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Republika ng Pilipinas  
**Kagawaran ng Edukasyon**  
Tanggapan ng Pangalawang Kalihim

**OUA MEMO 00-0521-0175**  
**MEMORANDUM**  
24 May 2021

For: **Execom and Mancom Members**  
**Regional Directors and BARMM Education Minister**  
**Schools Division Superintendents**

Subject: **ADVANCE COPY OF THE**  
**BALANGKAS NG NAGKAKAISANG SAMBAYANAN (BANSA)**  
**DEPARTMENT OF EDUCATION PEACE FRAMEWORK**

In line with the government's thrust of inclusive and sustainable peace through the Whole-of-Nation Approach in achieving good governance, the Department of Education (DepEd), has developed its corresponding Peace Framework known as the ***Balangkas ng Nagkakaisang Sambayanan (BANSA) Department of Education Peace Framework***.

The DepEd BANSA Peace Framework guides the initiatives and contributions of the Department to peace education and peacebuilding in accordance with its mandate to deliver quality, accessible, relevant and liberating K-12 Program by a modern, professional, proactive, nimble, trusted and nurturing DepEd. It also serves as a guide to all DepEd offices including schools in their involvement and engagement with various peace-related bodies in their localities, including the *National Task Force to End Local Communist Armed Conflict and its local counterparts*.

Enclosed is the **advance copy** of the BANSA Peace Framework and the roles and responsibilities of DepEd in the National Task Force and Regional/ Local Task Force to End Local Communist Armed Conflict, while waiting for the issuance of the DepEd memorandum on this subject.

In relation to the representation of the field offices in the regional and local task forces as per Executive Order No. 70, regions and divisions are hereby directed to review their current designated representatives and make the necessary changes in accordance with the offices in the DepEd Central Office designated as



**Office of the Undersecretary for Administration (OUA)**

[Administrative Service (AS), Information and Communications Technology Service (ICTS), Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]

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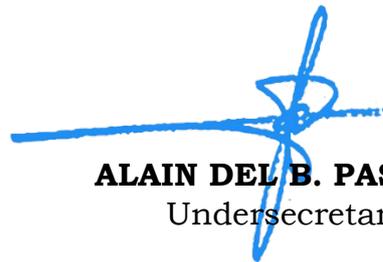
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representatives in the National Task Force to End Local Communist Armed Conflict.

For more information, kindly contact the Disaster Risk Reduction and Management Service through (02) 8637-4933 or email at [drmo@deped.gov.ph](mailto:drmo@deped.gov.ph) .

Immediate dissemination of this Memorandum is desired.

  
**ALAIN DEL B. PASCUA**  
Undersecretary



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(Enclosure 1 to DepEd Memorandum No. \_\_\_\_\_, s. 2021)

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

**BACKGROUND**

1. The role of education in peacebuilding has become increasingly more relevant in the 21st century. While learners are generally geared towards knowing, understanding, and demonstrating the necessary skills to tackle recent innovations and take advantage of the opportunities of the 21st century, they are also confronted with complex issues and challenges, including that of armed conflicts and related forms of violence. Radicalization, terrorism, and violent extremism pose a great threat to children and the youth. Through the years, reported attacks caused by armed and violent extremist groups have risen, and these put children and youth at great risk. They become main targets of recruitment and thus become victims of violence. With the growing internal and external threats against learners, it is important to protect them from despair and disengagement.
2. It is at this juncture that the Department advances the transformation of basic education as embodied in its 10-year Basic Education Development Plan (BEDP). The Plan articulates the overall goal, “All Filipinos are able to realize their full potential and contribute meaningfully to a cohesive nation”; and DepEd sets its stake and commitment in its sector outcome, “Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities.”
3. Education must therefore provide an enabling environment for learners to foster their holistic development, including a sense of identity and belonging, empowerment, and democratic participation. Academic institutions, particularly schools, are at the forefront in promoting peace and non-violence through education. Schools shall promote the transition from a culture of impunity, unjust force, violence, and war, to a culture of dialogue and respect, healing and reconciliation, understanding and peace.
4. In the Philippine context, the promotion and building of a culture of peace in schools and communities have long been institutionalized through a number of policies and programs. Since 2008, DepEd has implemented peace education in formal and non-formal education curriculum. In 2019, to further substantiate previous policies, DepEd issued DepEd Order No. 32, s. 2019 or the National Policy Framework on Learners and Schools as Zones of Peace which outlines the overall strategy of the Department for ensuring the safety and security of learners, personnel, and schools; the continuity of education in situations of armed conflict; and the contributions of education and schools to peacebuilding.
5. Developments in the national and global political landscape have necessitated the resolve to strengthen not just the curriculum and instruction dimension, but also how the Department strengthens its other pillars to provide for a more

holistic approach towards its contribution to peacebuilding, transitional justice, and reconciliation. Conflict sensitivity needs to be an embedded lens in all planned and current programs, policies, and systems, and interventions to reintegrate children and youth caught in conflicts back into society must be considered. Education must engage younger generations to be active and responsible citizens, who take part in building and strengthening their own communities, thereby contributing to nation-building.

