



EIU Best Practices Series **No. 23**

## Peace Education for School Leadership: A Case Study of PEACeXCELS in the Philippines

EIU Best Practices 2011  
A Case from the Philippines



United Nations  
Educational, Scientific and  
Cultural Organization

**APCEIU**

Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO

국제연합 유네스코 아시아태평양 국제이해교육원  
교육과학문화기구



# Foreword

Faithful to its mandate, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has served as a regional centre to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region since its establishment in 2000.

As educators are faced with great challenges in the fast-shifting world of globalization, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past. On this account, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of distinctive cases over the past five years. This year, five new cases are introduced with series number 22 to 26.



Issue No. 23 introduces a case study from PEACeXCELS, a flexible learning short course that aims to capacitate school heads in the important role in promoting and exercising a culture of peace and respect for cultural diversity. The cases presented in this series highlight how EIU can empower school leadership, even to the schools under conflict-stricken areas, or schools with culturally diverse students. This awarded practice has specified the relevance of EIU and school leadership in this global era.

May the cases in this year's publication continue to spread inspiration to construct further openness, equality and diversity in the Asia-Pacific region and beyond. I also expect that through this endeavor, various EIU Best Practices can be shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region.

December 2011



LEE Seunghwan  
Director

# EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a Culture of Peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

# Reported by



**Dr. Ethel Agnes Pascua-Valenzuela** is the research team leader of this case study and is currently Senior Specialist/ Head of the Research Studies Unit at SEAMEO INNOTECH. She has written and published books on several educational topics. She is a board member of the Philippine Educational Measurement and Evaluation Association (PMEA) and the

Educational Leadership Learning Theories in Asia (ELLTA) and a reviewer of the Korean Educational Development Institute (KEDI) Educational Policy Journal. Dr. Valenzuela holds a Doctor of Education with specialization in Educational Management at the De La Salle University, an MA degree in Education with specialization in Science Education and a Bachelor degree in Secondary Education.



**Ms. Elaisa Marina Mendoza** is currently a Senior Associate of the Research Studies Unit at SEAMEO INNOTECH. She has conducted researches on educational policy, Filipino psychology, gender, prejudice and violence. She once taught psychology at the University of the Philippines in Diliman, and is a lifetime member of the National Association for Filipino



Psychology. She holds a master's degree in Global Development and Social Justice from St. John's University (Queens, New York).



**Ms. Cristina Villanueva-Moreno** is a Senior Associate of the Research Studies Unit at SEAMEO INNOTECH. She manages evaluation activities with other units of the Center and prepares technical evaluation reports. She holds a Bachelors Degree in Statistics from the University of the Philippines, Diliman System, and a Master of Arts in Educational

Management from the New Era University. She finished 36 units leading to a Master's Degree in Statistics at the University of the Philippines in Diliman, and is currently enrolled in the Doctor of Education programme of New Era University.



# Contributors

## Support and Guidance from SEAMEO INNOTECH

Dr. Ramon C. Bacani, Director

Mr. Philip J. Purnell, Manager of Programs Office

Mr. Pierangelo B. Alejo, Head of the Flexible Learning Solutions Unit

## Contributors to the Case Study

Mrs. Jona B. Preagido, Principal of Kalinaw-Kalilintad Integrated Peace School (KKIPS) in Kapatagan, Lanao del Norte

Mrs. Merlinda B. Temario, Former Principal of Kiburiao Elementary School in Kiburiao, Quezon II, Bukidnon

Dr. Ingrid Racoma, Schools Division Superintendent of the Department of Education Division of Bukidnon

Dr. Maria Luisa B. Mutia, Schools Division Superintendent of the Department of Education Division of Lanao del Norte

Mayor Gregorio Lloengue of the Municipality of Quezon II, Bukidnon

Mayor Benjie Y. Baguio of the Municipality of Kapatagan, Lanao del Norte

Barangay Officials of Kiburiao, Quezon II, Bukidnon

Mr. Nilo Dumapias, District Supervisor of Quezon II, Bukidnon

School officials and teachers of Kiburiao Elementary School

Mrs. Mary Arlene Carbonera, Public School Division Supervisor, Lanao del Norte

Ms. Rasmila M. Cosain, Designated Guidance Counselor, Kalinaw-

Kalilintad Integrated Peace School (KKIPS)

Ms. Lourdes Reyes, President of Parents-Teachers, Community Association,

Kalinaw-Kalilintad Integrated Peace School (KKIPS)

1st Lieutenant Francis Damian, Commanding Officer of 'C' Company,

35th Infantry Battalion, and Philippine Army assigned in Kapatagan,

Lanao del Norte

Teachers and staff of Kalinaw-Kalilintad Integrated Peace School (KKIPS)

# Acknowledgement

PEAXeXCELS is initiated by SEAMEO INNOTECH. It is a flexible learning short course that aims to capacitate school heads in the important role they play in promoting and exercising a culture of peace and respect for cultural diversity. The course is a timely package for those with school leadership and management roles who wish to enhance their competencies or capabilities in leading school situated in conflict-stricken areas, or schools with culturally diverse student populations.

This research was made possible with the assistance of the Asia-Pacific Center of Education for International Understanding (APCEIU) and the SEAMEO INNOTECH Learntech Fund.

The team would like to express appreciation to the resource persons who have rendered time and effort in the completion of this case study of PEACExCELS programme in the Philippines. The list of contributors is listed in the previous section.

Grateful thanks are also due to Mr. Philip J. Purnell, Manager of Programs Office, for reading and commenting on the drafts of this report and to Mr. Piereangelo B. Alejo for his valuable inputs in the text of this report.

Lastly, we would like to thank SEAMEO INNOTECH Center Director Dr. Ramon C. Bacani for wholeheartedly supporting the research team in carrying out the project.

November 2011  
Research Team  
SEAMEO INNOTECH

# Table of Contents

- Foreword / i
- EIU Best Practices is / iii
- Reported by / v
- Contributors / vii
- Acknowledgement / ix

- 1. PEACeXCELS: The Beginning / 1
  - 1.1 Background / 1
  - 1.2 The Medium: PEACeXCELS Modules / 4
  - 1.3 PEACeXCELS Trial Run / 5
- 2. PEACeXCELS Evaluation Framework / 6
  - 2.1 Population / 8
- 3. Key Findings / 9
  - 3.1 The Effectiveness of the PEACeXCELS Course / 9
- 4. Case Study of Selected Learners' Implementation of PEACeXCELS Lessons / 10
  - 4.1 Kiburiao Elementary School Peace Advocacy / 10
    - 4.1.1 Community and School Profile / 10
    - 4.1.2 Peace-related Programmes and Activities / 18
  - 4.2 The Kalinaw-Kaliilintad Integrated Peace School (KKIPS): A Case Study / 21



4.2.1 The Context / 21

4.2.2 The Principal and the PEACeXCELS Programme / 23

4.2.3 Impacts of the Programme / 25

4.2.4 Challenges Faced / 28

5. Summary and Recommendations / 29

5.1 Summary / 29

5.2 Recommendations / 31

5.2.1 On the PEACeXCELS Course / 31

5.2.2 On PEACeXCELS Implementation / 31

5.2.3 From the Local Government Units (LGUs) / 31

5.2.4 From the Teachers / 32

5.2.5 From the Principals / 32

■ **Appendix / 33**

■ **Field Visit / 35**



# Peace Education for School Leadership: A Case Study of PEACeXCELS in the Philippines

## 1. PEACeXCELS: The Beginning

### 1.1 Background

The Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) is an organization engaged in providing educational solutions for Southeast Asia. In pursuit of its strategic priority goals, the Center implemented the Learning and Technology Excellence in School Leadership for Southeast Asia (LEARNTECH eXCELS) programme as part of the initiative to strengthen the capacity of SEAMEO INNOTECH to deliver enhanced service delivery in the Southeast Asian region. The programme was developed and implemented as an international (Southeast Asian region) modular learner-centered flexible learning system incorporating multiple delivery modalities (print-based, CD-based, online/web-based). SEAMEO INNOTECH developed prototype flexible learning materials and established links with partner institutions in the Philippines and throughout the region to support the development and delivery of the flexible learning programmes and facilitate articulation agreements for granting of academic credit.

