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INTEGRATION OF PEACE EDUCATION PROGRAM IN TEACHER EDUCATION INSTITUTIONS (TEIS) IN MARAWI CITY, PHILIPPINES

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Abstract: Peace Education is one of the major factors in avoiding conflicts like the recent Marawi Siege in the Philippines. The greater impacts of the said violence maybe addressed to social, ecological, economic and political interventions that partly manifested to transform educational system such as integrating Peace Education Program in the curriculum. This study aimed at determining the existing peace education program of Teacher Education Institutions. The study was conducted in 16 Higher Education Institutions that offer teacher education in the Islamic City of Marawusing the instrument adapted from the OPAPP. General findings of the study showed that among the five major component of peace education programs confirmed that formulation of a national peace education plan and its implementation on the aspects of training of teachers and facilitators, administrators, and students on peace education was mostly satisfied by the institutions and the mobilization of human, logistical and financial resources, promotion of collaborative efforts among partners and development of advocacy materials through various forms of arts and media were least satisfied. The peace education program focuses on the need that the first three concerns and issues under every aspect of violence that obtained the highest ratings must be the priority topics, to be recommended for its inclusion in the curriculum of all TEIs.

Keywords: Marawi City, peace education, curriculum development, teacher education, peace advocacy

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Introduction

The Marawi Siege is one of the worsts and devastating incidents happened in the Philippines last 2017. This armed conflict between

the Philippine Government Security Forces and affiliated militants of the ISIS including Maute and Abu Sayaff Jihadist Group started on May 23, 2017 and lasted for almost

a year (France-Press, 2018). Hundred thousands of residents were evacuated and fled the city in haste to neighboring cities like Iligan City and Cagayan de Oro City. Hundreds of innocent civilians found themselves trapped by the fighting while some managed to eventually escape this horror. At present, more than 300,000 displaced persons have sought refuge in evacuation centers setup by government agencies and non-government organizations, while others stayed with their relatives and friends. Many families were separated by this horror and devastating conflict and to date some people are still unable to reach missing relatives which have been feared to be dead in the fighting (Gallardo, 2018). A total of 165 personnel from the Armed Forces of the Philippines (AFP) and the Philippine National Police died during the 154 days of firefight while 920 members of the pro-ISIS Maute group were killed (Bondoc, 2017). This incident of violence and injustice and state of disorder affects the children's innocent minds. They were left to wonder why they were displaced; why they were forced to stop going to school; and why they were forced to quit school because their parents could not afford to send them to other schools far away. Moreover, conflicts like this increases the likelihood of poverty incidence in surrounding communities which could likely affect the quality of education (Malapit, Clemente, & Yunzal, 2003; Walag, Canencia, & Fiedler, 2018).

The United Nations for Education, Science and Culture (UNESCO) was created and established to respond to the firm belief of nations that political and economic agreements are not enough to build a lasting peace. People must rely on the power of intelligence to innovate, expand their horizons and sustain the hope of a new humanism. UNESCO exists to bring this creative intelligence to life; for it is in the minds of men and women that the defenses of peace and the conditions for sustainable development must be built (UNESCO, n.d.-b). Henceforth, in 1953, the UNESCO Associated Schools Project (ASP) was launched.

One of the reasons for ASP's substantial quantitative and qualitative development was attributed to the fact that there was often a gap between what is being taught in the classroom and what is happening in the world today. ASP endeavors to bridge this gap. World issues and problems such as deterioration of the environment, depletion of resources, armed conflicts, drug abuse, insecurity, human rights violations, underdevelopment, racism, among others call for urgent and far-reaching solutions. For today's children and young people play a crucial role in taking on their share of responsibility to help solve these pressing problems. To prevent others from arising, it is indispensable that their education must be geared to providing them with the necessary

knowledge, skills, attitude, and proper sense of values and commitment(UNESCO, n.d.-a).

Peace education is considered to be an invention of modern times (Vriens, 1999). Although peace education has been increasingly common, such programs differ considerably in the conceptual and practical objectives and the emphasis on various components, respectively (Bar-Tal, 1999). In contrary, Sommers (2004) believes that peace education is continually evolving. Furthermore, peace education has been considered to be a key in establishing a consensual peace and maintaining it over time (Johnson & Johnson, 2005). In the Philippines, former President Gloria M. Arroyo issued an Executive Order number 570, otherwise known as, "Institutionalizing Peace Education in Basic and Teacher Education", and was further amended in the Department of Education (DepEd) Memorandum Number 469 series of 2008, otherwise known as, "Institutionalizing Peace Education in the Basic Education Curriculum that mandated the DepEd and Commission on Higher Education (CHED) 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." As stated by CHED, peace education will be introduced and institutionalized by teachers through pre-service and in-service training which aims to: 1) ensure

that education contributes to the attainment of peace in the country; 2) strengthen the partnership between government and civil society and all types of learning environment and stakeholders in promoting and implementing peace education; and 3) ensure that peace education instructional, learning, and advocacy materials are developed and used consistent with Rule 1, Section 1 of the memorandum.

