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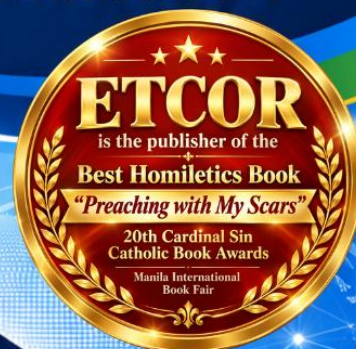
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Project PEACE (Peace Education Activities for Contextualized Values Education)

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Abstract

Aim: This study evaluated the implementation and effectiveness of Project PEACE (Peace Education Activities for Contextualized Values Education) in enhancing learners' peace competencies and character values. Specifically, it examined learners' pre-test and post-test peace competency scores across four domains: personal awareness, relational awareness, community awareness, and national and global awareness; determined whether a statistically significant difference existed between the pre-test and post-test scores; and explored learners' and teachers' experiences and insights regarding the project's implementation.

Methodology: The study employed a descriptive-evaluative mixed-methods research design using a convergent parallel approach. Participants included 120 Grade 6 learners and 15 Values Education and Homeroom Guidance teachers from public elementary schools in District 8, City Schools Division of Biñan. Quantitative data from pre-test and post-test assessments were analyzed using means, standard deviations, and a paired-samples t-test. Qualitative data from learners and teachers were analyzed through coding, thematic analysis, and content analysis to identify their experiences, reflections, and insights regarding Project PEACE.

Results: The findings indicated a statistically significant improvement in learners' peace competencies following the implementation of Project PEACE ($t(119) = 31.42, p < .001$). The overall mean percentage score increased from 72.85% (SD = 4.12), classified as Did Not Meet Expectation, to 92.40% (SD = 3.15), classified as Outstanding. Qualitative analysis identified three major themes: enhanced conflict resolution and emotional self-regulation, heightened empathy and peer solidarity, and the recognition of schools as protective spaces.

Conclusion: Project PEACE provides a structured approach to contextualizing peace education and values formation within routine classroom and homeroom guidance activities. Its integration of experiential learning, reflection, and collaborative activities offers a practical framework for promoting peaceful relationships, responsible behavior, and safe and inclusive learning environments. Continued implementation and evaluation may help schools strengthen peace education practices and support learners' social and emotional development.

Keywords: contextualized values education, peace education, schools as zones of peace

INTRODUCTION

Education serves purposes beyond academic achievement. It also plays an essential role in developing learners' values, social and emotional competencies, ethical judgment, and capacity to participate responsibly in society. In diverse educational settings, learners must develop not only an understanding of respect, fairness, empathy, and responsibility but also the ability to apply these values when interacting with others, managing disagreements, and making decisions that affect their peers and communities. Peace education therefore represents an important dimension of holistic education because it connects knowledge and values with the practical competencies required to establish and sustain peaceful relationships.

At the international level, education for peace has increasingly been framed as a comprehensive process that integrates human rights, inclusion, intercultural understanding, democratic participation, and sustainable development into teaching and learning. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023), through its Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development, emphasized the importance of developing



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the knowledge, values, attitudes, and competencies needed to promote peace and respect human dignity. UNESCO (2024) likewise highlighted the contribution of social and emotional learning to learners' well-being, positive relationships, inclusion, and constructive participation. Complementing these policy perspectives, the United Nations Children's Fund (UNICEF, 2024) emphasized the importance of inclusive, child-centered, and context-responsive approaches that enable children and young people to participate meaningfully in peacebuilding.

These perspectives establish an important pedagogical consideration: peace education requires more than communicating desirable values or teaching learners to identify appropriate behavior. Learners need structured opportunities to interpret social situations, recognize their emotions, consider different perspectives, communicate respectfully, and practice nonviolent responses to disagreement. However, the selection and implementation of these learning experiences must be responsive to learners' developmental needs, classroom relationships, school conditions, and cultural contexts. Consequently, the design of a peace education program should consider both the competencies that learners are expected to develop and the instructional processes through which these competencies can be explored and practiced.

International empirical research provides further support for examining peace-related learning through both learner outcomes and implementation experiences. Cipriano et al. (2023), in a meta-analysis of universal school-based social and emotional learning interventions, synthesized findings from 424 studies across 53 countries involving 575,361 students. The analysis associated participation in these interventions with improvements in social-emotional skills, attitudes, behavior, peer relationships, school climate and safety, and other educational outcomes. Nevertheless, the authors also reported variation associated with intervention content, context, implementation features, and quality. These findings suggest that the potential value of social-emotional and peace-oriented instruction should be considered alongside the conditions under which activities are designed and implemented. They also caution against assuming that an intervention will produce identical outcomes across different educational settings.

In the Philippine basic education system, peace education is supported by DepEd Order No. 032, s. 2019, which established the National Policy Framework on Learners and Schools as Zones of Peace. The policy emphasizes respect for human rights, child and learner-centeredness, shared responsibility for education and protection, inclusivity, conflict sensitivity, and school-based management. It provides a policy foundation for establishing safe and supportive learning environments in which education contributes to peacebuilding. In addition, DepEd Memorandum No. 001, s. 2024, on the implementation of Catch-Up Fridays provides an opportunity to integrate Peace and Values Education into school learning activities through themes progressing from personal awareness to relational awareness, community awareness, and national and global awareness. Together, these policy directions establish a basis for developing learning experiences that connect personal values and interpersonal conduct with community participation and broader social responsibility (Department of Education [DepEd], 2019, 2024).

Philippine studies also provide relevant perspectives on the implementation of peace education and values formation. Sapao and Dacles (2021) examined peace education and peace culture in a Philippine schools division, identifying curriculum integration, student-centered pedagogy, school-community partnerships, instructional materials, and institutional planning as relevant areas of implementation. More recently, Apuan and Rabago (2025) examined the experiences of Humanities and Social Sciences (HUMSS) teachers integrating peace education into the senior high school curriculum. These studies provide useful foundations for understanding peace education in Philippine schools, although their settings, participants, and research purposes differ from those of the present study.

Despite these contributions, three related concerns warrant further investigation in the context of Project PEACE. First, an empirical gap concerns the need for context-specific evidence describing learners' peace competency scores before and after the implementation of a localized instructional program and documenting how participating learners and teachers experience its implementation. The literature cited above provides relevant evidence about peace education, social-emotional learning, and school culture, but it does not establish the outcomes or experiences associated with Project PEACE in District 8, City Schools Division of Biñan. Second, a pedagogical gap concerns the practical organization of policy-aligned themes, participatory learning activities, guided reflection, and assessment within a coherent instructional sequence. Existing literature supports these general approaches, but their integration into a specific program must be described and examined in relation to the program's actual objectives and implementation. Third, a contextual gap concerns the need to adapt established peace education principles to the experiences, developmental needs, classroom situations, and institutional conditions of the participating schools. International and Philippine approaches provide important foundations, but their suitability for a particular setting cannot be assumed without contextualization.