One of the initial activities conducted as part of LEARNTECH eXCELS was the development of a Competency Framework for Southeast Asian School Heads in June 2003. The Competency Framework was developed through a five-day modified DACUM (Developing a Curriculum) Workshop participated in by selected specialists and practitioners of school-based educational management and leadership. The output DACUM

matrix of 12 general competency areas and 106 enabling sub-competencies was reviewed and validated using a modified Delphi process by educational management and leadership experts from the Ministries of Education of the ten-member states of SEAMEO. The validated competency matrix has since then been used as the main reference or curriculum grid to pilot flexible learning courseware for primary and secondary school principals and administrators.

Beginning in 2006, the eXCELS education e-learning solution (eSolution) gave birth to a series of short courses such as the IceXCELS or Instructional and Curricular Excellence in School Leadership for Southeast Asia, TEACHeXCELS or Teaching-Learning Excellence in School Leadership for Southeast Asia, SUPEReXCELS or Supervision Excellence in School Leadership for Southeast Asia, TECHeXCELS or Technology and Innovation Excellence in School Leadership for Southeast Asia, CHANGeXCELS or Change Leadership and Management Excellence in School Leadership for Southeast Asia, and PEACeXCELS or Peace Education Excellence in School Leadership for Southeast Asia, which were all rolled out as robust multimodal, competency-based education leadership courseware for Southeast Asian school principals.

The eXCELS suite of e-learning courses uses the iFLEX Learning Management System which is a flexible learning delivery system where majority of the interaction between tutor and learner, and among learners take place online. The system allows SEAMEO INNOTECH flexible learners and tutors to interact extensively even at their own pace, place and time.

At the 48<sup>th</sup> SEAMEO INNOTECH Governing Board meeting held in September 2005, the critical role that schools play in promoting a culture of peace and respect for cultural diversity was highlighted. Operationalizing this role is expected to be spearheaded by school heads in accordance with their instructional leadership responsibilities in overseeing student learning



and teacher professional development in the school. Thus, it was decided that competencies related to promoting peace should be included in the Competency Framework for Southeast Asian School Heads. In order to identify these competencies, a DACUM workshop was conducted.

A modified DACUM Workshop was conducted on 24 August 2006 with participants of the two-week (23 August to 5 September 2006) SEAMEO INNOTECH course for Southeast Asian school heads titled *Enhancing Personal Effectiveness for Achieving Better Results* sponsored by the SEAMEO Educational Development Fund. The DACUM Workshop resulted in the development of an additional strand (Strand M) in the Competency Framework for Southeast Asian School Heads. This strand is on promoting and exercising a culture of peace and respect for cultural diversity. The strand underwent a rigorous process of validation using a modified Delphi process with the help of education experts from the Ministries of Education of the 11 SEAMEO member countries.

In the finalized competency framework, Strand M consists of a general competency area and enabling sub-competencies that describe what school heads are expected to do and improve on to make them more successful in performing their role as champions of peace and cultural diversity in school.

During the 51<sup>st</sup> SEAMEO INNOTECH Governing Board Meeting (GBM) held from 23 to 25 September 2008 in Manila, the Programs Office sought approval for a set of interrelated project initiatives known as LEARNTECH II: SEAMEO INNOTECH Regional Education Program or SIREP, to be supported by the Endowment Fund for the next four years under Phase II of the LEARNTECH Initiative. One of the SIREP Projects approved by the 51<sup>st</sup> GBM was PEACeXCELS (Peace Education Excellence in School Leadership for Southeast Asia) for emerging Southeast Asian principals. The aforementioned programme focused on the development and pilot-testing of a regional flexible learning short course on promoting and exercising a

culture of peace and respect for cultural diversity, based on the developed and validated competency framework.

PEACeXCELS was seen as an important contribution to build the competencies of Southeast Asian school principals in support for Education for International Understanding (EIU) as a key strategic goal of the Center. The project is also of particular relevance for school heads in conflict-affected areas and communities with multiple ethnic groups such as parts of the southern Philippines, southern Thailand, and in other Southeast Asian countries.

## 1.2 The Medium: PEACeXCELS Modules

PEACeXCELS is composed of two flexible learning modules designed for Southeast Asian school heads.

- 1) Cultivate Peace in Oneself and Champion the Cause of Peace in Schools. This enables the school head to develop a sense of peace and respect for cultural diversity in himself/herself in preparation for his/her role in promoting and exercising a culture of peace and respect for cultural diversity in school.
- 2) Promote Peace and Respect for Cultural Diversity in Schools and Communities. This covers basic and essential information on how the school head can lead the school towards becoming an effective agent for the promotion of peace and respect for cultural diversity.

The PEACeXCELS course objectives are for school administrators to:

- develop a personal sense of peace and respect for cultural diversity in preparation for his/her role in promoting and exercising a culture of peace and respect for cultural diversity among school administrators; and
- lead the school towards becoming an effective agent for the promotion of peace and respect for cultural diversity.

The PEACeXCELS materials were designed to be self-instructional and

to incorporate adult learning principles. Aside from the print modules, learners participate in online discussion sessions through chat and discussion boards with an online expert tutor via learning management system that makes the course more interactive. Modules in CD and web formats are also provided.

### 1.3 PEACeXCELS Trial Run

The pilot run of PEACeXCELS was implemented for Batch 1 from 10 December 2009 to 14 January 2010 with a series of fully online post-course Revalida held in February 2010. With the successful completion of the pilot run of the PEACeXCELS learning course, the Center is ready to roll out and scale up the programme in the countries of Southeast Asia and other regions.

The PEACeXCELS Batch I Pilot Test had a total of 17 learners representing six (6) countries, namely: Cambodia, Indonesia, Lao PDR, Malaysia, Philippines and Thailand. Close to half of the participants (47%) came from Philippines. There were slightly more males (53%) than female (47%) participants.

**Table 1. Distribution of Learners by Country**

COUNTRY	NUMBER OF LEARNERS	PROPORTION TO THE TOTAL NUMBER OF LEARNERS (%)
Cambodia	2	11.8
Indonesia	2	11.8
Lao PDR	1	5.9
Malaysia	2	11.8
Philippines	8	47.0
Thailand	2	11.8
TOTAL	17	100.00

Source: PEACeXCELS Technical Evaluation Report, Research Studies Unit, 2011

The learners, in general, performed well during the course, attending chat sessions and submitting the required assignments on time. Most of them successfully completed the course, with 88.24% of the learners receiving a

passing grade. Only two learners (11.76%) were not able to complete the course requirements.

**Table 2. Summary of the Learners’ Ratings for PEACeXCELS**

LEARNER CLASSIFICATION	NUMBER OF LEARNERS	PERCENTAGE OF LEARNERS (%)
Learners who received a final rating of A (Excellent)	7	41.18
Learners who received a final rating of B (Passed)	8	47.06
Learners who received a final rating of C (Deficient)	2	11.76
TOTAL	17	100.00

Source: PEACeXCELS Project Completion Report, Flexible Learning Solutions Unit, 2011

The learners likewise showed marked improvements in their self-rated competency levels. A comparison of their pre- and post-module competency self-assessment ratings revealed that most of the participants reported achieving an “expert” mastery level on a majority of the competencies for each module, an improvement from the “practitioner” or “apprentice” level they reported prior to taking the modules.

