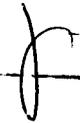


SEVENTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
First Regular Session)

'16 JUL 20 P3:21

SENATE
S.B. No. 672

RECORDED BY: 

Introduced by: Senator Paolo Benigno "Bam" A. Aquino IV

AN ACT
INSTITUTIONALIZING PEACE EDUCATION IN THE SCHOOL CURRICULUM AT ALL LEVELS

EXPLANATORY NOTE

Conflict is one of the biggest hindrances to achieving national unity and economic development and, sadly, the Philippines is not exempt from problems of ethnic conflict, amongst a host of other types of conflict.

Media coverage, with catchy headlines and limited word counts, can often further narrow public understanding of complex issues that surround conflict leading to a greater gap between different groups in Philippine society.

In a global environment where extremism threatens our democratic ideals, it is imperative for our nation to introduce Peace as an integral part of our school curriculum. By doing so, we can ensure that our youth and future generations are in a better position to unite, founded on a solid understanding of our multicultural nation.

This bill seeks to introduce Peace Education in the school curriculum at all levels, in both public and private educational institutions. Under the Department of Education (DepEd) and the Commission on Higher Education (CHED), a Peace Education Advisory Council would be formed whose mandate would be to formulate the syllabus, learning materials and facilitate teacher-training and evaluation of the Peace Education program.

By introducing topics such as religious pluralism, gender and sexuality, cultural diversity, and conflict management into classroom discussions, we may begin to develop our youth's openness to meaningful expressions of diversity. In creating this conversation within a safe and moderated school environment, we can bridge together the many different ideas that, left unexplored, threaten to pull our nation apart.

Conflict has great economic and social costs, and most importantly, leads to many human casualties. To achieve prosperity as a nation, we must take the necessary steps in uniting our diverse population through formal education on Peace.

In view of the foregoing, the passing of this bill is earnestly sought.


Senator Paolo Benigno "Bam" A. Aquino IV

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Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **SECTION 1. Short Title.** — This Act shall be known as the "*Peace Education Act.*"

2 **SEC. 2. Coverage.** — The Department of Education (DepEd) and the Commission on
3 Higher Education (CHED) shall include the study and understanding of Peace Education in
4 the curriculum in all school levels, both public and private. The DepEd and the CHED shall
5 implement the scope and treatment of the subjects or courses to the respective educational
6 levels.

7 **SEC. 3. Peace Education Advisory Council.** — A Peace Education Advisory Council
8 shall be established by the implementing agencies, hereinafter referred to as the Council.
9 The Council shall focus on designing the course on Peace Education. It shall be composed of
10 experts and scholars who are professionals in the following fields:

- 11 a) Academe;
12 b) Religious Pluralism;
13 c) Culture;
14 d) History;
15 e) Gender and Sexuality;
16 f) Peace Education; and
17 g) Conflict Management.

18 **SEC. 4. Functions of the Peace Education Advisory Council.** — The Council shall have
19 the following duties and responsibilities:

- 20 a) Map the syllabus;
21 b) Write and publish learners' materials;
22 c) Supervise capacity building for teachers who will handle the course; and
23 d) Provide a monitoring and evaluation scheme.

1 **SEC. 5. Capacity Building.** — Pursuant to Section 7, Republic Act No. 10533,
2 otherwise known as the "*Enhanced Basic Education Act of 2013*" teachers and instructors
3 must undergo capacity building. They must be equipped with sufficient knowledge and
4 competence to teach the course. Refreshers and short courses shall be offered to ensure
5 that teachers have the necessary skills to handle the course.

6 **SEC. 6. Content of the Course.** — The content of the course shall include the
7 following key points:

- 8 a) Religious Pluralism
9 i. Awareness of different faiths and religions existing in the country; and
10 ii. Importance of interfaith and interreligious dialogue and a culture of
11 peace.
12 b) Gender and Sexuality
13 i. Awareness and understanding of gender and sexuality issues;
14 ii. Roles and contribution of men, women and, LGBTQI to society; and
15 iii. Promotion of gender equality.
16 c) Cultural Diversity
17 i. The positive relations and remembrances in history among tri-people of
18 Mindanao; the Christian settlers and their descendants, the Moros or
19 Muslims, and the Lumad ethno-linguistic groups;
20 ii. The appreciation of the various cultures and ethnic identities;
21 iii. Misconceptions about the Muslims, Christians, Moro-Filipinos and the
22 Indigenous Communities;
23 iv. A comprehensive recognition of the diversity of cultures, beliefs, and
24 ethnicities with practical activities that celebrate differences to counter
25 intolerance, bigotry, and ignorance.
26 d) Historical Discrepancies
27 i. An understanding of the "Mindanao Question" and the "Moro problem"
28 as well as the roots of the conflict and its impact on the rest of the
29 country, with appropriate attention to the history of the Muslims in the
30 Philippines;
31 ii. The identification of the common origins of the people of the Philippines
32 as well as other points of commonalities, including the positive
33 presentation of these peoples before the arrival of Islam, Christianity, and
34 other religions;
35 iii. History of different insurgencies and armed conflicts in the Philippines;
36 and
37 iv. Martial Law.
38 e) Conflict Management
39 i. An understanding of the general concepts of peace and the root causes of
40 conflict with a focus on the Philippine context; and
41 ii. Conflict Management theories, approaches, and principles.
42 f) General Concept of Peace Education
43 i. Giving importance to the human right as a vital concept in peace
44 education;
45 ii. The benefits of peace education;

- 1 iii. Role of the youth in promoting peace; and
- 2 iv. Fostering attitudes and values of peace and dialogue such as esteem,
- 3 respect, honesty, sincerity, patience, generosity, graciousness, sensitivity,
- 4 trust, prudence, and love.
- 5 g) Personal Identification in the Society; and
- 6 h) Role of Family in Peace Building

7 **SEC. 7. *Implementing Rules and Regulations.*** — Within sixty (60) days from the
8 effectivity of this Act, the Department of Education and the Commission on Higher
9 Education, in consultation with other relevant government agencies, shall promulgate the
10 necessary rules and regulations for the effective implementation of this Act.

11 **SEC. 8. *Appropriations.*** — The funds needed to implement this Act shall be included
12 in the annual General Appropriations Act (GAA).

13 **SEC. 9. *Separability Clause.*** — Should any provision herein be declared
14 unconstitutional, the same shall not affect the validity of the other provisions of this Act.

15 **SEC. 10. *Repealing Clause.*** — All laws, decrees, orders, rules, and regulations or
16 other issuances or parts inconsistent with the provisions of this Act are hereby repealed or
17 modified accordingly.

18 **SEC. 11. *Effectivity.*** — This Act shall take effect fifteen (15) days after its publication
19 in the Official Gazette or in any two (2) newspapers of general circulation in the Philippines.

20 *Approved,*