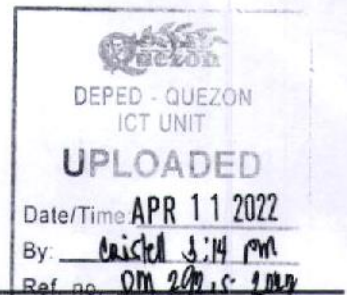




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



6 April 2022

DIVISION MEMORANDUM
DM No. 192, s. 2022

**BALANGKAS NG NAGKAKAISANG SAMBAYANAN (BANSA) DEPARTMENT
OF EDUCATION PEACE FRAME**

TO: Assistant Schools Division Superintendents
Division Chiefs
District School Heads In-Charge of Youth Formation
Elementary and Secondary School Heads
All Others Concerned

1. In reference to **DepEd Order No. 016, s. 2022** entitled **Balangkas ng Nagkakaisang Sambayanan (Bansa) Department of Education Peace Framework**, all Division officials and personnel are enjoined to adopt the Balangkas ng Nagkakaisang Sambayanan (BANSA) which serves as DepEd Peace Framework. This is in line with the government's thrust of inclusive and sustainable peace through the Whole-of-Nation Approach in achieving good governance.
2. Please see attached documents for further details.
3. Immediate and widest dissemination of this Memorandum is desired.

ELIAS A. ALICAYA JR., EdD
Assistant Schools Division Superintendent
Officer-in-Charge
Office of Schools Division Superintendent

sgodlgpv04/06/2022

DEPEDQUEZON-TM-SDS-04-009-003

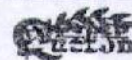


"Creating Possibilities, Inspiring Innovations"

Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon
Trunkline #: (042) 784-0366, (042) 784-0164, (042) 784-0391, (042) 784-0321
Email Address: quezon@deped.gov.ph
Website: www.depedquezon.com.ph



Republic of the Philippines
Department of Education



DEPED - QUEZON
ICT UNIT

DOWNLOADED

Date/Time APR 05 2022

By: *crisla 9:29 am*

DepEd ORDER
No. **016**, s. 2022

04 APR 2022

* *00040522-104901*

**BALANGKAS NG NAGKAKAISANG SAMBAYANAN (BANSA)
DEPARTMENT OF EDUCATION PEACE FRAMEWORK**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors and BARMM Education Minister
Schools Division Superintendents
School Heads and Principals
All Others Concerned

SDS OFFICE
RECEIVED
Date/Time 05 APR 2022
By: *[Signature]*

SDS OFFICE
RECEIVED
Date/Time 05 APR 2022
By: *[Signature]*

SGOD
RECEIVED
Date/Time APR 05 2022
By: *[Signature]*

- In line with the government's thrust of ~~inclusive and sustainable peace~~ through the Whole-of-Nation Approach in achieving good governance, all DepEd officials and personnel are enjoined to adopt the **Balangkas ng Nagkakaisang Sambayanan (BANSA)** which serves as DepEd's Peace Framework.
- This peace framework articulates the initiatives and contributions of the Department to peace education and peacebuilding in accordance with its mandate to deliver quality, accessible, relevant and liberating K-12 Program by a modern, professional, proactive, nimble, trusted and nurturing DepEd.
- This framework serves as a guide to all DepEd offices including schools in their involvement and engagement with various peace-related bodies in their localities, such as, but not limited to, the Inter-Agency Committee on Children in Armed Conflict (IAC-CSAC), the Anti-Terrorism Council, the Committee for the Special Protection of Children, and the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC) where DepEd is a member.
- All DepEd Representatives to inter-agency peace-related bodies, in all governance levels, must and should adopt the BANSA as their framework of participation.
- All DepEd Lead Representatives must formulate guidelines in the application of BANSA to such inter-agency bodies. Enclosure 2 (BANSA as applied to NTF-ELCAC) is a template of such guidelines, articulating the roles and responsibilities of DepEd at all levels of governance.
- To support the participation of the Department in the aforementioned inter-agency bodies, DepEd Central Office shall form a BANSA Peace Core Team that will provide strategic direction and guidance. Enclosure 1 stipulates the member offices to the BANSA Peace Core Team.
- Enclosed is the **Balangkas ng Nagkakaisang Sambayanan (BANSA) Department of Education Peace Framework**.

8. The Office of the Undersecretary for Administration (OUA) will also call for a series of training sessions on conflict resolution, peace education, and peacebuilding for concerned representatives and DepEd personnel.
9. For more information, kindly contact the Disaster Risk Reduction and Management Service through (02) 8637-4933 or email at drmo@deped.gov.ph .
10. Immediate dissemination of this Department Order is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated



Reference:

