the present Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). This is an important juncture in the formal peace process as it recognizes the Moro people's self-determination to govern themselves. Most of the provinces which comprised what is now BARMM predominantly have a Muslim or Moro population. There are also barangays outside these provinces where they are majority like the 67 barangays in Cotabato and where 63 of these had been successfully added during the plebiscite in 2019. However, the six municipalities of Lanao del Norte with a majority Moro population lost their bid by being outvoted by the Christian majority

of the province. The provinces within the BARMM are the provinces reported to be the least developed and are below the line of the poverty index. Added to this is the rise of violent extremism with local and international confluence that resulted in the Marawi Siege in 2017. Like the armed conflicts and violent incidences in the past, this again resulted in massive displacement and the destruction of the city of Marawi. This also has contributed to higher levels of discrimination against and mistrust towards the Muslim and Moro population.

The formal peace process of the Philippine government with the CPP-NPA-NDF, which was organized in 1968, started only in 1986 upon the leadership of then Pres.

Cory Aquino. After several Philippine presidents, the formal talks have not yet produced substantial agreement to end the rebellion. NPAs are reported operating in the hinterlands inhabited mostly by the indigenous peoples in Mindanao. The hinterlands of the province of Bukidnon along with its borders and the provinces of Surigao and Agusan are the ones most impacted by the clashes among Philippine government troops with the NPA. To this effect, in 2018, E.O. 70: Institutionalizing the Whole of Nation Approach in Attaining Inclusive and Sustainable Peace was released. This E.O. mandated the creation of a National Task Force to end local communist armed conflict and directed the adoption of a National Peace Framework. Also, the Republic Act No. 11479, or the

Anti-Terrorism-Bill was passed into law last July of 2020. This replaced the Human Security Act of 2007.

The formal negotiations, the ceasefire mechanisms, and the efforts for dialogic processes among the people on the ground contributed to laying the ground for initiatives to foster peaceful pathways of conflict resolutions of the complex issues of a family feud, land ownership, prejudices, and marginalization among others. These divides among the peoples in Mindanao that have their historical narratives are complex and have affected the growth and development of several generations of young people.

The context above has spurred the growth of civil society organizations in Mindanao and created various initiatives and programs to address conflict and development issues. The integration of peace education, nationally and locally, is part of the initiatives of various institutions to contribute to the realization of a more sustainable societal change in the management and resolution of conflicts in a non-violent manner and to overcome the great divide amongst peoples.

B. National and Institutional Peace Education Policies

This is to provide an understandable overview of the supporting policies or related policies for Peace Education in the Philippines. Some participants of the FGDs and KIIs mentioned them as support or framework to their programs and activities. The fact they were mentioned serves as an indicator of

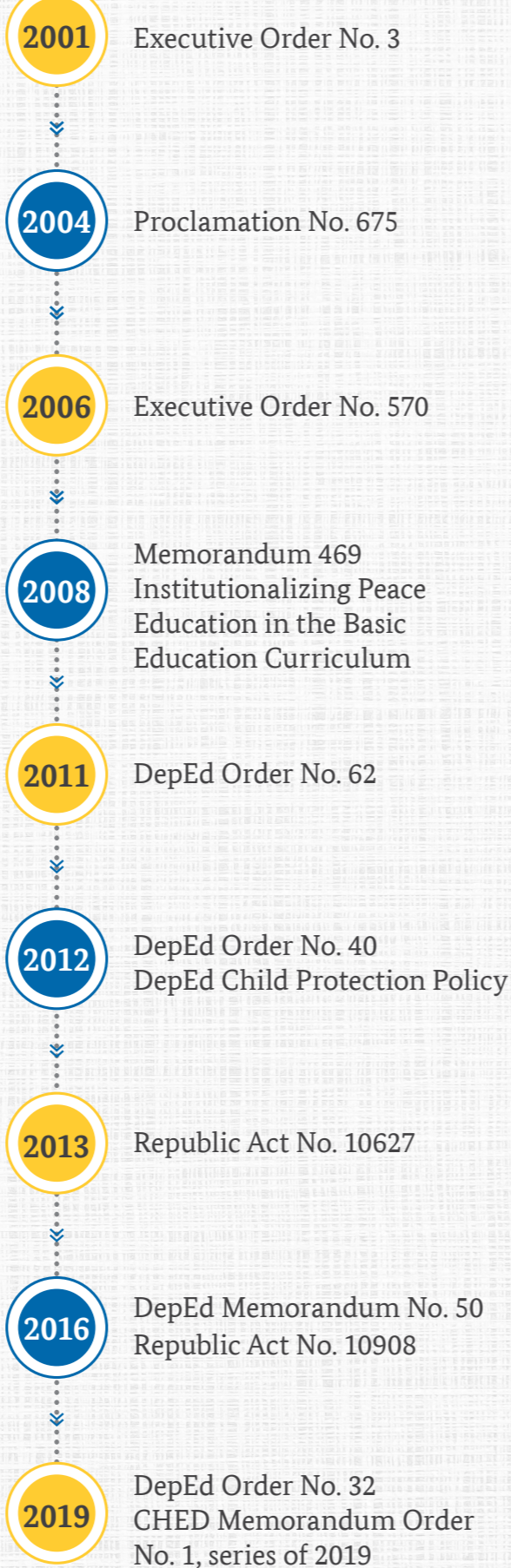
how they interpret and integrate peace education in their locality. Anti-Bullying programs, Child Protection, and the hiring of IP teachers in schools serving IP learners are some illustrations of activities and procedures mentioned and understood as supporting the implementation of peace education.



Executive Orders

Acknowledging that Peace Education is an important strategy in peacebuilding and would take an important role in the process of transforming the young to ensure the building of peaceful communities, the Philippine government issued **Executive Order No. 3** by then Pres. Gloria Macapagal-Arroyo in 2001 titled Defining Policy and Administrative Structure for Government's Comprehensive Peace Efforts. This executive order laid out the so-called Three Principles of the Comprehensive Peace Process and the Six Paths to Peace. The No. 6 Path is stated as the building and nurturing of a climate conducive to peace and this includes peace education programs, among others. In December 2021, Pres Rodrigo Roa Duterte signed Executive Order 158 Strengthening the Policy Framework on Peace, Reconciliation and Unity and Reorganizing the Government's Administrative Structure for the Purpose. This provides a more robust articulation on how the peace agreements shall be implemented and the establishment of enabling environment through peace advocacy and peace education as part of the core peacebuilding strategies.

On July 20, 2004, **Proclamation No. 675** was issued by former President Gloria Macapagal-Arroyo, declaring September of every year as the National Peace Consciousness Month. Part of its objectives is to first, "instill greater consciousness and understanding among the Filipino people on the comprehensive peace process," and second, "promote a Culture of Peace based on non-violence, respect for fundamental rights and freedoms, tolerance, understanding, and



solidarity" (Keo).

In 2006, **Executive Order No. 570** was passed mandating the institutionalization of Peace Education in Basic Education and Teacher Education. Peace education in this order is anchored on the values and principles of spirituality, human rights, non-violence, social justice, interfaith and intercultural solidarity, oneness with nature, and human security. Together with the Commission on Higher Education and OPAPP, the Department of Education was mandated to facilitate the implementation.

To implement E.O. 570, **DepEd issued in 2008 Memorandum 469 Institutionalizing Peace Education in the Basic Education Curriculum**. It identifies five components, namely: a) Plan formulation, institutional development, and capacity building; b) Resource mobilization and networking; c) Program and materials development; d) Information, education, and communication; and e) Monitoring research and evaluation. The first component on Plan formulation and institutional development states the formulation of a national peace education plan and its implementation, such as training teachers and facilitators, administrators, and students on peace education. It also states to include providing support to institutions in priority areas. In this Memorandum, DepEd stated that the Central office drafted an action plan, and this was presented on July 24, 2008, among the designated E.O. No. 570 implementing agencies. The action plan was to serve as the national framework for implementing E.O. No. 570 for 2008-2010.

DepEd, however, encouraged each region to produce its own regional and action plan based on the implementing guidelines.

Other DepEd Memos related to Peace Education implementation include **DepEd Order No. 62 in 2011** on Adopting the National Indigenous Peoples Education Policy Framework. This mandates the implementation of a specific IP Education Program. The Program is said to prescribe to the rights-based approach and give primary importance to participation, inclusion, and empowerment principles. This later produced a supporting **DepEd Memo Order No. 50 in 2016** issuing Hiring Guidelines for Teacher 1 Positions (the first rank a hired teacher is given based on points earned during the hiring process) in Schools implementing Indigenous Peoples Education to ensure hiring and deployment of teachers are responsive to the requirement of the envisioned quality culture-based education under the K to 12 Basic Education Program. The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School) to provide sufficient time for understanding of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. Related to this, **Republic Act No. 10908** was passed in 2016 mandating the integration of Filipino-Muslim and Indigenous Peoples History, Culture and Identity in the Study of Philippine

History in Basic and Higher Education.

Other National and DepEd policies relevant to the implementation of Peace Education and mentioned/cited as supporting policies by teachers and administrators of DepEd during the conduct of this mapping include Building Proficiency through Language (Mother Tongue-Based Multilingual Education); **Republic Act No. 10627** – an Act requiring all elementary and secondary schools to adopt policies to prevent and address the acts of bullying in their institutions; **DepEd Order No. 40 in 2012** which states the **DepEd Child Protection Policy** of defending the right of children to assistance, including proper care and nutrition and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development; and **DepEd Order No. 32 in 2019** mandating a **National Policy Framework on Learners and Schools as Zones of Peace**. This order serves as a guide to the education sector towards the creation of safe, inclusive, and conflict-sensitive learning environments and outlines the overall strategy for ensuring the safety and security of learners, personnel, and schools; the continuity of education in situations of armed conflict; and the contributions of education and schools to peacebuilding. It also institutionalizes conflict sensitivity, peacebuilding, and community engagement into education interventions, to prevent, mitigate, respond to, and recover from armed and violent conflict.



In 2019, CHED passed the **CHED Memorandum Order No. 1, series of 2019** stating the Integration of Peace Studies / Education into the Relevant Higher Education Curricula. It enjoins both public and private higher education institutions to offer Peace Education Studies/Education in their respective curricula. It says further that HEIs may start offering Peace Studies/Education in the first semester of Academic Year 2019-2020 as an integrated topic to existing subjects/ courses. In August 2018, the Commission also approved the offering of Indigenous Peoples’ (IP) Studies/Education in the relevant higher education curricula for the primary purpose of addressing issues confronting the country’s Indigenous Peoples’ Communities such as poverty and human rights abuse, as stipulated in Republic Act (RA) 10908 or “An Act Mandating the Integration of Filipino-Muslim and Indigenous Peoples History, Culture and Identity in the Study of Philippine

History in both Basic and Higher Education.” CHED CMO No.2. of 2019 approved the offering of Indigenous Peoples’ (IP) Studies/ Education and provided schemes on how to offer IP Studies through integration or incorporation. This CMO also mandated the inclusion of readings about IPs and Muslims in the General Education Curriculum and Philippines History.



Significance of the National DepEd and CHED Policies and Orders

The described policies and orders above show that there is recognition of the vital importance of peace education from the Philippine national government and its educational institutions. There is also a recognition of the need for a national plan and strategy to guide the designated agencies in the implementation processes. It also has emphasized the need for the training of teachers, or the incorporation of peace education in teachers' education, and the need to produce resource materials. The formulation and passage of specific orders by DepEd and CHED to reflect the mandates of the E.O. 570 is part of the institutionalization process. Also, the specific conflict context and the needs of the IPs and the Moro are given attention. Other specifics might include policies and orders addressing other issues that involve human rights, child protection, and bullying, as well the general security of the school, especially in conflict areas. DepEd and CHED are the main institutions to implement the peace education program but it is also stipulated that other government agencies,

local government units, as well as civil society organizations can also support and facilitate the implementation of the program.

One of the pivotal factors in the implementation of E.O. 570 and the subsequent memorandums from the educational institutions was the creation of the Executive Committee in planning and overseeing the implementation processes. If this is an orchestra, this committee is the conductor holding the baton. So far, it is only established at the national level and it is worth discussing if regional counterparts could also facilitate and provide resources and this can be considered of added value. For the other agencies and institutions to come in, the question of mechanisms for cooperation would also play a vital role. Moreover, given that the executive order was promulgated in 2006, an assessment of the programs might be needed and likewise to see if the monitoring and evaluation have been done periodically.



2. Activity: Mapping Peace Education Initiatives and Programs



A. Background

This undertaking of Mapping Peace Education Initiatives in the four regions of Mindanao, namely Regions 10, 11, 13, and Mainland BARMM serves as a basis to support the preparatory activities of YOUCAP and its partners to identify existing promising practices on peace education which can be further strengthened and adapted to the current discourse on peace or upscaled. Among the outputs of the project is to strengthen selected peace education approaches adopted by formal education institutions for youth-oriented peacebuilding with a specific focus on the inclusion of prevention of violent extremism. The project is currently in its preparation phase and will be implemented

with the Office of the Presidential Adviser on the Peace Process (OPAPP). Specifically, the program aims at supporting selected state and non-state actors (academe and civil society) to contribute to gender-sensitive, youth-oriented peacebuilding and non-violent conflict transformation in these four regions.

The need for mapping peace education initiatives and programs came out and was identified as part of the process to assess and take stock of what has been done and how to support and strategize current and future implementation to strengthen the overall national policies on peace education. This need was also identified during initial

bilateral talks with DepEd Region 10 and later informed by an Educators' Workshop organized by YOUCAP during its inception phase held last March 09-11, 2020 in Cagayan de Oro City.

The mapping of peace education initiatives and programs covers the four regions of Mindanao where YOUCAP can implement based on its project framework: Region 10, 11, 13, and Mainland BARMM. Selected participants included OPAPP representatives, teachers, and administrators from the public secondary school level of the Department of Education, Commission on Higher Education and from Higher Educational Institutions as well as

from Civil Society Organizations whose peace education initiatives are within the four regions mentioned.

During the mapping, participants were asked to provide information on their initiatives and programs, locations and their target clients, the objectives of their programs, challenges they faced during set-up and implementation of the latter, lessons learned, and their recommendations for the future strengthening of the implementation of peace education initiatives. They were asked also to define peace education as they envisioned and applied it.



B. Research Objectives



a. To draft a map of initiatives and programs on formal and non-formal peace education initiatives.



b. To generate appropriate recommendations as a basis to further support the implementation of EO 570 and other government policies on peace education.



c) To provide the space for sharing stories of lessons learned and challenges in implementing initiatives and programs among a community of educators in promoting peace education in their own local or regional context.

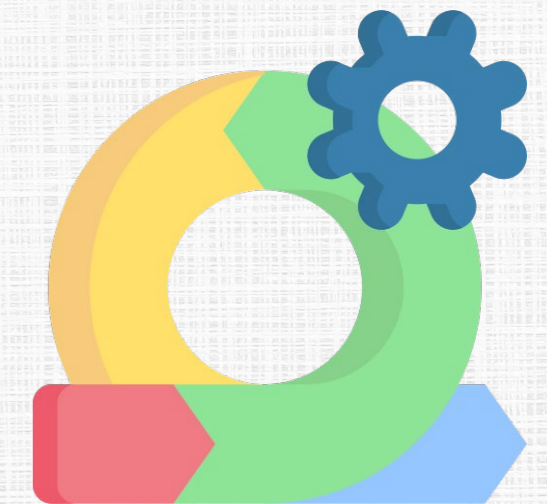
C. Methodology/Limitations

This study maps initiatives and programs that are framed or identified as peace education initiatives or programs in Regions 10, 11, 13, and Mainland BARMM in Mindanao. YOUCAP in coordination with the DepEd Regional Offices and MHBTE in BARMM identified and invited 80 representatives to participate in the study representing CHED, DepEd, state-owned and private universities and schools, and other CSOs located in the above-mentioned regions. Participants were selected with the help of administrators of DepEd and CHED. Given that there are thousands of schools and a great number of NGOs and INGOs in the four regions, the study does not cover the complete population of the said category of institutions; at most, they are representatives and can be considered illustrations of the implementation of peace education. This research is qualitative and is interested to cull patterns and themes and arrive at insights from the interviews.

To generate the data the following tools were used: questionnaires, focus group discussions (FGDs), and key informant interviews (KIIs). The on-paper questionnaire and the FGDs focused on identifying and discussing their initiatives and programs and the specifics of their target clients, objectives, challenges, and

recommendations. The key informant interviews (KIIs) focused on the administrative side of the programs and the further clarification of issues raised in the FGDs. Participants invited for the FGD consisted of at least five individuals per group and 20 per region/area with a total target of 80 participants. The target participants for the KII were 20. Of the 80 target participants for the FGD, this study was able to generate participation from 67 respondents (Annex 1). For the KIIs 14 respondents out of 20 were interviewed.

The period covered by the mapping is 2006 (due to E.O. 570) until 2020. All the aforementioned tools have been used on online/virtual platforms of Microsoft Teams designated by YOUCAP given the current COVID-19 pandemic.



D. Analytical Framework

Several questions were asked to generate the information on the various initiatives and programs by the different institutions to better understand commonalities, differences, practices, insights, and further point to coming up with pathways, strategies, recommendations.

