Peace Education Among Unesco ASPnet Schools And Teacher Education Institutions In The Philippines: A Peace Education Framework

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ABSTRACT This study aimed to develop a peace education framework for teacher education institutions (TEI) including members of the UNESCO Associated Schools Project Network (ASPnet) in the Philippines. Literature in peace education provided the theoretical framework foundation. Using quantitative analysis, the study used descriptive and inferential statistics, including t-test for comparison of the groups. Three sets of research instruments were administered to the three groups of research participants. Purposively and randomly selected research participants consisted of TEI administrators, teachers, and students. The findings revealed a positive perception of all respondents to the practice of peace education among TEIs, especially those that are members of the UNESCO ASPnet. The respondents affirmed the inclusion of resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue and conflict analysis and resolution as components of the framework of peace education. Future programs and/or researches by the TEIS may consider the utilization of the framework of peace education developed in this study.

Introduction

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) advances the concept of peace education as a continuing process of education focusing on a body of shared values, attitudes, behaviors, and ways of life based on non-violence; respect for fundamental rights and freedoms; intercultural understanding, tolerance, and solidarity; sharing of free flow of information; and the full participation and empowerment of women (Toh, 2006). According to UNESCO, a culture of peace refers to a growing body of shared values, attitudes, behaviors, and ways of life based on non-violence and respect for fundamental rights and freedom, of understanding, tolerance and solidarity, on the sharing and free flow of information and on the full participation and empowerment of women (Toh, 2006). While it does not deny the conflicts that arise from diversity, it demands non-violent solutions and promotes the transformation of violent competition into co-operation for shared goals (Toh, 2006). It is both a vision and a process, a vast project, multi-dimensional and global, which is linked to the development of positive alternatives to the functions previously served by war and militarism.

In the same vein, peace education aims to promote the absence of physical violence along with structural violence, ecological, and socio-cultural forms of violence (Galtung, 1996; Jeong, 2000; Toh, 2001). Hicks (1988) also posited the idea of positive peace as the absence of physical violence while the absence of structural, ecological, and socio-cultural violence as negative peace. The formidable task of building peaceful international, regional, national, local, and individual relationships remains extremely complex and difficult. Examining the recent past and present history illustrates the destruction and suffering caused by wars; of the devastation brought by extreme poverty; hunger, inequalities, human

rights violations, and inter-ethnic or inter-cultural conflicts (Rivera, 2004; Toh, 2001). The very survival of human life on earth is threatened by nuclear arms proliferation and the global spread of terrorism. Our natural environment continues to be carelessly exploited, mismanaged, and destroyed with serious short and long-term costs to the quality of human life. The foregoing represents violence as it manifests in several forms or dimensions, physical or direct violence, structural violence, socio-cultural violence, and ecological violence (Galtung, 1996; Lama, 2001; Rivera, 2004; Toh, 2001; Zebich-Knos, 1998).

In the midst of such expanding violent conflict, it is not surprising that peace education is now considered urgent and relevant in a growing number of societies (Davies, Harber & Schweisfurt, 2003; Clements, 1997; Rivera, 2004; Salomon, 2006; Toh, 2006). In response to the challenge of achieving peace, the United Nations declared the year 2000 as the International Year of Culture of Peace and the decade 2001-2010 as the International Decade for a Culture of Peace and Nonviolence. Recognizing the interrelatedness, interconnectedness, and indivisibility of a multidimensional concept of peace, peace education should "promote a critical understanding of the root causes of conflicts, violence, and peacelessness in the world across the full diversity of issues and problems from the macro (national, regional, international, global) to micro (local, interpersonal, personal) levels of life" (Toh, 2001, p. 4).

Education for a culture of peace has been one of the main goals of UNESCO as may be gleaned from its preamble which says "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed" (UNESCO, 1946). UNESCO's Constitution primarily aims to contribute to peace and security by promoting the collaboration of nations through education, science, and

culture in order to enhance universal respect for justice; the rule of law; human rights; and fundamental freedoms for the peoples of the world regardless of race, sex, language, or religion (UNESCO, 1946, cited in Toh, 2006). In order to translate these ideas into concrete action, UNESCO launched the Associated Schools Project Network (ASPnet) in 1953. As of March 2015, it includes over 9,000 educational institutions, ranging from pre-school education to teacher training in 180 countries (UNESCO, 2015).

