



Teachers' Perceptions on the Implementation of Executive Order No. 570: Institutionalizing Peace Education in Selected Public Secondary Schools in Bataan

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Abstract

Peace education is an important strategy for promoting nonviolent conflict resolution and building a culture of peace in society. In the Philippines, Executive Order No. 570 institutionalizes peace education in basic and teacher education to support this goal. This study assessed the implementation of Executive Order No. 570 in selected public secondary schools in Bataan Province based on teachers' perceptions of school policies and programs related to peace education. The study employed a descriptive quantitative research design using a survey questionnaire based on the five components of EO 570. The respondents of the study were public secondary school teachers selected through purposive sampling. The research instrument used was a structured survey questionnaire adapted from the five components of EO 570. Data were analyzed using descriptive statistics, specifically weighted mean, standard deviation, frequency, and percentage. The findings revealed a generally low level of implementation across all five components, including planning and capacity building, resource mobilization, programs and materials development, information and communication initiatives, and monitoring and evaluation. Results indicate limited institutional planning, inadequate teacher training, weak stakeholder engagement, and insufficient monitoring mechanisms. The study recommends strengthening administrative commitment, enhancing teacher training, improving resource support, and establishing systematic monitoring and evaluation to effectively institutionalize peace education in schools.

Keywords: Institutionalizing Peace Education, Executive Order No. 570

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1. Introduction

The Philippines is among the developing nations in Asia that continue to grapple with the long-term challenges of achieving enduring peace. The nation has had a history of revolutionary movements against Western imperialism, internal insurgencies against class exploitation, and criminality. Armed conflict-related violence in rural communities has interfered with the government's provision of basic social services, backward economic growth, and aggravated abject poverty [1]. The underlying origins of insurgencies have strong roots in problems of class struggle, poverty, economic need, and political exclusion. Despite various peace negotiations and government attempts at the

cessation of local insurgencies, peace hope is far from coming into being because of irreconcilable differences and the agendas of leftist groups such as the CPP-NPA. In 2006, the Philippine government changed its strategy from merely seeking peace talks with insurgents to institutionalizing peace education in all government agencies. The government issued Executive Order No. 570, also popularly referred to as Institutionalizing Peace Education in Basic and Teacher Education [2]. Through this executive order, the government acknowledged the crucial role of education in building a culture of peace. Executive Order No. 570 requires the education system to incorporate peace education in the curriculum, upholding non-violent conflict resolution, respect, and tolerance of diversity. Philippine

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government policy, as pursued through the Department of Education, stresses empowering stakeholders in the education sector as peace and understanding advocates within their respective local communities. Nevertheless, its application to peace education programs within public schools has been plagued with numerous challenges, such as inadequate teacher training, insufficient institutional and funding support, and inefficient learning resources and materials. In addition, the socio-cultural, socio-economic, and socio-political diversity of schools implies that every school has its own set of local conflicts and violence. This diversity demands a custom-designed intervention responsive to the unique conditions of each school to effectively, significantly, and context-sensitively implement peace education programs [3]. It is critical to evaluate the policies and programs pertinent to peace education to establish gaps and areas for improvement. Evaluation of school policies and programs consonant with the ideals of the national government is critical to grasping the current situation of peace education programs at the school level [4].

Despite the existence of policies and prior studies on peace education, there is a lack of localized empirical evidence assessing how Executive Order No. 570 is actually implemented in specific public secondary schools, particularly in Bataan Province, and how teachers perceive its effectiveness in practice. This assessment helps determine their effectiveness and identify the challenges and gaps that hinder the full realization of the implementation of peace education in schools [5]. This research intends to evaluate the programs and policies of some public secondary schools in Bataan that give an overview of the achievements and challenges encountered in the implementation of Executive Order No. 570 [6]. Through the analysis of the teachers' perceptions, the research aims to evaluate the schools' peace education programs and policies in accordance with Executive Order No. 570 (EO 570). It aims to evaluate the ability of school administrators, teachers, and personnel to pursue peace education activities, as well as identify the extent of the integration of peace education in the school curriculum and extracurricular activities. In addition, the research hopes to

assess the availability and use of resources that finance peace education programs and explore the participation of parents, students, and the community in peace education initiatives. Finally, it hopes to determine the problems encountered by schools in the application of EO 570 and propose potential solutions for these issues.

