



OCT 07 2008

DepED MEMORANDUM
No. **469**, s. 2008

INSTITUTIONALIZING PEACE EDUCATION IN THE BASIC
EDUCATION CURRICULUM

To: Bureau Directors
Directors of Services/Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. The Executive Order No. 570 otherwise known as "***Institutionalizing Peace Education in Basic and Teacher Education***" mandates the Department of Education (DepED), to actively promote a culture of peace in the educational system, by incorporating peace education concepts, skills and values in the learning content of basic education.
2. EO No. 570 aims to:
 - a. Ensure that education contributes to the attainment of a culture of peace in the country;
 - b. Strengthen the partnership between government and civil society as well as among all types of learning environments and stakeholders in promoting and implementing peace education; and
 - c. Ensure that peace education instructional, learning, and advocacy materials are developed and used consistent with Rule I, Section I of this document.
3. It shall be implemented through five components:
 - a. Plan formulation, institutional development, and capacity building. Formulation of a national peace education plan and its implementation such as training of teachers and facilitators, administrators, and students on peace education. This also includes providing support to institutions in priority areas;
 - b. Resource mobilization and networking. Mobilization of human, logistical and financial resources, and promotion of collaborative efforts among partners;
 - c. Program and materials development. Development of content and learning materials for curricular and co-curricular programs including print, broadcast and electronic media.
 - d. Information, education, and communication. Development of advocacy materials through various forms of arts and media; and
 - e. Monitoring research, and evaluation. Undertaking of studies and action researches related to peace education, monitoring of program implementation and impact evaluation.

4. In compliance with the provisions stipulated in EO No. 570, this Department invites the involvement of all types of schools and their stakeholders, community-based learning programs, and civil society training programs to pursue a holistic approach in peace education, involving pre-service and in-service trainings, school-based and alternative learning systems and technical education. The approach covers all aspects of the educational system including learning content, teaching-learning methods, co-curricular programs, materials development and staff development.

5. To ensure the effective mainstreaming of peace education in basic education, the Implementing Guidelines for EO No. 570, signed on July 24, 2008 also specified the following roles and responsibilities of DepED:

- a. takes the lead in mainstreaming peace education concepts, skills, and values in the learning content of the basic education and alternative learning systems;
- b. makes available to all school teachers and Alternative Learning System (ALS) implementers the existing peace education exemplars and other peace related modules;
- c. conducts in-service training, advocacy and information dissemination campaign to enhance the knowledge and capability of supervisors, teachers, administrators, mobile teachers and ALS stakeholders, non-teaching personnel, and DepED personnel on peace education;
- d. develops needed training modules and facilitate the indigenization of these materials;
- e. issues policies and guidelines on the use of peace education exemplars in schools and ALS;
- f. establishes networks and promotes dialogue and cooperation among curriculum planners, subject area specialists, and other ALS education stakeholders;
- g. organizes peace education learning circles/teams at the regional, division and school levels;
- h. encourages and nurtures local peace initiatives in schools, ALS, local systems, and communities, e.g. "schools of peace" and peace campaigns like peace congress and peace camps;
- i. ensures the funding support in the development, implementation, monitoring, and sustainability of the peace education in DepED; and
- j. monitors and evaluates feedback on the progress of implementation of peace education in basic education and alternative learning systems.

6. In relation to these roles and responsibilities, DepED Central Office drafted an action plan for the implementation of EO No. 570. This was presented last July 24, 2008 among EO No. 570 implementing agencies. This action plan serves as the national framework for implementing EO No. 570 for 2008-2010. However, DepED encourages each region to come up with their own regional action plan based on the implementing guidelines.

7. In 2005, DepED and OPPAPP, through the funding support of UNICEF, developed the Peace Education Teaching Exemplar (PETE), a compendium of lesson plans that can be used by teachers as guide in incorporating peace into the regular subjects. Everyone is encouraged to use the PETE and other related materials to develop more contextualized lesson plans that are more suited to the realities of the region.
8. Being the Co-Chair of EO No. 570 Executive Committee, DepED likewise is responsible for the active implementation, monitoring, and evaluation of the EO.
9. Enclosed for reference is the implementing guidelines of EO No. 570.
10. Immediate and wide dissemination of this Memorandum is desired.