## 2. PEACeXCELS Evaluation Framework

Effective programme evaluation is a systematic way to improve and account for policy decisions and actions that involve procedures that are useful, feasible, ethical, and accurate. It is the holistic examination of an instructional programme including its environment, client needs, procedures, and instructional outcomes.

The PEACeXCELS Programme Evaluation was undertaken to achieve the following goals:

- to produce evidence-based information on the quality, effectiveness and relevance of the PEACeXCELS course among the Southeast Asian School Heads;
- to produce valid comparisons of PEACeXCELS delivery and client

preferences on PEACeXCELS course offering in the Southeast Asian countries;

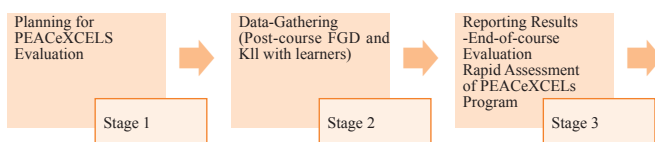
- to describe areas for growth and improvements so that the programmes can be effectively duplicated/replicated in more countries and regions; and
- to determine the appropriateness of the content and relevance of PEACeXCELS learning packages to school heads in Southeast Asia.

To achieve the abovementioned evaluation objectives within a very limited timeframe, the evaluation team utilized the following tools:

- 1) PEACeXCELS End-of-Course (EOC) Evaluation;
- 2) Post-course focus group discussions (FGDs) with groups of learners and officials from the Ministry of Education in Cambodia, Malaysia and the Philippines; and
- 3) In-depth interviews with selected learners from Cambodia, Malaysia and the Philippines.

Results obtained from key informants and respondent-learners formed part of this report. Selected case studies on PEACeXCELS were collected in the Philippines.

**Figure 1. PEACeXCELS Programme Evaluation Design**



Source: Research Studies Unit, SEAMEO INNOTECH, 2010

The PEACeXCELS programme evaluation involved three stages: 1) Planning Stage, 2) Data Gathering and 3) Reporting Results. The first stage involved the preparation of the PEACeXCELS evaluation design and the development of timetables. The technical committee reviewed the research tools for data-gathering and provided suggestions on the instruments developed by the RSU Head. It also involved pilot testing of instruments on the learners from the Mindanao Region.

Upon finalization of the research tools, phase 2 began. Data gathering activities were held. The End-of Mission and End-of Task Reports were gathered and analyzed for inclusion in the Final Report preparation.

The evaluation results from the rapid assessment were integrated as the first part of the Technical Report of the PEACeXCELS course, an end-of-course evaluation report. This report was given to the SEAMEO INNOTECH Flexible Learning Solutions Unit (FLSU) for improvement of the PEACeXCELS programme.

## 2.1 Population

This evaluation report covers the 11 learner-respondents who assessed the course using the End-of-Course assessment tool. However, a more in-depth analysis of the application and impact of the PEACeXCELS course on the learners' school environment necessitated the use of case studies. The case studies conducted involved two learners from Southern Philippines. They represent the following schools: 1) Kiburiao Elementary School (Bukidnon) and 2) Kalinaw-Kalilintad Integrated Peace School (Lanao del Norte). These two learners served as principals of their respective schools and were chosen over the other learners who were vice-principals, Ministry of Education officials or teachers. As school heads, the probability that they would be able to implement the action plans that were crafted during the PEACeXCELS course, was higher. In addition, the schools these two represent are situated in a region that has a long history of conflict. Featuring these two in the current report provides an opportunity to showcase attempts by the people to resolve conflict peacefully in Mindanao

as it affected their schools and communities.

### 3. Key Findings

#### 3.1 The Effectiveness of the PEACeXCELS Course

The PEACeXCELS course used time-tested assessment methodologies to monitor and evaluate learner progress. Prominent among these were the End-of-Course (EOC) Evaluation Tool and the validation tool used in the focus group discussions (FGD) and key informant interviews (KII).

The learners’ overall rating for the course covered five dimensions. The average mean rating is 3.74 or very effective. All course dimensions gathered a rating of very effective: 1) instructional design and delivery; 2) assessment and evaluation of learners learning; 3) iFLEX organization and design; 4) flexible learning tutors; and 5) learner support and access to media resources.

**Table 3. Overall Ratings by PEACeXCELS Course Dimension**

Course Dimension	Average Mean Rating	Proportion Of Positive Responses (%)	Qualitative Description
A. Instructional design and delivery	3.75	100%	Very Effective
B. Assessment and evaluation of learners learning	3.69	100%	Very Effective
C. iFLEX organization and design	3.83	100%	Very Effective
D. Flexible learning tutors	3.74	100%	Very Effective
E. Learner support and access to media resources	3.70	100%	Very Effective
OVERALL COURSE RATING	3.74	100%	VERY EFFECTIVE

Source: PEACeXCELS Technical Evaluation Report, Research Studies Unit, 2011

## 4. Case Study of Selected Learners' Implementation of PEACeXCELS Lessons

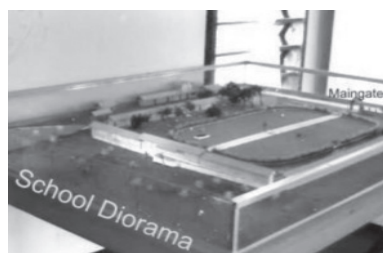
The case studies presented herein were designed to complement the findings from the analysis of the EOC ratings. These were aimed at gaining insights into how the school heads fared in implementing peace-related changes in school after attending the PEACeXCELS course.

These case studies cover two school head graduates of the PEACeXCELS programme who made use of the lessons and insights gained from the course. The two schools are Kiburiao Elementary School and the Kalinaw-Kalilintad Integrated Peace School. The two PEACeXCELS learners initiated school peace advocacy programmes which are documented in this report. These two principals represent different generational and work experience. A brief profile of these two learners is presented below.

**Ms. Merlinda B. Temario.** Ms. Temario is the former principal of Kiburiao Elementary School in Bukidnon. She was the head when the PEACeXCELS course was conducted in 2009. She was then appointed as the principal of Dangcagan Central Elementary School and was previously awarded as the most outstanding principal in 2008. **Ms. Jona B. Preagido** is the principal of Kalinaw-Kalilintad Integrated Peace School in Lanao del Norte. Prior to becoming its principal in 2009, she was an elementary school teacher in two other schools in Lanao del Norte.

### 4.1 Kiburiao Elementary School Peace Advocacy

#### 4.1.1 Community and School Profile



Kiburiao Elementary School (KES) is a complete public elementary school situated in the northern portion of Quezon, a first-class municipality at the southern part of the province of



Bukidnon (it means “mountain people”). To go to this school, the only means of transportation is by land via public or private transportation. The bus company plying the route Cagayan de Oro City to Davao City and vice versa is Bachelor Express/Rural Transit.



The Municipality of Quezon has large chunks of fertile plains, inland valleys, virgin forests, rolling hills, and mountain ranges. Kiburiao became one of the barangays (village) of Quezon Municipality on 19 June 1971 by virtue of Republic Act (R.A.)

4902. It comprises 14 political sections called “Purok.” Ethnic groups included among its people are the Manobo, Boholano, Bisaya, Tagalog, Cebuano, Leyteno, Camiguinon, Ilocano, Ozamisnon, and Zamboangeno. The latest population as of September 2011 is 4,684. Out of this number, 40 belong to the indigenous group called Lumad.