2. Objectives of the Study

1. To assess the level of implementation of Executive Order No. 570 in selected public secondary schools in Bataan Province in terms of peace education programs and policies.
2. To determine teachers' perceptions of the implementation of EO 570 in relation to its five components: planning and capacity building, resource mobilization, programs and materials development, information and communication initiatives, and monitoring and evaluation.
3. To identify the challenges and gaps encountered by schools in the implementation of peace education under Executive Order No. 570.
4. To propose recommendations for strengthening the institutionalization of peace education in public secondary schools based on the findings of the study.

3. Methodology

The research shall utilize a descriptive research design with a quantitative approach for evaluating the policies and programs of selected public secondary schools in Bataan province in accordance with Executive Order No. 570. Purposive sampling will be applied in the research to identify the respondents to ensure effective representation of the schools that are presently implementing peace education programs. The population includes all public secondary school teachers in selected schools, while the sample consists of 50 (N=50) teachers selected through purposive sampling. The survey instrument will be pilot-tested to establish its reliability using Cronbach's alpha to ensure internal consistency of the questionnaire items before actual data

gathering. A survey constructed for this research will be used as the data collection instrument. A 5-point Likert scale (from 1-Strongly Disagree to 5-Strongly Agree) was

employed to quantify perceptions and judgments.

To interpret the weighted mean scores of the respondents' perceptions, the following scale was used:

Weighted Mean Range	Description
4.21 – 5.00	Strongly Agree (Very High Implementation)
3.41 – 4.20	Agree (High Implementation)
2.61 – 3.40	Moderately Agree (Moderate Implementation)
1.81 – 2.60	Disagree (Low Implementation)
1.00 – 1.80	Strongly Disagree (Very Low Implementation)

Descriptive statistics, which consist of mean scores and standard deviation, will be used to analyze the data collected. The research will employ a Likert-scale questionnaire to understand the perceptions on the implementation of the five components under Executive Order No. 570. The first indicator, Plan Formulation, Institutional Development, and Capacity Building, aims to determine the planning and direction of peace education programs in schools, specifically in relation to capacity building, faculty training, and stakeholder participation. The second, Resource Mobilization and Networking, assesses how schools' budgets and use funds to support peace education programs and how they use partnerships to create and implement new peace education programs. The third, Programs and Materials Development, encompasses the assessment of learning materials, resources, or exemplars being used to teach peace education, available and sufficient in number. The fourth element, Information, Education, and Communication, assesses the efficiency of schools' information dissemination to promote the national government and the Department of Education's campaign for fostering a culture of peace. Finally, the fifth is Monitoring, Research, and Evaluation, which assesses the systematic mechanisms schools use to monitor, research,

and evaluate the progress and impact of their peace education programs. Before data gathering, permission was sought from the school administration. Questionnaires were distributed to respondents and retrieved within a given time. Anonymity and confidentiality were maintained throughout data collection. Descriptive statistics were used in analyzing the data collected. Central tendency measures, that is, mean and standard deviation, were employed to summarize the data and give insights into the general trends. Frequency distribution and percentages were utilized to identify the levels of effectiveness, integration, and stakeholder involvement and to identify problems as well as determine resource availability. The results were then analyzed to conclude and make recommendations on how to improve the implementation of EO 570 on peace education in public secondary schools in Bataan.

4. Results and Discussion

The findings of this study provide a comprehensive view of the current state of peace education implementation in selected public secondary schools in Bataan. The analysis focuses on five key indicators aligned with Executive Order No. 570 to assess the extent of institutionalization and identify areas for improvement (Table 1).