DepEd Order No. 32, s. 2019, IRR of RA 11188, E.O. No 570

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

CALAMITY
HUMAN RIGHTS
PEACE EDUCATION



BALANGKAS NG NAGKAKAISANG SAMBAYANAN (BANSA) DEPARTMENT OF EDUCATION PEACE FRAMEWORK

BACKGROUND

1. The role of education in peacebuilding has become increasingly more relevant in the 21st century. While learners are generally geared towards knowing, understanding, and demonstrating the necessary skills to tackle recent innovations and take advantage of the opportunities of the 21st century, they are also confronted with complex issues and challenges, including that of armed conflicts and related forms of violence. Radicalization, terrorism, and violent extremism pose a great threat to children and the youth. Through the years, reported attacks caused by armed and violent extremist groups have risen, and these put children and youth at great risk. They become main targets of recruitment and thus become victims of violence. With the growing internal and external threats against learners, it is important to protect them from despair and disengagement.
2. It is at this juncture that the Department advances the transformation of basic education as embodied in its vision, where all Filipinos are able to realize their full potential and contribute meaningfully to building the nation.
3. Education must therefore provide an enabling environment for learners to foster their holistic development, including a sense of identity and belonging, empowerment, and democratic participation. Academic institutions, particularly schools, are at the forefront in promoting peace and non-violence through education. Schools shall promote the transition from a culture of impunity, unjust force, violence, and war, to a culture of dialogue and respect, healing and reconciliation, understanding and peace.
4. In the Philippine context, the promotion and building of a culture of peace in schools and communities have long been institutionalized through a number of policies and programs. Since 2008, DepEd has implemented peace education in formal and non-formal education curriculum. In 2019, to further substantiate previous policies, DepEd issued DepEd Order No. 32, s. 2019 or the National Policy Framework on Learners and Schools as Zones of Peace which outlines the overall strategy of the Department for ensuring the safety and security of learners, personnel, and schools; the continuity of education in situations of armed conflict; and the contributions of education and schools to peacebuilding.
5. Developments in the national and global political landscape have necessitated the resolve to strengthen not just the curriculum and instruction dimension, but also how the Department strengthens its other pillars to provide for a more holistic approach towards its contribution to peacebuilding, transitional justice, and reconciliation. Conflict sensitivity needs to be an embedded lens in all planned and current programs, policies, and systems, and interventions to reintegrate children and youth caught in conflicts back into society must be considered. Education must engage younger generations to be active and

responsible citizens, who take part in building and strengthening their own communities, thereby contributing to nation-building.

6. Developments at the national level in recent memory include: rehabilitation efforts in Zamboanga City and Marawi City; recovery initiatives after the bombings in Sulu and Basilan; inter-agency initiatives to address concerns of communities intermittently affected by insurgency; and interventions to prevent the recruitment of learners in vulnerable conflict situations.
7. With this renewed focus of the national government for sustained and lasting peace, DepEd commits to strengthening access to quality education and related services not only for those more directly affected by conflict situations but also for all schools that are at risk of experiencing armed conflict.

LEGAL BASES

The institutionalization of the BANSAs DepEd Peace Framework is anchored on the 1987 Constitution which ensures the Department's commitment to protect and promote the right of all citizens to accessible and quality education. The delivery of quality education entails the development of learners to become peace-loving citizens who are able to contribute to building a cohesive nation.

The BANSAs DepEd Peace Framework is founded on the Department's mandate under BP Blg. 232 or the "Education Act of 1982" to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development. Its institutionalization is also anchored on Republic Act (RA) No. 9155 or the "Governance of Basic Education Act of 2001" which vests the Department with authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education, pursuant to the 1987 Constitution.

It also rests on a number of national legal bases. This includes RA 11188 (Special Protection of Children in Situations of Armed Conflict) which outlines the protection and rehabilitation measures for children in situations of armed conflict; Executive Order No. 570, s. 2006 (Institutionalizing Peace Education in Basic and Teacher Education) which highlights the role of the Department in mainstreaming peace education; and Executive Order No. 70, s. 2018 (Institutionalizing the Whole-of-Nation Approach in Attaining Inclusive and Sustainable Peace, Creating a National Task Force to End Local Communist Armed Conflict, and Directing the Adoption of a National Peace Framework) which states the inclusion of DepEd in the said task force.

In accordance with the aforementioned legal bases, the Department issued several policies: DO No. 32, s. 2019 (National Policy Framework on Learners and Schools as Zones of Peace), DO No. 57, s. 2017 (Policy on the Protection of Children in Armed Conflict), and DM No. 469, s. 2008 (Institutionalizing Peace Education in the Basic Education Curriculum).

Further, RA No. 9155 provides for the principles of shared governance which recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes and states that the communication channels of field offices shall be strengthened to facilitate flow of information and expand linkages with other

government agencies, local government units, and nongovernmental organizations for effective governance.

SCOPE

This DepEd Order provides the framework that shall guide the DepEd Central, Regional, and Schools Division Offices, School Heads and Administrators, and Teaching and Non-teaching Personnel in their engagement with peace-related interagency bodies, and emphasizes the shared responsibility of the Department in upholding a culture of peace. It articulates how the mandate of DepEd contributes to the development of peace-loving learners.

DEFINITION OF TERMS

The following key concepts and terms are used in this Framework:

- **Armed Conflict** refers to armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory. These shall include activities which may lead to or in preparation of armed confrontation or armed violence that put children's lives at risk and their lives violated.¹
- **Conflict Sensitivity** refers to the capacity of an organization, institution, or their individual members to understand the context of the area where they operate, i.e. the nature, history, causes, and dynamics of social conflict in said area; and to understand how to interact with this context in order to minimize negative impacts and maximize positive impacts.²
- **Children in Situations of Armed Conflict** refer to all children involved in armed conflict, children affected by armed conflict, and internally displaced children.³
- **Culture of Peace** consists of values, attitudes, behaviors, and ways of life based on non-violence, respect for human rights, intercultural understanding, tolerance and solidarity, sharing and free flow of information, and the full participation and empowerment of women.⁴
- **Learner** is any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of one's life.⁵
- **Peace** is not merely the end of armed conflict, but also the resolution of root causes of the armed conflicts and social unrest, and transformation of society to one characterized by justice, equity, tolerance, harmonious pluralism, and full respect for human rights.⁶

¹ RA11188

² Adapted from UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding.