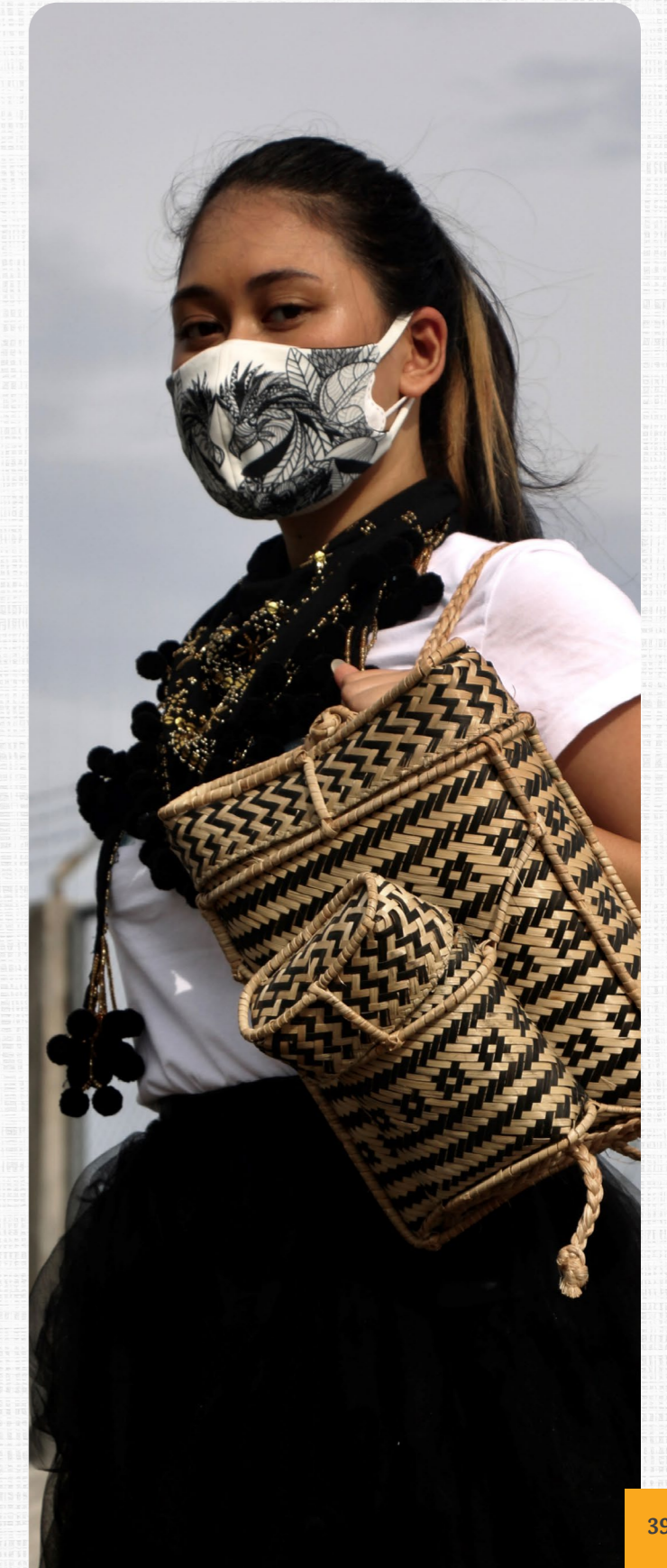
Figure 1. Analytical Framework



E. The Many Faces of Peace Education: an Inquiry on Definitions and Frameworks

The definition given by our respondents about peace education paints a wide landscape of what it means and depending on their theoretical influence, knowledge of the Peace Education policies, experiences on the ground, the familiarity of the conflict context, and from their various interpretations of what peace means in general. The understanding of what it is also shown in what they identified as initiatives and programs they deemed as peace education. The range includes the practice of good manners and right conduct, character building, value formation, the building of peace symbols and spaces, providing for schools for the marginalized, anti-insurgency campaigns, faith-based activities, security protocols, child protection and anti-bullying, psychosocial interventions, disaster risk management, environmental care, gender equality, community services work like literacy programs, social and economic enterprise, prevention and countering violent extremism, to conflict prevention and resolutions.

Officially, various institutions look up to and based their definitions and understanding of peace education as stipulated by different peace education frameworks by theorists, peacebuilding practitioners,





and policy frameworks. Below are some of these frameworks referred to by our respondents.

The U.N General Assembly of the United Nations Decade of Education for Sustainable Development (2005-2014) provides a major impetus for the promotion and integration of principles of “sustainable development” in all levels and modes of education worldwide. In 1995 UNESCO came up with the **Declaration and Integrated Framework of Action and Education for Peace, Human Rights and Democracy** whose primary principles include the importance of education in promoting peace, human rights, and democracy and the recognition of their intimate relationship.

In **E.O. 570** Peace Education is defined as transformative education; education that seeks to change mindsets values and behaviors that have led to direct, structural, and other forms of violence in the Philippine society; education that builds awareness, concern, and action towards non-violence, justice, and environmental care. It states it is anchored on the values and principles of spirituality, human rights, non-violence, social justice, interfaith and intercultural solidarity, oneness with nature, and human security.

The Miriam College Peace Center Framework. Peace education is considered as a practical alternative to building a critical mass of people who will demand and address the needed personal and structural changes that will transform

the many problems that relate to peace into non-violent, humane, and ecological alternatives and solutions. It is considered to be an ethical imperative in the context of the ethical systems of the major world faith traditions, humanitarian ethics, and even primal indigenous spirituality. Peace education is also defined as the cultivation of the knowledge base of skills, attitudes, and values that seek to transform people’s mindsets, attitudes, and behaviors that, in the first place, have either created or exacerbated violent conflicts.

A Philippine Framework toward a Culture of Peace — said to be developed out of the experiences and reflections of peace advocates in the country, this mentions six dimensions of peace that are identified as personal and family integrity; human

rights and democracy; poverty eradication; intercultural understanding and solidarity; disarmament and cessation of hostilities, and environmental protection.

The **Flower-Petal Model of Peace Education** by **Too Swee Hin** is a holistic understanding of a culture of peace with six major themes 1) dismantling the culture of war; 2) living with justice and compassion; 3) building cultural respect, reconciliation, and solidarity; 4) promoting human rights and responsibilities; 5) living in harmony with the earth, and 6) cultivating inner peace.



A. OPAPP: Role in Implementation/Programs and Initiatives in Peace Education

The Office of the Presidential Adviser on the Peace Process is the office mandated to oversee, coordinate and integrate the implementation of the comprehensive peace process (mission). With the vision: A just and lasting peace for the nation and all Filipinos, the agency was created through Executive Order No. 125, s. 1993, and later amended in 2001 with Executive Order No. 3, s. 2001, under President Gloria Macapagal-Arroyo's administration, a reaffirmation of the government's commitment to achieving just and lasting peace through a comprehensive peace process. It is also the agency together with DepEd and CHED tasked to implement the E.O. 570 which is the integration of peace education in the basic and secondary education as well as at the tertiary level.

Accordingly, in 2005, OPAPP and DepEd, through the funding support of UNICEF, developed for elementary and high school the Peace Education Teaching Exemplars (PETE). The promulgation of E.O. 570 in 2006 was supposed to be the product of the collaborative work of the Peace Education Network, Mindanao Peace Education Forum (MinPEF), and OPAPP. OPAPP then convened in 2007 the National Consultation Workshop on E.O. 570. The respondents shared that

OPAPP regularly convened a Technical Working Group (TWG) representing the E.O.'s major implementing agencies, DepEd and CHED, and the civil society. Using the inputs of the E.O. 570 National Consultation Workshop and the Mindanao-wide consultation spearheaded by the MinPEF in 2007, the TWG formulated the implementing guidelines for E.O. 570 which was approved on 24 July 2008.

The OPAPP representative during the interview mentioned that from 2008 to 2010, the efforts of OPAPP focused on policy advocacy and institution building, which included coordination with national and regional executives of DepEd and CHED; presentation to national and regional meetings in governing bodies that can influence the implementation of the policy; conduct of peace education advocacy activities; and support/collaboration with NGOs, academes, and networks with E.O. 570 initiatives. It was mentioned also that at a certain point the spearheading of TWG of E.O. 570 was given to DepEd.

Among the programs mentioned in the sharing were the 2015 OPAPP partnership with DepEd, NCMF, NHCP, and MSU-IIT

3. Peace Education Initiatives and Programs in Regions 10, 11, 13, and Mainland BARMM



in the context of the project “Integrating Bangsamoro History into the K-12 Curriculum.” The output of the said initiative was the proposed lesson plans on Bangsamoro History for Grade V and “Araling Panlipunan”.

In 2017, OPAPP conducted a reflection and assessment session on the experience and future of peace education in Mindanao. The activity assessed the role of peace education in building a culture of peace in armed conflict settings and the role it will play given the evolving conflict context of violent extremism and insurgency that threatens the learning environment of the children and the

youth. This was participated in by several institutions that shared their experiences in the development of a culture of peace such as the Center for Peace Education of Miriam College, J Marquez School of DepEd Cotabato, CRS, IAG, Teach Peace Build Peace Movement, among others. The respondent submitted Highlights of OPAPP’s Policy Advocacy and Institution Building Efforts in 2008-2010 and E.O. 570 Initiatives Supported by OPAPP’s Project for Peace in 2010-2011 in Mindanao as well as in other parts of the Philippines.

B. DEPED Administration’s Structures and Mechanisms Relevant to the Implementation of Peace Education

The Department of Education in the Philippines is a government agency that administers basic and secondary education in the country. In terms of scope and numbers of schools, for the four regions alone included in this study, the DepEd Regional Divisions are dealing with hundreds of schools and thousands of teachers per region. Region 10 alone has 47,000 teachers. One region might be overseeing operations of 2000 to 3000 schools. The sheer number demands complex administrative systems, and this is the reason why DepEd is highly centralized, according to a respondent.

A respondent explained that a program needs to have a sound policy and initiated and supported by the Central Office or Regional Office.

To provide an overview of the DepEd implementation of the integration of Peace Education there is a need to understand the administrative structure on how DepEd is run and managed. This might be beyond the scope of this study which can just provide a sketch of the offices and processes shared by our respondents that are significant to the subject at hand. First, a central office in Manila headed by

the Secretary of Education and appointed by the President of the Philippines exists and this is where the memorandums and office orders emanate from. Among the offices below the Office of the Secretary are two areas consisting of the Curriculum and Instruction and Governance and Operations, among others. The Governance and Operation handle the field operations of the Regional Offices, School Divisions, and the School and Learning Centers.

The teacher-respondents participating in the mapping represent a particular school that belongs to a particular division that belongs to a regional office. The supervisor-respondent who performs administrative functions holds offices

either in the region or at the division level. The principal is the head of a particular school and reports to the division where the school belongs. The respondents shared that transfers of superintendents, school officials, and teachers from one division to another or from one school to another may occur every two or three years.

At these various levels, there are focal persons given certain functions like curriculum planning and management of subjects that require assessment, monitoring, and continuing learning processes. There is such a role described as a Peace Coordinator function and this is assigned to a particular officer/supervisor from the central office down to regional

offices and school level. There could be an array of multiple functions or defined responsibilities that can be given to one officer. When they are transferred to a new division or school, they can be given a different set of responsibilities. The respondent supervisors shared that the role as Peace Education Coordinator was given to them only recently and they said that they needed more information on what was expected from them in this role, besides being aware of the content of the national policy and memorandum from DepEd. They implied that this program may have been taken over by the new re-structured curriculum for K-12 in 2013 where rearrangement of subjects had been done. Officially, the policies on the integration of peace education are still there but it is not clear whether the plan and strategies are still the same.

At the school level exist certain official mechanisms to address teachers' retooling process and this is the LAC or Learning Action Cell which is a twice-a-month meeting of teachers to learn and update themselves on a particular topic or subject. This activity should not in any way disrupt scheduled classes. In-Service Training or INSET is a professional

and personal educational activity for teachers to improve their efficiency, ability, knowledge, and motivation in their professional work. It is important to improve the quality of education of learners and creating a learning environment that enables teachers to develop their effectiveness in the classroom. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. Mentioned was also the Learning Resources Management and Development System (LRMDS) that has the objective of providing information about the location of resources. This is a web-based portal with a searchable catalogue and an online repository of learning, teaching, and professional resources. It was shared that at the school level there is supposed to be a physical Learning Resource Center for teachers to use but its creation is dependent on the school's initiatives. DepEd specific programs have fund allocations. Peace Education integration does not have enough fund allocation, according to some respondents.



C. DepEd Peace Education Initiatives and Programs

Curriculum Integration

E.O. 570 (2006) stipulated the institutionalization of peace education in the basic and teachers' education and the later DepEd Memo No. 496 (2008) emphasized its institutionalization in the basic education curriculum. On the national level, the efforts were first put in organizing a team to write the peace education exemplars to be used by the schools. What presently is reported is that curriculum integration of peace education could be done in all learning areas.

Two volumes of "Peace Education Teaching Exemplars 'Peace Education Module,' for Elementary and Secondary Schools" were produced with the support of UNICEF. It was said to have been developed and tested by OPAPP and the Department of Education (DepEd) in partnership with civil society groups and some academic institutions. Also, in 2013, the volume titled "Integrating Peace Education in Teacher Education: A Teaching Guide" was published. This was produced with the combined effort of Forum ZFD and



CHED of Region 11 and is said to have been utilized by teachers coming from 15 pilot Teachers' Education Institutions. Some respondents vaguely referred to this effort but they were not participants and they said they don't know whether this is still used or applied.

The subsequent reorganization of the curriculum under K-12 in 2013 where Grade Levels 11 and 12 were added, identified two subjects, Araling Panlipunan or ArPan (Social Studies), and Edukasyon Sa Pagpapakatao or EsP (Values Education) where peace education could be integrated. A respondent shared that peace education, in this case, is interpreted as values integration and the topics are found in the subject EsP. With regards to the subject Araling Panlipunan (Social Studies), most respondents said that integration is dependent on the initiative of teachers. According to another respondent, the

integration depend on the inclusion in the curriculum guide where details are defined and identified in terms of topic, resource material, time, and execution. When asked about capacity building or teachers training, a respondent mentioned Learning Action Cell (LAC) which comes from the DepEd Order No. 35, series of 2016 and is a strategy to support continuous improvement in teaching and learning for teaching personnel without having to disrupt classes or needing extra fund allocation. For this, teachers can meet twice a month in their school for learning sessions on a chosen subject matter. The content of LAC sessions may be determined by the teachers themselves under the general guidance of the school head or LAC leader. This may be done through needs assessment, the results of which should assist the LAC in listing their priority areas of learning, and peace education may be one of the many topics that could be discussed.

The Indigenous Peoples Education (IPEd) Program

The supervisors and teachers interviewed mentioned this program to be part of the implementation of the integration of peace education by DepEd. This comes from DepEd Order No. 32, s. 2015 mandates the adoption of the Indigenous Peoples Education Curriculum Framework. It seeks to provide basic education that is culturally rooted and responsive to the indigenous peoples. This includes the stipulation of the processes of indigenizing and localizing of the Curriculum K-12 based on the respective educational and social context of the IPs. This order was later followed by another order from DepEd, the IPEd Support Fund which provides for the guidance of allocating funds for the said program. The resources can support learning resource development as well as capacity-building that can include training and retooling of teachers, among others. Accordingly, a total of 7,767 public school teachers and school heads have undergone basic retooling on IPEd (Business Mirror, 2017).

From the sharing of the respondents coming from the areas of Bukidnon (Region 10), Agusan provinces (Region 13), and Davao (Region 11), most of the schools serving the basic education of the indigenous peoples are in far-flung areas or the hinterlands of the provinces. Some of these locations are categorized as Geographically Isolated and Disadvantaged Areas (GIDA) and therefore hard and difficult to reach. In

this context, government services also are not always available in these places. For some locations, it may take three to eight days through a combination of hiking and riding the habal-habal or motorcycle to reach it. These areas also are considered hotbeds in terms of the presence of the New People's Army (NPA), the armed component of the Communist Party of the Philippines (CPP). These are also the areas where occasionally armed encounters between NPA and the Armed Forces of the Philippines (AFP) occur.

The respondents mentioned that young people inhabited in these areas are very vulnerable to recruitments. Accordingly, some of these young recruits have not gone to school or have not graduated from elementary grade. Some church-based institutions like Just Project Philippines took the initiative of putting up schools to serve IP learners. They partnered with the local provincial and municipal government of Agusan and DepEd to further provide the necessary structures and training of teachers.

One of the respondents mentioned that DepEd is committed to bringing the schools to the IP learners. Accordingly, they have so far built several schools in these areas which are now certified and managed by the DepEd. According to the respondent, the insurgency was a product of poverty as well as the lack



of government services in these areas, providing the impetus for the NPA to grow and to recruit the youth with no options for development. Accordingly, among the DepEd's 300 schools in the Davao Region around 200 are now catering to the needs of the IPs.

A supporting order from DepEd also stipulated the hiring of teachers to teach in these schools to prioritize teachers who are IPs; and if they have not yet passed the Licensure Examination for Teachers (LET), then they can still be employed temporarily. This is to ensure that teachers can speak the language of the IP community and are familiar with the culture of the place. In some GIDA areas,

an arrangement was made for certified DepEd teachers to teach for two weeks, and then for another two weeks the so-called para-teachers - supported by local government units - take over the function of teaching. In Davao, the municipal government contributes four thousand pesos to the salary of the para-teachers and the provincial government provides another four thousand pesos.

In Bukidnon (Region 10), the initiative to serve IP learners and ensure that they graduate from secondary level made them put up a dormitory for the IP secondary students. This was made possible by the donation of a training center where cottages and dormitories were already



present. This school relies on donations and manages their farm to support the daily needs of the students. In other areas, an integrated school, with both elementary and secondary levels, is established in one school location to ensure that IPs can easily move up to the secondary level and graduate.

One of the concerns of the respondents in relation to the implementation of IP education is the issue of security and safety of the learners and school personnel in these areas where there are continuous tensions between the armed insurgent group and the government forces. According to their narratives, there had been incidents in the past, where

teachers were suspected either as agents or sympathizers of the armed group. It was also reported that teachers and other school personnel had become victims of extortion where they were made to pay one thousand to three thousand pesos monthly or higher to the armed group. One respondent said that he has written to the DepEd division regarding the welfare of teachers in these far-flung areas, in terms of security, transportation support, and living facilities in the school area where they can stay. They are also scared that makeshift materials for their housing cannot provide adequate protection for them. Teachers usually go home either weekly or monthly depending on the location of the school. Usually, teachers who are young and who are newly hired

by DepEd are the ones assigned to these areas.

Overall, the respondents are saying that to effectively bring the school to IP learners there is a need to have a concerted effort from the different government agencies and other institutions. They suggested the improvement of infrastructure in these areas, even if it is pricy in terms of materials and providing security. The respondent also mentioned that the Department of Social Welfare and Development (DSWD) and the Department of Agriculture (DA) are also needed in these areas. In one GIDA community in the hinterlands of Davao, the IP community was supported in corn production and the people themselves asked for a corn dryer as their priority program.

Another illustration where the local government unit was able to help was to fund the building of schools when it was difficult to get the allocation from DepEd because of certain requirements. In one sharing of a respondent, funds can only be allocated and approved by the Department of Budget and Management (DBM) if the area where the school will be built can be given certification by Mines and Geosciences Bureau (MGB). This rule is in the General Appropriation Act (GAA) wherein you cannot allocate resources to build schools in these areas if they have not been declared hazard-free by

MGB. The prioritization of allocation of resources is also based on the data that labels a particular barangay as Focused A or top priority because it has an extremely low poverty index, it is vulnerable to armed clashes, and it is a Geographically Isolated Disadvantaged Area (GIDA). In Region 10, data collected from the AFP, Department of Health (DOH), and DSWD were submitted to support fund allocation to make these areas a priority. All these criteria, accordingly, are the basis for prioritization of intervention and should also be the convergence areas for peace and development efforts. The respondent has the impression that there is a reduction of armed conflict incidents where schools are built and where government agencies are presently delivering their services.

The interpretation of the integration of peace education in the context of the schools where the majority of the learners are IPs is in the contextualization and indigenization of the lessons and the use of the mother tongue of the learners. The policy provides for the consultation and participation of the Council of IP Elders or Cultural Bearers in terms of curriculum development as well as in hiring teachers for the schools.

DepEd Membership in RPOC, PPOC, and CAPDev

The Regional Peace and Order Council (RPOC) and the Provincial Peace and Order Council (PPOC) are government coordinating bodies on the regional and provincial level tasked to play a vital role in maintaining peace and order. A related program titled **Convergence Areas for Peace and Development (CAPDev)** is said to take on a whole-of-nation approach that focuses on coordinated and sustained delivery of government's basic services and social development packages in poor and conflict-affected and GIDA areas. The whole-of-nation approach is stipulated in E.O. 70 which seeks to attain inclusive and sustainable peace to end the local communist armed conflict by the adoption of the National Peace Framework. DepEd, together with other government agencies, is a member of these bodies and participates in the deliberation of issues. This participation has been shared by the different DepEd supervisors in Region 10, 11, and 13. Issues deliberated include identification of areas where schools are needed to be opened and built; the

cooperation of other agencies and local government units in supporting the needs of the schools and the community where it is located that could not yet be met by DepEd; and the safety and security of the learners, teachers, and school personnel.