Although Kiburiao consists mostly of rolling areas, it has promising agriculture and trade. It has a total land area of 2,674.24 hectares. Abundant agricultural crops harvested in this barangay are rice, corn, sugarcane, bananas, cassava, coconut, rubber, and fruits. Small

store establishments can be found in the area. It also has a secondary school besides KES. KES offers complete basic elementary education following the Basic Education Curriculum as mandated by the Department of Education (DepEd). The learning areas in English, Math, Filipino and Makabayan<sup>1</sup>

1) Makabayan is an integrated subject composed of Social Studies, Home Economics and Livelihood Education, Music, Arts, Physical Education and Health, and Character Education. It aims to provide practical knowledge, life skills, and appreciation of the Filipino culture.

are offered in grades I and II classes. Aside from these major subjects, Science and Health, HEKASI (Heograpiya, Kasaysayan at Sibika)<sup>2</sup>, and MSEP (Musika, Sining at Edukasyong Pangkatawan/ Music, Art and Physical Education) are also offered in grades III to VI classes.

### **School Vision and Mission**

KES community envisions “a performing elementary school that provides quality basic education and alternative learning system for learners equipped with knowledge, life skills, values and conscious of their cultural roots thereby producing globally competitive individuals.”

KES mission is “to educate all school age children and out-of-school youth in an equitable and accessible learning environment through an innovative and culture-sensitive elementary school curriculum by competent teachers and service-oriented educational leaders.”

To realize this mission, one of the plans of the school is to adopt five malnourished school children in every grade level. This is being undertaken to counter the growing number of school children who are suffering from malnutrition, a problem that is prevalent among public school children not only in Kiburiao but all over the country.

At present, the school has 26 functional classrooms, 8 of which need minor to major repair and repainting due its present state and condition. With the help of the Parent-Teacher-Community Association (PTCA), it also plans to install water pipelines and faucet to effectively implement the School Health Package Programme for school children.

---

2) HeKaSi is the combination of Geography, History and Civics in the Department of Education's Social Studies curriculum.



KES advocates the CRC (cleanliness, respect and courtesy) Programme. Waste segregation is being practiced inside the classrooms and within the school premises utilizing color-coded waste bins and drums. Promoting a harmonious relationship among

school stakeholders, teachers, pupils, and administrators is being emphasized not only in the classrooms but also during school and community meetings to create a culture of respect, love and courtesy.

The school enrollment for School Year 2011-2012 is 924. Pre-school enrollees totalled 152. There is almost an equal proportion of boys (52%) and girls (48%). They are being cared for by 24 teachers and the principal.



### **School and Community Ordinances**

Kiburiao is generally a peaceful place according to the members of the Barangay Council. There was only one incident in 2009 when the insurgency group New People's Army (NPA) passed by the community main road and encountered government military forces. There were armed fire exchanges that lasted for a day, although no civilians were hurt. The leader of the NPA surrendered to the current Barangay Captain who was once an NPA himself. He served as a peace negotiator between the two groups.

At present, the Council members monitor their constituents to follow the law and ordinances in order to maintain the peace and order situation in their community. The Council members see to it that the youth are protected against vices by creating ordinances such as prohibiting them from drinking hard liquor and also prohibiting store owners to sell these hard drinks to the youth. They are also implementing a 10:00 PM curfew for the youth in the barangay. The members of the Barangay Council and the Civilian Volunteers Organization (CVO) are authorized to confront and bring children and youth inside the school if they are caught outside the school premises when they are supposed to be attending their classes. The CVOs are like Barangay Tanod (village watchers) who can carry only “baston” (staff) and are not allowed to use guns. The Council does not allow the youth to form “gangs” in order to protect them from physical abuse that is sometimes inflicted on new gang members.

### **School and Community Programmes**

In the pursuit of a culture of peace, efforts were undertaken to address poverty as a form of structural violence. Commitment to peace becomes mere lip service if the rights of the people are systemically violated by structures in society that deprive them of their basic freedoms. Since poverty creates conditions where the ability to meet one’s fundamental needs is obstructed, community programmes had to be implemented that will tackle issues that impact on the people’s health and well-being and on their basic right to achieve a life of dignity. One of these programmes concerns the undernourishment of many children in Kiburiao, Quezon.

The relationship between good nutrition and educational achievement has long been established. Children who are not well-nourished tend to be slow learners. About two years ago, an NGO started this feeding programme in their community.

Since then, the Council and the school are sustaining this feeding programme which focused on undernourished children with the help of

community and non-government organization (NGO). They started a 121-day feeding programme in 15 August 2011. At present, about 50 malnourished children are benefitting from this programme. The parents of these children, most of whom are farm laborers, can now concentrate on their work or on finding decent work.

The PTCA plans to construct a water system for the school since the stairs going to the source of water are too high and dangerous for children and school staff. This project would benefit the school and the community as well.

### **Being a PEACeXCELS Scholar**

Ms. Merlinda B. Temario was chosen by DEpED as one of the scholars for the PEACeXCELS Programme of SEAMEO INNOTECH on 30 September 2009. One significant insight that she learned from the PEACeXCELS Course was the need to review and revise the school policies to reflect peace as an educational goal. Moreover, she learned how to draft school policies that support peace activities and promote appreciation of cultural diversity. As an integral part of her role as school administrator, she familiarized herself with the characteristics of peace-responsive policies and how to evaluate its implementation and operationalization in school. At the end of the course, she acquired knowledge and skills on how to promote her school as a zone for upholding peace and intercultural understanding which she would use in conducting activities to help teachers, learners, staff, and even community members to value peace and work towards achieving it. This was consistent with her post-module self-rated competency levels which have improved to “expert” mastery level on all identified competencies in both modules.

Indeed, she was able to build a strong relationship with her teachers and gained the support of school stakeholders who helped her sustain the programme for peace. She realized school is where the seeds of a “Culture of Peace” take root and get nurtured in the hearts and minds of the young

learners. She believed that schools could be one show window of peace, with principals and teachers as role models. Her role as a school leader is integral in helping the young people learn how to deal with conflict non-violently by providing them with information, values and skills that they need to help them build a culture of peace.

To provide the teachers with opportunities to discuss and internalize the concepts, values and skills, Ms. Temario undertook several activities:

- 1) An educational tour was conducted to strengthen the camaraderie among teachers. This activity provided the teachers a time to enjoy, relax and learn from their experiences. Ms. Temario believed that if teachers are happy, their outlook toward their work would be positive and by the time they would be oriented with the programme that would be imposed in school, they would be willing to cooperate and take active part in the implementation of the programme.
- 2) A workshop was designed for the teachers to train them on how to manage conflict, challenge stereotypes, and begin their journey as peace builders.
- 3) A regular meeting-discussion with teachers was organized regarding diversity-related issues.

### **Accomplishing Her Action Plan**

On 4 January 2010, Ms. Temario called for a meeting with her teachers to discuss how peace and respect for cultural diversity can be integrated in their lessons. She presented her lesson plans to the teachers and shared her learnings



on peace education. She highlighted their significant role in protecting the children's rights to education. The teachers were taught to prepare their lesson plans using the various strategies for promoting peace and respect for cultural diversity. Such peace education initiatives were welcomed by the

teachers positively. They gave good demonstration lessons and were well-motivated and determined to promote peace in school and implement their action plans on peace in their respective classroom with the supervision of their school head.