³ RA11188.

⁴ United Nations Declaration on a Culture of Peace.

⁵ RA9155.

⁶ Executive Order No. 3, s. 2001.

- **Peacebuilding** refers to a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development.⁷
- **Peace Education** refers to transformative education; education that seeks to change mindsets, values and behaviors that have led to direct, structural, and other forms of violence in our society; education that builds awareness, concern, and action towards nonviolence, justice, and environmental care.⁸

POLICY STATEMENT

The BANSA DepEd Peace Framework is in cognizance of the Department's mandate to actively promote a culture of peace in the education system. Through this Framework, DepEd's participation in various inter-agency peace-related bodies enables its officials and employees to articulate relevant basic education programs in view of contributing to peacebuilding and molding peace-loving learners.

In support of DepEd Order No. 32, s. 2019, the Department of Education hereby establishes *the BANSA DepEd Peace Framework**. The Framework guides the Department's participation in various inter-agency peace-related bodies, by advancing and framing how the existing programs of the Department bring about peace-loving learners. This goal, that every learner becomes a peace-loving citizen, is guided by the core values of *Maka-Diyos, Makabansa, Makatao*, and *Makakalikasan*. These values are central in molding learners to become morally upright, environmentally and socially responsive, and spiritually mature individuals, bearing in mind their critical role towards nation-building.

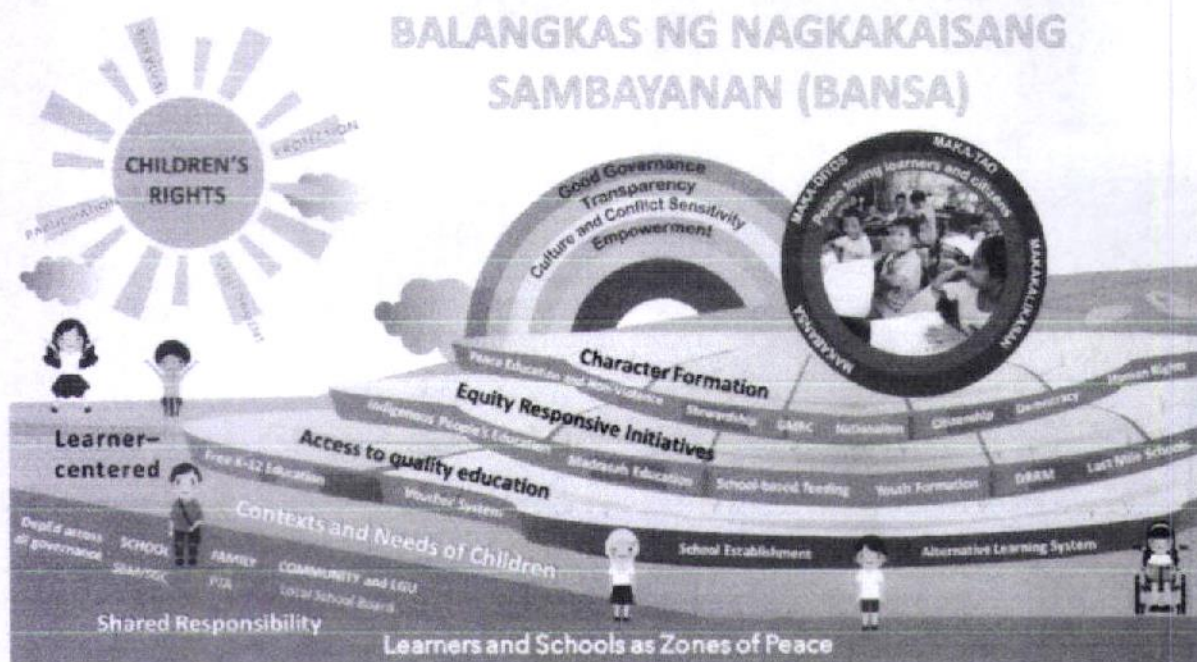
The Framework specifies the involvement and engagement of all DepEd offices with the said inter-agency bodies, covering mechanisms on the designation and representation to the different inter-agency bodies, clarifications on their roles and functions, policies and planning, implementation and coordination of relevant activities, and monitoring and reporting protocols.

DEPED PEACE FRAMEWORK*

⁷ Decision of the UN Secretary-General, May 2007.

⁸ DepEd Memorandum No. 469, s. 2008.

BALANGKAS NG NAGKAKAISANG SAMBAYANAN (BANSA)



PILLARS

- The process by which this goal is to be attained shall be learner-centered, and shall emphasize the *promotion and attainment of children's rights, particularly survival, protection, development, and participation*. DO 32, s. 2019 and RA 11188 specify the rights of children in situations of armed conflict (CSAC). These pillars serve as the guiding light of the Framework, and the Department across all levels of governance, and as duty-bearer, shall uphold the rights of children in basic education at all times, promote their welfare, and enhance their opportunities to grow and live. The best interest of the child must be the paramount consideration in any decision-making that affects their welfare and development.