The Philippines, through the UNESCO National Commission, joined the Associated Schools Project Network (ASPnet) in 1955 with four (4) pilot secondary schools in Manila (Romero, 2003). It was the country's Department of Education that administered some of the programs of these secondary schools in the 1960s and 1970s, and the main focus of the activities was the preparation of prototype instructional materials about world understanding, development, and peaceful learning (Romero, 2003). In the 80s, it was reported that the country's ASP schools had been engaged in an experiment where three world problems – disarmament, a new international economic order and human rights – were integrated into teaching and learning processes in selected ASP schools in Manila (Quisumbing, 2001). UNESCO ASP members from Japan, Bangladesh, India, Indonesia, Tanzania, and Switzerland have visited such schools experimenting on the aforesaid integration of world problems in the teaching-learning process (Quisumbing, 2001; Romero, 2003).

Towards the end of the 80s, Dr. Lourdes Quisumbing, the Secretary of the Department of Education, spearheaded most of the activities of UNESCO-ASP schools (with more than 120 active member-schools) particularly involving the TEIs in Manila (Romero, 2003). By the 1990s, the efforts of the UNESCO-ASP schools towards education for peace, human rights, and sustainable development were reinforced

by the Education Committee of the UNESCO National Commission of the Philippines or UNACOM (Romero, 2003). Henceforth, ASPnet activities were coordinated in the national level.

In 2006, Executive Order (EO) 570 was issued by the then President of the Republic of the Philippines Gloria Macapagal Arroyo. Executive Order 570 entitled "Institutionalizing Peace Education in Basic Education and Teacher Education" specifically provided the Commission on Higher Education (CHED), the regulatory government agency for higher education institutions in the Philippines, the task to facilitate the mechanism and system or mainstreaming peace education into the teacher education curricula among all TEISs. Subsequently, CHED issued Memorandum Circular providing the guidelines for the implementation of EO 570.

The main purpose of this research was to develop a peace education model for teacher education institutions (TEIs)that are members and non-members of the UNESCO ASPnet in the Philippines. The study focused on: current status of peace education as practiced by TEIs and UNESCO ASPnet schools; and identification of dimensions and indicators that can be used in a peace education framework. Specifically, the study sought to answer the following:

1. What is the current status of peace education in the Philippines as perceived by administrators, teachers, and students of TEIs and ASPnet school members?
2. What dimensions and indicators may be included in a peace education framework for TEIs in the Philippines?

Literature Review

This section presents the syntheses of previous studies and related literatures on education for a culture of peace. The syntheses shall be presented in a form of a theoretical perspective on peace and violence to be followed by a conceptual mapping of the various facets or themes of peace education vis-à-vis the different dimensions and levels of violence and conflict. Notable practices of peace education in the Philippines are likewise presented.

Theoretical Perspective on Peace and Violence

Figure 1 below presents an illustration showing a framework of understanding the dimensions of conflict and violence from different levels.
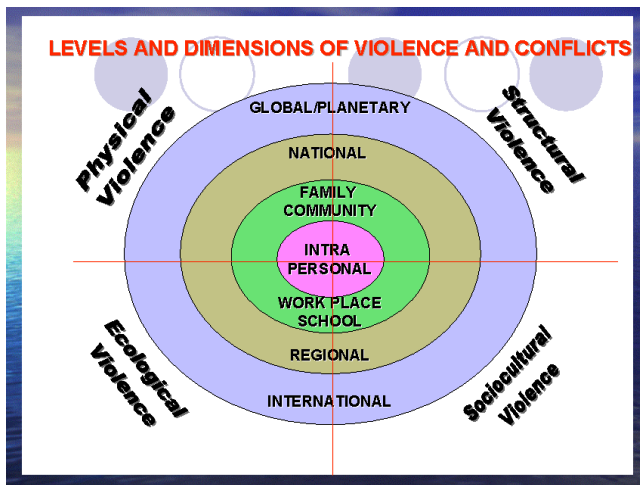

Figure 1. Levels and dimension of violence. Note. Framework of violence and conflict is based from an interpretation of several perspectives from Brundtland (1987); Galtung (1996); Jeong (2000); Toh (1987); Zebich-Knos (1998).

Figure 1 shows an illustration of the different dimensions of violence which include physical/direct, structural, ecological, and socio-cultural violence considered as root causes of conflicts and violence (Brundtland, 1987; Galtung, 1996; Jeong, 2000; Toh, 2006, 2001; Toh & Cawagas, 1987; Zebich-Knos, 1998). Physical or direct form of violence is generally manifested by war, genocide, murder, homicide, torture, rape, suicide, and all other forms of physical harm or injuries and the infliction of pain done to a person or groups of persons (Galtung, 1996, 1990; Jeong, 2000, Toh, 2006). Structural violence is typically manifested by hunger, poverty, injustice, inequitable distribution of wealth, discrimination and similar forms of marginalization which perpetuate a situation where most basic standards necessary for a decent living are not met (Galtung, 1996, 1990; Toh, 2006). Ecological violence points to the human abuses to the earth's physical environment resulting in problems such as global warming, over-consumption of resources, depletion of the ozone layer, extinction of flora and fauna species, forest denudation, pollution, and all other environmental related concerns (Brundtland, 1987; Toh, 2006, 2001; Toh & Cawagas, 1987). Socio-cultural violence is likewise considered as another source of violence through its production of hatred, fear, and suspicion (Galtung, 1996; Jeong, 2000; Toh, 2006, 2001; Toh-Cawagas, 1987). Discrimination in religion, ideology, art, empirical science including gender disparity manifests some of the socio-cultural violence (Hagglund, 1996; Montiel, 1997; Toh, 2006, 2001; Toh & Cawagas, 1987).