Likewise, the study is anchored on DepEd Memo No. 469, series of 2008 in pursuant to Executive Order (EO) 570, otherwise known as "Institutionalizing Peace Education in Basic Education and Teacher Education. Aside from DepEd Memo No. 469, three main theories were considered on which the inquiry was premised. Furthermore, peace education can be interpreted not only as a crucial component in the child's educational experience but can serve as an instrument to promote peaceful, friendly, responsible, equitable, tolerant, and free societies (Sommers, 2004). Furthermore, the universal presence of conflict and war in human history necessitates that priority must be given to educational activities the promote conflict management and war preparation, and for the preservation of the larger community (Danesh, 2006). Moreover, the essential elements of peace education must be integrated in the day-to-day fabric of the student's school life so they get years of training in nurturing a peaceful

society (Johnson & Johnson, 2005). Lasting peace may depend on how we educate the future generations with the competencies, skills, attitudes, perspectives, values, and behavioral patterns that will allow them to build and maintain peace for and among themselves (Johnson & Johnson, 2010).

Finally, up to the recent time, there has been no empirical data on how peace education is mainstreamed or implemented in any particular areas in Marawi City. Consequently, this present study seeks to find out if peace education program has been implemented among the TEIs in Marawi City. Specifically, the study sought to determine the existing peace education program of TEIs; identify subject areas in TEI curriculum for peace education integration; and draw out issues, concerns, gap, and recommendations relative to peace education integration.

Materials and Methods

Study Area

The study employed descriptive-quantitative research design. The study was conducted in 16 Higher Education Institutions (HEIs) that offer teacher education within the Islamic City of Marawi. Marawi is the capital city of the province of Lanao del Sur and it lies on the northern shore of the second largest lake of the country - Lake Lanao as shown in Figure 1. The Islamic City of Marawi is composed of 96 barangays. The city is made accessible on the north through a 37-kilometer and 127-kilometer concrete highway

to the cities of Iligan and Cagayan de Oro, respectively. The city sits on a plateau some 700 meters above sea level with a land area of 87.55 square kilometers or approximately 2.26 of the total land area of Lanao del Sur.

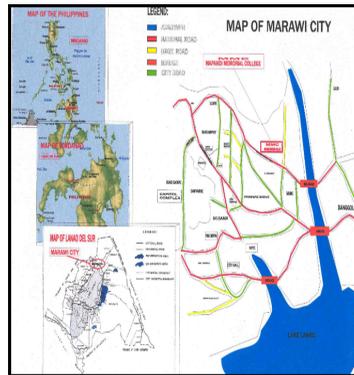


Figure 1. Map of the Islamic City of Marawi

Marawi City has a total of 25 CHED-accredited HEIs that include the Main Campus of Mindanao State University System (MSUS). Out of this number, 22 offer teacher education but because of the Marawi Siege that started on May 23, 2017, most of the schools were forced to vacate their school and relocate or establish satellite schools in the neighboring municipalities including Iligan City. There were also schools that stop operating or stop offering BEd and BEEd courses due to the sudden decline of the number of enrollees. Now, 16 out of 22 teacher education institutions were selected to be the participating Teacher

Education Institution (TEIs) in Marawi City as the respondent-schools of this study. These include 13 private TEIs: Al Khawarizmi International College, Inc., Dansalan Polytechnic College, Datu Mala Muslim Mindanao Islamic College Foundation, Inc., Jamiatu Marawi Al-Islamia Foundation, Jamiatu Muslim Mindanao, Khadidija Mohammad Islamic Academy, Inc., Lake Lanao College, Inc., Lanao Central College, Inc., Marawi Capitol College Foundation, Marawi Islamic College, Philippine Muslim Teachers College, Senator Ninoy Aquino College Foundation, and SMD Foundation Academy, Inc.; and three public/government TEIs: Mindanao State University (MSU) Main Campus, MSU - Lanao National College of Arts and Trades, and Adiong Memorial Polytechnic State College. Figure 3 shows the map of Marawi City, the locale of the study. Likewise, the respondents of the study were the school administrators, teachers and students from the 16 Teacher Education Institutions (TEIs) in Marawi City.