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These gaps should not be interpreted as evidence that comparable peace education programs do not exist. Rather, they identify a specific need to document and evaluate the implementation of a locally contextualized program using evidence appropriate to the research design. The available manuscript materials do not establish baseline rates of conflict, deficient peace competencies, or other local indicators for District 8. Accordingly, the present study frames its rationale as an identified instructional and evaluation need rather than claiming a documented local deficiency that has not been established by school records or preliminary assessment data.

To address this need, the study examines Project PEACE (Peace Education Activities for Contextualized Values Education), a structured instructional program organized around four quarterly themes: personal awareness, relational awareness, community awareness, and national and global awareness. The program incorporates activities such as Peaceful World Collage, Perspective-Taking Role-Play, Think-Pair-Share, and Guided Reflection Journaling. These activities are intended to provide opportunities for learners to examine personal values, consider others' perspectives, communicate with peers, reflect on decisions, and explore peaceful responses to disagreements. Their design draws on the principles of social interaction, experiential learning, and reflective thinking while remaining aligned with the policy direction on Learners and Schools as Zones of Peace.

The present study contributes to educational practice by examining the implementation of these activities within a defined school context and by bringing together quantitative and qualitative evidence. The quantitative component examines pre-intervention and post-intervention peace competency assessment scores, while the qualitative component explores participating learners' and teachers' experiences, reflections, and insights regarding implementation. Integrating these two forms of evidence provides a basis for describing observed score changes alongside participants' accounts of the learning process. Because the study's design and available measures determine the scope of permissible conclusions, changes in assessment scores will be interpreted as observed differences rather than definitive proof that Project PEACE alone caused the outcomes.

The pedagogical contribution of the study lies in documenting how established peace education principles can be organized into a structured, context-responsive instructional program. Its practical contribution is to provide teachers and school leaders with evidence that may inform activity selection, classroom facilitation, learner assessment, and program refinement. Its potential contribution to curriculum development and teacher professional learning lies in identifying implementation experiences and instructional considerations that can guide future adaptations. Through this approach, the study seeks to contribute context-specific evidence on the implementation of peace education while recognizing that further research in other settings is needed to determine the transferability of its findings.

Review of Related Literature and Studies

The following review of related literature and studies is organized thematically and integrates recent international and Philippine literature. It connects peace education with values formation, contextualized curriculum, experiential pedagogy, social-emotional learning, conflict resolution, and the development of a positive school culture.

Peace Education as a Foundation for Values Formation

Peace education is increasingly understood as a comprehensive educational process that develops the knowledge, values, attitudes, and competencies necessary for peaceful coexistence. It encompasses respect for human dignity, empathy, fairness, inclusion, cooperation, dialogue, and the nonviolent management of disagreements. This perspective distinguishes peace education from instruction that focuses exclusively on the absence of conflict. A culture of peace also requires constructive relationships, equitable participation, and environments in which individuals can express differences without resorting to violence or exclusion.

UNESCO's (2023) *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development* provides a contemporary policy foundation for this perspective. It encourages education systems to integrate peace, human rights, intercultural understanding, inclusion, democratic participation, and sustainable development across curricula and educational practices. The recommendation is significant because it situates peace education within a broader framework of human development and responsible citizenship rather than treating it as an isolated subject.

However, policy recommendations establish desired educational directions rather than demonstrating that particular instructional activities produce specific learner outcomes. Their practical implications therefore need to be examined through research on instructional implementation and learner development. For Project PEACE, this distinction supports the use of structured activities in which learners can explore values through concrete situations, dialogue, collaboration, and reflection. Respect may be examined through listening to differing opinions, fairness

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through collaborative decision-making, and responsibility through consideration of how individual actions affect others. These activities provide opportunities to connect conceptual understanding with practical application, although the extent to which learners demonstrate the intended competencies must be determined through appropriate assessment.

Contextualized Values Education and Culturally Responsive Curriculum

Contextualized values education recognizes that learners encounter values and social relationships within particular family, cultural, linguistic, and community settings. Although principles such as human dignity, fairness, inclusion, and nonviolence provide a shared foundation, the situations through which learners understand and practice these principles may differ. Instruction therefore needs to connect educational concepts with familiar experiences while respecting individual differences and avoiding assumptions that all learners interpret social situations in the same way.

Arystanbek et al. (2026) emphasized the importance of contextualizing positive peace education within the circumstances in which learners and educators live. This perspective challenges the assumption that a single set of activities can be transferred unchanged across educational settings. Contextualization requires attention to local relationships, institutional conditions, learner participation, and the relevance of instructional examples. It also requires teachers to ensure that activities remain inclusive and developmentally appropriate.

The relevance of this literature to Project PEACE lies in the distinction between adopting general peace education principles and translating them into classroom practice. The four quarterly themes—personal awareness, relational awareness, community awareness, and national and global awareness—provide an organizing sequence through which learners can examine values at increasingly broader levels of social interaction. Activities can be adapted to familiar situations, such as misunderstandings among classmates, cooperation during group tasks, responsibility for shared spaces, and respectful engagement with people whose experiences or perspectives differ from their own.

Nevertheless, contextual relevance should not be equated automatically with instructional effectiveness. An activity may be familiar and engaging without necessarily producing measurable changes in a learner competency. Accordingly, the contextualization of Project PEACE should be understood as a design principle, while its implementation and assessment results provide the evidence needed to evaluate the program in the participating setting.

Experiential and Participatory Pedagogies in Peace Education

Values such as empathy, cooperation, respect, and responsibility involve interpretation, judgment, and action. Learners may be able to define these values without consistently applying them in interpersonal situations. Experiential and participatory pedagogies address this instructional challenge by providing structured opportunities to engage with situations, consider alternative responses, communicate with others, and reflect on the consequences of decisions.

Saleh et al. (2025), in a qualitative case study involving three high schools in Yogyakarta, Indonesia, examined how educators and students understood and implemented peace education in relation to nonviolent conflict resolution and inclusive learning environments. Their study provides a perspective on the experiences of stakeholders involved in peace education implementation. Because the study focused on qualitative accounts within specific school settings, its contribution differs from that of intervention studies designed to quantify changes in learner outcomes. It is useful for understanding implementation and stakeholder perspectives, but its findings should not be treated as direct evidence of the effects of Project PEACE in Philippine elementary schools.

The distinction between implementation experiences and measured outcomes is important in designing the present study. Qualitative accounts can explain how learners and teachers experienced activities, what aspects they considered meaningful, and what difficulties arose during implementation. Pre-test and post-test assessment scores, meanwhile, can describe changes in the measured competencies. Neither form of evidence substitutes for the other: favorable participant experiences do not establish measurable improvement, and score changes alone do not fully explain how learners experienced the instructional process.

Project PEACE incorporates four participatory activities that reflect these pedagogical considerations. Peaceful World Collage gives learners an opportunity to represent and discuss their understanding of peace. Perspective-Taking Role-Play provides a structured setting for considering different viewpoints and rehearsing possible responses to interpersonal situations. Think-Pair-Share encourages learners to articulate ideas, listen to peers, and develop responses through dialogue. Guided Reflection Journaling provides an opportunity to examine experiences, consider decisions, and articulate lessons learned. These activities are intended to support participation, communication, and reflection; their educational contribution must be interpreted in relation to the program objectives, implementation records, assessment evidence, and qualitative accounts.