Moreover, education and peacebuilding are a shared responsibility among stakeholders and need to be embedded in existing mechanisms for education-focused convergence efforts, i.e., School Based Management (SBM) and the School Governing Council (SGC), parent-teacher associations (PTA), Local School Board (LSB), and other initiatives led by civil society organizations.

PRINCIPLES

- The implementation of this Framework shall be guided by the principles of *good governance, transparency, culture and conflict sensitivity, and empowerment*. Good governance provides the springboard in building open, responsive, transparent, and accountable institutions that listen to the voice and take into account the diverse contexts of its constituents. Equity must be applied as DepEd engages its constituents—the learners, personnel, parents, community, and other education stakeholders—by initiating appropriate interventions for those who are at the fringes of society, most of whom are vulnerable to the dynamics of societal violence and conflicts, and various forms of exclusion. It is thus essential to secure the active and meaningful participation and inclusion of these groups in the whole cycle of planning, implementing, and monitoring of DepEd programs, projects, and activities, empowering them in the process. Also crucial in this Framework is the adoption of a culture and conflict

sensitivity lens to ensure that DepEd interventions are culturally anchored and responsive to learners' contexts, and are formulated based on adequate analysis of the dynamics of the conflict they are situated in.

MAJOR STRATEGIES

10. Three major strategies have been identified to achieve the Framework's goal, namely 1) *Access to Quality Education*, 2) *Equity Responsive Initiatives*, and 3) *Character Formation*. These complementary strategies enable and support the inculcation of peace in the hearts and minds of every learner. Each strategy is comprised of existing DepEd initiatives, highlighting their crucial role towards service delivery most especially in geographically isolated, disadvantaged, and conflict-affected areas or GIDCAs. Delivery of essential services is foundational to building and sustaining a culture of peace in schools and communities. The major strategies are in accordance with DepEd's mission to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education.

11. **ACCESS TO QUALITY EDUCATION** – The Department of Education recognizes education as an important process towards building a just and lasting peace in society. The 1987 Constitution mandates the protection and promotion of the right of all citizens to quality education at all levels and for the State to take appropriate steps to make such education accessible to every Filipino child.
 - **Free K to 12 Education** – The Enhanced Basic Education Program or K to 12 Basic Education Program, which was statutorily institutionalized by RA No. 10533 of the Enhanced Basic Education Act of 2003, responds to national and global community needs and demands through its mission to strengthen the values of the Filipino people, develop a strong sense of nationalism, develop productive citizens who contribute to the building of a progressive, just, and humane society, ensure environmental sustainability, and cultivate global partnerships for development.

 - **Voucher System** – DepEd developed the Senior High School Voucher Program, based on RA 6728 or the "Government Assistance to Students and Teachers in Private Education Act" as amended by RA 8545 or the "Expanded Government Assistance to Students and Teachers in Private Education Act", an equity responsive program of financial assistance where subsidies in the form of vouchers are provided to qualified Senior High School learners in participating private or non-DepEd public Senior High Schools. With the Voucher System, DepEd has leveraged existing private sector investment to expand access to Junior and Senior High School complementing the public school system.

 - **School Establishment** – DepEd is continuously addressing the challenges of basic education in the country by making access a key priority of the government. By establishing new schools especially in areas where there are none, improved access to education provide a basic foundation for Filipino learners to achieve a promising future.

 - **Alternative Learning System** – Complementary to the efforts in providing quality formal education for all Filipino children, the Department of Education has been operating the Alternative Learning System (ALS) Program for decades to provide opportunities for out-of-school youth and

adult learners. The program aims to develop basic and functional literacy skills and to access equivalent pathways to complete basic education since its institutionalization in 2001. With the recently approved Alternative Learning System Act or Republic Act No. 11510, the State is mandated to provide out-of-school children and adults access to education in order to improve their knowledge, values, life skills, and readiness for higher education, work or self-employment through a system of nonformal or indigenous education, or both which are tailored to respond to their learning needs and life circumstances. The ALS Program is also relevant for conflict-vulnerable and conflict-affected areas particularly to support displaced peoples or refugees whose education was interrupted, those who lost their qualification documents, as well as former combatants who are in the process of reintegrating to peaceful civilian lives.

12. **EQUITY RESPONSIVE INITIATIVES** - Access to quality education does not necessarily equate to inclusion of all children in the learning process. The Department of Education, with the mandate to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education, shall ensure that learners at risk and marginalized from learning opportunities are able to exercise their right to quality education. Necessary interventions must be taken to guarantee the meaningful participation of vulnerable groups within the education system.

- **Indigenous Peoples Education** - The National Indigenous Peoples Education (IPEd) Program, which has been officially instituted in 2013, is DepEd's response to the right of Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs) to basic education that is responsive to their context, respects their identities, and promotes the value of their indigenous knowledge systems, skills, and other aspects of their cultural heritage. It subscribes to the rights-based approach and is guided by the principles of inclusion, participation, and empowerment. The IPEd Program supports the realization of a contextualized K to 12 Curriculum, which subscribes to the following standards and principles, among others: inclusive, culture-sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the community's educational and social context.
- **Madrasah Education** - DepEd has implemented the Madrasah Education Program as early as 2004 to provide Muslim learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, and interests. This is done through the integration of Arabic Language and Islamic Values Education (ALIVE.) These programs, such as Kindergarten Madrasah, ALIVE for Grades 1 to 6 and in the ALS, Special Program in Arabic Foreign Language, as well as Program Support to Private Madaris, are additional curricular interventions specific for Muslim learners across different grade levels. These programs provide standards and competencies which are relevant and of interest to Muslim learners. It integrates content on Arabic language and Islamic values as separate learning areas from the K to 12 curriculum.
- **School-Based Feeding Program** - Through the years, DepEd has implemented the School-Based Feeding Program to address hunger and encourage learners to enroll, contribute to the improvement of their

nutritional status, provide nourishment for their growth and development, help boost their immune system, and enhance and improve their health and nutrition values. The holistic formation of children does not only rely on their intellectual development, but also on their equally important physical well-being.