Table 1. Plan Formulation, Institutional Development, and Capacity Building.

Component of Executive Order No. 570 “Institutionalizing Peace Education in Basic and Teacher Education (N=50)		Weighted Mean	Standard Deviation
1.	Our school has a well-documented peace education plan aligned with Executive Order No. 570.	2.24	0.77
2.	School leadership consistently demonstrates commitment to institutionalizing peace education through policies initiatives.	2.19	0.65
3.	Teachers and staff receive ongoing training on implementing peace education programs.	2.12	0.93
4.	Clear guidelines are provided for integrating peace education into the	2.88	0.65
5.	school curriculum.		
6.	Capacity-building workshops on peace education are conducted regularly.	2.31	0.96
Overall WM & SD		WM= 2.34	SD= 0.79
Description		Disagree (Low Implementation)	Low variability (Consistent responses)

The component on the Plan Formulation, Institution Development, and Capacity Building of Executive Order No. 570 reveals that there is a significantly low level of implementation among the surveyed public school teachers. The overall weighted mean of 2.34 on the Plan Formulation, Institution Development, and Capacity Building component, which is interpreted as “disagree” or “low implementation,” is largely underdeveloped or insufficient in practice across selected public schools. This component is crucial because it sets the stage for how effectively the peace education program is embedded in the curriculum and educational system through structured planning, leadership involvement, teacher preparation, and capacity-building. Looking closely at the individual indicator, it is evident that key institutional practices are not being systematically presented. Based on the data, the document's peace education plan is not being systematically implemented or has low implementation. The existence of a well-documented peace education plan was rated at 2.24, which means

that either most schools lack a formal plan or such plans are not aligned with EO 570. In addition, the school leadership's commitment to the implementation of peace education through policy and initiatives has 2.19 which also received a low rating, indicating that peace education might not be the priority of having the less priority in the school plans and programs and that the school administration may not be actively implementing the peace education program which is mandated by the national government. The training for teachers and staff also garnered 2.12, among the lowest in the set of indicators. These indicators reflect the necessity of professional development, wherein teachers in the field were not frequently trained to be well-versed with the knowledge, skills, and methodologies needed in the implementation of peace education. Lack of training hinders teachers' confidence and abilities in integrating peace education into the teaching-learning process. Contrary to that the availability of clear guidelines for integrating peace education into the curriculum with a weighted mean of 2.88 has the highest rating,

although still falling short of moderate implementation. This may mean that although there is a clear guideline shown in the curriculum, it may seem that the application of these guidelines in actual classroom practice is uneven or poorly monitored. In the meantime, the capacity-building workshop was rated 2.31 again indicating a lack of skills training, seminars, and self-improvement activities regarding peace education. The low implementation of Plan Formulation, Institutional Development, and Capacity Building with a mean of 2.34, the standard deviation is also relatively low ranging from 0.65 to 0.96 with an overall SD of 0.79. This is an indication of the high level of consistency with the answers of the participants. Also, it shows that descriptive comments of low implementation in component 1 are not limited

to certain specific schools. This is an indication of the necessity of taking necessary action at the national, regional, and provincial levels for policy reinforcement and support. In general, the information confirms the low implementation of the component in the Plan Formulation, Institution Development, and Capacity Building of Executive Order No. 570. This shows there are few formalized plans, compliance with EO 570, and few teachers capacity-building training are contributory factors that reflect the low implementation of EO 570. Based on the following gaps mentioned the schools and division office must have a strategic plan on peace education aligned with the curriculum, school administration peace education programs, teachers' professional development, and curriculum integration of peace education [7].

Table 2. Resource Mobilization and Networking.