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Social and Emotional Learning as a Related Foundation

Social and emotional learning (SEL) provides a complementary framework for understanding the personal and interpersonal competencies associated with peaceful relationships. SEL commonly includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are relevant to peace education because learners need to recognize their emotions, manage frustration, understand other people's perspectives, communicate constructively, and consider the consequences of their actions.

Cipriano et al. (2023) conducted a meta-analysis of universal school-based SEL interventions involving 424 studies from 53 countries and 575,361 students. The review reported improvements associated with participation in SEL interventions across several outcomes, including social-emotional skills, attitudes, behavior, peer relationships, school climate and safety, school functioning, and academic achievement. It also identified variation in outcomes associated with intervention content, implementation features, context, and implementation quality. The breadth of the evidence strengthens the case for examining social-emotional competencies in educational settings while underscoring the importance of attending to program design and implementation.

The findings provide an empirical rationale for including opportunities for emotional awareness, perspective-taking, constructive communication, and responsible decision-making in Project PEACE. However, SEL and peace education are related rather than identical constructs. SEL offers a competency-oriented perspective, whereas peace education also addresses human rights, inclusion, nonviolence, shared responsibility, and the social conditions necessary for peaceful coexistence. Their integration in Project PEACE is therefore intended to connect individual and interpersonal competencies with a wider commitment to peaceful school and community relationships.

The literature also supports the use of complementary evaluation approaches. Quantitative assessment can indicate whether scores on the selected peace competency instrument differ before and after implementation. Qualitative interviews can help describe participants' experiences of emotional reflection, peer interaction, and classroom activities. The present study can therefore examine both measured score patterns and participants' perspectives without assuming that either source of evidence fully explains the other.

Positive School Climate, Relationships, and a Culture of Peace

A culture of peace requires consistency between the values promoted through instruction and the relationships and practices experienced throughout the school. Learners may find it difficult to understand the practical meaning of respect, fairness, and inclusion when classroom interactions involve humiliation, exclusion, or inconsistent treatment. Peace education consequently involves more than individual lessons; it is also related to communication practices, classroom expectations, school leadership, and opportunities for learners to participate in decisions affecting them.

Sapao and Dacles (2021), in *Peace Education and Peace Culture in a Philippine Schools Division*, examined structural and sociocultural factors associated with peace culture in the Schools Division of Nueva Vizcaya. The study discussed practices involving mutual agreement, democratic leadership, open communication, flexible school rules, student-centered teaching, and inclusive learning. These findings offer a Philippine perspective on the relationship between peace education and the broader educational environment.

The study is relevant to Project PEACE because it suggests that peace-oriented learning should be considered alongside the conditions in which it takes place. Classroom activities can provide opportunities to rehearse respectful communication and peaceful problem-solving, but their meaning also depends on how teachers facilitate discussion, respond to disagreements, and protect learners from humiliation or exclusion. School-level support and consistent implementation are therefore important considerations when adapting peace education activities.

At the same time, evidence concerning school culture should not be conflated with evidence concerning individual learner competencies. A supportive school environment may provide conditions conducive to peaceful interaction, but a study measuring learner assessment scores cannot independently establish a school-wide transformation in culture. Project PEACE must therefore distinguish individual assessment outcomes from broader institutional aspirations, including the development of a culture of peace and the institutionalization of Learners and Schools as Zones of Peace.

Philippine Values Education and the Development of Core Values

Values education in Philippine basic education provides a national foundation for connecting personal conduct, interpersonal relationships, environmental responsibility, and civic participation. The Department of Education's four core values—Maka-Diyos, Makatao, Makakalikasan, and Makabansa—provide an organizing framework for discussing responsibility toward oneself, other people, the environment, and the nation. Peace education can complement these

values by providing learning experiences through which learners examine empathy, fairness, inclusion, cooperation, dialogue, and nonviolent responses to disagreements.

Garcia and Bual (2022), in their study of awareness and practice of public school core values among junior high school students in Northern Negros Occidental, investigated learners' understanding and practice of the four core values. Their work provides a Philippine research perspective on the distinction between knowing values and applying them in everyday life. This distinction is particularly relevant to Project PEACE because learners' ability to identify desirable behaviors does not necessarily establish that they consistently demonstrate those behaviors during peer interactions.

The instructional implication is that values education should create opportunities for learners to discuss ethical and interpersonal situations, examine alternative responses, and reflect on their decisions. Within Project PEACE, Makatao may be connected with empathy, respectful communication, and inclusion; Makabansa may be explored through responsible citizenship and cooperation; Makakalikasan may be addressed through shared responsibility for the environment and common spaces; and Maka-Diyos may be explored, in accordance with the applicable curriculum, through conscience, compassion, integrity, and responsible choices. These are proposed instructional connections, not exhaustive or exclusive definitions of the DepEd core values.

Gozum et al. (2023), in their discussion of ecumenism and interreligious dialogue in Philippine peace education, further highlighted the relevance of dialogue across religious traditions to peaceful relationships. This perspective reinforces the importance of respecting diversity and creating opportunities for learners to consider different viewpoints without marginalizing their cultural or religious backgrounds. Activities should therefore be designed to promote dignity, respectful participation, and constructive dialogue while remaining consistent with curriculum requirements and child-protection principles.

Taken together, these Philippine perspectives support the integration of values formation and peace-oriented activities. However, the studies address different populations, settings, and constructs. Their findings provide contextual and conceptual foundations for the present study rather than direct evidence that Project PEACE will produce particular assessment outcomes. The present investigation contributes by documenting the program's implementation and examining its measured learner outcomes and participants' experiences in the participating schools.

Synthesis and Research Gap

The reviewed literature establishes several complementary foundations for peace education. UNESCO (2023) provides a policy basis for integrating peace, human rights, inclusion, and responsible participation into educational practice. Arystanbek et al. (2026) emphasizes contextual responsiveness, while Saleh et al. (2025) highlights the importance of examining how peace education is understood and implemented by educational stakeholders. Cipriano et al. (2023) provides broad empirical evidence concerning school-based social and emotional learning and also identifies variation associated with implementation and context. In the Philippine setting, Sapao and Dacles (2021), Garcia and Bual (2022), and Gozum et al. (2023) provide perspectives on peace culture, school-community conditions, values practice, and dialogue across religious traditions.

Although these sources converge on the importance of contextualized instruction, participation, social-emotional competencies, and supportive educational environments, they do not address precisely the same research questions. Policy documents establish principles and directions; qualitative studies describe stakeholder experiences and implementation conditions; and intervention syntheses examine outcomes across a range of programs and settings. These differences matter when determining what the literature supports and what remains to be investigated. In particular, evidence from broad SEL interventions cannot automatically be treated as evidence of the effectiveness of a particular peace education program, and findings from other Philippine divisions or international school settings cannot establish the outcomes of Project PEACE in District 8, City Schools Division of Biñan.