JESLI A. LAPUS
Secretary

Encl.:
As stated

Reference:
None

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
LEGISLATION
PEACE EDUCATION

Made: EO 570
9-29-08

**IMPLEMENTING GUIDELINES OF EXECUTIVE ORDER NO. 570:
INSTITUTIONALIZING PEACE EDUCATION
IN BASIC EDUCATION AND TEACHER EDUCATION**

Pursuant to Executive Order No. 570, otherwise known as "Institutionalizing Peace Education in Basic Education and Teacher Education," the following Implementing Guidelines are hereby promulgated:

RULE I. GENERAL GUIDELINES

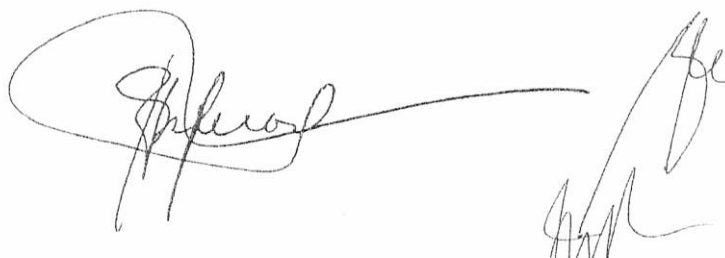
Section 1. Policy Statement. - Peace education shall be anchored on the values and principles of spirituality, human rights, nonviolence, social justice, interfaith and intercultural solidarity, oneness with nature, and human security.

Section 2. Institutionalization Principles. - The institutionalization of peace education in basic and teacher education shall:

- (a) Be in harmony with the educational priorities and strategies as laid down by national and international commitments related to a culture of peace and development;
- (b) Be pursued through a holistic approach involving pre-service and in-service trainings, school-based and alternative learning systems, and technical education. The approach encompasses all aspects of the educational system including learning content, teaching-learning methods, co-curricular program, materials development, staff development, and others; and
- (c) Involve the participation of all types of schools and their stakeholders, community-based learning programs, and civil society training programs.

Section 3. Definition of Terms. - The terms and phrases used shall mean or be understood as follows:

- (a) **Peace Education** - transformative education; education that seeks to change mindsets values and behaviors that have led to direct, structural and other forms of violence in our society; education that builds awareness, concern and action towards nonviolence, justice, and environmental care.
- (b) **Basic Education** - education intended to meet the basic learning needs, which lays the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and secondary education as well as alternative learning systems for out-of-school youth and adult learners, and includes education for those with special needs.
- (c) **Teacher Education** - education comprised of both pre-service and in-service education of teachers intended to equip them with the competencies prescribed by accepted teacher standards.

The image shows two handwritten signatures in black ink. The signature on the left is larger and more stylized, while the one on the right is smaller and more compact. Both appear to be cursive or semi-cursive in style.

- (d) **Formal Education** - is the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling including education for those with special needs. At the end of each level, the learner needs a certification in order to enter or advance to the next grade/year level.
- (e) **Non-formal Education** - any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population.
- (f) **Informal Education** - a lifelong process of learning by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences at home, at work, at play and from life itself.
- (g) **Alternative Learning System** - is a parallel learning system to provide a viable alternative to the existing formal educational instruction. It encompasses both the non-formal and informal sources of knowledge and skills.
- (h) **Technical Education** - the education process designed at post-secondary and lower tertiary levels, officially recognized as non-degree programs aimed at preparing technicians, para-professionals and other categories of middle-level workers by providing them with a broad range of general education, theoretical, scientific, artistic and technological studies, social services, and related job skills training.
- (i) **Culture of Peace** – consists of values, attitudes, behaviors and ways of life based on non-violence, respect for human rights, intercultural understanding, tolerance and solidarity, sharing and free flow of information, and the full participation and empowerment of women (UNESCO, 1995)
- (j) **Peace Education Exemplars** - compendia of lessons in different grade and year levels in the elementary and high schools that highlight values and concepts related to peace. Each lesson in the Exemplars is written in the lesson plan format so as to properly guide the teachers who are targeted as the end users. The idea is to provide them with examples on how to teach their students about peace through the teaching of their regular lessons as found in the Basic Education Curriculum (BEC) of the Department of Education.
- (k) **Peace and Development** – indicates the intimate connection between a comprehensive peace and the holistic development of a society. One contributes to the other and vice versa.
- (l) **Mainstreaming** – integration of peace concepts, skills, and values in the learning content and processes of formal education and alternative learning systems.