Component of Executive Order No. 570 "Institutionalizing Peace Education in Basic and Teacher Education N=50		Weighted Mean	Standard Deviation
1.	The school effectively mobilizes financial resources to support peace education initiatives.	2.25	0.57
2.	Partnerships with government and non-government organizations are established for peace education support.	2.13	0.52
3.	Community stakeholders are actively involved in promoting and sustaining peace education programs.	1.89	0.87
4.	External resources, including funding and technical assistance, are accessible and utilized.	2.28	0.64
5.	A dedicated team is responsible for managing resources and fostering collaborations.	2.04	0.71
Overall WM & SD		WM=2.12	SD= 0.66
Description		Disagree (Low Implementation)	Low variability (Consistent responses)

The data presented in Table 2: Resource Mobilization and Stakeholder Engagement reveals low implementation across all the surveyed public schools in Bataan. The overall weighted mean of 2.12 has a descriptive equivalent of "Disagree" or low

implementation. This shows that almost all respondents believe their respective schools are not properly mobilizing their resources or engaging stakeholders to support peace education. A closer look at the individual indicators reveals that the involvement of

community stakeholders in promoting and sustaining the peace education program has the lowest weighted mean of 1.89. This finding is significant because it shows the lack of community involvement, ownership, and participation, which are essential in promoting and cultivating a peaceful culture and values beyond the school environment. The results also reveal that partnerships with different governments and non-government organizations garnered a weighted mean of 2.13, representing another critical area of concern. This suggests that the surveyed schools are lacking efforts to maintain peace education initiatives. Moreover, the indicator on dedicated teams to manage collaborations and oversee peace education efforts received a weighted mean of 2.04, with a descriptive equivalent of Disagree or low implementation. This indicates either the non-existence or lack of clear organizational structures focused on implementing peace education programs. The indicator on financial resource mobilization also received a weighted mean of 2.25, with the same descriptive rating of Disagree or low implementation. The utilization of external funding or technical assistance had a slightly higher weighted mean of 2.28, but still falls under the same category. These results show that although school administrators and teachers may have some awareness of the mandate of Executive Order No. 570, schools

are not effectively leveraging support. While there may be some minimal effort in accessing resources, schools have not yet reached the point of regularly or effectively using these supports to implement peace education. This also shows that there is minimal budget allocation, which might not be reflected in the school's MOOE (Maintenance and Other Operating Expenses). The limited allocation of school funds and budgets for peace education constrains the ability of schools to sustain meaningful implementation of peace education programs. Moreover, the overall standard deviation for Component 2: Resource Mobilization and Networking is 0.66, indicating that all of the responses were consistent regardless of their contexts. This suggests that selected schools have a uniformly low level of implementation when it comes to resource mobilization and stakeholder engagement. In conclusion, school administrations need systematic improvements in resource mobilization and partnerships with the community and stakeholders [8]. In addition, schools need to develop innovations that secure school funding, establish strong partnerships with various organizations, designate a focal person to monitor peace education programs and encourage stakeholders to actively participate in planning and implementation processes.

Table 3. Programs and Materials Development.

Component of Executive Order No. 570 “Institutionalizing Peace Education in Basic and Teacher Education N=50		Weighted Mean	Standard Deviation
1.	Appropriate learning materials for peace education are developed and made accessible.	1.97	0.58
2.	Peace education concepts are integrated into various subjects within the school curriculum.	2.34	0.50
3.	Extracurricular activities such as clubs and events promote peace education initiatives.	2.40	0.65
4.	Teachers are encouraged to create and adapt supplementary peace education materials.	2.23	0.73

Component of Executive Order No. 570		Weighted Mean	Standard Deviation
“Institutionalizing Peace Education in Basic and Teacher Education N=50			
5.	Digital and multimedia resources are effectively used to enhance peace education learning.	2.14	0.65
Overall WM & SD		WM=2.21	SD= 0.62
Description		Disagree (Low Implementation)	Low variability (Consistent responses)