Conceptual Mapping

Figure 1 also shows the various levels of the manifestation of the different forms of violence as they pervade the personal, intrapersonal, interpersonal, family, community, national, regional, and international or global

contexts (Galtung, 1996; Jeong, 2000; Toh-Cawagas, 1987). It illustrates that any form of violence can take place at any level. For instance, suicide may be considered as an example of a physical violence in the personal level; domestic violence in the family or community level; violent crimes or civil war in the national level; and, international terrorism in the global level. Table 1 provides a conceptual map of various levels and kinds of violence (with some examples of conflict situation or violence) and the different facets of peace education which are considered to be relevant to have a better grasp and understanding of the conflict (Galtung, 1996).

Table 1.   Conceptual Map of Conflict at Various Spatial Levels

	Global	National	Interpersonal/ Community	Personal	Facets of Peace Education
Physical violence	International terrorism; inter-state wars	Civil wars; violent crimes; human rights abuses	Domestic violence; violent crimes	Suicide; drug abuse	Peace education focusing on dismantling the culture of war and violence
Structural violence	Global inequities; poverty; famine; hunger;	National inequities; poverty; famine; hunger	Local or community inequities; poverty; marginalization	Powerlessness; low self-esteem	Peace education focusing on living with justice and compassion
Socio-cultural violence	Cultural domination; racism; sexism; religious discrimination; intolerance	Cultural domination; Religious intolerance racism; sexism; intolerance	Ethnic domination; racism; sexism; religious intolerance	Alienation; low self-esteem	Peace education focusing on promoting human rights and responsibilities
Ecological violence	Global pollution; exploitation of world's resources	National pollution; exploitation of resources	Local pollution; exploitation of resources	Over-consumption	Peace education focusing on sustainable development

Note. Conceptual map is based on reflections on several perspectives about peace education and violence from Brundtland (1987); Clements (1997); Galtung (1996); Jeong (2000).

The conceptual map provides a number of facets or themes for peace education necessary in providing a more holistic understanding of conflict and violence. These themes include peace education for: dismantling the culture of war and violence; living with justice and compassion; promoting human rights and responsibilities; and, sustainable development (Brundtland, 1987; Clements, 1997; Galtung, 1996; Jeong, 2000; Toh, 2006, 2001; Toh & Cawagas, 1987).

Education focusing on dismantling the culture of war and violence is an important theme of peace education (Clements, 1997; Galtung, 1996; Jeong, 2000; Toh, 2006, 2001; Toh & Cawagas, 1987). Millions of peoples, including women and children, continue to suffer from trauma, hardships, and deaths from internal violence, inter-state wars, militarized occupations including the endless and complex cycles of terrorism and counter-terrorism. At a micro level, dismantling the culture of war also applies to overcoming the problem of physical violence in schools (e.g., bullying, assaults, corporal punishment, 'gang' fighting, and teacher victimization), and in homes (e.g., domestic violence), and the widespread cultural conditioning towards the acceptability of violence through media, internet, videogames, toys, and even in sports (Clements, 1997; Harris, 1996; Toh, 2006; Toh & Cawagas, 1987).

Peace education focusing on living with justice and compassion seeks to build local, national, international, and global relationships and structures that adequately meet the basic need of all peoples based on values of dignity, freedom, and justice (Brundtland, 1987; Davies, Harber & Schweisfurt, 2003; Zebich-Knos, 1998; Toh, 2006). This theme of peace education also emphasizes development paradigms as bases for overcoming the symptoms of poverty, hunger, and other economic and social deprivations encountered by people living in marginalized conditions (Brundtland, 1987; Davies, et al., 2003; Zebich-Knos, 1998; Toh, 2006).

Another component of education on living with justice and compassion relates to education for sustainable development (Brundtland, 1987; Toh, 2006; Zebich-Knos, 1998). This includes environmental and/or ecological education; education for sustainable consumption; health and population education including education for the protection and management of natural resources with the fundamental aim of educating the people to ensure that while the most of the present generation are able to meet their needs, they should never compromise the needs of the future generations (Brundtland, 1987; Toh, 2006; Zebich-Knos, 1998). The proclamation by the United Nations General Assembly of the U.N. Decade of Education for Sustainable Development (DESD) from 2005-2014 provides a major impetus for the promotion and integration of principles of 'sustainable development' in all levels and modes of education worldwide (Toh, 2006).