- **Disaster Risk Reduction and Management** – To protect learners, schools, and personnel from adverse impacts of natural and human-induced hazards (including armed conflict), the Department of Education has institutionalized programs and mechanisms to capacitate schools, learners, personnel, offices across all governance levels in preventing, preparing for, responding to, and recovering from calamities. In times of disasters, DepEd ensures that learning continues and children’s rights are promoted and protected at all times. Initiatives are undertaken across all phases of DRRM: prevention and mitigation, preparedness measures to strengthen capacities before hazards hit; response to ensure learning continuity and protection; and rehabilitation and recovery for building back better.
 - **Last Mile Schools** - To reach out to and close the gap between students from GIDCA areas and their counterparts in urban and town centers, DepEd has officially launched the Last Mile Schools (LMS) Program in May 2019 to provide GIDCA areas with unhampered and equitable access to quality basic education. Through the LMS Program, various DepEd services are integratively coordinated and customized to address gaps in facilities, resources, and learning delivery of schools located in GIDCA areas.
13. **CHARACTER FORMATION** – DepEd is strengthening the institutionalization of its core values in the K to 12 curriculum through various programs. The DepEd core values of *Maka-Diyos, Makatao, Makakalikasan,* and *Makabansa*, as the intended outcomes of this Peace Framework, shall be institutionalized in the programs both for learners and personnel. These core values will be integrated in the leadership training program of the Youth Formation Division (YFD) for all learners, including the officers of Pupil Government and Student Government. The issues on communist terrorist groups (CTG), violent extremism, peace education, conflict, and urgent national issues can form part of the many activities and engagements of YFD with learners. Likewise, teachers, particularly those teaching social studies, undergo a Core Values Training Program. The core values shall also be integrated in all relevant INSET programs of the Department. The lens of core values shall serve as basis of developing the critical thinking of students, teachers and school administrators to determine what is best for the interest of the education sector and the country in general.
- **Peace Education and Non-Violence** – As early as 2006, Executive Order 570 or Institutionalizing Peace Education in Basic Education and Teacher Education was issued to provide the enabling environment for the mainstreaming of peace education in the basic formal and non-formal education curriculum. DepEd is mandated to utilize the existing peace education exemplars and other peace-related modules, and enhance the knowledge and capability of supervisors, teachers, and non-teaching personnel on peace education through the conduct of in-service trainings. The value of peace education, most especially in conflict-affected areas has been further underscored in DepEd Order No. 32, s. 2019.

- **Stewardship** - In the K-12 curriculum, stewardship for the environment is one of the major themes taught as early as Kindergarten and the depth of emphasis progresses until Grade 12 in various subjects. Through developmentally appropriate knowledge and skills, learners are taught the importance of the environment and its processes and the role of human family in taking care of it are elaborated in Araling Panlipunan, Science, Edukasyon sa Pagpapakatao, Health, and Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education. Stewardship may also be taught in the other subjects such as English, Filipino, Math, Music, Arts, and P.E. through its integration as a theme. For example, reading materials in English may discuss stewardship as a theme. The integration in the curriculum is complemented by co-curricular activities like the establishment of the Youth for Environment in Schools Organization (DO 93, s. 2011), Gulayan sa Paaralan, Solid Waste Management and Tree Planting under the National Greening Program (NGP) (DO 5, s. 2014).
 - **Good Manners and Right Conduct (GMRC)** - The inclusion of Good Manners and Right Conduct (GMRC) in basic education has evolved through the different curricula that the Department implemented. The issuance of RA 11476 or the GMRC and Values Education Act strengthens the inculcation of patriotism and nationalism, through integration in daily activities and incorporation in subjects, while protecting the overall wellbeing of Filipino learners.
 - **Nationalism, Citizenship, Democracy, and Human Rights** - The K to 12 Program of the Department of Education strongly emphasizes the imparting of necessary knowledge, skills, and attitudes on nationalism, citizenship, democracy, and human rights as reflected in the learning competencies of different grade levels across various learning areas. Moreover, DepEd also offers Citizenship Training Program for Grade 10 learners to deepen their understanding of what nationalism entails and how respect for human rights and the rule of law are essential in enriching and preserving the country's democracy.
14. The Department of Education's Peace Framework* supports and operationalizes the National Policy Framework on Learners and Schools as Zones of Peace, particularly its Education for Peace building block. The Peace Framework* underscores the centrality of adopting a *peace lens*, or one that is conflict-sensitive, culturally appropriate, and peace-promoting, in programmatically implementing regular DepEd programs towards ensuring that every learner becomes a peace-loving citizen. The deliberate adoption of a peace lens is necessary to achieve this goal.