Some respondents coming from the DepEd basic and secondary schools reported their partnership with the security sector in anti-insurgency campaigns as part of their peace promotion-related initiatives. This is an activity where the school organizes the students for a two or three-hour orientation from Armed Forces of the Philippines (AFP) or Philippine National Police (PNP) on peace and insurgency issues. In Lanao del Norte, a respondent shared that they initiated a Brigada Eskwela (School Brigade): usually parents participate to clean or build structures and to prepare schools for their opening of classes. In this case, they invited both the MNLF and AFP to join to foster cooperation and make the school a zone of peace.



Child Protection, Anti-Bullying Programs, Drug-Use Prevention Campaigns, Schools as Zones of Peace, and Other Initiatives and Programs

Most respondents, if not all, reported initiatives and programs related to the policy on child protection and anti-bullying policies. There is a mandate for them to report incidents and activities. Some schools do Community Orientation on Children's Rights. Disaster Risk Reduction and Management (DRRM)-related-related orientation and training have also been shared, and according to the respondents, this connects directly to the Child Protection Policy. The Preventive Drug Education Program is usually done in partnership with the Philippine National Police. The latest DepEd Order in 2018 mandates these programs for curriculum and instruction integration across all learning areas.

The anti-bullying programs are usually managed by school guidance counselors and relate to other activities meant to foster cooperation and sportsmanship. There seem to be various innovations to discourage bullying behaviors implemented by schools. In partnership with another institution, one program in Davao embarked on organizing extra-curricular activities towards value formation and character building. In Lanao del Norte, the Three Acts of Goodness Program was the initiative of the school head in encouraging positive values. Banig ng Buhay (Mat of Life) is another innovation that encourages learners to share their life experiences to foster friendship and connections. The



program on Boys Scouts of the Philippines and Girl Scouts of the Philippines was also mentioned, and whose extra-curricular activities are meant to be a citizenship values formation program as well as a leadership program. They also cited the various student organizations existing in the schools as spaces for peace-related awareness activities in terms of leadership formations.

The putting up of signages declaring the schools as zones of peace seems to be a popular implementation of a policy that seeks to protect the schools from armed encounters and other forms of violence. This is more related to the previous reports on making peace parks and peace corners and other physical representations of peace. Peace as themes in celebrations and school festivals were also reported as well as in dance or literary contests. Interestingly, faith-based activities were

also reported through activities identified as Spiritual Enhancement through Evangelizers, Youth for Christ Club, and the celebration of mass in the school. War on Waste or WOW and tree planting are leaning towards environmental care initiatives. While School-Based Feeding Programs or SPFP and material assistance projects were also shared by some teachers.

Based on the principle of inclusivity, a supervisor also pointed out that some DepEd programs were meant to include segments of learners that needed special programs like Special Education for learners with special needs; Alternative Learning System (ALS) for out-of-school youth and adults who want to finish their basic and secondary education; and Project Walang Iwanan (Project No-One Left Behind) to address learners with difficulty in reading. To address the diversity of

language and differences in culture, DepEd has the Mother Tongue-Based Multilingual Education (MTB-MLE) that mandates the use of the mother tongue of children in first years of education, while the Technology and Livelihood Education (TLE) and Technical and Vocational Education (TVE) address sectors' needs for developing different tracks of skills so one can join the workforce after senior high.

Reports coming from some of the respondents from the schools in Lanao Sur and Lanao del Norte as well as from BARMM mentioned activities and initiatives in partnership with universities, NGOs, and INGOs directly addressing peace and development issues or peace and conflict in symposiums, training, and capacity building for a culture of peace. These organizations include Teach Peace Build Peace, Act for Peace, USAID, OPAPP, UNDP, FORUM ZFD, among others. Some of these programs took a wider reach and depth. Peace Education in Mindanao Schools and Communities Assisted by the Education and Livelihood Skills Alliance (ELSA) under the USAID EQuALLS2 Project went to partner with several schools and teachers. The working partnership was with DepEd ARMM, Technical Education Skills Development Authority (TESDA), and other agencies and institutions.



It is also important to cite the experience of J. Marquez School of Peace (JMSP) in Cotabato City. The peace program of this school that started in the 1990s is often referred to in terms of its unique success in bringing together Muslim and Christian communities. The school is referenced as a positive illustration of the transformation of its students who were children of ex-rebel returnees and among the mixed inhabitants of Christians and Muslims in the community. The positive transformation of the school and the community was attributed to a committed leadership of a school superintendent and the contributions and dedicated support of partner institutions.

Challenges

On Systems and Structures

The majority of the challenges mentioned by the respondents point to systems and structures for the implementation, for example, a systematic program for teachers' training, mechanisms for ensuring material resource planning, production, monitoring, research, or evaluation. On the ground, respondents said, the integration relied mainly on the initiatives of teachers, school heads, or supervisors.

E.O. 570 did stipulate the creation of an executive committee in overseeing the implementation and monitoring of the executive order and OPAPP was mandated to chair the committee and DepEd to co-chair. As reported by OPAPP, this committee worked regularly for some time. After a while, OPAPP handed over the chairmanship to DepEd. A respondent surmised that it might be that efforts needed to be reduced due to the restructuring of the curriculum for the implementation of K-12 in 2013.

Still, peace education programs have been pursued by some schools in partnership with certain universities, NGOs, and INGOs. And this was where the training of teachers and administrators were

conducted, and exemplars and modules made or even a whole-school-approach pursued. Due to a lack of a formal integrated system, however, some of these projects were not sustained. Outside of these initiatives, DepED peace education implementation was said to have been given more focus and more specific objectives in the implementation of the Indigenous Peoples' Education; values formation through the subjects "Araling Panlipunan" (Social Studies) and "Edukasyon sa Pagpapakatao" (Values Education); as well as in the policies of Child Protection and Anti-Bullying Program, and Drug-Use Prevention.

Sustainability Issues

Since school principals and administrators and teachers are re-assigned every two or three years, most of the respondents mentioned the cessation of programs when the champion or leader of the program retires or is transferred to another school or division. They also shared that administrators have different preferences and focus during their stay and may pursue a different track like improving school infrastructure or improving deliveries of academic instruction. Some administrators and teachers had been participants in various peace trainings and

the crafting of peace education modules but if the school does not provide a clear system of curriculum integration or does not have fund allocation then such programs entirely will depend on the personal initiatives of teachers. The push and leadership either from the DepEd central office or regional office were also mentioned to be an important factor in the implementation and continuation of a program. The lack of a cascaded national strategy and lack of clarity of objectives renders the program difficult to monitor or evaluate, according to some respondents.



Too Many Tasks

It should be kept in mind that teachers already have a demanding workload. Peace Education initiatives often come along with an additional effort needed on their part. When asked to report about initiatives on peace education they reported variants of activities interpreting these under the greater umbrella of what comprised peace education. One division submitted close to a hundred initiatives and programs. On

the other hand, a supervisor explains that if understood well, and systematized, all these added areas of concerns like DRRM, child protection and anti-bullying, drug-use prevention, and peace education can be implemented and integrated into all learning areas.

Security, Safety, and Vulnerability

These concerns were shared especially by respondents coming from those managing or teaching in armed conflict areas and communities in the hinterlands of the provinces of Agusan, Davao, Bukidnon, and the areas of Lanao del Sur. For the latter, the conflict incidents are connected to rido or family feuds and the rise of violent extremism related to the Marawi Crisis in 2017. The displacements of the population due to armed conflict have been one of the complex challenges of DepEd regional

offices in providing and continuing the education of learners in temporary shelters and evacuation sites. Mentioned also as a huge challenge is the presence of fear among the school personnel due to safety issues in the school vicinity especially if they do not come from the locality. They mentioned that there is a need for strong linkages between the LGU-barangay and school in safety concerns.

Resource Materials and Capability Building

Some respondents said that they or their teachers are not equipped to deliver peace education and that they do not have access to resource materials or training. They also feel that they do not have the capability to deal with conflict issues on the ground that necessitate their participation or intervention. Some

shared that while they want to teach peace, they lack the knowledge to teach peace and they feel there are skills needed in generating support from community leaders and parents and in forging linkages with agencies and other stakeholders.

Restrictions Due to the Pandemic/Communication and Access Challenges

All the respondents shared that they are facing a lot of challenges with the shift to online or modular delivery of education. Some of them could not continue the programs that required face-to-face engagements. They are also unable to

reach and monitor their learners and they are worried about the vulnerability of some children either to violence at home or their exposure to radicalization and recruitment by armed groups.



Gaps and Recommendations

The Need for a National and Regional Plan and Strategy for Peace Education

From the perspectives of the respondents, be it teachers, school heads, or administrators, the most perceived gap is the lack of capacity building for teachers and the availability of resource materials. There is a lot of confusion over how to integrate and where to integrate and when pressed to make reports they just list activities with direct or indirect relation to peace in general. This perception was explained by an respondent as the lack of a coherent national and regional guide and strategy. The respondent recommended

that the central or regional office may have to revisit the policy and evaluate its implementation and put in place strategies, directions as well as monitoring and evaluation. The respondents were saying that for the program to be sustained, support and commitment from the higher administration are important. Specifically mentioned is the alignment of peace education integration to the K-12 framework.

The Need for Teachers Training, Knowledge Hubs and the Indigenizing and Contextualization of Teaching Modules and Approaches

Capacity building to be given to teachers and administrators was highly recommended by the majority of the respondents. Leadership training for students was suggested especially for officers and members of student organizations and clubs. Trainings and learning sessions were suggested for parents as well, as they are considered as important partners of the school in the education of children. There

were also recommendations to explore partnerships with government agencies and CSOs to support and facilitate the deliveries of the trainings and production of materials. Production of materials and their accessibility were emphasized by some respondents as essential to effective deliveries of learning sessions for both teachers and students.

The Need for Fund Allocations

Some respondents shared that only the programs with clear fund allocation coming from DepEd can have a sustained implementation. Mentioned here also, are the need for funding for some specific needs of the schools, like the school serving IPs on the secondary level which needed special funds for dormitories and support for the para-teachers. There were

suggestions also of a specific budget for the schools' peace education program to support training and the printing of modules. There was a recommendation to build a Center for Hope or a space to be used by students and teachers for activities designed for solidarity and sharing commonalities.

The Need for Convergencies/Cooperation/Coordination

There are indeed initiatives and programs of peace education in selected institutions and schools especially those which are in conflict areas. There is a need, however, to examine whether the initiatives and programs are system-wide and informed by the national integrated strategy and guideline.

harmonize and cascade it to all divisions all over the country.

The need to revisit the mandates and the documents that were produced by the TWG of E.O. 570 comprised of OPAPP, DepEd, and CHED was suggested by some of the respondents. According to a respondent, there is also a need to reiterate the DepEd Memo Order 496 and

According to some respondents, focusing on the implementation of peace education programs in conflict areas has its logic but to take the holistic view, prejudices and biases do not only come from these areas but from all over the country. They said that awareness of marginalized populations, respect for diversity, and tolerance are not only for Mindanao. There is a need for the whole country to have this kind of education and training.

D. Higher Education Institutions (HEIs) Regions 10, 11, 13, and BARMM

Commission for Higher Education (CHED)

Created in 1994, this agency was part of the broad agenda of reforms that involved the trifocalization of the Philippine education sector into three governing bodies: the CHED for tertiary and graduate education, the Department of Education (DepEd) for basic education, and the Technical Education and Skills Development Authority (TESDA) for technical-vocational and middle-level education. In 1997 the “Higher Education Modernization Act of 1997” was passed and the said law modified and made uniform the composition of the Governing Boards of chartered state universities and colleges (SUCs) nationwide. Each of the University Governing Boards which is chaired by CHED has the responsibility to achieve a more coordinated and integrated system of higher education; formulate and implement policies on higher education, and provide for more relevant direction and ensure the enjoyment of academic freedom as guaranteed by the Constitution.

There are two CHED CMOs pertaining to the integration of peace education

in the HEIs curriculum and these are CMO No. 1 of 2019 and CMO No. 2 also of 2019. CMO No. 1 enjoins the HEIs to offer peace studies/education while CMO No. 2 approves the offering of Indigenous People’s studies. CHED tasks its regional administrators to monitor the implementation of the integration of peace education. Since the CMO was passed only in 2019, a respondent shared that they are just starting the implementation and would later ask for reports from the various HEIs in the region. The enjoyment of academic freedom, explained another respondent, is the reason may be for not mandating peace education integration but only encouraging it as stipulated in CHED Memorandum Order No. 1, series of 2019. The universities and colleges make their own decisions on the processes of its integration, accordingly. The creation of peace centers, i.e. MSU campuses, and the addition of the GE subject Fundamental of Peace Education as a requirement for all students in the said university was made through the Governing Board of the University where CHED serves as chair.

The CHED administrative structure provides for the Office of Planning, Research, and Knowledge Management, the Office of Student Development and Services, and the CHED Regional Offices, among others. The CHED respondents came from the Regional Offices of Region 10, 11, and 13. The Bangsamoro Ministry of Basic and Higher Education (MBHTE-

HEIs Integration of Peace Education

HEIs have three defined areas where peace education or the promotion and development of the culture of peace are implemented in various initiatives and programs. These three areas are in the formal integration into the curriculum or instruction, second is in the research programs and third is through the extension services that the institutions maintain in partnership with LGUs, NGOs, INGOs, the Security Sector and with the communities, often with a specific target group like women, elderly, youth, farmers, and IPs, among others. Most of the extension services and programs involve faculty and students

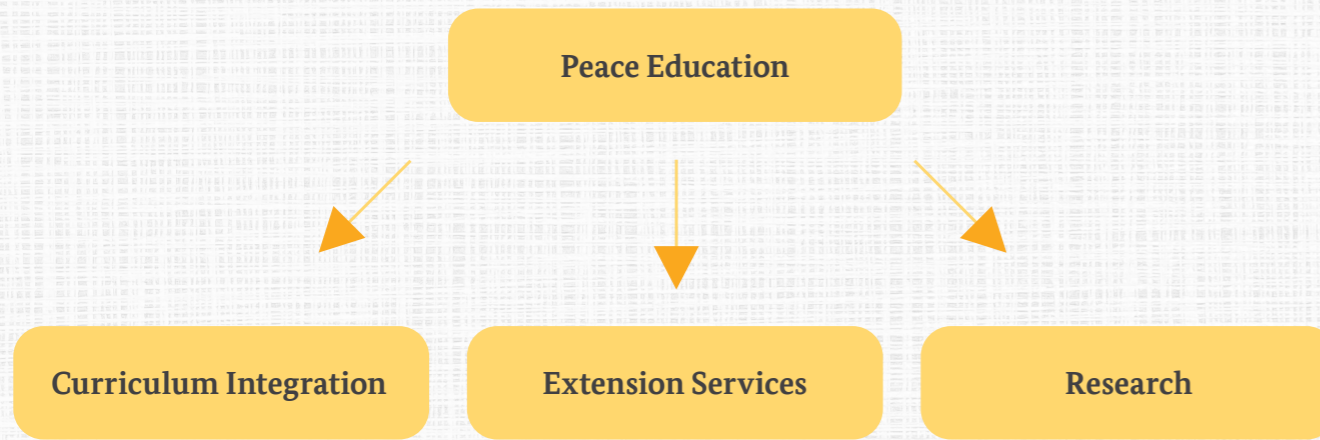
BARMM) is the administrative office for the three sectors of the educational system in BARMM. The ministry is part of the BTA or Bangsamoro Transition Authority and one of its tasks is to form the Bangsamoro Education Code. The Education Code was filed last October 28, 2020, to be deliberated and then approved by the Bangsamoro parliament.

based on the knowledge and discipline needed in the program. Some universities have a peace center within the university with personnel, fund allocation, and programs within and outside the university. In the field of research, peace and conflict-related studies are made as topic areas.

To inform the discussion below, we had the participation of the respondents coming from selected government state institutions and privately-run universities including CHED in Region 10, 11, and 13, and BARMM.



Figure 2. Three Areas of Formal Integration of Peace Education in HEIs



Curriculum Integration

Even before the CHED Order in 2019 on the integration of peace education was launched, several universities have embarked on peace projects and programs as part of the expression of their university's mission and vision. For some, these programs have been in existence for more than a decade or two. This is especially true for Jesuit universities of Ateneo de Davao University and Xavier University-Ateneo de Cagayan and the Father Saturnino Urios University. The state universities also shared that their peace initiatives and programs are products of the overall direction of the university supported by administrative resolutions and championed by its presidents or chancellors. For the other universities and colleges, they can take the encouragement from the recent

CHED Memo 1, 2019. Although this CHED Memo does not categorically mandate the integration of peace, it encourages the various institutions to do so and may integrate it in learning areas or as an elective. Having been promulgated only lately, a CHED regional administrator said that they are just starting to implement the program and may later monitor its implementation.

E.O. 570 in 2006 stipulated the integration of peace education not only in basic education but specifically also in teachers' education. CHED has been a member of the Executive Committee that was supposed to have drafted the strategies and guidelines. The executive order stipulated the integration of peace education for teachers' education. For

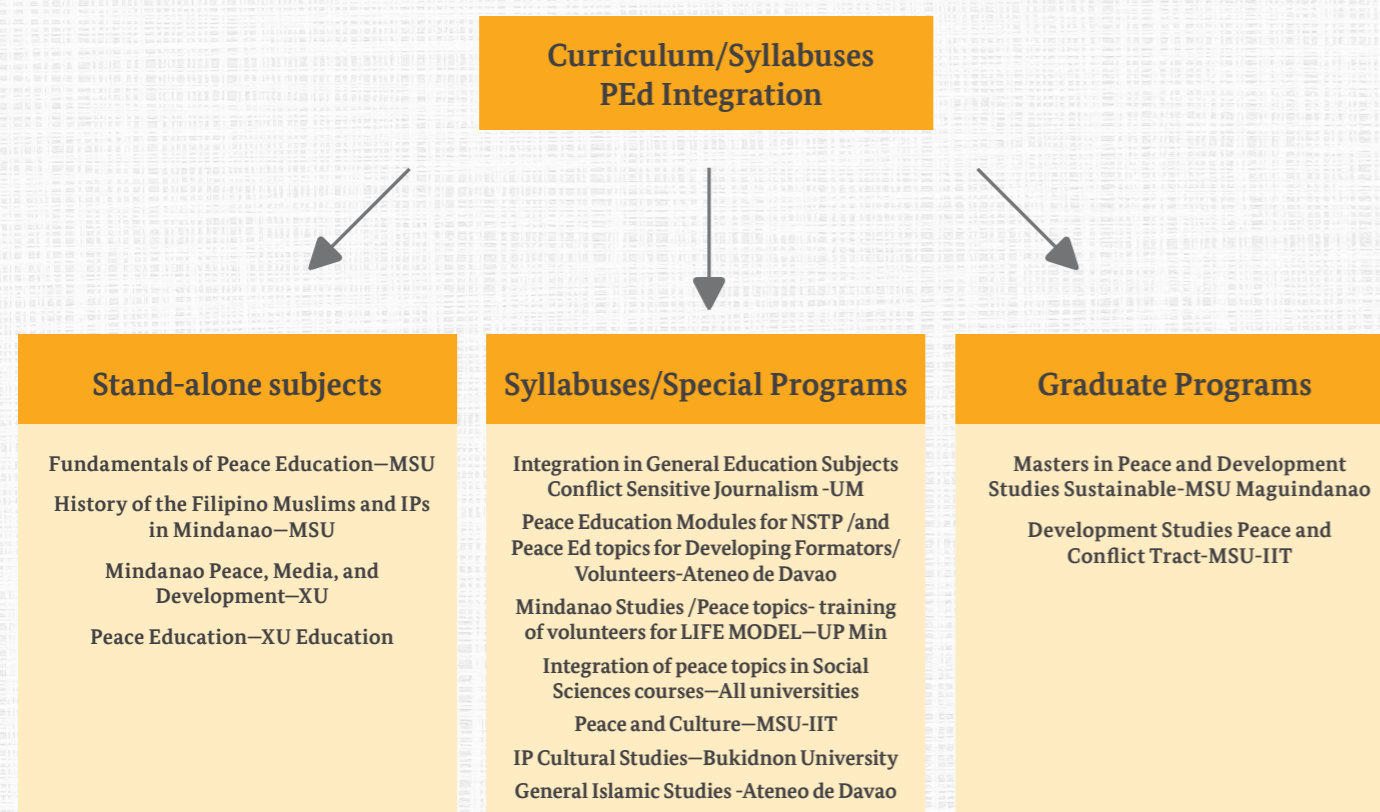
universities with a College of Education or Education Program, they have specific subjects on peace as part of the curriculum of the college. After the restructuring of the Philippine educational system with the implementation of the K-12 program, a new set of what is called General Education (GE) as stipulated by CHED was offered for all tertiary levels both public and private schools. Respondents said that peace topics integration in syllabuses is done in GE 3 - The Contemporary World and GE 8-Readings in Philippine History.