The data regarding the programs and materials development on peace education demonstrate a low level of implementation in the selected public secondary schools surveyed. The overall weighted mean of 2.21, interpreted as “Disagree,” indicates that the implementation of the peace education program is not yet effectively integrated into the curricular and extracurricular activities of the schools. The findings also suggest the need for substantial support and improvement in the development of instructional materials and educational resources that are significant in promoting peace education in the classroom. The development of appropriate peace education learning materials received a low weighted mean of 1.97 which shows that among the surveyed schools, they either do not have resources or have limited access to instructional materials. While the integration of peace concepts across subjects garnered a slightly higher score of 2.3 still reflects the low implementation of peace education within formal education. Moreover, extracurricular activities like school organizations, clubs, and school events had the highest mean of 2.40. This indicates that the implementation of peace education is more evident in extracurricular activities in schools. However, it still does not meet the minimum threshold for moderate implementation. Thus, it implies that such peace-related activities are either occasional or minimal. Furthermore, teachers are not

sufficiently encouraged to create or adapt supplementary materials with a weighted mean of 2.23 and the use of digital or multimedia tools to enhance peace learning is also limited with a weighted mean of 2.14 (Table 3). These findings reveal that while there may be individual efforts among teachers or student groups, the systemic support to strengthen teaching practices and learning experiences related to peace education is insufficient. The standard deviation of 0.62 indicates low variation in responses, and it suggests that the perceptions of low implementation are consistent across schools and stakeholders. The homogeneity indicates the pervasiveness of the challenges of integrating peace education into teaching and learning activities. Overall, the information suggests that schools have not yet institutionalized peace education as a normal and integrated part of classroom curriculum and extracurricular life. To address this, there is a clear need to develop and distribute age-appropriate peace education materials, incorporate peace themes into curriculum subjects, enhance teacher support and innovation in material development, and promote the use of digital resources. These improvements are needed to advance the goals of Executive Order No. 570 and foster a more peaceful and inclusive learning environment [9].

Table 4. Information, Education, and Communication.

Component of Executive Order No. 570 “Institutionalizing Peace Education in Basic and Teacher Education N=50		Weighted Mean	Standard Deviation
1.	Regular campaigns and events raise awareness about peace education within the school and community.	2.07	0.76
2.	Advocacy materials (e.g., posters, brochures, videos) are used to promote peace education.	1.97	0.53
3.	Social media platforms are utilized to enhance visibility and engagement with peace education programs.	2.1	0.84
4.	Students are empowered to participate in peace advocacy initiatives.	1.87	0.62
5.	Feedback from stakeholders is actively sought to improve communication efforts regarding peace education.	2.19	0.80
Overall, WM & SD		WM=2.04	SD=0.89
Description		Disagree (Low Implementation)	Low variability (Consistent responses)

The data in Table 4: Information, Education, and Communication of Executive Order No. 570 indicate consistently low implementation among the public secondary schools surveyed in Bataan. The weighted mean of 2.04 with a standard deviation of 0.89 falls in the descriptive category of "Disagree" or low implementation. It indicates that peace education is not effectively mainstreamed in communication and advocacy in schools. The low standard deviation also indicates consistent perception among the respondents, which reveals a systemic issue and not isolated cases. One of the most significant indicators, which deals with organizing regular events and campaigns to ensure awareness of peace education, had a weighted mean of 2.07. This signifies that schools hardly organize such events, limiting both student and community access to peace education beyond classroom learning. The use of advocacy items like posters, brochures, and videos, which are very important items for information dissemination of peace was even lower at a mean of 1.97. This signifies a lack of materials or ineffective use of

available materials. Although the use of social media platforms to increase visibility about peace education had a slightly higher mean of 2.10, it is still not sufficient, considering the current age of the internet where online platforms offer extensive levels of avenues for advocacy and engagement [10]. The lowest rate among this component was enabling the students to engage in peace advocacy programs, which was assigned a weighted mean of only 1.87. This is a highly critical area of deficiency because student engagement is central to bringing peace education from a theoretical subject to a lived and practiced virtue. The indicator for getting feedback from stakeholders, however, had the highest mean at 2.19, but is still a low level of implementation. This means that schools are not actively involving stakeholders such as parents, community leaders, and external agencies to enhance communication and collaborative efforts towards peace education. In general, the information reveals the lack of information and communication plans that will underpin the objectives of EO No. 570 [11]. The absence of

visibility, stakeholder engagement, and student engagement indicates that peace education is not yet part of the school culture. To turn this around, schools must develop a strategic communication plan for peace education, enhance the utilization of media and advocacy instruments, empower students through active

engagement, harness social media outlets, and institutionalize feedback mechanisms that involve stakeholder voices. These are crucial steps towards making peace education more meaningful, visible, and sustainable in the school and community context