PARTICIPATION IN ESTABLISHED INTER-AGENCY MECHANISMS FOR PEACEBUILDING

15. With the goal of molding learners into peace-loving citizens, DepEd commits to pursue education goals within established government and multi-stakeholder mechanisms for peacebuilding. Such mechanisms include, but are not limited to, the Inter-Agency Committee on Children in Armed Conflict (IAC-CSAC), Anti-Terrorism Council, Committee for the Special Protection of Children and the

National Task Force to End Local Communist Armed Conflict (NTF-ELCAC) where DepEd is a member.

Inter-Agency Committee on Children in Situations of Armed Conflict

16. To effectively undertake the protection of the welfare of children in situations of armed conflict, as well as the properly implement Republic Act 11888 or the Special Protection of Children in Situations of Armed Conflict, the Inter-Agency Committee on Children in Armed Conflict (IAC-CSAC) was created. Composed of fifteen (15) government agencies including the Department of Education and two (2) civil society organizations, the IAC-CSAC primarily oversees the Monitoring, Reporting, and Response System for Grave Child Rights Violation in Situations of Armed Conflict.

Anti-Terrorism Council

17. The Anti-Terrorism Council (ATC), created under Republic Act 11479 or the Anti-Terrorism Act of 2020, assumes the responsibility for proper and effective implementation of the policies of the State against terrorism. The ATC shall formulate and adopt comprehensive, adequate, efficient, and effective plans, programs, or measures to prevent, counter, suppress, and/or eradicate the commission of terrorism in the country and to protect the people from such acts. The Department of Education serves as one of the support agencies for the ATC.

National Task Force to End Local Communist Armed Conflict (NTF-ELCAC)

18. The National Task Force to End Local Communist Armed Conflict (NTF-ELCAC), created under Executive Order 70, s. 2018, is the inter-agency mechanism tasked to implement the National Peace Framework, anchored on the whole-of-nation approach of the said EO. The NTF-ELCAC consists of 12 National Clusters/Lines of Effort (LOE) to ensure the alignment of the goals and objectives set in the NTF-ELCAC National Plan. The 12 Clusters/LOE are replicated down to the regional and local levels.

Committee for the Special Protection of Children

19. The Department of Education is a member of the Committee for the Special Protection of Children through the Executive Order No. 53, amending Executive Order No. 275 (s. 1995). The committee has been strengthened and reorganized to effectively function as the body that is principally responsible for coordinating and monitoring the investigation and prosecution of cases involving violations of Republic Act 7610 and other child-related criminal laws.

DepEd Central Office BANSAs Peace Core Team

20. To support the participation of the Department in the aforementioned inter-agency bodies, DepEd Central Office shall form a BANSAs Peace Core Team that will provide strategic direction and guidance. It shall serve as an advisory body in the implementation of the framework, particularly in DepEd's involvement in

peace-related inter-agency bodies. The team shall be composed of the Office of the Undersecretary for Administration, Office of the Undersecretary for Curriculum and Instruction, Alternative Learning System Task Force, Indigenous Peoples Education Office, Planning Service, Public Affairs Service, Legal Service, Information and Communications Technology Service, Bureau of Learner Support Services, and Disaster Risk Reduction and Management Service.

21. The regional and division counterparts of the aforementioned offices, in coordination with schools, shall ensure the implementation of the DepEd BANSAs Peace Framework across governance levels. They shall be guided by the member bureaus/offices/divisions of the DepEd Central Office BANSAs Peace Core Team.

MONITORING AND EVALUATION

Since the framework is a lens, a frame, an articulation of how existing DepEd programs contribute to and can be enhanced in molding peace-loving learners, the offices concerned are equipped with their own monitoring tools. The DRRMS, together with the Regional and Division DRRM Coordinators, shall collect and consolidate data from the different offices as part of DepEd's reporting to the various peace-related inter-agency bodies which the Department is a member. The DRRMS shall develop a reporting template for concerned offices.

Learning exchanges shall be organized by the DRRMS. This shall include the documentation of good practices as well as issues and challenges in the implementation of the Policy Framework and how they were addressed.

An evaluation shall be undertaken by an external consultant to be commissioned by the DRRMS, to assess the impact of the implementation of this policy.

EFFECTIVITY

This DepEd Order shall take effect immediately upon its issuance. All other provisions, and issuances that are not consistent with this policy shall be rescinded or modified accordingly.