Specific disciplines like Media and Communication or Communication and Development have peace-focused content subjects. For the University of Mindanao, their Mass Communication Program has a Conflict-Sensitive Journalism component

in partnership with ForumZFD. For all the universities, integration is made in various social sciences major subjects such as sociology, anthropology, and history; and peace topics are incorporated in their syllabuses. Specific topics include Mindanao studies and histories, General Islamic Studies, and studies on the IPs of the Philippines. Bukidnon State University offers Cultural Studies as well as subjects like Binukid Indigenous Language, Indigenous Creative Craft, Philippine Indigenous Peoples, and Peace Education. Surigao del Sur State University said that they have integrated aspects important in the context of peace education in elective subjects in College of Law like Indigenous People's Rights Protection and Environmental Issues Protection. Except for a few universities, these



Figure 3. HEI Integration of Peace Education in their Curriculum and Syllabuses



integrations, however, depend mostly on departments’ construction of curriculums and syllabuses and further relies on the teachers’ initiatives for implementation.

For Mindanao State University which has 11 autonomous campuses all over Mindanao, the subjects History of Moro and IPs in Mindanao and Fundamentals of Peace Education are required for all students in all disciplines to take. MSU-Maguindanao offers a Masters in Peace and Development Studies while MSU-Iligan City is set to offer its Graduate

Program in Sustainable Studies with Peace and Conflict Studies track.

Most of the respondents shared that it is the combination of committed and supportive university leadership, the vision and mission anchors of the peace education programs, as well as the existence and access to expertise, resources, and partners that made their peace programs more systematic and sustainable. The graphic below summarizes the HEI respondents’ integration of peace education into the curriculum and syllabuses.

Extension Services

The majority of the peace education initiatives and programs of the universities are generated by their Office for Extension Services that takes care of the non-formal programs and partners with external institutions and communities or sectors. This partnership may be internal, with some of their offices or colleges especially with programs that match the office or college’s resources, expertise, or discipline. Partnerships are also forged with LGUs, NGOs, and INGOs, with varying grants for short or long-term implementations. The majority of the institutions are members of provincial or city peace and order councils where they contribute to deliberations on peace and order issues. All respondents shared that projects and programs for sectors and communities outside the

university are best done in coordination with LGUs and government agencies.

Several universities have peace centers or an office where a peace program is part of the function like Caraga Center for Peace (PASA) for Caraga University, Institute of Peace and Development of Mindanao for MSU-IIT and MSU-Maguindanao, Social Development Cluster for Xavier University, the Al Qalam Institute for Ateneo De Davao. Father Urios University, Bukidnon State University, Capitol University, and Surigao del Sur State University also have their special offices for peace programs and initiatives. The respondents shared that having these offices with personnel and fund allocation supports facilitates planning, programming, and



Figure 4. Areas of Concern in University Peace Programs and Initiatives



implementation of programs.

Discussing the services and programs of a university through its peace centers, extension office, or special offices is an exercise, not so much of delineating and categorizing but also of establishing continuity and connections

Youth Programs

All the universities have non-formal and extra-curricular activities and programs focused on their students or the young people in a chosen community or sector. Initiatives and programs range from leadership trainings, IP or Moro school-based organizations, exposure and volunteerism programs that have training and capacity building components, service programs, student tribunals or grievance offices, and participation of students in outreach programs based on disciplines. Trainings may be internal or required

of the programs with the commitments, values, structures, and expertise of the institutions. This is a complex exercise and requires knowledge of the institution and program. The following figure presents instead categories or areas of concerns and forms of projects that the respondents from the different universities shared.

participation in externally organized workshops. For certain universities, the peace-related component exposures to community work are part of their curriculum of media and development, sociology, or nursing programs. Some respondents shared that after the Marawi Crisis, there were several forums and seminars, workshops on Preventing and Transforming Violent Extremism in the campuses in partnership with NGOs.





Multi-Culturalism/ Respect for Diversity/ Religious Tolerance/ IP-Focused Programs

Ateneo de Davao University (ADDU) and Xavier University-Ateneo de Cagayan which are Jesuit-run universities and have majority Christian students have offices and programs that support Moro and IP students and communities. The Al Qalam Institute of ADDU runs a diverse program for peace, including dialogues, research, and publication. It initiated a program to produce peace education modules that can be used for the National Service Training Program (NSTP). It also took part in creating the Salaam Movement dedicated to the formation of youth and the creation of understanding across cultures and various religions. Al Qalam has an extensive network and partners in its peace programs and it is very much supported by ADDU policies and leadership. Xavier University, on the other hand, has SIRAJ, a Muslim student organization with an 18-

year existence. Likewise, the university also has “Anak ni Apo Agyu” (Children of Apo Agyo), an IP student organization on the campus. Both universities celebrate Iftar, a solidarity activity with Muslim students in breaking their fast. Several universities created prayer rooms and promote ecumenical opening prayers in programs and activities. Capital University has a Museum intentionally for the Moro, IPs, and Christians. This university also holds an exhibition of the Talaandig Tribe soil paintings, IP dance, and music as well as prayer rooms for Christians, Muslims, and Buddhists. The University of the Philippines Mindanao brings its programs to IPs Bagobos and Talaandigs and implements livelihood projects like LIFE Model with a peace component and cultural sensitivity trainings.

Peace Conferences/Forums/Workshops/Consortiums and Production of Modules and Learning Materials

Through these platforms of knowledge sharing, paper research presentations, workshops on different topics on peace, conflict, and development, the universities are playing their role as knowledge hubs and generating resource materials for peace education. Most of these activities and projects are supported by other institutions, NGOs, and INGOs. Father Saturnino Urios University (FSUU) is in its sixth year of organizing the Peace Conference in cooperation with GIZ. Both Al Qalam Institute and Xavier University have a long list of dialoguing or Betiara Sessions on important issues as well as

seminars and workshops on different themes of peace and development. The different MSU campuses organized seminar workshops for the faculty who will handle the Fundamentals of Peace Education. Seminar workshops were also conducted for participants from other schools on the teaching of Moro and IP History in Mindanao. Al Qalam organized the Annual Mindanao Studies and Histories with Forum ZFD. Some respondents mentioned that resource materials were crafted but with limited production and distribution.



Challenges

Pandemic Restrictions

All the institutions shared that the current pandemic restrictions and isolation are creating new environments that require innovation in the delivery of services. Physical, psychological, and mental health issues were identified as factors that need to be addressed among students and teachers. Programs that require exposure and engagement with communities were put on hold. Communication issues and

online connectivity were also mentioned, especially as some communities engaged in specific activities do not even have access to electricity. The majority of the respondents shared that there is a need for stress management interventions and in general the addressing of personal peace of mind.

Curriculum Integration Issues/Trainings/Material Resource Development/Personnel

Several respondents also shared challenges in curriculum integration and posted questions like where to integrate and how to integrate into actual syllabi. Another mentioned that there is no unity or focus within the integration process and structures within the system. A respondent said that certainly there is integration, but it is not within the formal process and therefore dependent on the initiatives of the faculty teaching the subject. There was also feedback on the lack of training for teachers and the absence of monitoring and

evaluation of peace education integration. For the operation of extension offices and peace centers, some respondents shared that there is still a lack of human resources in carrying out functions and in the implementation of programs. There is a lot of multi-tasking in their work – as faculty, peace coordinators, and extension personnel – and respondents hope for a more focused designation of responsibilities in the future.



Community Engagements/Security Issues

Generating cooperation from different sectors and agencies also posed a challenge for the universities with programs on social enterprise, livelihood, and agricultural development. Although CHED Memo No. 63, 2017 encourages off-campus activities as an integral part of learning and to facilitate a more meaningful

learning experience for students, some respondents shared that even during pre-pandemic times, it was difficult to bring students outside of the school because of strict security guidelines and the risk of being perceived as part of one conflicting party or another.



Sustainability and Recommendations

Most of the respondents shared that it is the combination of committed and supportive university leadership, the vision and mission anchors of the peace education programs, and the existence and access to expertise, resources, and partners that made their peace programs more systematic and sustainable. This is especially true for private universities with leadership, institutional goals, values, and supporting resources harmonized to support a program. What was also recognized is the contribution of NGOs and INGOs that partner with universities

to support peace-related programs.

The state universities are more varied in their integration of peace education. The MSU system is more precise in creating stand-alone subjects and with this, continuity is assured, material and training are in place, as well as monitoring and evaluation which are made part of the whole curriculum monitoring. The integration of peace topics in General Education subjects are areas that need a more systematic approach as these are mostly dependent on the teachers'

initiative. Aside from these general factors of sustainability, the various HEIs respondents shared that there is a need for consortiums of universities to support each other's programs of peace education and share practices and knowledge hubs.

Some of the respondents shared some specific concerns that they wish will be addressed to facilitate more effective peace education programs. It was suggested, for example, to have a policy engaging all students in specific peace projects before graduating. Also, that integration can be made more systematic and clearer in the construction of the syllabus and that this should be monitored. Added to this is the creation of a consortium for the universities to be able to share knowledge and support each other.

A respondent of one university emphasized the need for budget allocation for peace education programs. Proposed was also the need to revisit and change the student handbook so that student leaders of the Supreme Student Council can be made part of the Committee on Peace Education. With regards to their extension program, the respondent suggested that there is a need to gather stakeholders to talk and

discuss topics related to the conflict in the province. Moreover, through the research program, a stronger focus on peace and conflict-related topics can be explored in the context of the graduate program thesis.

Another representative suggested having more connections with the LGUs and with the communities through their program. The digitalization of the materials for peace education would also create benefits so that it will be more accessible especially during times of online delivery of learning services.

Another respondent highlighted the need for more cultural sensitivity, especially when conducting programs in Marawi City as well as in IP communities. Given the pandemic restrictions and challenges, a stronger focus on delivering stress management and personal peace interventions not only for students and teachers but also for parents is needed. A community of practice would be of benefit in this regard. It was reiterated that institutional arrangement is always the best path for the sustainability of the programs.

E. Civil Society Organizations



To inform the discussion below we have selected civil society organizations in Region 10, 11, 13, and BARMM that are part of the FGDs and KIIs, all the organizations have a long engagement in peace and development in Mindanao.

Initiatives and Programs

It might not be possible to capture in this study the depth, expanse, and richness of the programs of these organizations wherein some have had at least a decade to two decades of existence and operations. Some also have the reach, innovation, and new platforms in social media as well as in the arts to reckon with. Some initiatives

are complex because they are also part of or connected to an umbrella program. In such a context, these initiatives can be categorized as direct or indirect peace education initiatives and programs. The direct programs expressly or implicitly identify peace education in their program and may target a specific sector or sectors for intervention and usually partner with an educational institution. The indirect programs include peace education as a component of a general program on social cohesion, economic development, or advocacy work. Programs though can have both kinds of interventions.

The organizations in general have varying

approaches and platforms that reflect the multiplicity of their perspectives of the problems on the ground and their specific or general theory of change. Although these organizations are few compared to the population and the complex problems and issues that need to be addressed, there is a perceived vibrancy of activities and there are a number of peace champions that another study could address. There are various partnerships forged with government agencies, LGUs, DepEd, HEIs, other NGOs, and INGOs, and some programs are reaching areas beyond the four regions of this study.

The current list of programs shared is observed to have a special emphasis on the youth sector with many programs designed to address the issue of vulnerability of the

youth in relation to violent extremism through online or digital platforms. To illustrate a few: Keamanan Inc.'s social campaign programs I Am Mindanao and Paeskwela target college students and are meant to strengthen "identity, belongingness, and purpose through various interactive activities." The later program supposedly reached over 5 million people and brought its message across to over 1,500 young people offline. The campaign would later place fourth among 169 campaigns from various universities all over the world in the Peer-to-Peer Facebook Global Digital Challenge. The program #ToREAL (Reduce Extremism and Achieve Lasting Peace) partnered with Xavier university Muslim student organization Siraj focused their campaigns on Madrasa students. Keamanan's program on Social Media Literacy partnered with schools that have a Media and Information course or subject aimed to make the use of social media a safe and "loving" platform.

Equal Access International is implementing the following programs: Digital Tech Camps, Peace Formation Fellowship, Tech Solutions, and Hub Network with 7 Regional Nodes and Peace Promotion Fellows. Tech Solutions is said to be a response to community needs with partners of tech experts to deliver solutions to identified community tech-related problems. Messaging Hub Network aims at delivering information to communities and



duty-bearers that can feed into policy and decision-making.

ForumZFD in Region 11 shared a peace education program that aims to integrate Peace Education in the curriculum of both DepEd and HEIs. The organization has already produced in 2013 the Integration of Peace Education in Teacher Education: A Teaching Guide. Their current programs include, inter alia, the following: Advocacy Project for Implementing the Mindanao Histories and Studies Roadmap (MHS); Institutionalizing Conflict Sensitive Journalism (CSJ) in Communication Curricula in Selected HEIs in Davao Region; Integrating Peace and Conflict Topics in the Social Sciences; and Integrating and Institutionalizing Peace and Conflict Topics in HEI Curricula and CSJ in Practice for Early-Career Practicing Journalists.

Balay Mindanao Inc. has a program called Operation Peace Course focusing on mixed-sector participants, or targeted sectors such as teachers, government officials, and personnel and security sector members. This seminar-workshop could run from three days to one week and is designed to answer to the conflict context of the participants and boasts of recall mechanisms for both facilitators and participants to monitor and evaluate results and impact. Balay Mindanao supported their personnel to pursue an MA in Applied Peace as part of their capacity building and

sustainability of the program. They invite external resource speakers and facilitators as the need arises. The course is not only conducted in their Balay Mindanao venue but also brought to other areas of Mindanao and in the country, including camps of the security sector. The organization believes that its peace education program are to be inclusive and should give the skills of conflict analysis and other peacebuilding tools.

Teach Peace Build Peace Movement has an exemplary program on peace education both in partnership with educational institutions and communities. They are committed to doing strategic initiatives of running peace education programs for children in conflict and non-conflict zones. They have focused on the BARMM region and worked in the capacity building of schools and teachers using the holistic approaches engaging not only the children but the school, parents, and the community. They use a variety of engagements that uses music, arts, games, and sports to impact a culture of peace and dialogue. They have also produced a sizeable collection of modules and videos, storybooks, and games designed for these purposes.

The Mindanao Peace Building Institute, on the other hand, has been serving the local needs for peace education locally and internationally for two decades now. The organization is committed to providing a space for people of diverse backgrounds to



gather, share and learn in a safe environment where all viewpoints are encouraged and respected. MPI has an annual learning program that has become a resource for peacebuilders. It offers the following courses: “Peace Education: Concepts and Approaches with topics on Mainstreaming Peace Education in Communities and Schools,” “Peace Education as a Peacebuilding Process,” “Peace Education: Designing Pedagogies for Change” and “Strengthening Peace Education Training Skills: Formal and Informal Approaches to Peace Education.”

Interesting narratives also come from the experience of the Just Projects Philippines

that focused on the IPs of Region 13 and brought them to GIDA areas that take several days to reach. They were able to partner with the provincial as well as the municipal LGUs, and DepEd, and the security sector to provide buildings for the basic and secondary schools they started. They have been training teachers to teach peace education since 2013 and they have also produced contextualized modules for these areas of engagement. The organization is a church-based organization that has made its mission to focus on children of war and bringing services to IPs in the hinterlands.

Challenges/ Recommendations



Current Pandemic Challenges

Organizations are scrambling to face the challenge to innovate and find ways of engagement given the restrictions and the various community quarantine protocols to ensure the safety of inhabitants. They recognize emerging issues outside of their existing programs and questions of how to answer these emerging needs such as stress management, conflict resolution at

home, protection of the vulnerable, and dealing with cybercrimes, etc. Included also in those needs are the important factors of technology access and connection. There is a recommendation here to come together and assess current situations and re-evaluate programs.

Layers of Context

Another challenge mentioned by respondents is navigating through what they labeled as layers of context: ethnic, religious, political loyalties. It was mentioned that there is always that challenge to periodically conduct and update conflict analysis to be able to correctly read the situation on the ground and assess the fitness and responsive quality of a program.

How to gain the trust and confidence of the communities and different population groups they are working with is a challenge. The recommendation here is the sharing through a community of practice in dealing with these challenges and to maybe conduct joint periodic conflict analysis and actors mapping dynamics.

Security Issues and No Control on Emerging Conflicts

There are areas where rido or family feud may erupt, or NPA and AFP encounters may happen. The recommendation here is to work closely with LGUs and government agencies and continue dialoguing with the

security sector. Participation of selected CSOs in the Regional and Provincial Peace and Order Council is also suggested.

Partnership/Long Term Plans/Duplication of Initiatives and Programs

Accordingly, behavioral changes take time to happen, and respondents mentioned the needed patience and steadfastness to stay on track in their missions. Some respondents mentioned the need for consortiums and platforms for exchange to share and inform each other about the respective programs to avoid repetitions of the seminars and working with the participants and communities. Accordingly, there is a need to promote more collaboration instead of competition. Suggested also is to provide platforms

for exchange of lessons, successes and failures, across different actors. It is also deemed important to recognize peace as a complex process and therefore there is a need to define and redefine existing initiatives and programs. Also mentioned are transition issues to accommodate new donors. The suggestion here is to have more linkages and networks and the creation of a network of advocates on peace education.