Table 5. Monitoring, Research, and Evaluation.

Component of Executive Order No. 570 “Institutionalizing Peace Education in Basic and Teacher Education N=50		Weighted Mean	Standard Deviation
1.	A systematic process is in place for monitoring the implementation of peace education programs.	1.56	0.90
2.	Clear indicators are used to evaluate the success and impact of peace education initiatives.	1.87	0.51
3.	Regular assessments are conducted, and results are documented and reported.	1.58	0.62
4.	Stakeholder feedback is analyzed to enhance peace education strategies.	1.61	0.78
5.	Research activities are encouraged to explore the effectiveness and challenges of peace education programs.	1.73	0.59
Overall WM & SD		WM=1.67	SD=0.68
Description		Disagree (Low Implementation)	Low variability (Consistent responses)

The results in Table 5: Monitoring, Research, and Evaluation reveal a very low implementation level in the selected public secondary schools of Bataan, with a total weighted mean of 1.67 and a standard deviation of 0.68. This indicates that there are structures needed for monitoring and enhancing peace education programs that do not exist or are practiced on a minimal scale. The persistently low scores of all the indicators are a reflection of a systemic lack of monitoring and evaluation processes, which are most critical in the assurance of the quality and sustainability of educational programs. The lowest mean score indicator of 1.56 reflects that there is no systematic process for monitoring the

implementation of peace education and therefore schools are not monitoring the progress or effectiveness of the programs they are implementing regularly. In addition, the overall score of 1.87 on the use of salient indicators to measure success indicates that schools are not using clear criteria to monitor the outputs and effects of their peace education initiatives. The absence of measurable indicators compromises the capacity to measure progress and make informed decisions. Likewise, the overall score of 1.58 on frequent monitoring and documentation indicates that schools are not institutionalizing monitoring procedures that could result in reflective and ongoing improvement. The monitoring of

stakeholder feedback, which is key in comprehending the needs and inclinations of students, teachers, parents, and members of the community, also scored a low rating of 1.61. This indicates that such feedback is not being systematically gathered or being used to inform peace education enhancements. Besides, the indicator of research activities, with a mean of 1.73, indicates a lack of effort in carrying out studies to examine the effectiveness, challenges, and opportunities for improving peace education. Such a failure to conduct research is an impediment to innovation and an impediment to the formulation of contextually appropriate and evidence-based interventions. The low response variability, as indicated by the standard deviation of 0.68, also attests to the fact that these problems are pervasive and not limited to certain schools. Overall, the evidence shows a critical lack of establishment of monitoring, research, and evaluation elements of peace education programs. Without these frameworks, schools cannot hold anyone accountable, measure impacts, or bring about actual improvement. In connection with these gaps, the schools must establish and implement systematic monitoring and evaluation frameworks, establish clear performance indicators, encourage research on peace education, and engage stakeholders actively in the feedback process. These actions are needed to ensure the quality improvement of the implementation of Executive Order No. 570 and to institutionalize peace education as part of the school system.