Respondents of the Study

From the 16 TEIs identified in the study, 32 school administrators (presidents, vice presidents, registrars, and deans) were included in the survey from the total number of 35. In addition, 80 teachers, 742 private school students, and 412 public school students were identified, and of these numbers 66, 253, and 199 from the group of

teachers, private school students, and public school students participated in the survey, respectively

Research Instrument and Data Gathering Procedure

The research instrument used in collecting data was a survey questionnaire which was adapted from the Peace Education Survey of the Office of the Presidential Adviser on the Peace Process (OPAPP). The data gathering was conducted on the first semester of SY 2017-2018 particularly during the Marawi crisis. Once, the request for permission to conduct the study was approved, the survey was then administered to the school administrators, teachers and students of the College of Education of the identified TEIs in Marawi City. When everything was done, the data were tallied, tabulated, and calculated using the statistical tools for statistical treatment and analysis. The Statistical Package for Social Science (SPSS) was used in tabulating and analyzing the data.

Results and Discussions

Major Components of Peace Education

The major components of peace education program existing in the TEIs understudied are summarized in Table 1. When the five major components were ranked, component 1 is first, component 5 is second, component 3 is third, and components 2 and 4 are both fourth in rank. Based on the rank arrangement of the respondents, this means that among the five

components, "formulation of a national peace education plan and its implementation on the aspects of training of teachers and facilitators, administrators, and students on peace education" is satisfied mostly by the institutions. This suggests that this component is relatively easier to satisfy relative to the other four components. This further implies that while achieving peace is very big and broad goal, proper planning is done foremost on how to integrate peace education

to Teacher Education Institutions (TEIs), especially how institutions or schools can be improved to the extent that the children will be enticed to return to school. As perceived, they are the baseline data to be indoctrinated first on concept about peace education. Certainly, teaching of peace on children can never be realized without the facilitation of teachers, that is why the TEI-respondents believed that teachers should be trained on peace education.

Table 1. Frequency and Percentage Distribution of the Five Major Components of Peace Education Program Existing in the TEIs

| No. | Major Components | Yes | | No | |
|-----|---|-----|-------|----|-------|
| | | F | % | f | % |
| 1 | Peace education program/plan formulation, institutional development, and capacity building <ul style="list-style-type: none"> • <i>Formulation of a national peace education plan and its implementation such as training of teachers and facilitators, administrators, and students on peace education</i> | 90 | 91.84 | 8 | 8.16 |
| 2 | Monitoring, research and evaluation <ul style="list-style-type: none"> • <i>Understanding of studies and action researches related to peace education, monitoring of program implementation and impact evaluation</i> | 87 | 88.78 | 11 | 11.22 |
| 3 | Program and materials development <ul style="list-style-type: none"> • <i>Development of content and learning materials for curricular and co-curricular programs including print, broadcast and electronic media</i> | 73 | 74.49 | 25 | 25.51 |
| 4 | Program on resource mobilization and networking <ul style="list-style-type: none"> • <i>Mobilization of human, logistical and financial resources, and promotion of collaborative efforts among partners</i> | 70 | 71.43 | 28 | 28.57 |
| 5 | Information, education, and communication <ul style="list-style-type: none"> • <i>Development of advocacy materials through various forms of arts and media</i> | 70 | 71.43 | 28 | 28.57 |

Peace Education integration in different Subject Areas

Teachers, whatever the subject area be, must make an effort to utilize strategies on cooperative learning to allow students to work together cooperatively to achieve a mutual learning goals since schools are microcosms of society, thus integrate peace education(Johnson & Johnson, 2010). There are three major clusters of the curriculum which include professional education, major or field of specialization, and general

education where peace education can be integrated. Table 3 reflects the frequency and percentage distribution of the result. As shown in Table 2, among the professional education subjects, only in elective subjects in which peace education is not integrated. Among the field of specialization subjects, English and Social Studies subjects integrate peace education; and among general education subjects, it is in Language and Literature, Humanities, and Social Sciences wherein peace is integrated.