As one of the peace advocates in their division, Ms. Temario introduced the Courtesy, Respect and Cleanliness (CRC) Advocacy in her school throughout SY 2009-2010. She and her fellow teachers served as models to their pupils and

to the people in Kiburiao community in promoting peace and respect for cultural diversity. The development of teamwork-building consensus, skills in negotiation, and conflict resolution were also observed.

The following were some of the reflections shared by the teachers on the “Principles of Peace”:



- I will now always integrate peace in every subject I teach. I will promote harmonious atmosphere in the classroom so I could encourage and motivate the pupils to learn.
- In understanding and respecting

the beliefs, attitudes, and tribes of my pupils, I will give them equal opportunity in school activities to promote peace and respect their cultural diversity.

- As a teacher I must know and adhere to the behavior management techniques for learners with behavioral problems. I should use appropriate procedures and be careful with my actions when dealing with them. I should show compassion and caring attitudes. It is a great achievement on my part if I can create a healthy psychological climate by providing

activities that encourage respect and free expression of ideas.

#### 4.1.2 Peace-related Programmes and Activities

**Workshop on Principles of Peace.** The workshop conducted by Ms. Temario on 21 January 2010 was very successful. There was reportedly a transformation of values among the teachers and a change in their attitudes. The activity on self-analysis to reflect the teacher's strengths and weaknesses are still being undertaken once in a while during teachers' meetings.

According to them, sharing of good and bad experiences within a small group helps them ease their pains. They have become closer to each other and have prevented misunderstandings because the sharing resolved minor conflicts among teachers. Teamwork is also being promoted. The camaraderie among teachers also improved after the teachers' participation on the educational tour.



**Coordinators of Zones.** The principal assigned her teachers as coordinators for each of the 14 purok (zones) of Barangay Kiburiao, who would spearhead and coordinate the different peace-related activities such

as the nutrition and cleanliness drives. The teacher coordinators served as a source of information and as advisers of their respective zones. Parents were also advised to monitor their children on the use of cellular phones and to screen what their children watch on televisions and movies, especially those that deal with violence, sex and scandals. They brought this out during homeroom meetings with parents and during their regular purok visitations. Because of this initiative, it is now easier for the teachers to ask parents to attend PTCA meetings and participate in the activities of the school. Before asking contributions from parents is difficult, but now parents who cannot give monetary donations even volunteer themselves as laborers if there is a need for school construction activities. Teachers also



encourage male parents to volunteer as CVOs who would monitor gambling among children and youth.

**Peace Corners.** In one corner of every classroom in KES, one will find a “Peace Corner” that showcases different sayings related to peace. The meaning and importance of these sayings are explained to the pupils.



**Integration of Peace Values in Every Subject Area.**

Peace values are integrated in every subject and in all the activities in order for the pupils to learn and practice these values in their lives. During classes, the students are given situations for

them to think of solutions that will promote peace. The lessons on respect for cultural diversity allow discussions on respect for other religions and cultural practices. Students are encouraged to ask their parents to be involved, making them part of the peace-promoting activity as well. According to some teachers that were interviewed, there are still a number of children who are naughty and disrespectful toward them, but majority of the school children have learned and practice the peace values being taught in school. It is now easier for the teachers to discipline their pupils.

**School Activities Promoting Cultural Differences.** The school celebrates the Linggo ng Wika (Language Week); “Christmas” for the Christians and “Ramadan” for the Muslims. During the community fiesta, the Council gave a Recognition Certificate to the Datu (Chieftain) of the Lumad indigenous group to recognize their contribution to Barangay Kiburiao.

**Sports Activities for School Children.** Sports activities are organized in KES to promote peace and serve as vehicle for team-building and friendship games among students in different zones. In order to encourage out-of-school youth to attend these activities, the participation is not only

limited to the school children.

**Drums and Lyre Group.** The teachers also organized a drum and lyre group for children with musical talents since music soothes the soul and is an effective instrument to promote peace. This drum and lyre group joins parades during school and community celebrations.

### **Homeroom Meetings with Parents and Use of Anecdotal Records.**

Homeroom meetings with parents become a regular activity for teachers to discuss with the latter their children's progress or the lack of it. They made use of anecdotal records that documented every child's activities in school. Parents sign these records to signify that they were informed of their children's activities. The meetings and records help both teachers and parents to develop communication ties with the pupils and to minimize conflicts.

**Recollection during Graduation.** In 2011, the school organized a "Recollection Activity" where they invited a religious person to facilitate a talk with their grade six graduating pupils who are composed of both Catholics and non-Catholics. According to the teachers interviewed this inter-faith activity really made an impact on the pupils. After the session, they realized their mistakes to their parents and other people close to them. They decided to make this a regular experience for the graduating elementary pupils.

## 4.2 The Kalinaw-Kalilintad Integrated Peace School (KKIPS): A Case Study



In a fourth-class municipality somewhere in the southern part of Lanao Del Norte lies a small school which has the tough task of living up to its name. The Visayan, Maranao and English terms for peace grace the school's name, and serve as deliberate and persistent

reminders for the students, teachers and administrators of the school, as well as members of the community, that peace -- while elusive and challenging -- is a goal that should be patiently pursued and striven for. The goal is not an easy one to commit to, but more so in an environment where the children carry a history of abandonment, violence, or poverty. The Kalinaw-Kalilintad Integrated Peace School (KKIPS) is one such environment where the orphans, survivors of armed conflict, displaced and abused children and those with disability from the poor Muslim, Christian and indigenous groups have gathered together to study and to come to terms with their past and themselves in an atmosphere of acceptance and peace.

### 4.2.1 The Context



The Kalinaw-Kalilintad Integrated Peace School (KKIPS) is located in the agricultural municipality of Kapatagan, considered as one of the rice granaries of the province of Lanao del Norte. According to the 2000 census, it has a total population of 42,783. Conflicts

between Muslims and Christians, between insurgent groups and the military have occurred and continue to occur in these areas, causing many

of its residents to be displaced, lose their homes or flee to other places. The siege of Kolambugan and Kauswagan, both neighboring municipalities, are two of the infamous incidents a few years ago that saw many civilians caught in the crossfire between the military and Muslim separatists. Families have had to send their children to study in other places not affected by the skirmishes, fighting's, and even clan wars.

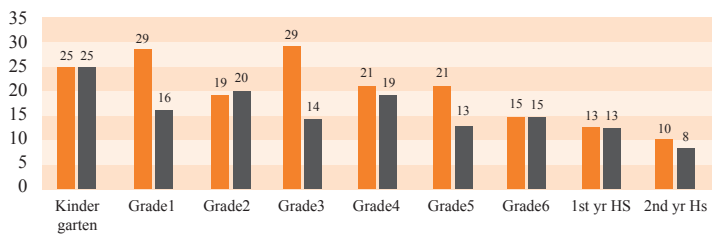


It is against this backdrop that the KKIPS was created. The school was established with the vision of becoming a model area where Muslim, Lumad and Christian students and teachers can learn and work together, inspired by the belief that education is the key to attaining peace. Thus in 2009, the school began to operate, initially as part of the Kapatagan East Central School. On 10 June 2010, the school was formally opened on

a 2.1 hectare land that was formerly a rice field. It was donated by virtue of Resolution no. 12 s.2009 of the Federated Parent-Teacher Association (FPTA) officers 2009-2010 of Kapatagan East Central School.

Back then, no school buildings existed. They make use of makeshift huts as classrooms without chairs. Until the newly constructed buildings are turned over to the school administrators, the setup remains the same for the 325 students and 13 teachers of the school. Close to a quarter of the students (23.4%) and teachers (23.1%) are Muslims. There are more male than female students (See Figure 2).