The specific gap addressed by the present study is therefore contextual and evaluative. It concerns the need to document the implementation of a structured, locally contextualized peace education program and examine both changes in learners' peace competency assessment scores and the experiences of participating learners and teachers. The program organizes activities around four quarterly themes—personal awareness, relational awareness, community awareness, and national and global awareness—while incorporating collage-making, role-play, collaborative discussion, and guided reflection. Its contribution is not the invention of these pedagogical approaches individually, but their organization within a policy-aligned instructional sequence and their examination through complementary quantitative and qualitative evidence.



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The quantitative component describes pre-test and post-test score patterns on the study's peace competency assessment. The qualitative component examines participants' accounts of the implementation process, including their experiences, reflections, and perceived learning. Integrating these sources allows the study to consider measured score changes alongside participants' explanations and experiences, while recognizing that qualitative perceptions cannot independently establish improvement and pre-test/post-test differences do not, by themselves, demonstrate causation.

Accordingly, the study contributes context-specific evidence about the implementation of Project PEACE rather than proof that the program is universally effective or entirely unprecedented. Its findings may inform instructional refinement, teacher facilitation, assessment practices, and future research in comparable educational settings. Further studies using larger or more diverse samples, comparison groups where appropriate, and follow-up assessments may be needed to investigate the durability, transferability, and broader educational implications of the program.

Theoretical Framework

This study is anchored in three complementary educational perspectives: Social Constructivist Theory (Vygotsky, 1978), Experiential Learning Theory (Kolb, 1984), and Reflective Thought and Moral Education (Dewey, 1933). These perspectives provide a pedagogical explanation of how learners may explore peace-related values, participate in structured learning experiences, and reflect on the ethical and interpersonal implications of their actions. Each theory addresses a different but interconnected aspect of learning: social interaction, experience-based learning, and reflective judgment.

Social Constructivist Theory

Social Constructivist Theory, associated with Vygotsky (1978), emphasizes the role of social interaction and the sociocultural context in learning and development. From this perspective, learners develop understanding through interaction with others, participation in meaningful activities, and engagement with language and culturally situated experiences. Learning is therefore not limited to the individual acquisition of information; it also involves opportunities to articulate ideas, consider alternative perspectives, and develop understanding through dialogue and collaboration.

This perspective is relevant to Project PEACE because peace-related values are practiced and interpreted within social relationships. Respect, empathy, cooperation, and responsible communication become meaningful when learners encounter situations requiring them to listen to others, explain their viewpoints, negotiate differences, and consider the consequences of their responses. Perspective-Taking Role-Play and Think-Pair-Share provide structured opportunities for such interaction. Through these activities, learners can examine alternative responses to interpersonal situations and participate in guided discussions about peaceful behavior.

Social constructivism consequently informs the collaborative dimension of Project PEACE. It supports the use of activities in which learners communicate, listen, and consider different perspectives rather than relying exclusively on teacher explanation. In interpreting the study's findings, this perspective provides a basis for examining participants' accounts of peer interaction, collaborative learning, and classroom dialogue. However, the theory does not establish that every collaborative activity will improve peace competencies; the observed outcomes must be evaluated using the study's assessment data and qualitative evidence.

Experiential Learning Theory

Experiential Learning Theory, developed by Kolb (1984), conceptualizes learning as a process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. The framework emphasizes the relationship between engaging in an experience, reflecting on it, developing an understanding of what it means, and applying that understanding to subsequent situations.

This perspective provides a rationale for the experiential components of Project PEACE. Peaceful World Collage allows learners to express and discuss their understanding of peace through a concrete learning task. Perspective-Taking Role-Play enables learners to explore interpersonal situations and rehearse possible responses. Think-Pair-Share provides opportunities to articulate ideas and compare interpretations, while Guided Reflection Journaling allows learners to examine experiences and consider what they might do in similar situations.

Within this framework, participation in an activity represents an initial learning experience rather than evidence of mastery. Reflection provides an opportunity to examine the experience, while discussion and teacher facilitation can help learners connect specific situations with broader principles such as fairness, empathy, responsibility, and nonviolence. Subsequent opportunities to apply these principles in classroom interactions may support the transfer of

learning, although such transfer must be established through appropriate evidence rather than assumed from activity completion alone.

Experiential Learning Theory therefore informs the selection and sequencing of participatory activities in Project PEACE. It also provides an interpretive lens for examining how learners and teachers describe the activities, the reflections they generate, and the ways participants perceive their relevance to everyday interactions. The theory supports the pedagogical rationale for the intervention but does not independently demonstrate its effectiveness.

Reflective Thought and Moral Education Theory

Dewey's (1933) work on reflective thought provides a third foundation for Project PEACE. Reflective thinking involves examining experiences, considering relevant information, evaluating possible explanations or courses of action, and arriving at reasoned judgments. In educational settings, reflection can help learners move beyond immediate reactions by considering why a situation occurred, how different responses may affect others, and what principles should guide future decisions.

This perspective is particularly relevant to peace and values education because peaceful behavior frequently requires learners to consider competing perspectives, recognize the consequences of their actions, and evaluate alternative responses to disagreement. Guided Reflection Journaling is intended to provide an opportunity for learners to examine their experiences and articulate lessons related to respect, responsibility, empathy, and peaceful problem-solving. Teacher-guided discussions may further help learners consider the implications of their decisions without humiliating, stigmatizing, or unnecessarily penalizing them for expressing uncertainty.

Reflective activities should be distinguished from simply asking learners to repeat approved moral statements. Their pedagogical purpose is to encourage thoughtful consideration of situations, reasons, consequences, and possible actions. Reflection also needs to be developmentally appropriate and sensitive to learners' privacy. Learners should not be required to disclose sensitive personal experiences to demonstrate participation in peace education.

In Project PEACE, reflective thought informs the use of guided questions, journal activities, and discussions that encourage learners to explain their reasoning and consider constructive responses to interpersonal challenges. It also provides a basis for examining qualitative accounts of what learners and teachers found meaningful during implementation. Where the assessment instrument measures peace competencies, reflective thought helps explain the intended learning process; it should not be treated as a separately measured outcome unless the instrument or qualitative analysis specifically addresses it.

Integration of the Three Theoretical Perspectives

The three theoretical perspectives are complementary because they explain different dimensions of the learning process underlying Project PEACE. Social constructivism explains how interaction and dialogue create opportunities for learners to develop understanding. Experiential learning explains how structured activities provide experiences that can be examined, interpreted, and applied. Reflective thought explains how learners can consider the meaning and consequences of those experiences and develop reasoned responses to interpersonal and ethical situations.

Together, the perspectives provide a coherent pedagogical sequence. Learners participate in an activity or encounter a social situation; interact with peers and teachers to consider different perspectives; reflect on the experience and its consequences; and explore how the resulting understanding may inform future behavior. For example, during Perspective-Taking Role-Play, learners engage with a simulated disagreement, consider the perspectives of the people involved, discuss alternative responses, and reflect on the implications of their choices. This sequence illustrates how the three perspectives can work together without assuming that learning necessarily progresses in a fixed or identical manner for every learner.

The integration of these theories informs the design of Project PEACE in three ways. First, it supports participatory activities that enable learners to communicate and collaborate. Second, it supports the use of concrete experiences followed by guided discussion and reflection. Third, it supports the examination of learners' reasoning and reported experiences alongside the quantitative assessment of peace competencies. The theories thus provide a rationale for both the instructional approach and the use of complementary forms of evidence.