REFERENCES

- a. 1987 Philippine Constitution;
- b. BP Blg. 232, "Education Act of 1982";
- c. RA No. 9155, "Governance of Basic Education Act of 2001";
- d. RA No. 10533, "Enhanced Basic Education Act of 2013";
- e. RA No. 11510, "Alternative Learning System Act";
- f. RA No. 11476, "Good Manners and Right Conduct and Values Education Act";
- g. RA No. 11479, "The Anti-Terrorism Act of 2020";
- h. RA No. 7610, "Special Protection of Children Against Abuse, Exploitation, and Discrimination Act";
- i. RA No. 11188, "An Act Providing for the Special Protection of Children in Situations of Armed Conflict and Providing Penalties for Violations Thereof";
- j. Executive Order no. 570, Institutionalizing Peace Education in Basic and Teacher Education;
- k. Executive Order No. 3, s. 2001, "Defining Policy and Administrative Structure for Government's Comprehensive Peace Efforts";
- l. Executive Order No. 53, s. 2011, "Steering the Committee for the Special Protection of Children, Amending this Purpose Executive Order No. 275 (s. 1995)";
- m. Executive Order No. 70, s. 2018, "Institutionalizing the Whole-of-Nation Approach in Attaining Inclusive and Sustainable Peace, Creating a National Task Force to End Local Communist Armed Conflict, and Directing the Adoption of a National Framework";
- n. DepEd Memorandum No. 469, s. 2008, Institutionalizing Peace Education in the Basic Education Curriculum;
- o. DepEd Order 44, s. 2005, Declaration of Schools as Zones of Peace;
- p. DepEd Order 93, s. 2011, Youth for Environment in Schools Organization;
- q. DepEd Order 40, s. 2012, DepEd Child Protection Policy;
- r. DepEd Order 5, s. 2014, Gulayan sa Paaralan, Solid Waste Management and Tree Planting under the National Greening Program (NGP);
- s. DepEd Order 57, s. 2017, Policy on the Protection of Children in Armed Conflict;
- t. DepEd Order 32, s. 2019, National Policy Framework on Learners and Schools as Zones of Peace;
- u. UN Declaration on a Culture of Peace, and
- v. UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding.



(Enclosure 2 to DepEd Order No. **016** , s. 2022)

ROLES AND RESPONSIBILITIES OF DEPED IN THE NTF AND RTF/LOCAL - ELCAC CLUSTERS

In relation to the representation of the field offices in the regional and local task forces as per Executive Order No. 70 or *Institutionalizing the Whole-of-Nation Approach in Attaining Inclusive and Sustainable Peace, Creating a National Task Force to End Local Communist Armed Conflict, and Directing the Adoption of a National Peace Framework*, regions and divisions are hereby directed to review their current designated representatives and make the necessary changes in accordance with the offices in the DepEd Central Office designated as representatives in the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC).

For DepEd to optimize its engagement in the NTF-ELCAC and ensure a more focused effort and implementation of its expected roles and responsibilities, it shall withdraw as official member of the Strategic Communication Cluster, and as the Lead of the Special Task Group on Education. DepEd will defer to CHED as Lead since recruitment of youth and students is more intense at the tertiary level. DepEd will remain as member.

The regional and schools division offices may be involved in other NTF-ELCAC cluster/s aside from the clusters where offices in DepEd Central Office are members. The regional and schools division offices shall select the appropriate representative/s for these cluster/s.

In response to the recently created NTF-ELCAC and guided by the BANSO Peace Framework laid out above and the National Policy Framework on Learners and Schools as Zones of Peace, **DepEd within the NTF-ELCAC shall abide by the following roles and responsibilities across all governance levels:**

DEPED CENTRAL OFFICE

22. Designation and Representation

- a. Represent DepEd in the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC);
- b. The Head of Office of each of the DepEd Focal Offices below shall be the permanent and primary focal person, and shall designate an alternate focal person) in the following ELCAC clusters stipulated below. Either or both the Head of Office and the duly-designated alternate representative shall participate in all relevant meetings and events convened and organized by their respective NTF-ELCAC Clusters:

CLUSTERS	DEPED CENTRAL OFFICE FOCAL OFFICES	ROLES AND RESPONSIBILITIES
Basic Services	<p>Lead: Office of the Undersecretary for Administration (OUA)</p> <p>Support: Disaster Risk Reduction and Management Service (DRRMS);</p> <p>Planning Service;</p> <p>Office of the Undersecretary for Curriculum and Instruction (OUCI);</p> <p>Alternative Learning System Task Force</p>	Support the cluster in facilitating delivery of education services that ought to be readily and sustainably available to ordinary citizens, especially at the grassroots level.
Sectoral Unification, Capacity-building and Empowerment	<p>Lead: Youth Formation Division (YFD)</p> <p>Support: Indigenous Peoples Education Office (IPsEO);</p> <p>Disaster Risk Reduction and Management Service (DRRMS);</p>	Support the cluster in engaging, unifying, capacitating, and empowering all sectors of society, particularly the most vulnerable groups such as the indigenous peoples and other primary sectors, that play an important role in nation-building.
E-CLIP and Amnesty Program	<p>Lead: Alternative Learning System Task Force</p> <p>Support: Office of the Undersecretary for Administration (OUA)</p>	Support the cluster in providing quality education and skills training package for former rebels.
Localized Peace Engagement	<p>Lead: Disaster Risk Reduction and Management Service (DRRMS)</p> <p>Support: Indigenous Peoples Education Office (IPsEO)</p>	Support the cluster in creating modalities and strengthening capacities of the communities to resist violence and participate in peace building and development interventions.

CLUSTERS	DEPED CENTRAL OFFICE FOCAL OFFICES	ROLES AND RESPONSIBILITIES
Poverty Reduction, Livelihood and Employment	<p>Lead: Office of the Undersecretary for Curriculum and Instruction (OUCI)</p> <p>Support: Alternative Learning System Task Force</p>	Support the cluster in providing training, skills development, technology transfer, vocational programs, livelihood, and job facilitation designed to empower the citizens and communities, and propel productivity and economic prosperity, as well as incorporate and harmonize all existing poverty alleviation and economic support programs of the government

23. Roles and Responsibilities of the Central Office

a. Policies and Planning

- i. Determine and strengthen the programs, projects and activities of the Department that support the implementation of EO 70 in conformity with this Framework.
- ii. Issue supplemental guidelines, protocols, or policies in furtherance of this Framework, as needed.

b. Implementation and Coordination

- i. Oversee the implementation and execution of DepEd programs and activities related to the accomplishment of the National Action Plans.
- ii. Spearhead the capacity building initiatives of regional, schools division, and school personnel on the DepEd Peace Framework.
- iii. Participate in meetings convened by the NTF-ELCAC.
- iv. Ensure proper coordination with members of the Task Force before, during, and after the conduct of programs/projects/activities involving schools, learners, and personnel.
- v. Provide technical assistance to Regional and Schools Division Offices, as needed.

c. Reporting

- i. Submit, through the Office of the Undersecretary for Administration, a consolidated DepEd accomplishment report based on the monitoring, evaluation, and reporting system adopted by the NTF-ELCAC.