Figure 2. Number of Students per Grade Level (by gender)



Source: Kalinaw-Kalilintad Integrated Peace School, September 2011

4.2.2 The Principal and the PEACeXCELS Programme



When Jona Preagido, took on her first assignment as school principal, she could not have prepared herself for the challenges that lay ahead. With no previous experience as a school head, she had to manage a school that had barely little to begin with and has

quite a number of students whose psychological state is troubled. As Ms. Preagido and the other teachers have noted, many of the children tend to be overly sensitive, irritable, lacking in focus or slow in comprehension. The principal and the teachers understood that these behavioral and emotional problems are the product of their past experiences and difficult circumstances. Some of the students’ background can be gleaned from Table 4.

**Table 4. Background of Some Students by Grade/ Year Level: 2009-2010**

Grade/ Year Level	Orphan		Displaced/ Broken Family		Survivors of Violence/ Armed Conflict	
	2009	2010	2009	2010	2009	2010
Kindergarten	0	3	3	5	1	1
Grade 1	4	5	11	5	9	5
Grade 2	2	3	7	10	1	4
Grade 3	4	2	3	6	0	5
Grade 4	3	2	6	5	8	3
Grade 5	1	3	2	6	2	4
Grade 6	0	1	3	11	1	7
1 <sup>st</sup> Year	n/a	3	n/a	5	n/a	7

Source: Kalinaw-Kalilintad Integrated Peace School, September 2011

To help perform her myriad of duties, Jona Preagido went through a number of trainings, particularly peace-related ones. She performed very well in the course where she received a final grade of A. Her self-rated post-module competency levels also improved from a “practitioner” level to an “expert” one.

As one of the requirements of the course, Ms. Preagido prepared an action plan that would entail conducting a training-workshop where the principal, with assistance from the division peace coordinator and the district guidance coordinator, would re-echo to the teachers what she learned from the PEACeXCELS course. This training-workshop was eventually carried out in the summer of 2010, participated by the teachers of KKIPS. The one-week workshop combines lectures and activities that reflected the concepts shared during the PEACeXCELS course. The peace concepts and ideas that the teachers learned from this training-workshop were aplenty, but the ones that proved to be most salient among them were the need to cultivate peace in oneself, the promotion of a culture of peace and respect for cultural diversity through school policies, and the integration of peace concepts into the curriculum.

### 4.2.3 Impacts of the Programme

According to Ms. Preagido, the echo PEACeXCELS training infused knowledge, skills, and hopeful attitude in the school teachers. In the months that followed, changes in policies, lesson plans and student behaviors began to manifest.

**School policies were drafted and revised.** The principal convened a committee composed of teachers, the Parent-Teacher Association, and the student body organization which was tasked to craft school policies in line with the school's vision. This led to policies such as planting a tree for every violation, and establishing a peace corner in every classroom where students can resolve their differences and where fellow students are envisioned to act as mediators between their feuding classmates. There is also the Restorative Circle being employed as a strategy to resolve conflicts between students, where parties are enjoined to face each other and talk intently as a teacher-facilitator looks on. Moreover, the policy of suspension and expulsion of students has not been included in the list of rules. It was believed that self-discipline is still the best type of discipline to instill in children. Also, this severe punishment for misdemeanor deserves further study before getting implemented, according to the school principal.



**Peace concepts and ideas were integrated in the lesson plans.**

Initially, the teachers were at a loss as to how peace can be part of every subject. The training-workshop conducted by Ms. Preagido helped them realize that peace necessitates a broader

framework that goes beyond good manners and right conduct. The lesson plans developed were monitored and checked regularly by the principal.

**The teachers' confidence in managing conflicts has increased.** The teach-

ers used to complain about their students, not knowing how to handle children's emotional and behavioral problems. Since then, the principal observed that there has been a marked improvement in the teachers' belief and ability to manage conflicts involving children.



**Students' academic performance and behaviors improved.**

The children have generally shown improvement in how they conduct themselves in relation to other children, in how they perceive themselves in class, and in how they perform academically. There is a belief that children may have been getting better because the sense of security and acceptance that pervades the school, as well as the kind and supportive attention that each student receives from the

teachers and administrators, have allowed them to gradually overcome their insecurities or disinterest in school. As the teachers surmised, "When we teach the peace lessons in school, all the children are being included in the discussion. There is real participation. In the other schools, the focus is more on academics. Whoever excels are the only ones included. That is not the case in our school. We go deeper on the emotional level. Since the child is shy, we urge him/her to stand up. Eventually, step-by-step, they begin to raise their hands. We boost their confidence.

The children have been benefiting as well from the teachers' meaningful discussions during their weekly meetings. The teachers have Friday sessions where they gather together to discuss a topic of choice and where speakers from different fields and religions were being invited to share their thoughts and ideas. These sessions became an opportunity for open discussions about



the different religions' perspective. Having gained a better understanding of other religions allow the teachers to adopt a more open-minded attitude, and to impart and share varying ideas to their students.

Table 5 shows a decline in the number of cases of recorded misconduct while Table 6 shows a slight increase in the Mean Percentage Scores in all subjects.

**Table 5. Record of Students' Misconduct (2009-2011)**

Grade Level	Cutting of Classes		Tardiness		Bullying		Violation of Other School Policies	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Kindergarten	1	0	2	2	2	1	5	4
Grade 1	4	3	5	4	2	1	9	7
Grade 2	5	4	6	5	3	1	8	6
Grade 3	3	5	6	5	3	1	9	7
Grade 4	9	5	6	5	2	1	8	7
Grade 5	7	5	15	8	9	5	7	3
Grade 6	10	6	20	9	10	4	9	6
1st Year	n/a	4	n/a	4	n/a	2	n/a	6
TOTAL	39	32	60	42	31	16	55	46

Source: Kalinaw-Kalilintad Integrated Peace School, September 2011

**Table 6. Average Mean Percentage Score per Subject (2009-2011)**

Grade Level	English		Math		Science		Filipino		Makabayan	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 1	64.25	64.75	62.25	63.5	n/a	n/a	61.5	62.25	70.36	71.0
Grade 2	66	66.5	65.75	66.25	n/a	n/a	70.75	71.25	68.88	69.8
Grade 3	68.25	69	68.75	69	68.25	68.75	70.25	70.75	71.38	72.06
Grade 4	63	63.75	63	63.25	59.25	60	61.5	70	68.5	69
Grade 5	61.25	61.75	64.75	65	62.25	62.75	67.75	68.25	69.63	70.33
Grade 6	64.25	65	57.75	58.25	57	57.5	65.75	66.25	70.5	71
1st Year	n/a		n/a		n/a		n/a		n/a	

Source: Kalinaw-Kalilintad Integrated Peace School, September 2011

**The community's resolve in promoting peace and living up to its ideals has become stronger.** The existence of the school serves as a constant reminder to community members that harmony and unity are attainable ideals amid diversity. Despite differences in ethnic and religious backgrounds, this has not deterred the children, teachers and staff from learning and growing together. It has inspired them to re-evaluate, and even dispel, their long-held stereotypes about other social groups. They realize that living together as a peaceful community is no longer a farfetched possibility.

#### 4.2.4 Challenges Faced



In sustaining the gains that were achieved, the principal found a need to address a number of challenges, some of which are:

**Difficulty of Being a Consistent Peace Advocate.** For the principal and the teachers, one of the

greatest challenges they faced was the struggle to become a consistent peace advocate, particularly during trying moments when one's patience was being severely tested. They needed to remind themselves all the time what they believe in and what they are fighting for, in order not to stray away from the approaches and framework consistent with peace. Being in a peace school demands integrity, patience and determination.