4. Conclusion and Recommendations

Given the national policies supporting the implementation of Peace Education and the almost three decades of experience on the part of NGOs and INGOs, and the various efforts of OPAPP as well as DepEd and HEIs in Reg. 10, 11, 13, and BARMM in peace education integration, it is visible that a lot has been done to implement national policies and strategies on the ground. To further assess the implementation, it is important to

keep a permanent eye on institutional practices, as well as its evaluation of outputs and impacts, as well as challenges for the implementation. It is suggested for DepEd, OPAPP, and CHED to do so as the Executive Committee of the E.O. 570 and craft a clear national plan and strategy for the integration of peace education, that is followed through down to the local levels.

A school or university should be enabled to identify formal and non-formal learning

processes that contribute to peace-loving graduates. For the institutionalization of such an approach, committed leadership that cascades such values and goals within the offices and programs of the institution is key.

Given the wealth of experiences and practices, there is a need to harvest the knowledge, the resource materials, the insights on the implementation of peace education, and this can only happen if there is a coming together in terms of consortiums and networks that provide the space for evaluation, planning and strategizing. This is also where mechanisms for cooperation can be established.

The varying conflict contexts need to be examined, too, and how they affect schools and learners. The conflicts in Mindanao have a high degree of complexity given its histories, peoples, and diverse culture. The local context must inform peace education initiatives and programs where culture, nuances, local dynamics, stakeholders are taken into consideration. MBHTE-BARMM, being a new administrative structure, has embarked on making its own Education Code that has to balance national goals and its own local and identity needs.

What is also apparent is the harmonization of national efforts with local implementation. A regional or provincial assessment and planning supported by the regional offices of DepEd and CHED and with support of CSOs is needed in this regard. Cooperation and linkages are important since the mapping process showed that most peace education programs were

implemented with the partnership, support and cooperation between agencies and organizations. There are CSOs that have a wealth of experience in peace education trainings. There is already a wealth of materials and modules that can be used by teachers and learners, but many do not know where to access them. These must be solved at the provincial or regional level so that contextualization and indigenizing of the materials are given attention.

For CSOs, there might be a need to catalogue the different theories of change that move the various programs on peace and learn from each other which strategies are effective. It will be an opportunity for pioneering organizations to impart their decades-long experience and inculcate among others, particularly some of the newer organizations, the necessity of appreciating the need for changes in strategies. Organizations can also share their expertise and specializations while working with the other sectors given the complexity and shifting dynamics of issues and conflicts.

This research, therefore, suggests further investigation and cataloguing of the various theories of change, that animate both direct and indirect interventions in the context of peace education and the sharing of these lessons in a knowledge product or activity. The continued documentation of experiences and the clarification of the multiplicity of positions are activities that can also be undertaken to help strengthen the community of actors for peace in education.



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Annexes

- Annex 1. DepEd Initiatives and Programs
- Annex 2. HEIs Initiatives and Programs
- Annex 3. CSOs Initiatives and Programs
- Annex 4. List of Modules and Topics Per Region
- Annex 5. OPAPP List of Peace Education Programs/Activities

Annex 1. Deped Initiatives and Programs

Name/Position/ Region/ Institution/ Organization	Initiatives/Programs
Lumbia National High School Region 10	<ol style="list-style-type: none"> 1. Barkada Kontra Droga 2. HIP-HOP (Honest, Industrious, Polite, Helpful, Obedient and Punctual)
Luyungan IP High School Region 10	Food Sufficiency Program (indirect program initiative)
Cagayan de Oro National High School Region 10	Project Walang Iwanan
Division of Malaybalay City Region 10	Barkada Kontra Droga (BKD)Scouting (BSP/GSP), Supreme Pupils Government (SPG), Supreme Student Government (SSG), Parents Teachers Association (PTA), War on Waste (WOW), 4H Club, School-Based Feeding Program (SBFP), Youth for Christ (YFC) and different clubs recognized by the schools
Division of Davao del Norte Region 11	<ol style="list-style-type: none"> 1. The Division sponsors training on Peace Education for teachers and coordinators 2. It has been an active partner of the Philippine Army for the reformation of the former rebels 3. Peace Education has been integrated into lessons, particularly in the Araling Panlipunan discipline 4. There are modules/ lesson exemplars available at the district level. 5. Peace Education has been integrated into one of the themes during Academic Festivals and in other co-curricular activities of the schools and Division levels.
El Salvador, New Corella Davao del Norte Region 11	Kapwa Ko, Mahal Ko
Bantayan Elementary School Region 11	No Bullying Policy Care for the Environment Peace Education Symposium
Clementa F. Royo Elementary School Region 11	<ol style="list-style-type: none"> 1. Child Protection Policy 2. United Nations 3. National Heroes Day 4. Peace Day Celebration 5. Peace Education Symposium
Datu Balong National High School Region 11	LAC Session in Araling Panlipunan/Peace Education

Location/Clients	Objectives
Students of Lumbia National High School Lumbia, Cagayan de Oro City	<ol style="list-style-type: none"> 1. It is focused on training learners on values preservation and practice in the school and community. 2. It is designed to provide meaningful experiences for learners to keep them away from the use of drugs or addiction.
Students of the Seven Tribes of Bukidnon Luyungan High School, Nasuli, Bangcud, Malaybalay City	<ol style="list-style-type: none"> 1. To provide the IP students access to education. 2. To instill the relevance and value of peace in the minds of the students. 3. To introduce relevant government programs for the people.
2nd St., Nazareth, Cagayan de Oro City Learners, Parents, teachers, and Stakeholders	<ol style="list-style-type: none"> 1. To integrate peace education to the learners through ESP, AP, MAPEH and other subject learning areas. 2. To be able to strengthen peace education in the school. 3. To be able to foster understanding, skills, values, and behaviors among learners that will lead to peaceful and child-friendly school and community
Division of Malaybalay City Pupils/Students/Parents	<ol style="list-style-type: none"> 1. To assist in developing a more peaceful, orderly, less violent environment through education of our youth. 2. To help promote the development of peace and social justice and in handling relationships and conflicts constructively.
Davao del Norte Division schools Teachers, learners, and school heads	<ol style="list-style-type: none"> 1. To inculcate the importance of Peace Education to the learning community 2. To refresh and remind the facilitators that in keeping peace towards the community, self reflection on what peace is all about shall start from them. 3. To integrate Peace Education in the teaching-learning classroom delivery.
SEI Salvador, New Corella Kinder- Grade VI pupils, teachers, school head	<ol style="list-style-type: none"> 1. To have a bully-free environment. 2. To love and respect one another. 3. To care for our environment.
New Bantayan Elementary School, Asuncion, Davao Del Norte Pupils, Teachers, PTA Official	<ol style="list-style-type: none"> 1. To help pupils acquire skills for non-violent conflict resolution and reinforce these skills for active and responsible action in society to promote the values of peace.
Clementa F. Royo Elementary School Villa Clementa Subd., Maniki, Kapalong, Davao del Norte Students, Teachers, and School Head	<ol style="list-style-type: none"> 1. To foster changes to make the world a better and more human place. 2. To develop values and skills to assist the students in striving for the fullness of life. 3. To help students develop a rich vision of peace to work for a viable global society.
Datu Balong National High School Araling Panlipunan Teachers	<ol style="list-style-type: none"> 1. To enhance and develop Araling Panlipunan teachers' understanding about peace education as one of the United Nations initiatives.

Annex 1. Deped Initiatives and Programs

Name/Position/ Region/ Institution/ Organization	Initiatives/Programs
Kapalong National High School	Bullying Prevention
Butuan City Division Region 13	THE SOWER OF PEACE PROGRAM – A non –profit program that helps to promote peace and healthy relationship in the schools of Butuan City
DepEd, Tandag City Division, Caraga Region	1st Division Peace Education Advocacy and Inter-School Literary Competition
Department of Education Region 13	<ol style="list-style-type: none"> 1. Hanging of Streamer to all skols as Zone of Peace (DO No. 40 s, 2005) 2. Giving of Schools supplies to Selected IPS learners 3. Giving Games to IPS learners and feeding like food Pack (Jollibee). And toys, bags, and schools supplies 4. Giving used clothing 5. Hanging of Streamer in the Celebration of National Peace Consciousness Month (Month of September 1-30)
Zillovia National High School Region 13	<ol style="list-style-type: none"> 1. There were programs in the Division of Agusan Del Sur regarding Peace Education but only to those selected schools identified. Some of these initiatives were geared towards preventing extremism, joining the rebel groups, and promoting human development and technical skills. 2. The DepEd initiative was to create a lesson exemplar that will be part or integrated into the mainstreaming of peace education, particularly in secondary (high school). This program is Act for Peace Programme as a partner with OPAPP, Provincial Government, Municipal GovernmentPeace Programme as a partner with OPAPP, Provincial Government, Municipal Government
Mat-i National High School Region 13	“KALINAW OG PANAGHIUSA PARA SA KALAMBUAN SA MATAG USA” Program

Location/Clients	Objectives
Kapalong National High School Maniki, Kapalong, Davao del Norte Students from Grade 7 -12	This program aims to learn strategies and skills to resolve conflicts peacefully and build community, ultimately reducing bullying and teasing. This program focuses on interactive activities that encourage students to express their emotions constructively and develop respect for themselves and others.
Butuan City Teachers, Students, School Heads, Parents/Guardian	<ol style="list-style-type: none"> 1. Promote peace and harmonious relationship within the school and community. 2. Help to resolve the conflict between the target clients. 3. Maintain a harmonious working environment and healthy relationship within the premises of the school and community.
Mandarin Tea Garden, Tandag City Select learners, parents, school staff, barangay officials of the three identified schools peace education advocates such as Meliton M. Ajos Integrated School, Carmen Integrated School, and Mabuhay Elementary School.	<ol style="list-style-type: none"> 1. To advocate peace education program. 2. To know the importance of the program. 3. To make awareness of the community that are prone to peace and order conflict through lesson integration in their respective school.
<ol style="list-style-type: none"> 1. Kasana-ag ES Esperanza District 2 2. Odiong IPS Shools Esperanza District -2 3. Kibukay IPS Schools Esperanza District-2 4. Batac ES Esperanza District 2 5. Manangahon ES San Francisco District 2 6. Sagunto ES La Paz District 2 7. Casanaag ES Esperanza District Learners/Teachers and Selected Barangay officials	<ol style="list-style-type: none"> 1. To protect Learners and Schools from adverse effects of armed violence and ensure continuity of education. 2. To have specific direction and priorities for protecting learners in the Schools. 3. To continue delivery of education services to all learners 4. Defining and operationalizing the concept of Learners and Schools as Zone of Peace. 5. Established a resilient Society / Community 6. to have a Peaceful and secure environment conducive to effective teaching and learning
Guadalupe National High School Guadalupe, Esperanza, Agusan del Sur Secondary Students of Guadalupe and the neighboring barangays	The program’s objective is to teach the learners about the importance of having peace in the community and society through its integration in the 8 subjects of the curriculum. The lesson plan that will be made should teach the learners the knowledge, skills, values, and cultural awareness to attain and sustain peace.
Mat-i National High School Parents, Students	<ol style="list-style-type: none"> 1. To strengthen peace, unity among the residents of Brgy. Mat-i 2. To enlighten the mind of the non-resident of Brgy. Mat-i that the place mentioned above is a place Safe to Live.

Annex 1. Deped Initiatives and Programs

Name/Position/ Region/ Institution/ Organization	Initiatives/Programs
Pulanglupa National High School Region 13	PROJECT SELFIE(Spiritual Enhancement for Learners Formation of Inner-Self through the Evangelizers)
Marawi City Division BARMM	<ol style="list-style-type: none"> 1. Seminar-Workshop entitled Empowering Children as Peacebuilders Creation of Peace Club 2. Creation of Child Protection Committee with the BLGU and other stakeholders 3. Annual Security Plan
Division of Maguindanao 1 BARMM	Teach Peace Build Peace Program
MBHTE – Maguindanao 2 BARMM	Capability Building on Peace Education and Standards on Lesson Exemplars (Integration of Peace Education Concepts in Basic Education Curriculum)
Lake Lanao National High School BARMM	<ol style="list-style-type: none"> 1. Seminar-Workshop entitled Empowering Children as Peacebuilders Creation of Peace Club 2. Creation of Child Protection Committee with the BLGU and other stakeholders

Location/Clients	Objectives
Pulanglupa National High School All Learner from Grade 7 to Grade 12	<ol style="list-style-type: none"> 1. Provide learners with more opportunities to connect with their “inner-selves”; 2. Focus on learner’s spiritual development through involvement and participation in high impact activities such as interfaith dialogue, charitable involvement, and reflection and meditation exercises; 3. Foster self-esteem and desirable reward behavior; 4. Establish brotherhood/sisterhood camaraderie among laypersons regardless of religious sects; 5. Live a prayerful life
Marawi City Division, Marawi City Secondary Schools Learners	<ol style="list-style-type: none"> 1. To support the students to acquire various knowledge and skills. 2. To nurture constructive attitude and behavior. 3. To protect the children from inside and outside home abuses. 4. To prevent the occurrence of conflict and resolve conflicts peacefully.
Tatak Elementary School and Hadji Salik Elementary School and a Peace Hero Hub ground-breaking in Hadji Salik Kalaing Elementary School Learners, parents, teachers, stakeholders	Build a culture that consists of values, attitudes, and behaviors that reject violence, which attempts to prevent conflict by rightfully addressing its root causes with a new view of solving problems through dialogue and negotiations.
Municipality of Parang Punta Central Elementary School Nituan Elementary School Macarimbang Ale Memorial Elementary School Making Elementary School Teacher – Writers, Division Peace Education Coordinator and Schools Division Superintendent	<ol style="list-style-type: none"> 1. Have a clear grasp of the values of Peace Education in empowering the primary actors and youth vis-a-vis the thrust and goals of the project. 2. Understand the concept of the Project in improving access to quality education in the promotion of peace. 3. Agree on strategies and work programs for better education strategy and governance. 4. To gain commitment and support from partners and their deliverables.
Brgy. Sugod Proper, Marawi City Learners of Lake Lanao NHS	<ol style="list-style-type: none"> 1. To support the students to acquire various knowledge and skills. 2. To nurture constructive attitude and behavior. 3. To prevent the occurrence of conflict and resolve conflicts peacefully.

Annex 2. HEIs Initiatives and Programs

Institution	Programs
<p style="text-align: center;">Region 10 Xavier University – Ateneo de Cagayan</p>	1. Peace Ed, Media, and Development
	2. Mindanao Peace and Development
	3. Peace Ed
	4. SIRAJ
	5. Muslim Religious Studies
	6. Youth Peace Camp
	7. I Am Mindanao
	8. Mindanao Week of Peace
	9. University Iftars

Clients/Partners	Objectives
<p>Students of Lumbia National High School</p> <p>Lumbia, Cagayan de Oro City</p>	<ol style="list-style-type: none"> 1. It is focused on training learners on values preservation and practice in the school and community. 2. It is designed to provide meaningful experiences for learners to keep them away from the use of drugs or addiction.
<p>Students of the Seven Tribes of Bukidnon</p> <p>Luyungan High School, Nasuli, Bangcud, Malaybalay City</p>	<ol style="list-style-type: none"> 1. To provide the IP students access to education. 2. To instill the relevance and value of peace in the minds of the students. 3. To introduce relevant government programs for the people.
<p>2nd St., Nazareth, Cagayan de Oro City</p> <p>Learners, Parents, teachers, and Stakeholders</p>	<ol style="list-style-type: none"> 1. To integrate peace education to the learners through ESP, AP, MAPEH and other subject learning areas. 2. To be able to strengthen peace education in the school. 3. To be able to foster understanding, skills, values, and behaviors among learners that will lead to peaceful and child-friendly school and community
<p>Division of Malaybalay City</p> <p>Pupils/Students/Parents</p>	<ol style="list-style-type: none"> 1. To assist in developing a more peaceful, orderly, less violent environment through education of our youth. 2. To help promote the development of peace and social justice and in handling relationships and conflicts constructively.
<p>Davao del Norte Division schools</p> <p>Teachers, learners, and school heads</p>	<ol style="list-style-type: none"> 1. To inculcate the importance of Peace Education to the learning community 2. To refresh and remind the facilitators that in keeping peace towards the community, self reflection on what peace is all about shall start from them. 3. To integrate Peace Education in the teaching-learning classroom delivery.
<p>SEI Salvador, New Corella</p> <p>Kinder- Grade VI pupils, teachers, school head</p>	<ol style="list-style-type: none"> 1. To have a bully-free environment. 2. To love and respect one another. 3. To care for our environment.
<p>New Bantayan Elementary School, Asuncion, Davao Del Norte</p> <p>Pupils, Teachers, PTA Official</p>	<ol style="list-style-type: none"> 1. To help pupils acquire skills for non-violent conflict resolution and reinforce these skills for active and responsible action in society to promote the values of peace.
<p>Clementa F. Royo Elementary School</p> <p>Villa Clementa Subd., Maniki, Kapalong, Davao del Norte</p> <p>Students, Teachers, and School Head</p>	<ol style="list-style-type: none"> 1. To foster changes to make the world a better and more human place. 2. To develop values and skills to assist the students in striving for the fullness of life. 3. To help students develop a rich vision of peace to work for a viable global society.
<p>Datu Balong National High School</p> <p>Araling Panlipunan Teachers</p>	<ol style="list-style-type: none"> 1. To enhance and develop Araling Panlipunan teachers' understanding about peace education as one of the United Nations initiatives.