Table 2.Frequency and percentage distribution of subject areas where Peace Education is integrated

| Subjects | F | % |
|---------------------------------------|----|-------|
| Professional Education | | |
| • Theory and Concepts | 69 | 70.41 |
| • Methods and Strategies | 67 | 68.37 |
| • Field Study | 55 | 56.12 |
| • Elective | 36 | 36.73 |
| Major or Specialization | | |
| • Social Studies | 66 | 67.35 |
| • English | 52 | 53.06 |
| • Filipino | 48 | 48.98 |
| • Technology and Livelihood Education | 44 | 44.90 |
| • Biological Science | 41 | 41.84 |
| • Music, Arts, and Physical Education | 41 | 41.84 |
| • Mathematics | 32 | 32.65 |
| • Physical Science | 27 | 27.55 |
| General Education | | |
| • Social Science | 70 | 71.43 |
| • Humanities | 69 | 70.41 |
| • Language and Literature | 67 | 68.37 |
| • Information Technology | 45 | 45.92 |
| • Natural Science | 42 | 42.86 |
| • Mathematics | 35 | 35.71 |
| • Mandated | 25 | 25.51 |

The choice of the subjects to which peace education is integrated may be the appropriateness of the subjects, although various efforts can be made by the teacher to integrate different themes of peace education. For instance, under General Education cluster where subjects offered are common to all courses, peace education was found to have integrated with greater percentage in social science (71.43%), humanities (70.41%), and language and literature (68.37%). Social Sciences is an umbrella of disciplines that focuses on the study of society, people, government, and culture. Such disciplines are economics, political science, sociology, anthropology, history, and the like. It is the purpose of each of these subject areas to teach people to live harmoniously and peacefully in this world. With this nature, peace education is integrated in this subject area. Likewise, Humanities is an art where people or humans seem to be cultured and refined.

For the major field of specialization cluster, Social Studies was identified by the respondents as a subject area wherein peace education was integrated. Social Studies subject refers to the study of any or all of social sciences. It is a subject area in school wherein history, geography, and government are taught. It is the objective of the social sciences to promote civil competence to achieve peace and development. In addition, civic values, like commitment to the common good and to the well-being

of others, important for consensual peace must be integrated in this subject area (Johnson & Johnson, 2010). Thus, peace education is integrated in this subject area. The finding, disclosed in this portion of the study, is supported by the Peace Framework for the Early Years (Antipuesto, 2007), stressing that peace education is not another subject. It performs two important functions in a curriculum. Firstly, it unites all the other subjects under the holistic vision of peace. In the absence of such a holistic view the learning done in subjects tends to be fragmentary and remain superficial. Secondly, peace education humanizes education. It is a humanistic approach to education rather than a subject. Moreover, the use of teaching strategies in different subjects to engage the children and the youth in decision making involving political discourse and creative problem solving can lead to a more successful peace education (Johnson & Johnson, 2010).

Issues and concerns emphasized in integrating Peace Education

To analyze and understand violence in contemporary economic, social, political, cultural and other structural issues relating to the integration of peace education in school curriculum the teachers and school administrators were asked what concerns or issues are emphasized in integrating peace education in their school curriculum, using rank scale from 1 (as the highest) to 8, or 4 (as the

lowest), or 3 as the case may be. These issues or concerns are clamped into four constructs with examples. These are: Direct or physical violence, structural/ economic/political violence, socio-cultural violence, and ecological violence.

Table 3. List of concerns or issues emphasized in integrating Peace Education

| Concerns or Issues | Rank |
|---|-----------------|
| <i>Direct or Physical Violence</i> | |
| • Drug abuse | 1 st |
| • Human rights abuses | 2 nd |
| • Inequalities | 3 rd |
| • Violent crimes | 4 th |
| • Domestic violence | 5 th |
| • Conventional war | 6 th |
| • Suicide | 7 th |
| • Nuclear war | 8 th |
| <i>Structural/Economic/Political Violence</i> | |
| • Poverty and hunger | 1 rd |
| • Inequalities | 2 nd |
| • Powerlessness | 3 rd |
| <i>Socio-cultural Violence</i> | |
| • Low self-esteem | 1 st |
| • Religious intolerance | 2 nd |
| • Cultural denomination | 3 rd |
| • Racism | 4 th |
| • Anxiety | 5 th |
| • Prejudice | 6 th |
| • Sexism | 7 th |
| • Alienation | 8 th |
| <i>Ecological Violence</i> | |
| • Pollution | 1 st |
| • Over consumption | 2 nd |
| • Chemical and biological warfare | 3 rd |
| • Nuclear power radiation | 4 th |

The data in Table 3 shows that for direct or physical violence, drug abuse (first) and human rights abuses (second) are the most emphasized, while suicide (seventh) and nuclear war (eighth) are the least emphasized. These concerns or issues affect most and least the students. Drug abuse, for example, is a very common and pressing

problem among students. As observed, drug abuse becomes insurmountable problem recently because of the excessive usage of the illegal drug as the main source of livelihood of other groups of stakeholders in the society. Moreover, drug use and abuse has been a common problem in the Philippines particularly by street

children. Street children in the Philippines were found to spend their weekly income more on drugs compared to non-street children (Njord, Merrill, Njord, Lindsay, & Pachano, 2010). Nuclear war and nuclear power radiation both ranked the lowest in their respective categories may be explained simply because the Philippines is a nuclear-free country as mandated by the 1987 Philippine Constitution.