**Lack of Resources.** The school continues to suffer from the scarcity of materials and facilities that would further facilitate the teaching-learning experience. Books and other school items are not sufficient. The makeshift huts might

be getting old and only a few chairs are available. The principal, however, mulls over the possibility that the absence of chairs in the makeshift classrooms may actually be benefiting the students. The dynamics of interaction inside the classrooms becomes more interactive and free-flowing when children are sitting on the floor together. The addition of chairs may actually serve more as a hindrance to learning because of its territorial suggestions. This, however, deserves further study, according to the school head.

**Need for More Peace Champions.** With the looming retirement of the school's acknowledged founder and champion in the person of the Schools Division Superintendent, Dr. Maria Luisa Mutia, there is apprehension about the future of the school and the sustainability of its programmes.

The PEACeXCELS course was only a four-week course but the impacts on the school head, the teachers and the students would prove to be much longer and hopefully more lasting. One of the strongest lessons to be reinforced throughout all these is that peace starts from within. With this in mind, there has been much “unloading,” with teachers sharing personal concerns and issues to each other and re-examining their attitudes and prejudices that tend to impact much on the teaching-learning process and on the school's culture. As the world peace anthem has made plain, “peace begins with me” – and the school head and her teachers are striving their best to stay true and committed to it.

## 5. Summary and Recommendations

### 5.1 Summary

The PEACeXCELS programme brought together school heads in the Southeast Asian region to learn and be mindful of Peace Education. It offers a well-developed set of modules that guide the learners along the way. Two flexible learning modules designed for Southeast Asian school heads were adopted and utilized:

#### 1) Cultivate Peace in Oneself and Champion the Cause of Peace

**in Schools.** This enables the school head to develop a sense of peace and respect for cultural diversity in oneself in promoting and exercising a culture of peace and respect for cultural diversity in school; and

**2) Promote Peace and Respect for Cultural Diversity in Schools and Communities.** This covers basic and essential information on how the school head can lead the school towards becoming an effective agent for the promotion of peace and respect for cultural diversity.

The PEACeXCELS evaluation was conducted after completing the course at SEAMEO INNOTECH. The conduct of such led to an end-of-course evaluation report and case study development. Feedback on the modules, the flexible learning tutors, and the infrastructure were provided to the FLSU for the improvement of the PEACeXCELS programme.

To look further into how the programme has impacted the learners and their students, the Research Studies Unit conducted case documentation of selected learners from two schools: 1) Kiburiao Elementary School; and 2) Kalinaw-Kalilintad Integrated Peace School.

Both cases attest to how the PEACeXCELS programme impacts on the school head, the teachers and the students. One of the strongest lessons to be reinforced throughout all these is that “peace starts from within”. For the principal and the teachers, one of the greatest challenges they faced was the struggle to become a consistent peace advocate, particularly during trying moments when one’s patience was being severely tested. They needed to remind themselves all the time what they believe in and what they are fighting for, in order not to stray from the approaches and framework consistent with peace. Being in a peace school demands integrity, patience and determination from them.

## 5.2 Recommendations

### 5.2.1 Recommendations on PEACeXCELS Course

- There is a need for follow-up activities such as the implementation of the action plans developed by the PEACeXCELS learners. There could be a study visit to the sites to check on what the learners have accomplished in terms of the implementation of action plans; and
- Internet connectivity should be improved. There were disruptions in classes due to slow internet connection. If possible, during the final revalida, a webcam could be provided to further verify if the learners are the ones answering the questions. There may be a need to review the mode of delivery to allow for a face-to-face revalida process.

### 5.2.2 Recommendations on PEACeXCELS Implementation

- The activities cited by the teachers made them realize that promoting PEACE is really important not only for the school and community but most importantly on themselves as individuals. They realize that as teachers, they should learn how to manage conflicts and make appropriate adjustments when dealing with their pupils, the parents, the community, and their co-teachers. When imposing rules, they should be strict in implementing it. They should avoid instilling anger, scolding, or intimidating their pupils. When they love themselves and their work, everything will fall in its proper place and peace will dwell among them.

### 5.2.3 Recommendations from Local Government Units (LGUs)

- Everyone in the community should work together to attain peace;
- Parents should volunteer as CVOs to help maintain the peace and order in the barangay (village); and
- Assistance is needed for the school to finance the salary of a school guard.

#### 5.2.4 Recommendations from the Teachers

- Revision of the Child-Friendly Policy that would still allow teachers to discipline their pupils who are disrespectful toward them;
- Promotion of visual materials and ICT equipment for teaching to allow children to cope with the worldwide changes; and
- Increase the use of reading materials. Books should be on a one-to-one proportion (1 book: 1 child).

#### 5.2.5 Recommendations from the Principals

- School administrators need more information about peace implementation. They should be open to peace programmes in order to sustain these in schools and communities; and
- There should be an evaluation and monitoring of peace programmes implementation. The school visit of SEAMEO INNOTECH staff to KES is one example of showing interest in the school's activities on promoting peace. The KES pupils and teachers were excited and the school administration really looked forward to this event to show off their activities on how they advocate on peace.

# Appendix

## I. Competency Framework for Southeast Asian School Heads

**Competency Framework for Southeast Asian School Heads**  
(Developed for the LEARNTECH Multi-modal Flexible Learning Action Research Project: LEARNTECH eXCELS)

A. Developing Personal Effectiveness	A.1 Assess oneself	A.2 Enhance oneself professionally	A.3 Demonstrate leadership qualities	A.4 Promote interpersonal relationships	A.5 Demonstrate and facilitate creativity	A.6 Model ethical and moral practices	A.7 Communicate with stakeholders	A.8 Motivate teachers and other stakeholders	A.9 Delegate tasks	A.10 Facilitate teamwork	A.11 Negotiate with others	A.12 Conduct meetings with teachers, students and parents	
	A.13 Manage conflict	A.14 Manage stress	A.15 Manage time	A.16 Communicate using English	A.17 Demonstrate personal responsibility and accountability	A.18 Demonstrate empathy for others							
B. Planning School-based Programs and Projects	B.1 Review/ Formulate the school's vision and mission	B.2 Prioritize the needs of the school	B.3 Identify projects and programs	B.4 Develop a plan of action for programs and projects	B.4.a Formulate objectives of programs and projects	B.4.b Identify strategies	B.4.c Determine time frames	B.4.d Set standards	B.4.e Prepare the guidelines for program/project implementation	B.4.f Identify people involved	B.4.g Determine source of funds	B.5 Organize committees for school-based programs and projects	B.6 Oversee implementation of school-based programs and projects
	B.7 Monitor school-based programs and projects	B.8 Evaluate school-based programs and projects											
C. Leading Curricular and Instructional Processes	C.1 Direct curriculum implementation	C.2 Assign teachers to their area of competence	C.3 Manage the development and production of instructional materials/ technology	C.4 Supervise instruction	C.4.a Prepare an instructional supervisory plan	C.4.b Evaluate the teaching-learning process	C.4.c Evaluate lesson plans	C.4.d Conduct pre- and post-supervisory conferences with teachers	C.4.e Evaluate learner's performance	C.5 Introduce innovations in instruction	C.6 Promote the use of technology	C.7 Manage curriculum enrichment	
	C.8 Manage integration of multiple intelligences and higher order thinking skills	C.9 Organize demonstration teaching on the use of different strategies	C.10 Plan co- and extra-curricular activities										
D. Developing Human Resource	D.1 Recruit/ recommend manpower for school operations	D.2 Assess competency levels of faculty and staff	D.3 Provide opportunities for professional development	D.3.a Conduct training needs assessment	D.3.b Design training programs	D.3.c Conduct staff development programs	D.3.d Evaluate training programs	D.4 Supervise faculty and staff	D.5 Counsel/ mentor faculty and staff	D.6 Evaluate faculty and staff performance	D.7 Recommend teachers and other personnel for career advancement	D.8 Organize welfare programs for staff	D.9 Motivate teachers to participate in professional development activities
E. Creating the Learning Environment	E.1 Maintain a safe, secure, clean and green school environment	E.2 Promote a caring and learning-friendly school atmosphere	E.3 Facilitate an interactive learning environment	E.4 Develop learning resource and service centers	E.5 Promote collegiality and professionalism	E.6 Promote life-long learning	E.7 Promote technology literacy	E.8 Promote primary health care					
F. Managing Physical Facilities	F.1 Assess status of physical facilities and equipment	F.2 Match facilities with program needs	F.3 Design a school physical plant and facilities improvement plan	F.4 Allocate funds for improvement and maintenance of physical facilities and equipment	F.5 Supervise the maintenance and improvement of physical facilities and equipment	F.6 Coordinate with external agencies							
G. Managing Financial/ Fiscal Resources	G.1 Prepare a financial management plan	G.2 Generate financial resources	G.3 Organize a procurement committee	G.4 Utilize funds for approved school programs and projects	G.5 Account for school funds and expenditures	G.6 Prepare financial reports							