- (m) **Institutionalization** – formal inclusion or adoption of Executive Order 570 in the policy framework of appropriate agencies.
- (n) **Indigenization** – adapting the content, processes, and materials to the local contexts and needs of learning groups.

RULE II. SPECIFIC GUIDELINES

Section 1. Objectives

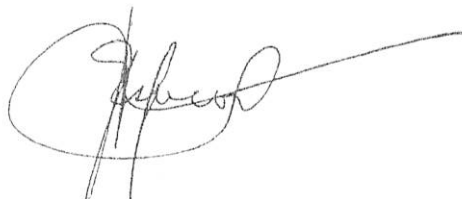
- (a) To ensure that education contributes to the attainment of a culture of peace in the country.
- (b) To strengthen the partnership between government and civil society as well as among all types of learning environments and stakeholders in promoting and implementing peace education.
- (c) To ensure that peace education instructional, learning, and advocacy materials are developed and used consistent with Rule 1, Section 1 of this document.

Section 2. Components

- (a) Plan formulation, institutional development, and capacity building. Formulation of a national peace education plan and its implementation such as training of teachers and facilitators, administrators, and students on peace education. This also includes providing support to institutions in priority areas.
- (b) Resource mobilization and networking. Mobilization of human, logistical and financial resources, and promotion of collaborative efforts among partners.
- (c) Program and materials development. Development of content and learning materials for curricular and co-curricular programs including print, broadcast and electronic media.
- (d) Information, education, and communication. Development of advocacy materials through various forms of arts and media.
- (e) Monitoring, research, and evaluation. Undertaking of studies and action researches related to peace education, monitoring of program implementation, and impact evaluation.

Section 3. Executive Committee

- (a) Creation of the Executive Committee. This committee shall be responsible in overseeing the implementation and monitoring of EO 570. Specifically, it shall function as a collective body that will coordinate the implementation,



monitoring, and evaluation of the five components of the institutionalization process, as provided in Rule 2, Section 2 of this document.

(b) **Composition.** This committee shall be composed of representatives from the following agencies/organizations:

(1) Chair: Office of the Presidential Adviser on the Peace Process (OPAPP)

(2) Co-chair: Department of Education (DepEd)

(3) Members:

- Commission on Higher Education (CHED)
- National Economic and Development Authority (NEDA)
- National Commission for Culture and the Arts (NCCA)
- Department of Interior and Local Government (DILG)
- Technical Education and Skills Development Authority (TESDA)
- National Commission on Indigenous People (NCIP)
- National Youth Commission (NYC)
- Miriam College Peace Education Center representing the Peace Education Network (PEN)
- Mindanao Peace Education Forum (MinPEF)

(c) **Creation of Technical Working Groups.** The Executive Committee shall form Technical Working Groups as the need arises to perform specific functions.