Relationship Between the Theoretical Framework and Research Design

The theoretical framework guides the interpretation of the study but does not replace the operational definitions of the constructs, the assessment instrument, or the analytical procedures described in the methodology. The quantitative component examines differences between pre-intervention and post-intervention peace competency

assessment scores. These scores provide evidence about the competencies actually measured by the instrument. The qualitative component examines participating learners' and teachers' experiences, reflections, and insights regarding the implementation of Project PEACE.

Social constructivism informs the interpretation of accounts concerning dialogue, collaboration, and peer interaction. Experiential learning informs the examination of experiences associated with the program activities and opportunities for reflection and application. Dewey's reflective thought informs the interpretation of accounts concerning the examination of decisions, consequences, and peaceful responses to interpersonal situations. These theoretical connections can guide qualitative coding and interpretation, while allowing additional themes to emerge from participants' accounts rather than forcing all findings into predetermined categories.

The relationship between the assessment instrument and the program's quarterly themes must also be made explicit. The four quarterly themes—personal awareness, relational awareness, community awareness, and national and global awareness—organize the implementation of Project PEACE. They should not automatically be presented as four measured assessment domains unless the instrument actually measures those constructs. The manuscript's methodology identifies Personal Awareness, Relational Awareness, Conflict Resolution, and Zone of Peace Awareness as assessment domains. If these are the domains represented in the final validated instrument, they should remain the reported measurement constructs, with a documented explanation of how the quarterly themes and activities relate to them. This mapping must be checked against the actual assessment items and scoring procedures before final submission.

The quantitative and qualitative findings will be interpreted together to provide a more complete description of the intervention. Where assessment scores change, qualitative accounts may help explain how participants experienced the activities, but such accounts cannot establish the cause of the changes. Where participants report positive experiences, those reports may indicate perceived relevance or acceptability but should not be treated as substitutes for measured outcomes. This distinction preserves the alignment between the theoretical framework, the mixed-methods design, and the conclusions that the available evidence can support.

Overall, the three theories establish the pedagogical rationale for Project PEACE: learners are provided with opportunities to construct understanding through interaction, engage in structured experiences, and reflect on the ethical and interpersonal implications of their actions. The study examines how this approach was implemented and what the available quantitative and qualitative evidence reveals about learner assessment outcomes and participant experiences in the participating educational context.

The study is also anchored on DepEd Order No. 032, s. 2019 or the National Policy Framework on Learners and Schools as Zones of Peace which is anchored on the following principles: respect for human rights; child and learner-centeredness; education, protection, and peacebuilding as a shared responsibility of all stakeholders; inclusivity; conflict sensitivity; and school-based management.

Respect for Human Rights. Human rights shall be respected at all times. Respect for human rights, as a universally recognized element in creating a culture of peace, shall be inculcated not only among learners but also among all internal and external stakeholders.

Child and learner-centeredness. At all times, the human rights and best interest of children, and utmost respect for their dignity, shall be the primary consideration in any decision-making that affects their development and welfare.

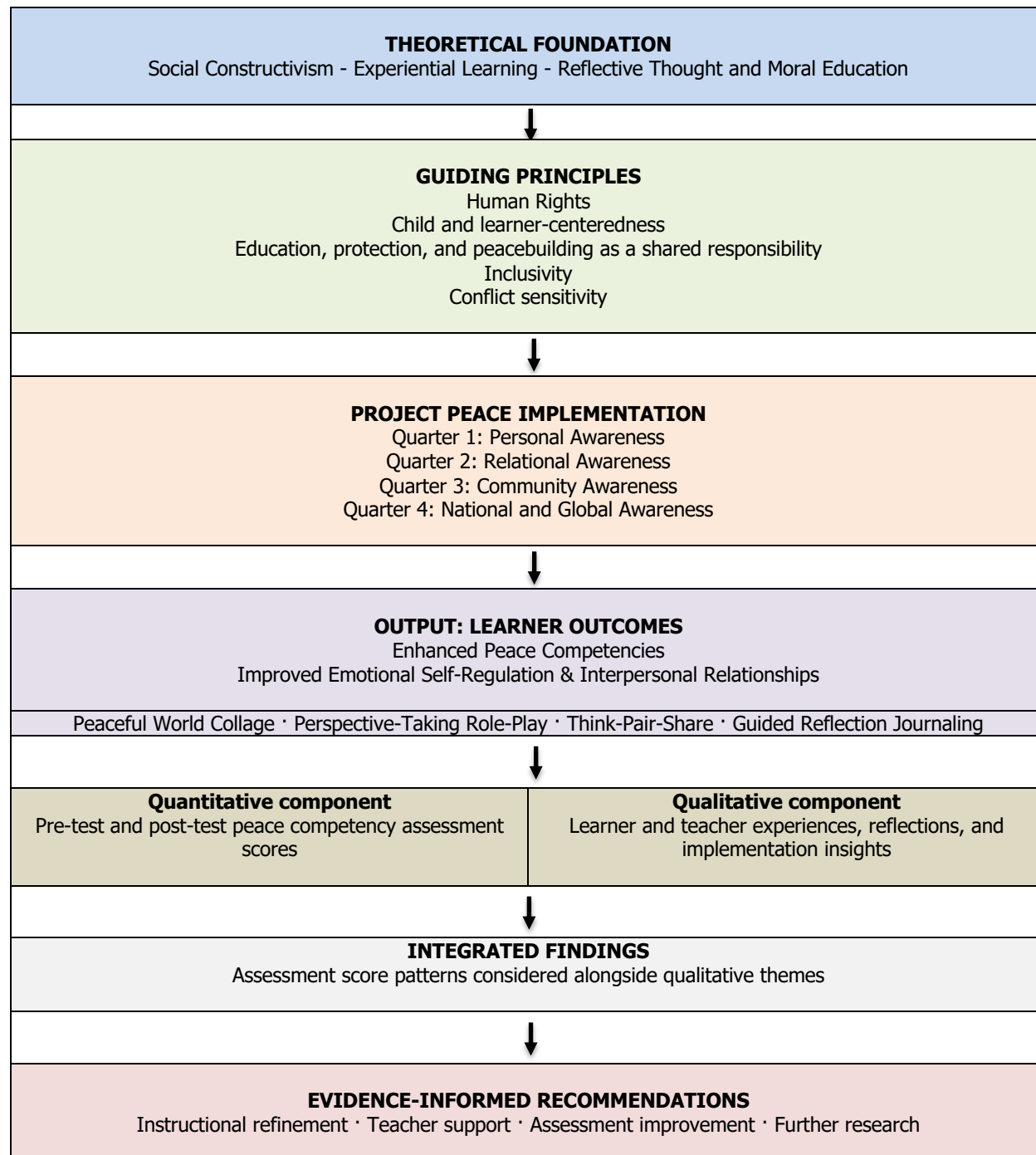
Education, protection, and peacebuilding as a shared responsibility. Education is a shared responsibility among stakeholders, including school systems, local government units, parents, and civil society organizations. The protection of learners, personnel, and schools, and the long-term task of peacebuilding is also a shared responsibility which is crucial in the establishment of the school as a Zone of Peace.