Legend:

- competencies that pertain to self
- competencies that pertain to others, school
- competencies that pertain to other stakeholders and other specialized skills

- advanced level tasks / competencies

- new strand still subject to validation with all ESCAN member countries

### Legend:

- competencies that pertain to self
- competencies that pertain to others, school
- competencies that pertain to other stakeholders and other specialized skills
- advanced level tasks / competencies
- new strand still subject to validation with all SEAMEO member countries

<b>H. Monitoring and Evaluating School Performance</b>	<b>H.1</b> Determine monitoring and evaluation goals	<b>H.2</b> Plan school monitoring and evaluation activities	<b>H.3</b> Organize a monitoring and evaluation committee	<b>H.4</b> Prepare criteria for evaluating performance	<b>H.5</b> Develop monitoring and evaluation instruments	<b>H.6</b> Conduct monitoring and evaluation	<b>H.7</b> Analyze and interpret monitoring and evaluation results	<b>H.8</b> Determine areas for improvement	<b>H.9</b> Disseminate evaluation results	<b>H.10</b> Benchmark school performance	<b>H.11</b> Design a program for improvement of school performance	
<b>I. Developing School and Community Relations</b>	<b>I.1</b> Organize Parents, Teachers and Community Association	<b>I.2</b> Foster relationships with parents and community	<b>I.3</b> Promote the image of the school	<b>I.4</b> Network with government organizations (GOs) and non-government organizations (NGOs)	<b>I.5</b> Negotiate for needed resources	<b>I.6</b> Determine community education needs	<b>I.7</b> Design, implement and evaluate community outreach	<b>I.8</b> Support continuing education and community programs and projects				
<b>J. Managing Information</b>	<b>J.1</b> Set up the organizational structure of the school	<b>J.2</b> Establish and maintain a school Management Information System (MIS)	<b>J.3</b> Equip the MIS unit with appropriate technology and personnel	<b>J.4</b> Maintain open communication channels	<b>J.5</b> Utilize information in decision-making	<b>J.6</b> Prepare reports	<b>J.7</b> Maintain school publications	<b>J.8</b> Make information available to stakeholders				
<b>K. Managing Research and Development</b>	<b>K.1</b> Design a Research and Development Program	<b>K.2</b> Organize a Research and Development Committee	<b>K.3</b> Support the conduct of action and other researches	<b>K.4</b> Link with others undertaking research	<b>K.5</b> Utilize research results	<b>K.6</b> Evaluate the research and development program						
<b>L. Leading and Managing Change</b>	<b>L.1</b> Establish the need for change	<b>L.2</b> Design a program for change	<b>L.3</b> Act as a change agent	<b>L.4</b> Set the climate for change	<b>L.5</b> Prepare teachers for the change	<b>L.6</b> Operationalize the change						<b>L.7</b> Monitor the change
<b>M. Promoting and exercising a culture of peace and respect for cultural diversity</b>	<b>M.1</b> Develop a culture of peace and respect for cultural diversity in oneself	<b>M.2</b> Implement policies that promote a culture of peace and respect for cultural diversity	<b>M.2.a</b> Draft school policies that promote a culture of peace and respect for cultural diversity	<b>M.2.b</b> Communicate policies on promoting a culture of peace and respect for cultural diversity to stakeholders	<b>M.2.c</b> Evaluate implementation of policies to promote a culture of peace and respect for cultural diversity	<b>M.3</b> Collaborate with school stakeholders to build a learning community founded on a culture of peace and respect for cultural diversity	<b>M.4</b> Adopt instructional and curricular processes that incorporate a culture of peace and respect for cultural diversity	<b>M.5</b> Develop supplemental learning materials that respond to local learning needs and contexts and promote a culture of peace and cultural diversity	<b>M.6</b> Organize capacity-building activities to enhance teacher competence in promoting a culture of peace and respect for cultural diversity	<b>M.7</b> Provide a learning environment that promotes respect and tolerance for cultural diversity	<b>M.8</b> Organize school activities that promote a culture of peace and celebrate cultural diversity	<b>M.9</b> Foster the development of students as peace advocates and champions of respect for cultural diversity
<b>N. Promoting an understanding of Southeast Asia (SEA) Community</b>	<b>N.1</b> Develop SEA Awareness and understanding in oneself	<b>N.2</b> Formulate and implement school-based advocacy policies that promote an understanding of SEA Community	<b>N.3</b> Plan and design school-based advocacy programs that promote an understanding of SEA Community	<b>N.3.a</b> Foster the development of students as advocates of SEA Community	<b>N.3.b</b> Provide a learning environment that promotes an understanding of SEA Community	<b>N.4</b> Organize capacity building activities to enhance teacher competence in promoting an understanding of SEA	<b>N.5</b> Adopt and support instructional and curricular processes that promote an understanding of SEA Community	<b>N.5.a</b> Develop learning materials that are aligned to the national curriculum that promote an understanding of SEA Community	<b>N.6</b> Collaborate and build networks with stakeholders for a learning community founded on an understanding of SEA	<b>N.7</b> Monitor and evaluate activities conducted in support of understanding SEA Community		



# Field Visit

On behalf of APCEIU, Ms. Supatra Ponpiboon, Junior Programme Specialist of the Education and Training Team, undertook a field visit to Kalinaw-Kalilintad Integrated Peace School (KKIPS) in Kapatagan, Lanao del Norte province in the Philippines. The visit was held from 17 to 20 November 2011 to carry out the following missions: 1) to confer the EIU Best Practices Award to SEAMEO INNOTECH, 2) to visit the school from the case study, 3) to provide guidelines on finalizing the report, and 4) to have an in-depth interview with the principal, teachers and students as well as to discuss how to further enhance the EIU-related activities.



▲ Group Photo (from left to right): Ms. Elaissa Marina Mendoza (Senior Associate of SEAMEO INNOTECH), Ms. Supatra Ponpiboon (Junior Programme Specialist of APCEIU), Mrs. Jona B. Preagido (Principal of KKIPS), 1st Lieutenant Francis Damian (Commanding Officer) and Ms. Rasmila M. Cosain (Designated Guidance Counselor of KKIPS)



▲ Conferring the EIU Best Practices Award to SEAMEO INNOTECH representatives from Research Team.