Annex 2. HEIs Initiatives and Programs

Institution	Programs
<p style="text-align: center;">Region 10 Xavier University – Ateneo de Cagayan</p>	10. Year of Service Program (YOS) (under the Peace Program)
	11. Peace Dialogues and Forums (among many organized in the past, including human rights, martial law, etc.)
	12. Lamdag ACT Project (Acceptance of Children towards Transformation)
	13. Philippine Youth Leadership Program (PYLP)
	14. XU Tabang Marawi

Clients/Partners	Objectives
<p>Clients: Young/newly graduated XU students as YOS volunteers Partner communities/organizations/groups:</p> <p>Indigenous Peoples' communities: Apu Palamguwan Center Bendum, Bukidnon Matigsalug, Manobo Community Development Project Simsimon, San Fernando, Bukidnon St Therese High School of Miarrayon Miarrayon, Bukidnon</p> <p>Muslims: Toril of Halawatol Iman Litahfidhil Qur-anil Kareem DepEd Asatids (teachers) of Arabic Language and Islamic Values Ed - ALIVE)</p> <p>Cooperating Partners: XU Peace Program – main implementer/ Interfaith Forum for Peace Harmony and Solidarity (IFPHS – CDO)</p>	
<p>Clients: 40 young ulamas and religious leaders from Lanao del Sur, Lanao del Norte</p> <p>Cooperating Partners: ADDU's Al Qalam Institute/Forum ZFD/MSU-IIT's IPDM</p>	
<p>Clients: XU community and invited peace stakeholders</p> <p>Cooperating Clients: Ateneo de Manila/PDRRM Office – ARMM/AFP Task Force Ranao</p>	
<p>Clients: Youth, Young professionals, XU students</p> <p>Cooperating Partners: Junior Chamber International (JCI) – Phil chapter/ MSU-IIT IPDM</p>	
<p>Clients: Tabang Marawi relief operations for survivors of the siege camped in evacuation centers in MarawiCity, in Lanao del Norte, for evacuees that fled to CDO, among others</p> <p>Cooperating Partners: Office of the Vice President of the Philippines (OVP)/ Menschen Fur Andere/All Ateneo schools and universities/ Other Jesuit apostolates and ministries/Multi-stakeholders within and outside the country</p>	

Annex 2. HEIs Initiatives and Programs

Institution	Programs
Region 10 Xavier University – Ateneo de Cagayan	15. Art of Peace
	16. Service Learning Program
Region 10 Capitol University	
Region 10 MSU-IIT (IPDM)	Course subject on Fundamentals of Peace Education or FPE101
Region 10 Bukidnon State University	
Region 11 University of Mindanao College of Arts and Sciences Education, 2nd floor DPT building, UM Matina, Davao City, 8000	Peace topics are embedded in two (2) general education courses mandated in the curriculum: GE 3 (The Contemporary World) and GE 8 (Readings in Philippine History). Also, integrated into the Mass Communication program is in partnership with Forum ZFD on integrating Conflict-Sensitive Journalism in selected major courses. CSJ is one area in the area of peace education. In fact, a team from different institutions has produced a CSJ Teaching Guide in collaboration with FORUM ZFD, Commission on Higher Education, Media Educators of Mindanao, and PECOJON.
Region 13 Caraga State University Municipality of Sibagat, Agusan del Sur	PASA (Peace Advocacy and promotion; Advancement in Education; Social welfare support; and Advocacies and prevention of health-related issues)

Clients/Partners	Objectives
<p>Clients: 20 artists and art groups selected from Mindanao</p> <p>Cooperating Partners: British Council Philippines/The Change Collective/Active Citizens</p>	
<p>Clients: XU junior and senior tertiary students</p> <p>Cooperating Partners: Various LGUs, agencies, and institutions in CDO, MisOr, and Bukidnon</p>	
<p>Clients: All undergraduate students in all MSU Campuses</p> <p>Cooperating Partners: Integrated partnered with NGO's</p>	
<p>Clients: General Education students from various programs in the University; AB Communication students.</p> <p>Cooperating Partners: For the integration of peace-related topics in selected general education courses, it was in compliance with the Commission on Higher Education's prescribed syllabus for the courses; For the CSJ, it was in partnership with FORUM ZFD, a non-government organization that promotes peace education in Mindanao.</p>	The integration of peace-related topics in selected courses aims to make students aware of the conditions of nations and how peace could be attained in various aspects of one's life. Likewise, the Communication program integration of conflict-sensitive journalism in selected courses teaches future media practitioners how conflict is reported in attaining peace.
<p>Clients: Secondary School Teachers of the Two (2) Secondary Schools in Sibagat, ADS, and Officials of LGU-Sibagat</p> <p>Cooperating Partners: LGU-Sibagat and Caraga Center for Peace and Development</p>	To capacitate the Secondary Teachers of Sibagat, ADS, and LGU-Sibagat Officials on peacebuilding as mandated in the EO570.

Annex 3. CSOS Initiatives and Programs

Institution	Initiatives/Programs	Clients/Partners	Objectives
<p>Region 10 Keamanan Inc</p> <p>Evans Rosauro I. Yonson Executive Director Cagayan de Oro City</p>	<p>1. I Am Mindanao (IAM)</p>	<p>Clients: XU college students</p>	<p>IAM conducted offline activities such as face-to-face orientation seminars/workshops, concerts, cultural exchange programs, photo exhibits, essay writing competitions, etc. Information materials, photographs, and videos collected from these activities were processed and posted online.</p>
	<p>2. Peacekwela – Making Peace Fun</p>	<p>Clients: high school students (from junior high to senior high school).</p>	<p>The online activities of IAM included, but were not limited to, photo and video challenges, essay writing contests, painting contests, and many more.</p>
	<p>3. #toREAL (Reduce Extremism and Achieve Lasting Peace)</p>	<p>Clients: Madrassa students and university students.</p>	<p>The campaign was conceived and implemented by an all-Muslim team. Most of the activities of the project were offline, such as cultural exchange, peace workshop, masjid and church visits, orientation seminar, and many more.</p>
	<p>4. The #SML (Social Media Literacy) Project</p>	<p>Clients: Youth in Northern Mindanao</p>	<p>Aims to foster responsible social media use among the youth in Northern Mindanao. The project believes that by providing the youth with the right knowledge and skills, they'd contribute to making social media a safe, accepting, tolerant, and loving platform to take part in. The project includes educating the public on responsible social media use, partnering Media and Information Literacy teachers of private and public senior high schools, and creating a hub for each school.</p>
	<p>5. KAMIndanao</p>	<p>Clients: Young leaders in Mindanao – Zamboanga City, Basilan, Sulu, Tawi-tawi, Pagadian City, Iligan City, Cagayan de Oro City, General Santos City, South Cotabato, Maguindanao, and Cotabato City</p>	<p>Project aims to assist the participants in developing their campaign skills on social media. The project has created a network of 47 active social media campaigns that promote peace, understanding, and appreciation of the tri-people in Mindanao.</p>
<p>Region 11 ForumZFD</p> <p>Suite B305 Plaza de Luisa Complex, R. Magsaysay Ave., Barangay 30-C, Davao City</p>	<p>1. Advocacy Project for Implementing the Mindanao Histories and Studies Roadmap (MHS)</p> <p>2. Institutionalizing Conflict Sensitive Journalism (CSJ) in Communication Curricula in Selected HEIs in Davao Region</p> <p>3. Integrating Peace and Conflict Topics in the Social Sciences</p> <p>4. Integrating and Institutionalizing Peace and Conflict Topics in HEI Curricula</p> <p>5. Junior Media Practitioners Influence Reporting of Media Industry / CSJ in Practice for Early-career Practicing Journalists</p>	<p>Clients: Our partners are schools (administrators, teachers, and students), media (particularly media trainers/consultants, junior media practitioners, and media editors/managers), IP communities,</p> <p>Cooperating Partners: <ul style="list-style-type: none"> • Commission on Higher Education (CHED) Regional • Office XI and National Office • Office of the Presidential Adviser on the Peace Process • DepED National • Civil Society Organizations </p>	<p>Stakeholders in the media and education system, being government education and cultural agencies, legislators, academic institutions, media outlets, and cultural centers, enhance practices and structures through a conflict transformation lens and generate output such as policies, articles, multimedia materials, and curricula, to contribute to a genuine culture of peace.</p>
<p>BARMM Duyog Marawi</p> <p>Lanao del Sur, Lanao del Norte, North Cotabato</p>	<p>1. For the formal sector: PACEM or Peace Education for the Adolescents and Children in Emergency-affected communities in Mindanao</p> <p>2. For the non-formal: SEVEN PATHWAYS TO PEACE: Transforming Young Local Faith Actors into Peacebuilders</p>	<p>Clients: Basic Education pupils</p> <p>Cooperating Clients: Save the Children ECHO/MISSIO and SCP/DepEd, Arnold Janssen</p> <p>Partners: Caritas, USAID</p>	<p>The overarching agenda is to form the young generation into peace champions committed to creating a culture of peace and dialogue.</p> <p>The desired impact is the prevention of local conflicts and violent extremism, reduction of Islamophobia, and increase in religious tolerance.</p>

Annex 3. CSOS Initiatives and Programs

Institution	Initiatives/Programs	Clients/Partners	Objectives
<p>BARMM</p> <p>Mindanao Peoples' Peace Movement</p> <p>Bagua 2, Cotabato City, Philippines.</p>	<ol style="list-style-type: none"> 1. Organizational Development 2. Research and Education 3. Information, Education and Campaign 4. Human Rights and Peace Dialogues 5. Lobby and Advocacy 6. Freedom on Religious and Beliefs 	<p>Clients: Grassroots communities of Bangsamoro, Indigenous Peoples and Migrants Settlers and their descendants.</p> <p>Cooperating Partners: Organizations, Civil Society Organizations, Local Government Units, Government Agencies, Private Sectors, Academes</p>	<p>Promote religious tolerance in transitional communities by reducing prejudices and facilitating dialogue between and within religious groups through a multi-faceted approach that includes intervention at the intersection of socio-cultural, religious, security, and policy spheres.</p>
<p>NCR</p> <p>Office of the Presidential Adviser on the Peace Process (OPAPP)</p> <p>Agustin 1 Bldg., F. Ortigas Jr. Road, Ortigas Center, Pasig City</p>	<p>Strengthening Enabling Structures for Peace and Development in Mindanao</p>	<p>Clients: Teachers</p> <p>Cooperating Partners: AFRIM</p>	<p>The project aims to strengthen enabling structures for peace and development in Mindanao through peacebuilding initiatives in secondary schools.</p>
	<p>Edukasyon Tungo sa Walang Karahasan</p>	<p>Clients: Teachers</p> <p>Cooperating Partners: Ang Komunidad Para sa Ikakaunlad ng Tao</p>	<p>To capacitate and strengthen educators in their role as promoters of a Culture of Peace.</p>
	<p>Strengthening Peace Education and Advocacy in the Region of Bicol (SPEAR-Bicol 2010)</p>	<p>Clients: Teachers</p> <p>Cooperating Partners: Bicol University</p>	<p>The project includes a follow-through enrichment training for BCPED members (20 participants) and training for teachers to be conducted by BCPED trainers as part of their practicum. It shall also include continuing seminars for the first pilot school of peace in Sorsogon (2 sessions) and expanding the school of peace in one school to contain two training sessions. BCPED shall also commence with pursuing peace research and policy formulation, starting with setting their peace research agenda and conducting five research activities/studies.</p>
	<p>Creating Spaces for Peace Education</p>	<p>Clients: Administrator, head, teacher/principal (DEPED and private schools)</p> <p>Cooperating Partners: Cor Jesu College</p>	<p>Aims to promote a culture of peace through 1. living with justice and compassion; 2. building cultural respect, reconciliation, and solidarity; 3. living in harmony with the earth; 4. cultivating inner peace.</p>
	<p>Reaching Out Through Technology</p>	<p>Clients: Young Filipinos</p> <p>Cooperating Partners: Peace Tech Inc.</p>	<p>Support OPAPP builds community-wide support for resolutions for the conflict in Mindanao; build understanding between young Muslim and non-muslim in schools; introduce and use classroom videoconferencing as an educational and peacebuilding tool; canvass the public opinion of young people to assist negotiators in the peace process between the MILF and the GRP; promote ICT among young people.</p>

Annex 3. CSOS Initiatives and Programs

Institution	Initiatives/Programs	Clients/Partners	Objectives
	National Training Workshop in Conflict Analysis and Resolution for UNESCO TEIs	<p>Clients: Teachers</p> <p>Cooperating Partners: Philippine Normal University</p>	To enhance the capacity of UNESCO-ASP-TEI in the institutionalization of peace education in teacher education curriculum; To enrich the knowledge and skills of peace educators among UNESCO-ASP-TEI in the area of conflict analysis and resolution; To provide assistance in the development of teacher education curricula that highlights conflict analysis, resolution and peace education.
	Round Table Discussion on Developing Peace Modules for Islamic Studies Institutions in Higher Education	<p>Clients: Teachers</p> <p>Cooperating Partners: Research Association for Islamic Social Sciences Inc (RAIS)</p>	To discuss important concepts of peace from the Islamic point of view; To incorporate peace concepts in existing teaching modules of relevant Islamic Studies courses; To introduce these enhanced modules in SY 2010-2011 in selected courses; To discuss the possibility of developing new teaching modules for a course on peace education.
	Educators for Peace and Human Rights: Capacity Building of Public School Teachers in CAA and Pilot Testing of PETE	<p>Clients: Teachers</p> <p>Cooperating Partners: Teacher Dignity Coalition</p>	To develop the capacity of teachers in the promotion of HR and IHL, come up with a concrete plan of action at the end of the training; able to set up an educator's HR and Peace movement in region IVA, be able to pilot test in several public schools the peace education exemplar.
	Peer Mediation for Conflict Transformation	<p>Clients: Youth Leaders</p> <p>Cooperating Partners: The Conflict Resolution Group Foundation Inc.</p>	Encourage children to resolve their own disputes by developing, listening, critical thinking, and problem-solving skills; Enhance collaboration and communication among students, teachers, the school administration, and the parents; Enable the youth to contribute to the promotion of the peace process and national harmony; strengthen peacebuilding and conflict resolution capabilities among peers.
	Self-Transformative Peace Education	<p>Clients: Teachers</p> <p>Cooperating Partners: Theosophical Society in the Philippines (TSP)</p>	To give teachers who are serving in communities vulnerable to conflict the opportunity to adopt self-transformative peace practices
	Enhancement of Local Peacebuilding Initiative	<p>Clients: Teachers</p> <p>Cooperating Partners: Wesleyan Christian School Inc.</p>	To institutionalize the peacebuilding program by involving the education sector and coming up with a peacebuilding education material for public and private schools; To inspire and encourage more people into peace advocacy and enhance people's awareness on peace and IHL

Annex 3. CSOS Initiatives and Programs

Institution	Initiatives/Programs	Clients/Partners	Objectives
<p>NCR Teach Peace Build Peace Movement</p> <p>55 Esteban Abada St., Brgy Loyola Hts. Quezon City 1108</p>	<p>1st and 2nd Cycle Schools and Communities of Peace Heroes Formation Program (now called Peace Heroes Formation Program®): with the following components:</p> <p>Formation of Teachers and Administrators Formation of Children Formation of Parents Formation of Youth and Community Leaders Peace Fair Peace Education Pocket Sessions for Teachers, Children, Parents, and Youth Leaders (Follow Through-Follow Up Sessions to continue developing one's peace education journey)</p>	<p>Clients: children, teachers, parents, youth, and community leaders</p> <p>Cooperating Partners: Department of Education – ARMM/ ARMM-Heart/ MIST-United States of America Embassy</p>	<p>To promote values of positivity, respect, and equality despite differences in faith, cultures, ethnic groups, and social causes.</p>
	<p>3rd Cycle Schools and Communities of Peace Heroes Formation Program (now called Peace Heroes Formation Program®) with the following components:</p> <p>Formation of Teachers and Administrators Formation of Children Formation of Parents Formation of Youth and Artists for Peace Camp Artists for Peace Exhibit Peace Fair</p>	<p>Clients: children, teachers, parents, youth, and community leaders</p> <p>Cooperating Partners: Save the Children Philippines through Pathways for Education</p>	<p>To develop resiliency by addressing the learner's cognitive, affective, and active state.</p>
	<p>Music for Peace Camp</p>	<p>Clients: children, teachers, youth and community leaders</p> <p>Cooperating Partners: JCI Manila</p>	<p>To build bridges between religions and cultures and promote the values of dialogue, interfaith, and intercultural.</p>
	<p>Subangan Film Camp</p>	<p>Clients: youth and community leaders</p> <p>Cooperating Partners: Film Development Council of the Philippines</p>	<p>To transform feelings of fear, hatred, and prejudice into acceptance, love, and trust toward each other.</p>
	<p>Peacified: Peace Fair</p>	<p>Clients: children, teachers, parents, and youth</p> <p>Cooperating Partners: Creative Learning Paths School</p>	<p>To influence every child to become a peacebuilder so that he may inspire and encourage other children in their schools and communities to be peacebuilders themselves.</p>

Annex 3. CSOS Initiatives and Programs

Institution	Initiatives/Programs	Clients/Partners	Objectives
	Peace Heroes Formation Program: (Spread of Violent Ideology Prevention and Preparation for After Care Track) - Preparatory Phase for After Care Program for Returnees and Peace Heroes Formation Program Follow Through Sessions	<p>Clients: youth and community leaders, former violent extremists (children and youth) as part of the Listening Sessions/Assessment,</p> <p>Cooperating Partners: UNDP, DEPED, Provincial Government of Lanao del Sur, Local Government Units and 103rd Brigade, Philippine Army</p>	To establish harmonious relationships with one another grounded on acceptance, tolerance, understanding, and mutual respect.
	Peace Heroes Hub	<p>Clients: children and teachers</p> <p>Cooperating Partners: JCI Philippines</p>	To capacitate children, teachers, and parents to create and organize their own peace initiatives for the community
	Peace Hero Kids TV	<p>Clients: children</p> <p>Cooperating Partners: WWF, Creative Learning Paths School</p>	
	CyberPeace Program	<p>Clients: children, teachers, parents, youth, and community</p> <p>Cooperating Partners: Google Philippines, Department of Education</p>	
	Creating a Culture of Peace in the Online World Campaign	<p>Clients: youth, young professionals, adults (especially parents, guardians, and teachers)</p> <p>Cooperating Partners: TPBPM Volunteers</p>	
	I TEACH PEACE Learning Resources (board games, storybooks, songs, peace rhymes)	<p>Clients: children, youth and parents</p> <p>Cooperating Partners: Consuelo Foundation Creative</p>	

Youth Organizations

Youth Programs	Peace Education Integration With Educational Institutions	Peace Education and Development Campaigns/ Advocacy
<p>Keamanan Inc.</p> <ul style="list-style-type: none"> • I Am Mindanao (IAM) • Peacekwela – Making Peace Fun • #toREAL (Reduce Extremism and Achieve Lasting Peace) • #SML (Social Media Literacy) Project • KAMIndanao • seminar/workshops, concerts, <p>cultural exchange programs, photo exhibits, essay writing competitions cultural exchange, peace workshop, masjid and church visits, orientation seminar</p>	<p>Forum ZFD</p> <ul style="list-style-type: none"> • Advocacy Project for Implementing the Mindanao Histories and Studies Roadmap (MHS) • Institutionalizing Conflict Sensitive Journalism (CSJ) in Communication Curricula in Selected HEIs in Davao Region • Integrating Peace and Conflict Topics in the Social Sciences • Integrating and Institutionalizing Peace and Conflict Topics in HEI Curricula • Junior Media Practitioners Influence Reporting of Media Industry / CSJ in Practice For Early-career Practicing Journalists 	<p>Mindanao Peace Building Institute</p> <ul style="list-style-type: none"> • “Peace Education: Concepts and Approaches • “Mainstreaming Peace Education in Communities and Schools.” • “Peace Education as a Peacebuilding Process. • Peace Education: Designing Pedagogies for Change.” • Strengthening Peace Education Training Skills <p>Formal and Informal Approaches to Peace Education”</p>
<p>Equal Access Inc.</p> <ul style="list-style-type: none"> • Peace Camps • Peace Formation Fellowship • Tech Solutions • Messaging Hub Network – 7 Regional Nodes • Working with Adults • Radio Program; The Hour Mindanao • created a network of 47 active social media campaigns that promote peace, understanding, and appreciation of the tri-people in Mindanao. • Media and Information Literacy teachers of private and public senior high schools 	<p>Just Project Philippines</p> <ul style="list-style-type: none"> • Love Your Enemy • Elementary and Secondary out of School Youth • Surigao De Sur Programs: • Building Schools in Talaandig and Bonawon— • Daycare and Primary grade level— • IP communities • Training of Teachers since 2013 • Peace Education Integrated • trained volunteer teachers to teach the Peace Ed modules <p>Missionary supported building for high school senior high</p>	<p>Forum ZFD Butuan</p> <ul style="list-style-type: none"> • Not yet focused on Peace Ed • Focused on partners on non-violent transformation • Exploration phase • Area is Bunawan and Esperanza—connected to IP Schools • Indirect Involvement • Non-violent conflict transformation