REGIONAL OFFICES

24. Designation and Representation

- a. Represent DepEd in the Regional Task Force to End Local Communist Armed Conflict (RTF-ELCAC). The Regional Director shall be permanent and primary focal person of DepEd to the RTF-ELCAC. The Regional Director shall either:

- i. Designate an alternate focal person, who shall join or represent the Regional Director in all RTF-ELCAC events; or
- ii. Designate a focal person for each of the clusters, mirroring the composition and roles and responsibilities of the Central Office's designations and representations.

25. Roles and Responsibilities of Regional Offices

a. Planning

- i. Determine and strengthen regional programs, projects, services, and activities of the Department for implementation under EO 70 in conformity with this Framework.
- ii. Issue supplemental guidelines, or protocols, in furtherance of this Framework, in consonance with Central Office guidelines and existing policies, as needed.

b. Implementation and Coordination

- i. Oversee the implementation and execution of DepEd programs and activities related to the accomplishment of the Regional Action Plans.
- ii. Cascade the capacity building initiatives on the DepEd Peace Framework to regional, schools division, and school personnel.
- iii. Participate in meetings convened by the RTF-ELCAC.
- iv. Ensure proper coordination with members of the Task Force before, during, and after the conduct of programs/projects/activities involving schools, learners, and personnel.
- v. Refer to the Central Office matters relating to the implementation of programs/projects/activities under EO 70, s. 2018 requiring further guidance and instruction, especially in cases which may have implications on DepEd policies on neutrality and the protection of learners, schools, and personnel in armed conflict situations.
- vi. Provide technical assistance to Schools Division Offices as needed.

c. Reporting

- i. Submit a consolidated regional DepEd accomplishment report to the Office of the Undersecretary for Administration through oua@deped.gov.ph, copy furnished the Disaster Risk Reduction and Management Service through drmo@deped.gov.ph based on the monitoring, evaluation, and reporting system adopted by the NTF-ELCAC. The Regional Office shall likewise be guided by the system adopted by their respective RTF-ELCAC, and shall provide a copy of all reports submitted therein to the Central Office.
- ii. Provide feedback on the implementation of these guidelines.

d. Perform other duties and functions as directed by DepEd Central Office.

SCHOOLS DIVISION OFFICES

26. Designation and Representation

- a. Represent DepEd in the Provincial/City/Municipal Task Force (P/C/MTF). The Schools Division Superintendent shall be permanent and primary focal person of DepEd to the P/C/MTF-ELCAC. The Schools Division Superintendent shall either:

- i. Designate an alternate focal person, who shall join or represent the Schools Division Superintendent in all P/C/MTF-ELCAC events; or
 - ii. Designate a focal person for each of the clusters, mirroring the composition and roles and responsibilities of the Regional Office's designations and representations.
- b. In cases where provinces have more than one (1) Schools Division Office, designations for the focal persons shall be made by the Regional Director concerned.

27. Roles and Responsibilities of Schools Division Offices

a. Planning

- i. Determine and strengthen regional programs, projects, services, and activities of the Department for implementation under EO 70 in conformity with this Framework
- ii. Issue supplemental guidelines, or protocols, in furtherance of this Framework, in consonance with DepEd Central and Regional Office guidelines and existing policies, as needed

b. Implementation and Coordination

- i. Oversee the implementation and execution of DepEd programs and activities related to the accomplishment of the P/C/MTF Action Plans
- ii. Cascade the capacity building initiatives on the DepEd Peace Framework to schools division and school personnel
- iii. Participate in meetings convened by the P/C/MTF-ELCAC
- iv. Ensure proper coordination with members of the Task Force before, during, and after the conduct of programs/projects/activities involving schools, learners, and personnel
- v. Refer to the Regional Office matters relating to the implementation of programs/projects/activities under EO 70, s. 2018 requiring further guidance and instruction, especially in cases which may have implications on DepEd policies on neutrality and the protection of learners, schools, and personnel in armed conflict situations
- vi. Provide technical assistance to schools, as needed

c. Reporting

- i. Submit a consolidated Division DepEd accomplishment report to the Regional Office based on the monitoring, evaluation, and reporting system adopted by the NTF-ELCAC, copy furnished the Office of the Undersecretary for Administration through oua@deped.gov.ph, and the Disaster Risk Reduction and Management Service through drmo@deped.gov.ph. The SDO shall likewise be guided by the system adopted by their respective P/C/MTF-ELCAC, and shall provide a copy of all reports submitted therein to the Central Office.
- ii. Provide feedback on the implementation of these guidelines.

- d. Perform other duties and functions as directed by the Central and Regional Office.