Finally, education for a culture of peace also focuses on promoting human rights and responsibilities which primarily aims to stress the fulfillment of the full spectrum of human rights (i.e., civil, political, economic, social, and cultural) as embodied in the United Nations Universal Declaration of Human Rights as well as in the national constitution of diverse countries (Harris, 1996; Maoz, 2000; Montiel, 1997; Toh, 2006; Wronka, 1995). Promotion for respect of human rights and responsibilities is based on the argument that "all persons deserve to live and to be treated as human beings, each with inalienable rights, and human rights policies, laws, and education need to be promoted and defended at individual, community, national, community, and personal levels" (Toh, 2006, p. 6).

Notable Practices of Peace Education among ASPnet Schools in the Philippines

A number of best practices relevant to peace education among UNESCO ASPnet schools may be cited based on the research conducted by Nava, Ochave, Romero, Ruscoe, and Mabunga (2007). In particular, they identified some ASPnet schools implementing numerous programs and activities on peace education. These ASPnet schools are considered as pioneering schools that promote the goals of UNESCO ASPnet on peace and human rights education, education for intercultural learning, education for sustainable development and global citizenship. Below are some of the said ASPnet schools' best practices in peace education.

Miriam College, a non-sectarian private higher education institution, has been a member of ASPnet since the early 1990s and is one of the very few institutions with a Peace Education Center (Nava et al., 2007). The activities and programs of Miriam College include curricular integration of peace concepts, theories, and issues across disciplines and levels (from pre-school to tertiary levels); instructional materials development on peace education for teachers and students; and conduct of national and international training workshops on peace education in collaboration with other ASPnet institutions in the country along with international organizations such as the UNESCO Asia-Pacific Network for International Education and Values Education (APNIEVE), the Asia Pacific Research Association, Global Campaign for Peace Education, among others (Nava et al., 2007).

The Philippine Normal University (PNU), the National Center for Teacher Education and considered as the premier state teacher education institution in the country, is one of the most active ASPnet schools since the early 1980s (Nava, et al., 2007). PNU has integrated peace education in its curricula across levels and academic disciplines;

organized and conducted numerous training workshops for school administrators, teachers, and students; has collaborated with national and international organizations (such as the Philippine Council for Peace and Global Education; United Nations Association of the Philippines; World Council for Curriculum and Instruction; Children and Peace from the Philippine Women's University; UNESCO Clubs in the Philippines; UNESCO National Commissions of the Philippines, Japan, South Korea, People's Republic of China and Thailand; the Office of the Presidential Adviser on Peace Process in the Philippines; the Philippine Commission on Human Rights; the Asia-Pacific Cultural Center for UNESCO in Japan; and Asia Pacific Center on Education for International Understanding in South Korea) in the conduct of several programs and activities on peace education; and, has organized UNESCO Clubs among the youth sector in numerous local government units in the country (Nava, et al., 2007).

Other ASPnet-member universities, colleges, and secondary schools adjudged to have best practices in peace education include Bicol University (a comprehensive state university which offers a master's and doctorate degrees in peace education); Divine Word College of Calapan; Leyte Normal University; Surigao State College of Technology; the Bukidon State College; the Mercy Junior College and Holy Cross High School; and the Philippine Women's University (Nava et al., 2007).

The foregoing literature review provides some fundamental perspectives on the theories and practices in peace education. Theories are derived from the works of numerous practitioners and educators in peace education while practices are based on the actual experiences of some academic institutions in the Philippines. In summary, the theories and practices in peace education point to the

relevance of advancing peace education focusing on its various dimensions which served as the basis for the study's conceptual framework.

Conceptual Framework

Figure 2 provides an illustration of the conceptual framework of the study extracted from the themes, gaps and ideas provided by the literature.

Figure 2. Conceptual framework

The illustration above shows the theoretical perspective in understanding peace education for TEIs and ASPnet schools. At the center of the framework is peace education in TEIs. Also shown are the various dimensions in peace education based on existing literature on and practices of peace education. As indicated earlier, the main purpose of this research was to develop a peace education framework that would be drawn from the responses to the research instruments by TEIs' administrators, teachers, and students.

Methodology

This study utilized the quantitative approach in its data analysis. Quantitative approach was utilized in order to analyze the derived descriptive and inferential statistical datas.

Research Participants

Participants in this research included both public and private TEIs which are directly and/or indirectly involved in the planning and/or implementation of any of the dimensions of peace education proposed in this study as initiated by TEIs that are members and non-members of the UNESCO Associated Schools Project Network (ASPnet) in the Philippines.