Youth Programs	Peace Education Integration With Educational Institutions	Peace Education and Development Campaigns/ Advocacy
<p>PACEM or Peace Education for the Adolescents and Children in Emergency-affected communities in Mindanao</p> <p>2. For the non-formal: SEVEN PATHWAYS TO PEACE: Transforming Young Local Faith Actors into Peacebuilders</p>	<p>Teach Peace Build Peace</p> <ul style="list-style-type: none"> • Peace Heroes Formation Programs • Formation of Teachers and Administrators • Formation of Children • Formation of Parents • Formation of Youth and Community Leaders • Peace Fair • Peace Education Pocket Sessions for Teachers, Children, Parents, and Youth Leaders • Formation of Teachers and Administrators • Peace Fair • Music for Peace Camps • Subangan Film Camp • Peacified: Peace Fair • Peace Heroes Formation After Care Program for Returnees and Peace Heroes Formation Program Follow Through Sessions • Peace Heroes Hub • Peace Hero Kids TV • Cyberpeace Program • Creating a Culture of Peace in the Online World Campaign <p>I TEACH PEACE Learning Resources (board games, storybooks, songs, peace rhymes) Formation of Children</p>	<p>Mindanao Peoples’ Peace Movement</p> <ul style="list-style-type: none"> • Research and Education • Information, Education, and Campaign • Human Rights and Peace Dialogues • Lobby and Advocacy • Freedom on Religious and Beliefs
<p>Surigao Youth Convergence</p> <ul style="list-style-type: none"> • Radio program 11-12 slot • Information Campaign on Pandemic through a Webinar focused on young people • “Kumustahan” platforms through FB and Zoom <ul style="list-style-type: none"> • How to engage with young people • Surigao Convergence Over Coffee <p>Talk on addressing different issues</p> <ul style="list-style-type: none"> • Advocacy on peace education and environmental harmony • Theater Activities and training <p>Peace Caravan</p>		<p>Catholic Relief Services</p> <ul style="list-style-type: none"> • Peace education <ul style="list-style-type: none"> - component teaching peace education as part of grassroots programs - development of modules, which were contextualized in different areas • Beyond classroom application approach <ul style="list-style-type: none"> - involving peace elements outside of the curriculum, putting up a peace table to settle conflicts, peace activity in the school, peace park, peace garden. • Formal integration in subject • Mindanao peace education forum • School validation

Youth Organizations

Youth Programs	Peace Education Integration With Educational Institutions	Peace Education and Development Campaigns/ Advocacy
		<p>Balay Mindanao</p> <ul style="list-style-type: none"> • Peace Ed—Operation Peace Course • TOT • Principles • Inclusive and no one is left out • Different dimension <p>Contextualize Operation Peace Course has multi-representative from different sector</p>
		<p>Jaycees (JCI)—National Peace is Possible</p> <ul style="list-style-type: none"> • Peace and leadership academy for the youth • CMO—Security Sector officers – Peace and Leadership • Youth Leadership Summit • Special action of PNP <p>Student action force</p>

Annex 4. List of Modules and Topics per Region

Region 10 - DepEd	
Institution	Modules
Luyungan IP High School Nasuli, Bangcud, Malaybalay City	The school relies so much on the higher office's printed materials.
Cagayan de Oro National High School 2th St., Nazareth, Cagayan de Oro City	K to 12 Curriculum, COLEGA Manual, DO 32, s. 2019 (DepEd Order Available on www.deped.gov.ph).
Division of Malaybalay City Purok 6, Casisang, Malaybalay City, Bukidnon	Usually books from Araling Panlipunan (AP), Edukasyong sa Pagpakatao (EsP), Music, Arts, Physical Education and Health (MAPEH) and Technology in Livelihood Education (TLE) were used as references. Most common platforms used are Facebooks, twitters and DepEd Commons.

Region 10 - HEI	
Institution	Modules
Xavier University – Ateneo de Cagayan	Most modules are developed like Mindanao Peace and Development and Human Rights; others are adapted like the Enneagram to promote inner peace; syllabuses for Peace Ed under the School of Education were made.
Capitol University	<ul style="list-style-type: none"> • ESD Modules • Peace Education curriculum • UNESCO ESD programs
MSU-IIT (IPDM)	<ul style="list-style-type: none"> • The Syllabus for Foundations of Peace Education (available at MSU-IIT Center for e-Learning website). • Peace Education Manual by Rodil et al. • Syllabuses for all Peace and Conflict Transformation Track courses have already been prepared. The courses are as follows:
Bukidnon State University	The possible topics in the course Philippine IP and Peace Education include the basic identity of the IPs, the attitude in dealing with other people and culture, the concept of peace of these people. Certain topics on peace still need to be discussed by and among the instructors, as this GE course is new.

Annex 4. List of Modules and Topics per Region

Region 10 - DepEd	
Institution	Topics
Lumbia National High School Lumbia, Cagayan de Oro City	<ul style="list-style-type: none"> • What are Drugs? • What is Drug Addiction? • Prevention of Drug Addictions
Luyungan IP High School Nasuli, Bangcud, Malaybalay City	Actually, the school advocates the K to 12 Curriculum, where topics on peace education are limited. However, the teachers incorporated some important topics highlighting peace.
Cagayan de Oro National High School 2th St., Nazareth, Cagayan de Oro City	<ol style="list-style-type: none"> 1. Transferring conflicts and addressing the root causes. 2. Building a relationship with forum enlightened and psychological aspects of the conflict. 3. Global Citizenship through the use of films, dances, and other forms of order to transmit ideas and concepts of the learners. 4. Spirituality. 5. Responsible use of the Internet and social media. 6. Strengthening Human Rights, Responsible Citizenship.
Division of Malaybalay City Purok 6, Casisang, Malaybalay City, Bukidnon	<ul style="list-style-type: none"> • Love of Country (Nationalism/Patriotism) • Citizenship Training • Obedience to the Duly Constituted Authorities • Care to Self (Sino Ako).

Region 10 - HEI	
Institution	Topics/Platforms
Region 10 Xavier University – Ateneo de Cagayan Corrales Ave., Cagayan De Oro City	<ul style="list-style-type: none"> • Mindanao Peace and Development NSTP modules • Human rights modules • I Am Mindanao modules • Enneagram / inner peace modules <p>Platforms:</p> <ul style="list-style-type: none"> • Arts • Social media • I Am Mindanao socmed platform • Forums. conversations, dialogues • Workshops and training • Volunteering program • Service Learning Program • Student Social Involvement and Advocacy Program • Institutional Societal Engagement [Program] • #XUTabangMarawi
Capitol University	<ul style="list-style-type: none"> • Personal Peace • Relationships and Intercultural activities • Education for Sustainable Relationship (ESD) • Gender and Development
MSU-IIT (IPDM)	<ol style="list-style-type: none"> 1. FPE: <ul style="list-style-type: none"> • Peace, Conflict, and Violence • Inner Peace: Self-love, Self-Discovery • Interpersonal Peace: Harmony with Others, Millennials as Digital Natives • Intergroup Peace: Building a Culture of Peace, Mindanao Context • Global Peace: Global Issues 2. PCT: <ul style="list-style-type: none"> • The courses address key development issues in the region, from conflict transformation, recognition, and strengthening of human rights, gender mainstreaming, advocacy, and policy for sustainable peace and development, to peace education. Students will be able to choose from a variety of courses to address the current needs of Mindanao
Bukidnon State University	The possible topics in the course Philippine IP and Peace Education include the basic identity of the IPs, the attitude in dealing with other people and culture, the concept of peace of these people. Certain topics on peace still need to be discussed by and among the instructors, as this GE course is new.

Annex 4. List of Modules and Topics per Region

Region 11 - DepEd

Basic Education	Modules
Kapalong National High School	<ul style="list-style-type: none"> • Peace Education Exemplars
DepEd, Davao Del Norte Division	<ul style="list-style-type: none"> • Module on Peace Education • Lesson Exemplars
Bantayan Elementary School	<ul style="list-style-type: none"> • Peace Education Manual • Araling Panlipunan books, • Powerpoint presentations on Peace Education • NDEP leaflets, Bible...
Clementa F. Royo Elementary School	<ul style="list-style-type: none"> • Araling Panlipunan books • Peace Education Manual • PowerPoint presentations on Peace Education
Gov. Dujali Elem. School	<ul style="list-style-type: none"> • Peace Education Teaching Exemplars in Elementary Schools Grades 4-6), • Meta cards with peace terms, • Tarpaulins • Araling Panlipunan books/LMs • Bible • Peace Pamphlets/Leaflets

Region 11 - CSO/NGO

Institution	Modules
FORUMZFD	<ul style="list-style-type: none"> • Teaching Guide on the Integration Peace Education in Teacher Education • Teaching Guide on CSJ • Peace Education as a Special Topic Course in Teacher Ed Syllabi • CSJ Syllabi as a separate subject by ADDU, HCDC, • Syllabi and modules have been made by partner teachers. forumZFD is in the process of collecting them from partner teachers for the Exploratory Study this 2020-2021.
Mindanao Peace Building Institute	<ul style="list-style-type: none"> • Personal Peace • Relationships and Intercultural activities • Education for Sustainable Relationship (ESD) • Gender and Development
Catholic Relief Services	For each course, MPI maintains a list of the materials that have been identified by the facilitators for use by the participants during the course. Some of these materials are reproduced; others can be accessed electronically. The course materials can only be accessed by the participants in that course.
Bukidnon State University	Books published (the title is not indicated)

Region 11 - Higher Education

Institution	Modules
University of Mindanao	<ul style="list-style-type: none"> • Faculty were assigned to write the Self-Instructional Manual Self-Directed Learning (SIM-SDL) based on GE 3 and GE 8 syllabi. • There is also a Teaching Manual on Conflict Sensitive Journalism published in 2018.

Annex 4. List of Modules and Topics per Region

Region 13 - DepEd	
Institution	Modules
Butuan City Division	We can do research online for our syllabuses and modules as our reference
Department of Education	<ul style="list-style-type: none"> • Learners and Schools as Zone of Peace and Comprehensive School Safety • Modules and PowerPoint
Zillovia. National High School	There were modules made for the integration of the subjects. For example, the local conflict recently occurred in the place was integrated into Araling Panlipunan of Grade 10 in their topic on Ang Rebelyon ang CPP-NPA.
Mat-I National High School	<ul style="list-style-type: none"> • Flyers
Pulanglupa National High School	<ul style="list-style-type: none"> • Holy Bible • Catechism Books • Other resources used by the laypersons/pastors

Region 13 - HEI	
Institution	Modules
Caraga State University	<ul style="list-style-type: none"> • The faculty who handled Peace and Conflict Studies is assigned to make the syllabus for the said course. • Powerpoint Presentations, Lecture Videos, Lecture Script, and other downloadable articles are posted in the moodle and made available to all students who enrolled in the course. Moodle is the university's platform for its learning management system.

Region 13 - DepEd	
Institution	Topics
Butuan City Division	<ul style="list-style-type: none"> • Bullying • RA 7836 • Child Rights • Code of Ethics for Teacher
DepEd, Tandag City Division, Caraga Region	<ul style="list-style-type: none"> • What is a peace education program? • Importance of peace education
Department of Education	<ul style="list-style-type: none"> • Training on Learners and Schools as Zone of Peace in Disaster Risk Reduction and Management Service. • The Rationalization for Education in Emergencies and the Impact of emergencies on Children and Education • Comprehensive School Safety • Framework for Education in Emergencies Standards
Zillovia. National High School	The topics range from the behavioral tendency that leads to extremism, dialogue for peace, looking for a win-win solution, local armed conflict in the Philippines, and the OPAPP programs for peace and development.
Mat-I National High School	<ul style="list-style-type: none"> • What is Peace? • How to achieve it? • What to do with it • What would be the outcome? • Ways on how to be peaceful

Annex 4. List of Modules and Topics per Region

Region 13 - DepEd

Institution	Topics
Pulanglupa National High School	<ul style="list-style-type: none"> • Who is God; His nature and existence • The Natural and Moral attributes of God • Man and His God-given responsibilities • God requires obedience • Obey God as I obey my parents • Honoring God's servant in the church • My teacher, my hero in school • Respect the elderly and government authority • Who is my neighbor • Choosing friends • I have to pray for others • My life is my example • The real me, My Life is from God • My Gifts and Talents, My life's Treasures • Myself, I am Accountable • How strong Am I in my Problems • My Body. A gift from God • Taking Care of my Health • Body, the temple of God • Good Health is Wealth • The Family that God established • God gives me my family • Loving and Protecting my family • Family Devotion • Giving, the Proof of our Love • Giving generously • The Blessing of Giving • To what your life is compared? • What are your priorities in Life? • Wise decision is wisdom when shown • Responsibility; the Key to improvement and success • Love the greatest of all • Showing love in the right way
Carmen Integrated School (Secondary)	

Region 13 - HEI

Institution	Topics
CHEDRO 13	
Caraga State University	The Sociology Department offers a course on Peace and Conflict Studies to AB Sociology students.
Father Saturnino Urios University	
Surigao Del Sur State University	

Region BARMM - MBHTE	
Institution	Modules
Normala Tiburon Pumbagul Marawi City Division	The Module entitled Empowering Children as Peacebuilders
Mharlit Barodi-Soledad HT-I Science Coordinator MBHTE – Maguindanao 2	Lesson Exemplars integrating Peace Education concepts were made for Kindergarten to Grades 3. These include learning areas in English, Mathematics, Science, Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, MAPEH and MTB-MLE.
Yakima N. Balindong Lake Lanao National High School	The Module entitled Empowering Children as Peacebuilders

Annex 4. List of Modules and Topics per Region

Region BARMM - CSO/NGO	
Institution	Modules
Duyog Marawi	
Mindanao Peoples' Peace Movement	<ul style="list-style-type: none"> • Culture of Peace Seminar and Training • Interfaith Dialogues • Conflict Transformation • Peace and Gender Sensitivity Studies
Teach Peace Build Peace Movement	<p>Modules</p> <ul style="list-style-type: none"> • I Teach Peace Module • Peace Heroe Formation Program (PHFP) Training Module for Teachers • PHFP Training Module for Students • PHFP Training Module for Parents • PHFP Training Module for Youth and Community Leaders • Peace Education Pocket Session Modules (parents, teachers, parents) • Training Module for Artist for Peace Camp • I TEACH PEACE Formation Course for Soldiers (including the Formation Course for the Hijab Troopers who got deployed during the Marawi Siege) <p>Original Songs</p> <ul style="list-style-type: none"> • Tara Na Teach Peace Na (with Movement) • Peace Chant (with Movement) • Kalilintad Song (with Movement) • P.E.A.C.E (a song about anti-bullying) • Ako'y Pinoy • Bayani

Region BARMM - MBHTE	
Institution	Topics
Marawi City Division	Peace Education is integrated into 4 learning areas: ENGLISH, FILIPINO, Araling Panlipunan, and PE. To empower children as Peacebuilders
MBHTE – Maguindanao 2	<ul style="list-style-type: none"> • Moral Governance • Non-violence • Conflict Resolution Techniques • Democracy • Gender Equality • Human Rights • Environmental Responsibility • Coexistence • Tolerance of Diversity
Lake Lanao National High School	Empowering Children as Peacebuilders
Kapatagan National High School	Implementing child-friendly policies

Annex 4. List of Modules and Topics per Region

Region BARMM - CSO/NGO	
Institution	Topics
Duyog Marawi	<ul style="list-style-type: none"> • Clean Hand, Clean Heart Module for Children • Fundamentals of Peace and Culture of Dialogue • Child Safeguarding • Peace Values in Islam and Christianity • Introduction to Prevention of Violent Extremism in the Community • Peacebuilding Skills • Arts for Healing • Theater Art for Self-Discovery and Healing • Literary Writing for Peace
Mindanao Peoples' Peace Movement	<ul style="list-style-type: none"> • Culture of Peace Seminar and Training • Interfaith Dialogues • Conflict Transformation • Peace and Gender Sensitivity Studies
Teach Peace Build Peace Movement	<p>Topics under the I TEACH PEACE Facilitators Training Workshop (with an Integration of Psychosocial Care for the Training Workshop for the Hijab Troopers who got deployed during the tragic incident in Marawi)</p> <ul style="list-style-type: none"> • Holistic Understanding of Peace, Conflict, and Violence • Building a Culture of Peace through Peace Education • Cultivating Inner Peace and Peaceful Relationships • Creative and Innovative Strategies in Teaching Peace • Creating a Haven for Children • Understanding Children and Youth • Psychosocial Skills for Peace Building • Religious and Cultural Sensitivity in Muslim Communities • Women, Peace, and Security (for female soldiers)

Annex 5. OPAPP List of Peace Education Programs/Activities

EO 570 – Highlights of OPAPP's Policy Advocacy and Institution Building Efforts in 2008-2010		
Activity/Output	Partner	Details
October 2008 Released: DepEd Memorandum 469 s. 2008	DepEd TWG member	<p>OPAPP worked closely with DepEd TWG members to ensure significant communication support for the implementation of EO 570.</p> <p>Memorandum 469 s. 2008 directs all DepEd constituents to implement EO 570</p> <p>An initiative was also undertaken to gain executive support from the Assistant Secretary for Programs of DepEd to fast-track the mainstreaming process in the agency. Efforts on this, however, were not sustained.</p>
October 2008 Initial impact assessment of EO 570 Exemplar and capacity building	DepEd Region 10	OPAPP-PIDO partnered with DepEd Region 10 to conduct an initial impact assessment of UNICEF-funded capacity building initiatives spearheaded by OPAPP and DepEd in 2005-2006 and distribute peace education exemplars.
December 2008 Mindanao EO 570 forum	Act for Peace DepEd Region 10	OPAPP-PIDO partnered with DepEd Region 10 and the UNDP-GOP Act for Peace to gather school of peace implementers in Mindanao to share experiences in implementing EO 570 and assess policy implementation gaps and needs.
March 2009 Formal activity kick-off of the Bicol Consortium on Peace Education and Development (BCPED). Peace Orientation and Planning Strategic Workshop of BCPED.	BCPED CPE – Miriam College, Philippine Normal University, and Bicol University	<p>The consortium is a network of academic institutions, government agencies, and civil society organizations committed to strengthening peace and development in Bicol. The consortium is actually an offshoot of the Convergence for Human Security and Peace (Chase Peace) series of workshops conducted by OPAPP nationwide in 2007-2008.</p> <p>As part of this workshop, all regions came up with their own Regional Peace and Development Plan. For Bicol, establishing a consortium is one of their strategies to promote peace and development in the region. In March 2009, OPAPP supported the conduct of the Peace Orientation and Planning Strategic Workshop of BCPED.</p>