Inclusivity. In promoting and advancing the rights of all learners to quality basic education and protection, DepEd shall consider and respond to the needs, capacities, and contexts of learners and communities at all times. This shall be done through extending adequate and appropriate education and support for all types of learners, regardless of where they are, their skills and interests, socio-economic, cultural and ethnolinguistic background, religious and political views, sex and gender, and physical and psychological condition.

Conflict sensitivity. DepEd processes, systems, and programs shall be conflict sensitive. Interventions toward ensuring continuity of quality education and protection of schools, learners, and school personnel shall be formulated based on an adequate analysis of the conflict situation. They shall take into account the nature and dynamics of local conflicts, their vulnerability and exposure to conflicts, availability of resources, and existing partnerships and linkages.

Figure 1

Framework for Project PEACE (Peace Education Activities for Contextualized Values Education)



Statement of the Problem

Despite policy initiatives promoting peace education, learner protection, and values formation, translating these policies into consistent, contextualized, and measurable classroom practices remains an important educational challenge. Teachers need developmentally appropriate instructional activities that enable learners to apply peace-related values to personal experiences, interpersonal relationships, community responsibilities, and broader national and global concerns. Schools also need a systematic approach to organizing peace education activities, supporting teacher implementation, engaging relevant stakeholders, and assessing learner outcomes.

In the Philippine basic education context, the National Policy Framework on Learners and Schools as Zones of Peace and the implementation of Catch-Up Fridays provide policy foundations for integrating peace and values education into school activities. However, the practical implementation of these policies requires instructional approaches that connect peace-related principles with learners' everyday experiences and provide opportunities for active participation, reflection, dialogue, and peaceful conflict resolution. The extent to which contextualized activities support the development of learners' peace competencies must be examined through systematic evaluation rather than assumed from policy alignment alone.

Project PEACE (Peace Education Activities for Contextualized Values Education) was implemented to provide a structured approach to peace education through activities organized around personal awareness, relational awareness, community awareness, and national and global awareness. Evaluating the project required quantitative assessment of learners' peace competency scores before and after implementation, together with qualitative exploration of the experiences and insights of learners and teachers who participated in the program.

Accordingly, the study evaluated the implementation and effectiveness of Project PEACE in the participating schools in District 8, City Schools Division of Biñan. It examined changes in learners' peace competency scores, determined whether a statistically significant difference existed between pre-test and post-test scores, and explored the experiences of learners and teachers during implementation. The findings were intended to inform recommendations for improving contextualized peace education practices and supporting the development of safe, inclusive, and peaceful learning environments.

Research Objectives

General Objective

To evaluate the implementation and effectiveness of Project PEACE (Peace Education Activities for Contextualized Values Education) in developing learners' peace competencies in the participating public elementary schools in District 8, City Schools Division of Biñan.

Specific Objectives

Specifically, the study aimed:

1. To determine the pre-test and post-test peace competency scores of learners across four domains: personal awareness, relational awareness, community awareness, and national and global awareness.
2. To determine whether a statistically significant difference exists between learners' pre-test and post-test peace competency scores following the implementation of Project PEACE.
3. To explore the experiences, reflections, and insights of learners and teachers regarding the implementation of Project PEACE.
4. To formulate evidence-informed pedagogical and policy recommendations for sustaining and improving contextualized peace education initiatives in the participating schools and the division.

Research Questions

This study sought to answer the following questions:

1. What are the pre-test and post-test peace competency scores of learners in terms of:
 - 1.1. personal awareness
 - 1.2. relational awareness
 - 1.3. community awareness
 - 1.4. national and global awareness?
2. Is there a statistically significant difference between learners' pre-test and post-test peace competency scores following the implementation of Project PEACE?



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3. How do learners and teachers describe their experiences, reflections, and insights regarding the implementation of Project PEACE?
4. What pedagogical and policy recommendations may be formulated from the integrated quantitative and qualitative findings to improve contextualized peace education practices?

Hypothesis

The following null hypothesis was tested at the 0.05 level of significance:

H0: There is no statistically significant difference between learners' mean pre-test and post-test peace competency scores following the implementation of Project PEACE.

METHODOLOGY

Research Design

The study employed a descriptive-evaluative mixed-methods research design using a convergent parallel approach. The quantitative component utilized a single-group pre-test-post-test pre-experimental design to examine changes in learners' peace competency scores following the implementation of Project PEACE (Peace Education Activities for Contextualized Values Education). The qualitative component explored the experiences, reflections, and insights of learners and teachers regarding the implementation of the project through semi-structured interviews.

Quantitative data were analyzed using descriptive statistics and a paired-samples t-test, while qualitative data were analyzed using thematic analysis. The two components were integrated to provide a more comprehensive understanding of changes in learners' peace competency scores and participants' experiences during implementation. The findings from both components served as the basis for developing pedagogical and policy recommendations.

Participants and Sampling

The study was conducted in two public elementary schools in District 8, City Schools Division of Biñan, Laguna, Philippines, during 2025. The quantitative participants comprised 120 Grade 6 learners, while the teacher participants comprised 15 Values Education and Homeroom Guidance teachers who directly facilitated Project PEACE activities. Total population sampling was employed for the identified learner and teacher populations. The study aimed to include all eligible Grade 6 learners and teacher-implementers within the defined populations. For the qualitative component, learners and teachers who participated in Project PEACE were invited to provide information about their experiences, reflections, and insights regarding implementation.

Research Instruments

The study employed two primary research instruments: a Peace Competency Assessment for the quantitative component and a semi-structured interview guide for the qualitative component.

Peace Competency Assessment. The quantitative instrument consisted of a 100-point assessment aligned with the peace education themes of DepEd Memorandum No. 001, s. 2024, on the implementation of Catch-Up Fridays, and DepEd Order No. 032, s. 2019, establishing the National Policy Framework on Learners and Schools as Zones of Peace. The instrument was used to assess learners' peace competencies before and after the implementation of Project PEACE.

The instrument was researcher-developed and underwent content validation by a panel of three educational experts, obtaining a Content Validity Index (CVI) of 0.92. The instrument also reportedly demonstrated a reliability coefficient of 0.88.

The score classifications used in this study were reviewed against the Department of Education's DepEd Order No. 8, s. 2015, entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Table 10 of the policy, on page 16, specifies the following grading descriptors: Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (below 75) (Department of Education, 2015).

Qualitative Interview Guide. A researcher-developed semi-structured interview guide was used to gather qualitative data on the experiences, reflections, and insights of learners and teachers who participated in Project PEACE. The guide was designed to elicit participants' perceptions of the implementation of the intervention, their experiences

with its peace education activities, perceived changes in learners' understanding and practice of peace-related values, challenges encountered during implementation, and recommendations for improving the program.

To establish the content relevance and clarity of the interview questions, the guide was submitted to educational experts for review. The validation process focused on the alignment of the questions with the qualitative research question and study objectives, clarity and age-appropriateness of the language, relevance to the Project PEACE context, neutrality of wording, and suitability for eliciting detailed responses about participants' experiences. Comments and recommendations from the reviewers were examined, and the interview questions were revised as appropriate before their use in data collection.