The selection of UNESCO-ASPnet schools was based on the recommendation of the UNACOM officials as well as from the UNESCO-ASP national coordinator on the basis of the TEI's active implementation of its programs vis-à-vis UNESCO-ASP's goals and plan of activities. Selection of research participants was conducted in two ways. First, selection of the TEIs from all of the seventeen (17) administrative regions of the country was done using the purposive sampling method (Marshall & Rossman, 2006). Once the TEIs were selected, the selection of administrators, teachers, and students through the random sampling method immediately ensued. Overall, there were 306 respondents in this research – with 102 respondents each for the administrators, teachers, and students.

Research Instruments

Three researcher-developed survey questionnaires validated by experts were based on the peace education instruments developed originally by TohSwee-Hin (a UNESCO Laureate for Peace recipient) and Cawagas (1987).

The instruments were likewise drawn from the "flower petal model" of peace education developed by Toe (2008, as cited by Kester). Modification of the instruments contextualized the questionnaire within the TEIs and the UNESCO Associated Schools Project Network (ASPnet). Also a new dimension, conflict analysis and resolution, was also added to the original six dimensions of peace education.

Each set had seven dimensions of peace namely, resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue, and conflict analysis and resolution. The number of indicators/statements in each of the dimensions varies between and among the three groups of respondents. The set of survey questionnaires for administrators, teachers and students is composed of positively constructed statements on the practices of peace education among the above cited dimensions.

A scale of 0-5 was used as a checklist for the respondents with the following descriptors: 0-not aware of it; 1-not practiced at all; 2-practice needs improvement; 3-fairly practiced; 4-practiced; and, 5-very much practiced. This scale was used to determine the responses of the administrators, teachers, and students in relation to the practice of peace education among the seven dimensions identified in this study.

Data Collection

In coordination with the UNESCO National Commission (UNACOM) of the Philippines and the TEIs in the country, this study was conducted. With the assistance of the UNACOM, ASPnet - member TEIs were identified while non-ASPnet TEIs were identified solely by the researcher. Consideration was given on the need to select TEIs that represent all the 17 administrative regions in the country,

along with the necessity of choosing at least two public TEIs and one private TEIs from each of the 17 regions.

The data gathering had likewise secured the assistance of different professional organizations/associations that provided assistance in the administration of the survey questionnaires. Consequently, some of the respondents who participated in this study were attending national conferences/seminars organized by various professional organizations.

Data Analysis

The following statistical tools were used: frequency distribution; measures of central tendency and variability; Levene's test for equality of variances; and T-test (Francfort-Nachmias and Leon- Guerrero, 2006). The Statistical Package for the Social Sciences (SPSS) was used for the statistical presentation and analysis of data gathered in this research.

To initially illustrate the respondents' responses to the survey questionnaire, frequency distribution was used. The frequency distributions organized and summarized the data by displaying in tabular form how often scores are obtained based on the responses to the questionnaire. In addition, measures of central tendency (i.e., the mode, median, and mean) were calculated and interpreted. The measure of central tendency provided statistics that describe what is average or typical of the distribution of the respondents' answers to the questions.

Since the respondents were from different academic institutions, there is the probability that their responses to the questionnaire would be different from one another. Thus, the variance and standard deviation were likewise calculated to illustrate the extent of differences and/or similarities in the respondents' responses. Also, the T-test for equality of means was used.

Results and Discussion

This section presents, interprets, and analyzes the data gathered through the administration of the survey questionnaires. Data are presented, interpreted, and analyzed per the three groups of research participants (i.e., administrators, teachers, and students) vis-à-vis the current status of peace education in the Philippines and the dimensions of peace education.

Profile of the Research Participants

Table 2 shows the profile of the research participants relative to the following: positions/status in the academic institutions; public or private institution; and as members and/or non-member institutions of the ASPnet.

Table 2.   Basic Profile of the Sample

Respon-dents	Fre-quency	Public Institu-tions	%	Private Institu-tions	%	ASPnet Member	%	Non-ASPnet Member	%
Administrators	102	85	83.3	17	16.7	51	50	51	50
Teachers	102	85	83.3	17	16.7	51	50	51	50
Students	102	85	83.3	17	16.7	51	50	51	50

Note. Research respondents from public and private higher education institutions.

It may be gleaned from Table 2 that by design, all the three groups of research participants had the same number (n=102). Representation from public institutions was high at 83.3% with 16.7% from the private institutions. Lastly, there was an equal number of participants from member and non-member institutions of the ASPnet.