(d) **Roles and Responsibilities of Executive Committee members:**

(1) **Office of the Presidential Adviser on the Peace Process (OPAPP).** As Chair and Secretariat of the Executive Committee, OPAPP shall exercise overall coordination among peace education stakeholders; ensure the participation of other government agencies as well as civil society organizations; and aid in resource mobilization for the implementation of the Executive Order. It shall also provide technical support to the institutionalization process, as specified below:

- Provide inputs to peace education modules/exemplars;
- Assist in identifying priority areas for the orientation and training of supervisors, teachers, administrators, and students;
- Provide orientation on culture of peace and peace process, as part of the training package;
- Assist in the selection of schools that will serve as resource centers for neighboring schools; and
- Assist in the maintenance of peace education networks (schools, teachers, supervisors, administrators, community leaders and students) through the conduct of meetings, workshops, and conferences.

(2) **Department of Education (DepEd).** The DepEd, as Co-Chair of the Executive Committee, shall:



- Take the lead in mainstreaming peace education concepts, skills, and values in the learning content of the basic education and alternative learning systems;
- Make available to all school teachers and alternative learning system (ALS) implementers the existing peace education exemplars and other peace related modules;
- Conduct in-service training advocacy and information dissemination campaign to enhance the knowledge and capability of supervisors, teachers, administrators, mobile teachers and ALS stakeholders, non-teaching personnel, and DepEd personnel on peace education;
- Develop the needed training modules and facilitate the indigenization of these materials;
- Issue policies and guidelines on the use of peace education exemplars in schools and ALS;
- Establish networks and promote dialogue and cooperation among curriculum planners, subject area specialists, and other ALS education stakeholders;
- Organize peace education learning circles/teams in the region, division and school level;
- Encourage and nurture local peace initiatives in schools, ALS, local systems, and communities, e.g. "schools of peace" and peace campaigns like peace congress and peace camps;
- Ensure the funding support in the development, implementation, monitoring, and sustainability of the peace education in DepEd; and
- Monitor and evaluate feedback on the progress of implementation of peace education in basic education and alternative learning systems.

(3) **Commission on Higher Education (CHED).** The CHED, as one of the lead implementing agencies shall:

- Coordinate and collaborate with the DepEd, OPAPP, and other agencies concerned in the smooth implementation of this Executive Order;
- Evaluate and develop peace education course specifications to be incorporated in the teacher education programs through curriculum content, methodology, and activities;
- Develop appropriate guidelines for the implementation and monitoring of the peace education as mentioned above;
- Monitor and evaluate feedback on the progress of implementation of the peace education, particularly in teacher education;
- Ensure the funding support in the development, implementation, monitoring, and sustainability of the peace education in CHED; and
- Encourage Teacher Education Institution in providing pre-service that includes practicum on community immersion and teacher training opportunities on peace education.

The image shows three handwritten signatures in black ink. The first signature on the left is a stylized, cursive signature. The middle signature is larger and more legible, appearing to be 'C. [unclear]'. The signature on the right is smaller and more compact.

- (4) **Other National Government Agencies.** The other national government agencies shall provide technical inputs and assistance to national peace education programs. In coordination with lead implementing agencies, they may initiate projects and programs in support to the implementation of EO 570.
- (5) **Local Government Unit (LGU).** The LGU shall:
- Provide support to the programs and projects spearheaded by the lead government agencies; and
 - Mainstream or integrate peace education efforts in the local special bodies' program undertakings particularly, at the Local Development Council and the Local School Board, at the provincial and municipal/city levels.
- (6) **The Civil Society Organization (CSO).** The CSOs shall actively participate and closely coordinate with the lead government agencies in the implementation of the five components of EO 570 as cited in Rule 2, Section 1 of this document.