The interview guide was organized around the central qualitative research question: "How do learners and teachers describe their experiences, reflections, and insights regarding the implementation of Project PEACE?" Follow-up probes were used when necessary to clarify participants' responses and encourage them to provide concrete examples. Questions for learners were phrased in simple, age-appropriate language, while teacher questions focused on their experiences facilitating the activities, observations of learner participation, implementation challenges, and suggestions for improvement.

The interviews were intended to capture participants' perspectives rather than to establish the effectiveness of Project PEACE independently of the quantitative results. Participants' responses were analyzed thematically to identify recurring patterns of experience, perceived benefits, implementation challenges, and recommendations. These qualitative findings were subsequently interpreted alongside the quantitative results to provide a more comprehensive account of the implementation of Project PEACE.

The interview guide was validated by three experts. They independently assessed the questions for relevance, clarity, appropriateness, and alignment with Project PEACE objectives. Their feedback was incorporated to simplify learner questions, remove redundancies, clarify ambiguous wording, and add probes on implementation challenges. The revised guide was finalized after considering their recommendations.

Data Collection

Data collection took place during 2025 and involved baseline assessment, implementation of Project PEACE, and post-intervention assessment.

Pre-intervention phase: The Peace Competency Assessment was administered to participating learners before the implementation of Project PEACE to establish their baseline peace competency scores.

Intervention phase: Project PEACE was implemented through structured peace education activities aligned with the applicable Department of Education policy guidance. The activities included Peaceful World Collage, Perspective-Taking Role-Play, Think-Pair-Share, and Guided Reflection Journaling. These activities were intended to provide opportunities for learners to reflect on personal values, understand others' perspectives, cooperate with peers, and practice peaceful responses to disagreements.

Post-intervention phase: Following the intervention, the Peace Competency Assessment was administered again to measure learners' post-intervention scores. Semi-structured interviews were also conducted with participating learners and teacher-implementers to obtain qualitative accounts of their experiences and reflections.

With the required permission and informed consent, and with the assent of learner-participants and consent from their parents or legal guardians, interviews were audio-recorded with permission and/or documented through written notes. The recordings were transcribed verbatim and, where applicable, translated into English for analysis. The transcripts were reviewed against the available recordings or field notes to check their accuracy. Identifying information was removed or replaced with participant codes, such as L1, L2, and T1, to protect participants' identities. The data were used solely for the purposes described in the study's research protocol and were handled in accordance with applicable ethical requirements and the approved data-retention and disposal procedures.

The quantitative post-intervention results and qualitative interview accounts were analyzed separately and subsequently considered together to provide a more comprehensive description of learners' peace competency outcomes and participants' experiences with Project PEACE.

Data Analysis

Quantitative and qualitative data were analyzed separately before their integration.



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Quantitative analysis. Data were processed using the Statistical Package for the Social Sciences (SPSS). Means and standard deviations were computed to describe learners' pre-test and post-test peace competency scores. Mean percentage scores were used to describe performance levels according to the assessment's established scoring and interpretation procedures. A paired-samples t-test was conducted at a significance level of .05 to examine whether a statistically significant difference existed between learners' pre-test and post-test scores.

Qualitative analysis. Interview data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis framework: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This process was used to identify patterns in learners' and teachers' accounts of Project PEACE implementation.

Integration of findings. Quantitative and qualitative findings were brought together to examine areas of convergence, complementarity, and divergence. Quantitative results described changes in learners' peace competency scores, while qualitative findings provided contextual insights into participants' experiences during implementation. The integrated findings informed the development of pedagogical and policy recommendations.

Ethical Considerations

The study involved minor participants and therefore required appropriate safeguards for their rights, welfare, privacy, and voluntary participation. Informed consent was obtained from parents or guardians, and age-appropriate assent was obtained from participating learners before data collection. Adult participants were informed about the study's purpose, procedures, and intended use of the data, and their informed consent was obtained.

Participation was voluntary. Participants were informed of their right to decline participation or withdraw in accordance with the study's approved procedures. Non-participation did not result in negative consequences for learners' academic records.

Confidentiality was protected by assigning alphanumeric codes to participants and removing identifying information from research records and reports. Research records were securely stored, and access was restricted to authorized individuals. Interview recordings, transcripts, and assessment data were handled in accordance with the documented research procedures and applicable data protection requirements.

RESULTS AND DISCUSSION

Pre-Test and Post-Test Peace Competency Scores

Table 1

Pre-Test and Post-Test Peace Competency Scores

Competency Domain	Pre-Test			Post-Test			
	Mean (%)	SD (%)	Verbal Interpretation	Mean (%)	SD (%)	Verbal Interpretation	Mean Difference (%)
Personal Awareness	74.20	4.25	Did Not Meet Expectation	93.80	2.85	Outstanding	+19.60
Relational Awareness	72.50	4.10	Did Not Meet Expectation	91.50	3.20	Outstanding	+19.00
Community Awareness	71.10	4.35	Did Not Meet Expectation	90.80	3.50	Outstanding	+19.70
National and Global Awareness	73.60	3.80	Did Not Meet Expectation	93.50	3.05	Outstanding	+19.90
Composite Overall Score	72.85	4.12	Did Not Meet Expectation	92.40	3.15	Outstanding	+19.55

Note: Grading Scale & Verbal Interpretation: 90–100 = Outstanding; 85–89 = Very Satisfactory; 80–84 = Satisfactory; 75–79 = Fairly Satisfactory; Below 75 = Did Not Meet Expectation

The descriptive results indicate an increase in learners' mean peace competency scores following the implementation of Project PEACE. The composite overall mean increased from 72.85% (SD = 4.12%) before

implementation to 92.40% (SD= 3.15%) after implementation, representing a difference of 19.55 percentage points. The pre-test composite score fell within the Did Not Meet Expectation category, whereas the post-test composite score fell within the Outstanding category under the reported assessment scale.

All four competency domains also showed higher post-test means. Personal Awareness increased from 74.20% to 93.80%, Relational Awareness from 72.50% to 91.50%, Community Awareness from 71.10% to 90.80%, and National and Global Awareness from 73.60% to 93.50%. The largest descriptive mean difference was recorded in National and Global Awareness, at 19.90 percentage points.

These findings suggest that learners demonstrated higher assessed peace competencies after participating in Project PEACE. The pattern is consistent with UNESCO's (2023) recommendation to integrate peace, human rights, inclusion, intercultural understanding, and global citizenship into educational content and practice. The project's organization of activities around personal, relational, community, and broader social responsibilities provides a practical way to connect peace education principles with learners' classroom experiences.

Nevertheless, the descriptive differences alone do not establish that the intervention caused the observed changes or that specific psychological outcomes, such as self-confidence or emotional regulation, improved independently. Such interpretations must be supported by the corresponding assessment indicators or qualitative evidence.