Data from the Administrators

Table 3 displays the frequencies for all the dimensions of peace education. In particular, it shows the overall

measures of central tendencies in the following dimensions: resolving structural violence; environmental care; respect for human rights; personal peace; cultural solidarity; dialogue; and conflict analysis and resolution.

Table 3. Overall Measures of Central tendencies for All Peace Education Dimensions

		Structural Violence	Environmental Care	Respect for Human Rights	Personal Peace	Cultural Solidarity	Dialogue	Conflict Analysis and Resolution
N	Valid	102	102	102	102	102	102	102
	Missing	0	0	0	0	0	0	0
Mean		51.03	26.62	52.10	27.77	31.88	30.15	14.72
Median		53.00	28.00	53.00	27.00	32.00	30.50	15.50
Mode		53	28	53	27	32	31	16
Std. Deviation		5.245	2.942	5.374	3.501	3.564	3.790	2.390
Minimum		34	18	38	22	24	22	10
Maximum		60	30	60	35	40	40	20

Note. Measures of central tendencies are for all the seven (7) dimensions of peace education as proposed in the study.

With 12 indicators (all positive statements) under the resolving structural violence dimension with a rating scale of 0-5, it can be seen from Table 3 above that the mean of 51.03 indicates a high level of practice in peace education vis-à-vis the said dimension. The same inference can be said with the remaining six other dimensions - environmental care dimension with six indicators and a mean of 26.62; respect for human rights with 12 indicators and a mean of 52.10; personal peace with seven indicators and a mean of 27.77; cultural solidarity with eight indicators and a mean of 31.88; dialogue with eight indicators and a mean of 30.15; and, conflict analysis and resolution with four indicators and a mean of 14.72. Hence, the data suggest that the administrators have a high level of practice in peace education relative to the seven dimensions.

Table 4 below shows the statistics and independent samples test in relation to the membership with the ASPnet of the respondents' institutions.

Table 4. Comparison of ASPnet Members and Non-Members Based on the Seven Dimensions of Peace Education (Administrators, N=51)

	ASPnet Member	Mean	T	Sig. (2-tailed)
Resolving Structural Violence	Yes (EVA)	53.39	5.077	.000
	No (EVNA)	48.67	5.077	.000
Environmental Care	Yes (EVA)	27.75	4.173	.000
	No (EVNA)	25.49	4.173	.000
Respect for Human Rights	Yes (EVA)	54.00	3.805	.000
	No (EVNA)	50.20	3.805	.000
Personal Peace	Yes (EVA)	29.37	5.163	.000
	No (EVNA)	26.18	5.163	.000
Cultural Solidarity	Yes (EVA)	33.90	6.929	.000
	No (EVNA)	29.86	6.929	.000
Dialogue	Yes (EVA)	32.78	9.782	.000
	No (EVNA)	27.51	9.782	.000
Conflict Analysis and Resolution	Yes (EVA)	16.39	9.941	.000
	No (EVNA)	13.04	9.941	.000

Note. Data on measures of central tendency were derived from the ASPnet membership and non-membership for all the seven (7) dimensions of peace education.

Table 4 suggests that there was a significant difference as per the t-test for equality of means (p< .05) results.

As a whole, it can be argued that the administrator-respondents had positive perceptions about the practice of peace education in their respective institutions. This positive perception cuts across the seven dimensions of peace education as proposed in this study. However, the data clearly show that membership to ASPnet is indicative of having a higher level of positive perceptions in the practice of peace education. Finally, the data also support that argument the peace education, as practiced among the TEIs that participated

in this study, is practiced in all of the seven dimensions– resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue, and conflict analysis and resolution (Jeong, 2000; Galtung, 1996; Toh, 2001).

Data from Teachers

Table 5 shows the frequencies for all dimensions. Data of measures of central tendency suggest that the teacher-respondents had a high level of practice of the seven dimensions of peace education.

Table 5.   Overall Measures of Central Tendency for all Peace Education Dimensions

		Struc- tural Vio- lence	Envi- ron- mental Care	Re- spect for Hu- man Rights	Per- sonal Peace	Cultur- al Soli- darity	Dia- logue	Con- flict Anal- ysis and Reso- lution
N	Valid	102	102	102	102	102	102	102
	Miss- ing	0	0	0	0	0	0	0
Mean		27.96	24.65	36.49	20.27	22.95	19.75	13.93
Median		29.00	25.00	37.50	21.00	24.50	21.00	14.00
Mode		28[a]	24	36	21	18[a]	22	14
Std. Devi- ation		4.136	4.123	7.014	4.050	5.002	4.526	4.336
Minimum		14	8	14	7	10	4	0
Maximum		35	30	45	25	30	25	20

Note. The Measures of Central Tendency are for all seven (7) dimensions of peace education.