Annex 5. OPAPP List of Peace Education Programs/Activities

Activity/Output	Partner	Details
2009-2010 Technical and funding support to various other activities of BCPED	<ul style="list-style-type: none"> • UNDP-CPPB • UNDP-GOP Act for Peace • Mindanao School of Peace Speaker's Bureau • CPE-Miriam College 	<ul style="list-style-type: none"> • BCPED Launching and MOA Signing – 22 October 2009 • Multi-stakeholder Orientation on the Piloting of School of Peace – 20 November 2009 • BCPED Training of Trainers: Phase 1 – 24-26 November 2009 • Peace Education Training of Pilot School of Peace – 12-14 December 2009 • BCPED Training of Trainers: Phase 2 – 14-16 December 2009 • Participatory Monitoring of BCPED Capacity Building projects and the piloting of the School of Peace – April 2010 • Bicol Peace Research Agenda Setting – 8-10 November 2010; and • Teaching Peace (Peace Education Training II) Training for the pilot school of peace – 12-13 November 2010
June 2009 Released: CHED Memorandum supporting EO 570 – integrating peace into special topics	CHED Chairman	The Peace Institutions Development Office of OPAPP met with the new CHED Chairman to seek support for implementing EO 570. During this meeting, Chairman Angeles released the memorandum enjoining all higher education institutions to integrate peace education into the special topics of teacher education.
July 2009 CHED Technical Panel for Teacher Education recommended the inclusion of peace education in Social Dimension Course (core course)	CHED TWG Member and Technical Panel for Teacher Education Centre for Peace Education (CPE)– Miriam College	<p>On 23 July 2009, the peace education program officer of OPAPP presented to the CHED's Technical Panel for Teacher Education the EO 570 updates to get stronger support for its policy implementation. Dr. Loreta Castro of CPE also presented a sample peace education course outline that CHED can integrate peace education into teacher education. The Panel recommended that aside from the Special Topics, peace education can be integrated into one of the core courses for teacher education, the Social Dimension Course.</p> <p>(After that meeting, Dr. Castro was invited to other panel sessions. Through her persistence and generosity to share her time and effort, a whole chapter on peace education (authored by Dr. Castro) was included in the new Social Dimension textbook. In May 2010, thirty teachers from Centers of Excellence were also trained by Dr. Castro and Dr. Jasmin Gallace of the CPE on integrating peace education into the Social Dimension Course.</p>

Activity/Output	Partner	Details
September 2009-2010 Nationwide Peace Storytelling Campaign	DepEd TWG member	<p>To drum up advocacy for integrating peace into the curriculum of elementary schools, OPAPP and DepEd team up to produce story options with a lesson plan that all elementary schools can use during the nationwide storytelling event. (Teachers were also encouraged to use other local stories that are more culturally appropriate.)</p> <p>This peace storytelling campaign was also included in various collaborative events conducted by OPAPP and partner government agencies in different regions during the peace month.</p>
2010-2011	Various NGOs and academic institutions	OPAPP, through the Projects for Peace funding facility, supported the conduct of several projects that are supportive of the implementation of EO 570.

Annex 5. OPAPP List of Peace Education Programs/Activities

EO 570 Initiatives supported by OPAPP's Projects for Peace in 2010-2011

No.	Project Title	Proponent
1	Strengthening Enabling Structures for Peace and Development in Mindanao	AFRIM
2	Edukasyon Tungo sa Walang Karahasan	Ang Komunidad Para sa Ikakaunlad ng Tao
3	Strengthening Peace Education and Advocacy in the Region of Bicol (SPEAR-Bicol 2010)	Bicol University
4	Creating Spaces for Peace Education	Cor Jesu College
5	Reaching Out Through Technology	Peacetech, Inc.

Project Objectives	Project Output/Deliverables	Project Location
The project aims to strengthen enabling structures for peace and development in Mindanao through peacebuilding initiatives in secondary schools.	Peace education and advocacy for conflict transformation in basic education is mainstreamed; alternative peace frameworks and community-led peacebuilding experiences are popularized.	Lanao del Sur, Davao del Sur, Davao del Norte, Davao Oriental and Compostela Valley
To capacitate and strengthen educators in their role as promoters of a Culture of Peace.	Training on Active Non-Violence for 300 teachers. Each training will run for 6 days. Recommended that KBP areas in Quezon and Oriental Mindoro be covered. The training should be connected with the integration of peace in the lesson plans of participating schools.	Gumaca and Lopez Quezon
The project includes a follow-through enrichment training for BCPED members (20 participants) and training for teachers to be conducted by BCPED trainers as part of their practicum. It shall also include continuing seminars for the first pilot school of peace in Sorsogon (2 sessions) and expanding the school of peace in one school to contain two training sessions. BCPED shall also pursue peace research and policy formulation, starting with setting their peace research agenda and conducting five research activities/studies.	6 capability training for BCPED and 5 research studies were conducted.	Regionwide
Aims to promote a culture of peace through 1. living with justice and compassion; 2. building cultural respect, reconciliation, and solidarity; 3. living in harmony with the earth; 4. cultivating inner peace.	Conducted workshop/forum on peace education for administrators, head, teacher/principal (DepEd and private schools) and enriched understanding of core peace concepts and paradigms.	Digos and selected municipalities of Davao del Sur
Support OPAPP builds community-wide support for resolutions for the conflict in Mindanao; build understanding between young Muslim and non-muslim in schools; introduce and use classroom videoconferencing as an educational and peacebuilding tool; canvass the public opinion of young people to assist negotiators in the peace process between the MILF and the GRP; promote ICT among young people.	Hundreds of young Filipinos participate in classroom video conferences in Zamboanga, CDO, Metro Manila, and surrounding areas; build awareness and community-wide support for the peace process in Mindanao; www.peacetech.net becomes a destination for young people interested in using ICT for reducing prejudice and conflict; Peacetech continues promoting the benefits of ICT as a conflict resolution tool.	Cagayan de Oro, Zamboanga, Manila and Quezon City

Annex 5. OPAPP List of Peace Education Programs/Activities

EO 570 Initiatives supported by OPAPP's Projects for Peace in 2010-2011

No.	Project Title	Proponent
6	National Training Workshop in Conflict Analysis and Resolution for UNESCO TEIs	Philippine Normal University
7	Round Table Discussion on Developing Peace Modules for Islamic Studies Institutions in Higher Education	Research Association for Islamic Social Sciences Inc (RAIS)
8	Educators for Peace and Human Rights: Capacity Building of Public School Teachers in CAA and Pilot Testing of PETE	Teachers' Dignity Coalition
9	Peer Mediation for Conflict Transformation	The Conflict Resolution Group Foundation, Inc.

Project Objectives	Project Output/Deliverables	Project Location
To enhance the capacity of UNESCO-ASP-TEI in the institutionalization of peace education in teacher education curriculum; To enrich the knowledge and skills of peace educators among UNESCO-ASP-TEI the area of conflict analysis and resolution; To provide assistance in the development of teacher education curricula that highlights conflict analysis, resolution and peace education.	3-day National Training Workshop in Conflict Analysis and Resolution; Conflict management system design to be developed and piloted at a conflict priority area.	Members of UNESCO Associated Schools Project Network (ASP)
To discuss important concepts of peace from the Islamic point of view; To incorporate peace concepts in existing teaching modules of relevant Islamic Studies courses; To introduce these enhanced modules in SY 2010-2011 in selected courses; To discuss the possibility of developing new teaching modules for a course on peace education.	Publication of its proceedings and Islamic Studies teaching modules that have been enhanced by peace concepts from the Islamic point of view.	Zamboanga, Basilan, Sulu, Tawi-Tawi, North Cotabato, General Santos, Marawi City, Cotabato City and Metro Manila
To develop the capacity of teachers in the promotion of HR and IHL, come up with a concrete plan of action at the end of the training; able to set up an educator's HR and Peace movement in region IVA, be able to pilot test in several public schools the peace education exemplar.	Culture of Peace Seminar for teachers, including human rights and child rights; 50 teachers per province shall be trained coming from KBP areas. Trained teachers shall be organized to form an educators' human rights and the peace movement. It shall include pilot testing of peace education integration in lesson plans.	Tarlac, Pampanga and Bulacan
Encourage children to resolve their own disputes by developing, listening, critical thinking, and problem-solving skills; Enhance collaboration and communication among students, teachers, the school administration, and the parents; Enable the youth to contribute to the promotion of the peace process and national harmony; strengthen peacebuilding and conflict resolution capabilities among peers.	30 trained peer mediation youth leaders; 6 areas of implementation; progress report per school; documentation, SDRU in 6 schools; advocacy materials and peer mediation award for the best performing school.	Region III

Annex 5. OPAPP List of Peace Education Programs/Activities

EO 570 Initiatives supported by OPAPP's Projects for Peace in 2010-2011

No.	Project Title	Proponent
10	Self-Transformative Peace Education	Theosophical Society in the Philippines (TSP)
11	Enhancement of Local Peacebuilding Initiative	Wesleyan Christian School Inc.

Project Objectives	Project Output/Deliverables	Project Location
To give teachers, who are serving in communities vulnerable to conflict, the opportunity to adopt self-transformative peace practices.	Will cover teacher training in four areas. Their framework for peace education is self-transformative education. A total of 120 teachers will be trained in four batches, three days per seminar. It is recommended that participants integrate what they have learned in their lesson plans, in the classroom, and in the school in general. Furthermore, it is recommended that they cover four KBP schools in Albay.	Ligao and Guinobatan, Albay
To institutionalize the peacebuilding program by involving the education sector and come up with peacebuilding education materials for public and private schools; To inspire and encourage more people into peace advocacy and enhance people's awareness on peace and IHL.	Institutionalized peacebuilding education; peace consciousness promotion; IHL and COPE orientation and seminars.	San Jose, Tarlac

Annex 5. OPAPP List of Peace Education Programs/Activities

Available Reference Materials on Peace Education at the AMTYPRC

Title	Author	Publisher	Call. No
Learning experiences study on civil-society peacebuilding in the Philippines: peace education initiatives in Manila	Castro, Loreta	Diliman, Quezon City: UP Center for Integrative and Development Studies (UP CIDS) in partnership with the United Nations Development Programme (UNDP), 2005	JZ5584.P6 L4 2005 v. 4
Asian perspective on peacebuilding: learning from experience		s.l.: ACTION for conflict transformation, n.d.	JZ5584.A8 A85 2008
Report on the 3rd World Peace Forum: mainstreaming peace education: developing strategy, policy, and networking		Indonesia, Jakarta: Central Board of Muhammadiyah, 2010	JZ5527 R47 2010
Learning to live together in peace and harmony: values education for peace, human rights, democracy and sustainable development for the Asia-Pacific Region		Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1998	JZ5534 L4 1998
Peacebuilding: a Caritas training manual		Vatican City: Caritas Internationalis, 2002	JZ5534 P4 2002
Islamic model for peace education		Mandaluyong City: Asia Foundation Democracy, 2008	BP190.5.P34 I8 2008
Peace education: a framework for the Philippines	Toh, Swee-Hin	Quezon City: Phoenix Pub. House, 1987	JX1904.5 T6 1987
Peace education: a pathway to a culture of peace	Castro, Loreta Navarro	Quezon City: Center for Peace Education, Miriam College, 2008	JX1963 C3 2008
Peace education module: for elementary level		s.l.: s.n., 1999	JX1963 P4 1999
Student's concepts and attitudes toward peace issues: implications for peace education in the social studies curriculum	Castro, Loreta Navarro	Quezon City: Miriam College, 1990	JX1963 C37 1990
Peace education teaching exemplars for elementary schools		Pasig City: OPAPP, 2003	JZ5534 P43 2003
Peace education module		Cotabato City: Peace Education Center, Notre Dame University, 1999	JX1963 P43 1999

Available Reference Materials on Peace Education at the AMTYPRC

Title	Author	Publisher	Call. No
Nalandangan: kulturang kapayapaan ng Inay malinandang ng Talaandig: gabay sa edukasyong pangkapayaan	Villaluz, Geraldine delos Cientos	s.l.: s.n., n.d.	JX1963 N3
Peace education seminar-workshop for CEAP trainers		s.l.: s.n., 2003	JX1963 Pe3 2003
Peace education: a teacher-training manual	Castro, Loreta Navarro	Quezon City: Miriam College, 2001	JZ5534 C3 2001
Peace education modules: secondary: promotion of peace thru education		Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 P433 p. 2
Peace education modules: tertiary		Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 P433 p. 3
Peace education modules: elementary		Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 P433 p. 1
Peace education modules: Araling Panlipunan 1	Balderas, Angeline	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 B3
Peace education modules: Araling Panlipunan 2	Lazado, Felizardo L.	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 L3
Peace education modules: Araling Panlipunan 3	Lazado, Felizardo L.	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 L39
Peace education modules: Araling Panlipunan 4	Lazado, Felizardo L.	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 L393
Peace education modules: English 3	Dangculis, Evelyn P.	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 D3
Peace education modules: English 4	Dangculis, Evelyn P.	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 D35
Peace education modules: Sociology	Doyo, Edwin Durupan	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 D6
Peace education modules: English Grammar and Composition 1	Belgira, Rosario	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 B4
Peace education modules: Science and Technology 1	Casipe, Teodora Solis	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 C37

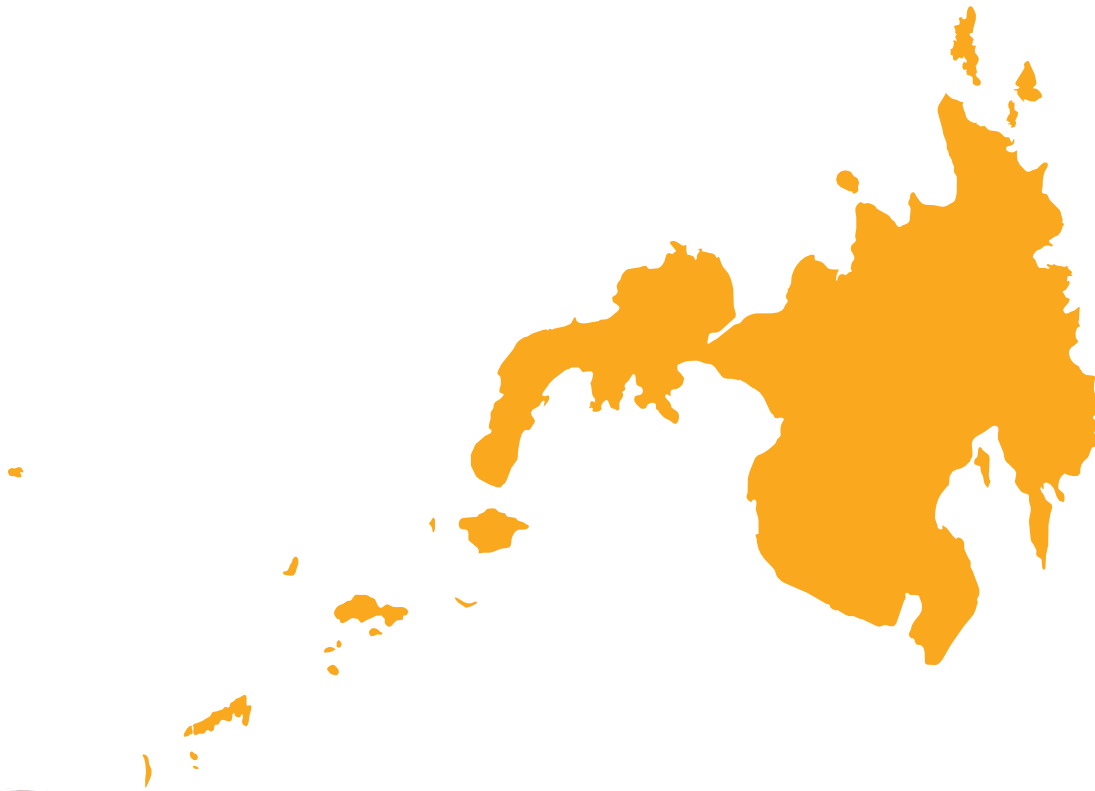
Annex 5. OPAPP List of Peace Education Programs/Activities

Available Reference Materials on Peace Education at the AMTYPRC

Title	Author	Publisher	Call. No
Peace education modules: Science and Technology 2	Casipe, Teodora Solis	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 C375
Peace education modules: Science and Technology 3	Casipe, Teodora Solis	Tacurong City: Notre Dame Educational Association, n.d.	JZ5534 C3757
EIU best case study series no. 5: peace and human rights education through education for sustainable development: lessons from four case studies in the Philippines		Seoul, South Korea: APCEIU, 2007	JZ5534 E3 2007
Peace education module: for elementary level		s.l.: s.n., 1999	JX1963 P4 1999
Peace education teaching exemplars for elementary schools: grades 1-3		Philippines: UNICEF Manila, 2005	JZ5534 P43 2005 Gr. 1-3
Peace education teaching exemplars for elementary schools: grades 4-6		Philippines: UNICEF Manila, 2005	JZ5534 P43 2005 Gr. 4-6
Peace education teaching exemplars for elementary schools: years 1-2		Philippines: UNICEF Manila, 2005	JZ5534 P43 2005 Yr. 1-2
Peace education teaching exemplars for elementary schools: years 3-4		Philippines: UNICEF Manila, 2005	JZ5534 P43 2005 Yr. 3-4
Nurturing a culture of peace in the Cordillera: Facilitator's manual for Community-based peace education		Pasig City: OPAPP, 1998	DS688.C6 N8 1998
Kabataan sa Mindanao natin: peace modules		Pasig City: OPAPP, n.d.	JX1963 K3
Peace Education Unit: compilation of proceedings: volume 2		Pasig City: OPAPP, n.d.	JX1963 P433



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Youth for a Culture of Peace and Non-violence in Mindanao, Philippines (YOUCAP) Project

About the Design

Mindanao has rich and diverse cultures. For a long time, these distinctions have been a source of contention. It is time to work together to rebuild a culture of peace, regardless of faith, tribe, or gender.

The vibrant designs emerged from the textiles of several Mindanao tribes with rich, bright, and unique clothing patterns. The combination of these textiles to the traditional weaving pattern (banig) symbolizes the collaboration of ideas, approaches, dialogues, and participation of youth and other stakeholders in creating a culture of peace.

Three hands clasped together is a gesture of cultural unification and social cohesion among the Mindanao's three peoples: Muslims, Christians, and Indigenous People. This symbol also reflects the project's education, civil society, and government partners, both state and non-state actors. These elements form a modern peace sign and the letter "Y," representing both the primary actors of the project, the youth, and the project itself, YOUCAP.

YOUCAP is a multi-stakeholder project that aims to strengthen the capacities of state and non-state actors in Mindanao to contribute to culture-sensitive, gender-sensitive, and youth-oriented peacebuilding and non-violent conflict transformation.

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Youth for a Culture of Peace and Non-violence in
Mindanao, Philippines (YOUCAP) Project

GIZ Office Manila
9th Floor, Bank of Makati Building
Ayala Avenue Extension near corner Metropolitan
Avenue, Makati City 1209, Philippines
Phone +63 2 8651 5100
www.giz.de/philippines