RULE III. MONITORING AND EVALUATION

Section 1. Monitoring and Evaluation


- (a) Monitoring shall be done semi-annually to identify concerns and problems related to the implementation of EO 570. Evaluation will be conducted annually to measure the progress and impact of peace education program in target areas. A Technical Working Group shall come up with a monitoring and evaluation framework and tools for the implementation of EO 570.
- (b) DepEd shall conduct monitoring and evaluation of EO 570 implementation in basic education and alternative learning systems.
- (c) CHED shall conduct monitoring and evaluation of EO 570 implementation in teacher education institutions (TEIs).
- (d) The NEDA shall complement this function by ensuring that these peace education efforts are aligned with the education policies and programs stipulated in the national development plans. It shall also advocate for appropriate budget allocations among agencies with peace education programs.
- (e) Institutional Arrangement. – Each of the implementing agencies (OPAPP, DepEd, and CHED) and other stakeholder organizations shall appoint a focal division/office within their agencies. The focal division/office shall then appoint representative(s) to the appropriate Technical Working Groups. These representatives will be tasked to report on the programs and activities implemented by their respective agencies. The secretariat (OPAPP) shall consolidate monitoring and evaluation reports.



RULE IV. FUNDING MECHANISM

Section 1. The OPAPP, DepEd, and CHed shall appropriate the necessary funds in their respective focal division/office to ensure the sustained implementation of programs. As such, peace education programs would be part of the annual work program of each department and identified as an item for annual budget appropriation.

Section 2. Supplementary budget for the implementation of peace education programs may also be sourced from alternative sources such as NGOs and other funding institutions, both local and international.

A handwritten signature in black ink, appearing to be the initials 'M.E.'.A large, stylized handwritten signature in black ink, possibly representing a name like 'C. P. ...'.A handwritten signature in black ink, appearing to be the initials 'J.M.'.

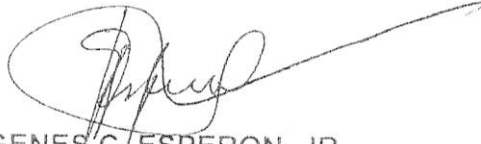
RULE V. MISCELLANEOUS AND FINAL PROVISIONS

Section 1. Repealing Clause. All Administrative Orders, Rules and Regulations and other administrative issuances and/or parts thereof, contrary to or inconsistent with the provisions of these Guidelines are hereby repealed, modified or amended accordingly.

Section 2. Separability Clause. If any provision of this Guidelines or application of such provision to any circumstance is declared invalid, unconstitutional and/or contrary to law, the other provisions not affected thereby shall remain valid and subsisting.

Section 3. Effectivity. This guideline shall take effect immediately after it is signed by the PAPP, the Secretary of the DepEd and the Commissioner of Higher Education."

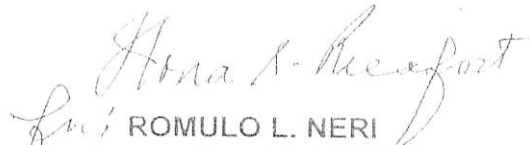
APPROVED, on 24 July 2008.



HERMOGENES C. ESPERON, JR.
Secretary
Office of the Presidential Adviser on the Peace Process



JESLI A. LAPUS
Secretary
Department of Education



ROMULO L. NERI
Secretary
Commission on Higher Education

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF QUEZON CITY S.S.

BEFORE ME, a Notary Public and in above jurisdiction, this AUG 07 2008
2008 personally appeared:

NAME	CTC NO.	DATE	and	PLACE OF ISSUE
HERMOGENES C. ESPERON JR.	_____	_____		_____
JESLI A. LAPUS	_____	_____		_____
ROMULO L. NERI	_____	_____		_____

Known to be the same persons who executed the foregoing instrument and acknowledge to me that the same is their free act and deed and of the institutions herein represented.

This instrument consisting of eight (8) pages including the page on which this Acknowledgement is written has been signed by the parties and their instrumental witnesses on each and every page hereof and sealed with the notary seal.

IN WITNESS WHEREOF, I have hereunto set my hand and seal.

Doc No. 300
 Page No. 101
 Book No. CXVIIII
 Series of 2008.

Dee Jay
 ATTY. DEI PINA AGCAJIL J
 NOTARY PUBLIC
 ROLL NO. 24655
 IBP NO 726065 01/02/08 Q.C.
 PTR NO 960030 01/02/08 Q.C.
 COMMISSION NO. 3322007-2008
 TEL NO. 748-519-066