The next set of data (Table 6) presents the statistics and independent samples test data in relation to the membership of the teacher-respondents to the ASPnet. It also shows that there was an equal number of teacher-respondents from both the ASPnet and non-ASPnet member-institutions.

Table 6. Comparison of ASPnet Members and Non-Members Based on the Seven Dimensions of Peace Education (Teachers, N=51)

	ASPnet Member	Mean	Levene's Test for Equality of Variances				
Structural Violence	Yes	28.80	F	Sig.	T	Df	Sig. (2-tailed)
	No	27.12					
Environmental Care	Yes	26.71	13.414	.000	2.093	100	.039
	No	22.59			2.093	81.094	.039
Respect for Human Rights	Yes	41.61	15.404	.000	5.801	100	.000
	No	31.37			5.801	68.678	.000
Personal Peace	Yes	23.16	31.069	.000	10.782	100	.000
	No	17.39			10.782	61.305	.000
Cultural Solidarity	Yes	26.49	36.777	.000	10.235	100	.000
	No	19.41			10.235	64.553	.000
Dialogue	Yes	22.35	20.465	.000	10.114	100	.000
	No	17.16			10.114	67.861	.000
Conflict Analysis and Resolution	Yes	16.41	35.587	.000	7.062	100	.000
	No	11.45			7.062	59.914	.000
			8.180	.005	7.027	100	.000
					7.027	80.864	.000

Note. Data on measures of central tendency is derived from the ASPnet membership and non-membership for all the seven (7) dimensions of peace education.

In can be seen from Table 6 that there was a statistically significant difference (p<.05) between the responses of teacher-respondents from ASPnet and non-ASPnet schools for all the seven dimensions of peace education.

It can be argued that in general, the teacher-respondents have positive perceptions on the practice of peace education in their respective institutions. This positive perception cuts across the seven dimensions of peace education. Such may be considered as an affirmation of the importance of considering the various dimensions of peace education as essential elements and/or components of such

educational advocacy (Jeong, 2000; Galtung, 1996; Toh, 2001). However, the data clearly show that membership to ASPnet is a factor to having a higher level of positive perceptions about the practice of peace education. Finally, the data also support the argument that peace education, as practiced among the TEIs that participated in this study, is also implemented in all of the seven dimensions as proposed in this research – resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue and conflict analysis and resolution (Jeong, 2000; Toh & Cawagas, 1987).

Data from the Students

Table 7 displays the frequencies for all seven dimensions of peace education in relation to the responses of the student-respondents. Table 8, on the other hand, shows the data comparing responses from the public and private TEIs.

Table 7. Overall Frequency Distribution for All Peace Education Dimensions

		Structural Violence	Environmental Care	Respect for Human Rights	Personal Peace	Cultural Solidarity	Dialogue	Conflict Analysis and Resolution
N	Valid	102	102	102	102	102	102	102
	Missing	0	0	0	0	0	0	0
Mean		25.84	23.24	24.44	8.95	12.68	12.90	8.84
Median		25.00	22.00	25.00	9.00	13.00	13.00	9.00
Mode		25	20	24[a]	9	13	15	9
Std. Deviation		4.066	4.013	3.748	3.222	2.025	4.283	4.179
Minimum		18	15	16	0	7	2	0
Maximum		34	30	30	13	16	20	15

Note. The frequency distributions are for all seven (7) dimensions of peace education as proposed in this study.

Table 8.   Measures of Central Tendency Based on Type of Institutions

	Institution	N	Mean
Structural Violence	Public	85	25.31
	Private	17	28.53
Environmental Care	Public	85	22.52
	Private	17	26.82
Respect for Human Rights	Public	85	23.67
	Private	17	28.29
Personal Peace	Public	85	8.51
	Private	17	11.18
Cultural Solidarity	Public	85	12.46
	Private	17	13.76
Dialogue	Public	85	13.85
	Private	17	8.18
Conflict Analysis and Resolution	Public	85	9.39
	Private	17	6.12

Note. The data were derived from higher education institutions in the Philippines of which 85 are public and 17 are private institutions.

Tables 9 and 10 show the statistics and independent samples test data in relation to the membership of the student-respondents' institutions to the ASPnet. Moreover, Table 9 below displays the measure of central tendency data along with the information on the equal number of respondents coming from ASPnet and non-ASPnet member-institutions.

Table 9.   Measures of Central Tendency Based on ASPnet Membership

	ASPnet Member	N	Mean
Structural Violence	Yes	51	28.43
	No	51	23.25
Environmental Care	Yes	51	25.90
	No	51	20.57
Respect for Human Rights	Yes	51	26.82
	No	51	22.06
Personal Peace	Yes	51	10.61
	No	51	7.29
Cultural Solidarity	Yes	51	14.02
	No	51	11.33
Dialogue	Yes	51	15.92
	No	51	9.88
Conflict Analysis and Resolution	Yes	51	11.69
	No	51	6.00

Note. Data on measures of central tendency were derived from the ASPnet membership and non-membership for all seven (7) dimensions of peace education.