5. Summary of Findings

The analysis of the five components of Executive Order No. 570 reveals a consistent and overarching pattern of low implementation of peace education across selected public secondary schools in Bataan. Across all indicators, Plan Formulation, Institutional Development, and Capacity Building; Resource Mobilization and Networking; Programs and Materials Development; Information, Education, and Communication; and

Monitoring, Research, and Evaluation, the results consistently fall under the descriptive level of “Disagree” or low implementation, indicating that peace education has not yet been fully institutionalized in the school system. Among the five components, Monitoring, Research, and Evaluation obtained the lowest overall mean (WM = 1.67), followed by Information, Education, and Communication (WM = 2.04) and Resource Mobilization and Networking (WM = 2.12). These findings suggest that the weakest areas lie in program sustainability mechanisms, stakeholder engagement, communication strategies, and support systems. Meanwhile, Programs and Materials Development (WM = 2.21) and Plan Formulation, Institutional Development, and Capacity Building (WM = 2.34), although slightly higher, still reflect low implementation, indicating that foundational planning and instructional integration are also insufficient. The standard deviations across all components are generally low, indicating consistency in responses among participants, which further implies that the low level of implementation is not isolated to specific schools but is instead a system-wide concern across the selected institutions. Overall, the findings suggest that while Executive Order No. 570 provides a clear framework for institutionalizing peace education, its implementation in practice remains limited due to gaps in planning, inadequate teacher training, weak resource allocation, minimal stakeholder participation, insufficient instructional integration, poor communication strategies, and the absence of a structured monitoring and evaluation system.

6. Conclusion and Recommendation

The analysis of the five indicators of Executive Order No. 570 shows a generally low level of implementation among the chosen public secondary schools in Bataan. The results show that peace education has not yet been institutionalized fully in all key areas such as planning, capacity building, resource

mobilization, instructional integration, communication, and monitoring. The need for formalized plans, teacher training, and institutional commitment are significant impediments to effective implementation. Efforts at resource mobilization and stakeholder engagement are low, with few partnerships and insufficient funding to aid peace education efforts. Instructional integration also needs to improve, with schools needing to develop materials suited to their students' age and adequate curriculum guidance, but with peace education appearing in occasional extracurricular events more than integrated into educational instruction. Further, there are inadequate communication and advocacy measures, minimal utilization of media facilities, and a lack of participation of stakeholders. The deficient systematic monitoring, evaluation, and research mechanisms are critical to tracking progress, accountability, and program improvement [12]. In response to these challenges, several strategic recommendations are made. Schools and the Division Office must develop a strategic and comprehensive peace education plan that is aligned with the curriculum and institutional objectives. There is a dire necessity for firming up administrative commitment through facilitating policies and the hiring of committed peace education coordinators. Regular professional development programs need to be held to enhance teachers' skills in the teaching of peace education. At the same time, the mobilization of resources needs to be enhanced through forging partnerships with government bodies, NGOs, and private actors, as well as the hiring of focal persons to guide collaboration and implementation [13]. Instructionally, schools must prepare, adapt, and disseminate relevant peace education materials, mainstream peace concepts across the curriculum, and promote innovative, technology-based pedagogical approaches. Communication efforts need to be intensified through organized Information Communication Education IEC campaigns, increased utilization

of social media and advocacy platforms, and active student participation in peace-related activities [14]. Feedback from stakeholders needs to be systematically collected and utilized to further develop peace education communication strategies. Lastly, schools should institute a strong system of monitoring and evaluation with measurable indicators, regular review, and documentation of findings. Research on peace education should further be promoted to provide data-driven findings that guide continuous improvement. Through these areas, schools in Bataan can effectively improve the institutionalization of peace education, thus promoting the objectives of Executive Order No. 570 and a culture of peace in the educational system and the broader community.

Future researchers may consider expanding the scope of this study by including private secondary schools or other provinces to allow for comparative analysis of peace education implementation across different educational settings. It is also recommended that future studies explore the perspectives of students and school administrators, not only teachers, to obtain a more comprehensive understanding of peace education practices. Moreover, qualitative or mixed-method approaches may be used to gain deeper insights into the challenges and lived experiences of stakeholders in implementing Executive Order No. 570. Lastly, future research may focus on the development and evaluation of specific intervention programs or training modules aimed at strengthening the institutionalization of peace education in basic education

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