For structural/economic/political violence, poverty and hunger is the most emphasized (first) while powerlessness is the least emphasized (third). Based on this result, it can be inferred that the most emphasized concern or issue is the one which is felt more often by the students. The implication of this finding to peace education is that, when group of people are hungry due to poverty, they may result to look for means to feed their families. If necessity is fulfilled through good means there is no obstruction of laws which promote peace, but acquisition of needs done through bad means like robbery and killing the innocent victims obstructs the absolute guidelines of maintaining peace in the environment. Thus, the culprits may have the option to live in a culture of violence.

For socio-cultural violence, three aspects were most emphasized: Low self-esteem (first), religious intolerance (second), and cultural denomination (third); while alienation was the least emphasized. The order of the emphasis of the concerns or issues may be based on

the needs of the students. For example, low self-esteem may be very common among majority of the students; they may have often experienced religious intolerance; and may be victims of discrimination due to cultural denomination.

For ecological violence, pollution (first) and over consumption (second) are the most emphasized, while nuclear power radiation is the least emphasized. The inclusion of the issue on environmental care in the integration of peace education to the school curriculum is an ardent need. Factual experiences related to sources of ecological violence can be traced back from the various issues discussed exhaustively in various researches in the Philippines (Achacoso, Walag, & Saab, 2016; Amaya, Gonzales, Hernandez, Luzano, & Mercado, 2012; Canencia, Dalugdug, Emano, Mendoza, & Walag, 2016; Canencia & Walag, 2016; Gadde, Bonnet, Menke, & Garivait, 2009; Galarpe & Parilla, 2014; Ilogon et al., 2017; Kim et al., 2013; Llacuna, Walag, & Villaluz, 2016; Lubos & Japos, 2010; Walag & Canencia, 2016; Walag, Canencia, et al., 2018; Walag, Layaog, & Garcia, 2018), specifying the advent of modernization and other anthropogenic activities, where careless exploitation of the air, land and water have severely threatened the quality of human, animal, and plant life. Diverse pollution constantly results from industrial or technological wastes and accidents

which destroy nature and often result to ill health, injuries or death. For instance, illegal logging destroys the forest and wildlife habitat and is the major cause of flooding; gold mines poison the rivers; industrial wastes from the factories without destructive anti-pollution measures not only destroy the seas and bays but also contribute to the destruction of the air and ozone layer; and dynamite fishing and other irresponsible fishing methods undersea ecosystems are the causes of extinctions of some indigenous marine animals and plants (Walag, Canencia, et al., 2018).

The implication of the findings of this portion to peace education focuses on the need that the first three concerns and issues under every aspect of violence being investigated in this study that obtained the highest ratings must be the priority topics, to be recommended to and with the directive of the Department of Education, for its inclusion in the peace education curriculum and be immediately offered in the Teacher Education Institutions (TEIs) - respondents and other TEIs. These issues are drug abuse, human rights abuses, and inequalities for physical violence; poverty/hunger, inequalities, and powerlessness for structural/economic/political violence; low self-esteem, religious intolerance, and cultural denominations for socio-cultural violence; pollution, over consumption, and chemical/biological warfare for ecological violence.

Conclusion

Based on the study revealed that among the five major component of peace education program confirmed that formulation of a national peace education plan and its implementation on the aspects of training of teachers and facilitators, administrators, and students on peace education" was mostly satisfied by the institutions. However, "mobilization of human, logistical and financial resources, promotion of collaborative efforts among partners and development of advocacy materials through various forms of arts and media" were least satisfied. The peace education program focuses on the need that the first three concerns and issues under every aspect of violence being investigated in this study that obtained the highest ratings must be the priority topics, to be recommended to and with the directive of the Department of Education, for its inclusion in the peace education curriculum and be immediately offered in the Teacher education Institutions (TEIs) - respondents and other TEIs. These issues are drug abuse, human rights abuses, and inequalities for physical violence; poverty/hunger, inequalities, and powerlessness for structural/economic/political violence; low self-esteem, religious intolerance, and cultural denomination for socio-cultural violence; pollution, over consumption, and chemical/biological warfare for ecological

violence. It is equally important for the institutions to decide on this need to prioritize topics on peace education to be offered so that people especially the school children may have the chance to "analyze and understand violence in contemporary economic, political, social, and cultural structures.

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