Table 10. T-test Data for ASPnet Membership

		Levene's Test for Equality of Variances				
		F	Sig.	t	Df	Sig. (2-tailed)
Structural Violence	EVA	3.037	.084	8.324	100	.000
	EVNA			8.324	99.543	.000
Environmental Care	EVA	.466	.496	8.972	100	.000
	EVNA			8.972	98.968	.000
Respect for Human Rights	EVA	10.592	.002	8.301	100	.000
	EVNA			8.301	78.984	.000
Personal Peace	EVA	14.835	.000	6.035	100	.000
	EVNA			6.035	72.923	.000
Cultural Solidarity	EVA	2.820	.096	8.938	100	.000
	EVNA			8.938	91.017	.000
Dialogue	EVA	2.670	.105	10.038	100	.000
	EVNA			10.038	91.373	.000
Conflict Analysis and Resolution	EVA	18.263	.000	9.371	100	.000
	EVNA			9.371	77.287	.000

Note. The t-test for equality of means indicates if the means for the two groups are statistically different or if they are relatively the same. A sig value of <.05 implies statistical significant difference while a sig value of >.05 means no significant difference.

It can be derived from Table 10 that there is a statistically significant difference between the responses of student-respondents from ASPnet and non-ASPnet member-institutions. This statistical difference ($p< .05$) is evident in all of the seven dimensions of peace education.

It can be inferred from the foregoing that the student-respondents have positive perceptions on the practice of peace education in their respective institutions. This positive perception cuts across the seven dimensions of peace education as proposed in this study. However, the data clearly

show that membership to ASPnet is indicative of having a higher level of positive perceptions in the practice of peace education. Finally, the data also support the argument that peace education, as practiced among the TEIsinvolved in this study, is practiced in all of the seven dimensions – resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue and conflict analysis and resolution (Toh & Cawagas, 1987; Jeong, 2000).

Conclusions and Recommendations

This study aimed to develop a peace education model for TEIs that are members and non-members of the ASPnet in the Philippines. It was conducted in order to address the goal of developing a peace education model for ASPnet schools and other TEIs as recommended by Davies, et al. (2003) in the global review of UNESCO ASPnet during its 50th anniversary in 2003. The study revealed that all respondents had a positive perception within regards to the practice of peace education in their institutions, especially those who are members of UNESCO ASPnet, with emphasis on structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue and conflict analysis and resolution.

It can be inferred that based on the perception of administrators, teachers, and students from TEIs in the country, members and non-members of UNESCO ASPnet, peace education is very much practiced in the participating institutions. Such practice was evident in all of the seven dimensions of peace identified in this research – resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue, and conflict analysis and resolution. These results were also evident regardless of the type of institution (public or private)

of the TEIs involved in the study. It can also be concluded that sex does not significantly affect the responses of the three groups of respondents.

Furthermore, the findings showed that the most evident factor that contributed to the differences in the perception of administrators, teachers, and students in the practice of peace education is the TEIs' membership with the UNESCO ASPnet. ASPnet-member institutions had a higher level of practice of peace education in all the seven dimensions of peace education as opposed to the non-ASPnet members. However, the results also suggested that all TEIs, regardless of their affiliations with the UNESCO ASPnet as members or not, proved to be insignificant in the practice of peace education in some of the dimensions. This is particularly evident in the following dimensions – respect for human rights, environmental care, personal peace, cultural solidarity, and dialogue.

Moreover, the seven dimensions of peace education that are identified in this study (resolving structural violence, environmental care, respect for human rights, personal peace, cultural solidarity, dialogue, and conflict analysis and resolution) (Toh & Cawagas, 1987), along with the respective indicators provided in the research instruments, may be used as a peace education framework. This peace education framework with the seven dimensions can then be used by TEIs regardless of their affiliation with the UNESCO ASPnet in the Philippines.

Recommendations

In view of the findings of this research, it is recommended to explore the impact of practice of peace education of TEIs in the community where they are geographically located to determine if there is a positive or high level of correlation between the practice of peace

education in TEIs and its impact to the community in terms of creating a more peaceful community. In addition, future scientific investigations can be done using both quantitative and qualitative approaches. The context of such research may cover not only TEIs but also other academic institutions of higher learning that did not participate in this research. Furthermore, future research on peace education can be done within the context of the Southeast Asian region in recognition of the Association of South East Asian Nations (ASEAN) Integration utilizing as a framework the seven dimensions used in this study.

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