Difference Between Pre-Test and Post-Test Peace Competency Scores

Table 2

Paired Samples t-Test Results for Pre-Test and Post-Test Peace Competency Scores

Variable Comparison	Mean Diff. (%)	Std. Error Mean (%)	t-value	df	p-value (2-tailed)	Decision on H0
Post-Test vs. Pre-Test Overall Score	19.55	0.6222	31.42	119	< 0.001	Reject H0

The reported paired-samples t-test indicates a statistically significant difference between pre-test and post-test peace competency scores, $t(119) = 31.42$, $p < .001$. If these values are confirmed, the null hypothesis of no difference may be rejected at the .05 significance level.

The observed difference is consistent with the broader evidence discussed by Cipriano et al. (2023), whose meta-analysis found that school-based social and emotional learning interventions were associated with positive outcomes in social-emotional competencies, attitudes, behaviors, and relationships. Because peace education and social-emotional learning share an emphasis on emotional awareness, interpersonal understanding, and constructive responses to conflict, these findings provide relevant context for interpreting the present results. However, the meta-analysis does not independently establish the effectiveness of Project PEACE.

Given the single-group pre-test-post-test design, the results demonstrate an observed difference following implementation rather than definitive proof that Project PEACE alone caused the improvement.

Learners' and Teachers Experiences During the Implementation of Project PEACE

The qualitative analysis identified three themes: enhanced conflict resolution and emotional self-regulation, heightened empathy and peer solidarity, and recognition of schools as safe zones of peace. The following discussion interprets these themes in relation to participants' accounts and relevant educational literature.

Theme 1: Enhanced Conflict Resolution and Emotional Self-Regulation. Learner and teacher accounts described the use of strategies such as pausing before reacting, expressing emotions calmly, listening to others, and engaging in peaceful dialogue. One learner reported learning to respond more calmly to teasing after participating in reflection journals and role-playing activities. A teacher similarly described how Think-Pair-Share and scenario-based activities encouraged learners to listen before reacting.



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These accounts suggest that participants perceived the activities as useful opportunities to practice emotional self-regulation and peaceful conflict resolution. The findings are consistent with Saleh et al. (2025), whose research examined the implementation of peace education in school settings and its relevance to nonviolent conflict resolution.

However, the interview excerpts establish participants' reported experiences rather than independently measured reductions in aggression or classroom incidents. Claims about changes in the frequency of arguments or physical conflicts require supporting records or additional systematic evidence.

Theme 2: Heightened Empathy and Peer Solidarity. Learners described gaining a better understanding of their classmates' experiences through collaborative activities. One participant explained that creating the Peaceful World Collage helped them recognize that classmates might experience difficulties at home, encouraging greater patience and understanding.

This account illustrates how collaborative learning activities may provide opportunities for perspective-taking and empathy. The finding is relevant to Gozum et al. (2023), whose discussion of ecumenism and interreligious dialogue in Philippine peace education emphasizes mutual understanding across different backgrounds and traditions. Although the present learner account concerns classmates' personal circumstances rather than religious differences, both contexts highlight the educational relevance of respectful engagement with others.

The findings support the value of examining learners' experiences of collaborative peace education. However, broader claims that social cliques were dismantled or that peer solidarity increased across the entire learner population should be made only if supported by sufficient evidence from the qualitative analysis.

Theme 3: Recognition of Schools as Safe Zones of Peace. Participants described a stronger understanding of the principles associated with schools as zones of peace. One learner explained that the school environment should protect learners from bullying and violence while encouraging everyone to contribute to a peaceful school community.

This account indicates awareness of learners' rights to protection and their shared responsibility for maintaining respectful relationships. It is consistent with the principles articulated in DepEd Order No. 032, s. 2019, concerning human rights, inclusion, conflict sensitivity, and the shared responsibility for peacebuilding.

The finding also relates to Sapao & Dacles (2021), whose research examined institutional and sociocultural practices associated with peace culture in Philippine schools. Open communication, inclusive learning, mutual agreement, and student-centered teaching are relevant to environments that encourage respectful interaction. Garcia and Bual (2022) likewise provide a Philippine context for examining the relationship between awareness and practice of school core values, while Gozum et al. (2023) discuss the contribution of dialogue across religious traditions to peaceful relationships.

Taken together, the qualitative findings suggest that Project PEACE provided opportunities for learners and teachers to reflect on peaceful relationships, empathy, and school safety. However, increased awareness of the principles of a zone of peace should not be equated with independently verified reductions in bullying, violence, or school safety incidents.

Conclusions

Based on the reported quantitative and qualitative findings, the following conclusions are drawn:

1. Learners' peace competency scores were higher following the implementation of Project PEACE. The composite overall mean increased from 72.85% before implementation to 92.40% after implementation, moving from the Did Not Meet Expectation to the Outstanding category under the reported assessment scale.
2. The qualitative findings indicate that participating learners and teachers described experiences related to conflict resolution, emotional self-regulation, empathy, peer understanding, and recognition of schools as safe zones of peace. These accounts suggest that structured and contextualized activities provided opportunities to discuss and practice peace-related values.
3. Project PEACE offers a potentially useful framework for organizing peace education activities around personal, relational, community, and national and global awareness. Its combination of structured activities, reflection, and collaborative learning may inform classroom practice and contextualized values education in the participating schools.
4. The findings provide a basis for further refinement and evaluation of contextualized peace education initiatives. Because the quantitative component used a single-group pre-test-post-test design without a



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control group, the results do not establish that Project PEACE alone caused the observed score changes or that the findings can be generalized to other schools without further investigation.

Recommendations

Based on the findings and subject to the limitations of the study, the following recommendations are offered:

1. For School Heads and Public Schools District Supervisors. School heads and district supervisors may consider piloting or continuing contextualized peace education activities based on the Project PEACE framework in appropriate grade levels. Any broader implementation may be guided by documented learner outcomes, implementation feasibility, teacher readiness, and subsequent evaluation.
2. For Values Education and Homeroom Guidance Teachers. Teachers may incorporate reflection journals, peace collages, perspective-taking exercises, role-playing, and collaborative discussions into relevant learning activities, provided that these strategies are appropriate to learners' developmental needs and aligned with applicable curriculum requirements.
3. For Disaster Risk Reduction and Management (DRRM) and Peace Education Coordinators. Coordinators may consider conducting Learning Action Cell sessions and professional development activities focused on conflict-sensitive instruction, facilitation of peaceful dialogue, contextualization of peace education, and developmentally appropriate approaches to learner protection.
4. For Community and Local Government Stakeholders. Schools may explore partnerships with barangay local government units, parents, child protection advocates, and relevant community organizations to support consistent peace-promoting practices within and beyond the school environment.
5. For Teacher Education Institutions and Professional Development Providers. Teacher education programs and professional development providers may consider incorporating evidence-informed peace education strategies, social-emotional learning, and reflective classroom practices into relevant training activities.
6. For Future Researchers. Researchers may conduct studies involving comparison groups, larger and more diverse school populations, and longer follow-up periods to examine whether observed changes are sustained. Future studies may also investigate school climate, documented bullying incidents, academic outcomes, and implementation fidelity using clearly defined measures and appropriate analytical methods.
7. For Future Program Evaluators. Evaluators may further examine the validity and reliability of the Peace Competency Assessment, ensure consistent operational definitions of its domains, and use appropriate quantitative and qualitative procedures to assess learner outcomes and implementation experiences.

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