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

### DEPED PEACE FRAMEWORK\*



### GOAL AND OUTCOMES

8. In support of DepEd Order No. 32, s. 2019, the Department of Education hereby establishes the **DepEd Peace Framework\***. This envisions that every learner becomes a peace-loving citizen, guided by the core values of *Maka-Diyos*, *Makabansa*, *Makatao*, and *Makakalikasan*. These values are central in molding learners to become morally upright, environmentally and socially responsive, and spiritually mature individuals, bearing in mind their critical role towards nation-building. These goal and outcomes of the Peace Framework support the goal and outcome of the BEDP.

## **PILLARS**

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

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

## **PRINCIPLES**

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

## **MAJOR STRATEGIES**

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

The major strategies correspond to the Intermediate Outcomes in the BEDP, namely Access, Quality, Equity, and Resiliency, while outputs to achieve these major strategies would best be articulated as outputs in the BEDP; and the indicators for these in the BEDP would be used to monitor the implementation of this Peace Framework.

12. **ACCESS TO QUALITY EDUCATION** – The Department of Education recognizes education as an important process towards building a just and lasting peace in society. The 1987 Constitution mandates the protection and promotion of the right of all citizens to quality education at all levels and for the State to take appropriate steps to make such education accessible to every Filipino child.
- **Free K to 12 Education** – The Enhanced Basic Education Program or K to 12 Basic Education Program responds to national and global community needs and demands through its mission to strengthen the values of the Filipino people, develop a strong sense of nationalism, develop productive citizens who contribute to the building of a progressive, just, and humane society, ensure environmental sustainability, and cultivate global partnerships for development. With the additional two years under Senior High School, students will be equipped with specialized upper secondary education during which learners have sufficient time for the mastery of concepts and skills to develop as lifelong learners, and to prepare for tertiary education, middle-level skills development or employment.
  - **Voucher System** – DepEd developed the Senior High School Voucher Program, a program of financial assistance where subsidies in the form of vouchers are provided to qualified Senior High School learners in participating private or non-DepEd public Senior High Schools. With the Voucher System, DepEd has leveraged existing private sector investment to expand access to Junior and Senior High School complementing the public school system.
  - **School Establishment** – DepEd is continuously addressing the challenges of basic education in the country by making access a key priority of the government. By establishing new schools especially in areas where there are none, improved access to education provide a basic foundation for Filipino learners to achieve a promising future.
  - **Alternative Learning System** – Complementary to the efforts in providing quality formal education for all Filipino children, the Department of Education has been operating the Alternative Learning System (ALS) Program for decades to provide opportunities for out-of-school youth and adult learners. The program aims to develop basic and functional literacy skills and to access equivalent pathways to complete basic education since its institutionalization in 2001. With the recently approved Alternative Learning System Act or Republic Act No. 11510, the State is mandated to provide out-of-school children and adults access to education in order to improve their knowledge, values, life skills, and readiness for higher education, work or self-employment through a system of nonformal or indigenous education, or both which are tailored to respond to their learning needs and life circumstances. The ALS Program is also relevant for conflict-vulnerable and conflict-affected areas particularly to support displaced peoples or refugees whose education was interrupted, those who lost their qualification documents, as well as former combatants who are in the process of reintegrating to peaceful civilian lives.

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

- **Indigenous Peoples Education** - The National Indigenous Peoples Education (IPEd) Program, which has been officially instituted in 2013, is DepEd's response to the right of Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs) to basic education that is responsive to their context, respects their identities, and promotes the value of their indigenous knowledge systems, skills, and other aspects of their cultural heritage. It subscribes to the rights-based approach and is guided by the principles of inclusion, participation, and empowerment. The IPEd Program supports the realization of a contextualized K to 12 Curriculum, which subscribes to the following standards and principles, among others: inclusive, culture-sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the community's educational and social context.
- **Madrasah Education** - DepEd has implemented the Madrasah Education Program as early as 2004 to provide Muslim learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, and interests. This is done through the integration of Arabic Language and Islamic Values Education (ALIVE.) These programs, such as Kindergarten Madrasah, ALIVE for Grades 1 to 6 and in the ALS, Special Program in Arabic Foreign Language, as well as Program Support to Private Madaris, are additional curricular interventions specific for Muslim learners across different grade levels. These programs provide standards and competencies which are relevant and of interest to Muslim learners. It integrates content on Arabic language and Islamic values as separate learning areas from the K to 12 curriculum.
- **School-Based Feeding Program** - Through the years, DepEd has implemented the School-Based Feeding Program to address hunger and encourage learners to enroll, contribute to the improvement of their nutritional status, provide nourishment for their growth and development, help boost their immune system, and enhance and improve their health and nutrition values. The holistic formation of children does not only rely on their intellectual development, but also on their equally important physical well-being.
- **Disaster Risk Reduction and Management** – To protect learners, schools, and personnel from adverse impacts of natural and human-induced hazards (including armed conflict), the Department of Education has institutionalized programs and mechanisms to capacitate schools, learners, personnel, offices across all governance levels in preventing, preparing for, responding to, and recovering from calamities. In times of disasters, DepEd ensures that learning continues and children's rights are promoted and protected at all times. Initiatives are undertaken across all phases of DRRM: prevention and

mitigation, preparedness measures to strengthen capacities before hazards hit; response to ensure learning continuity and protection; and rehabilitation and recovery for building back better.

- **Last Mile Schools** - To reach out to and close the gap between students from GIDCA areas and their counterparts in urban and town centers, DepEd has officially launched the Last Mile Schools (LMS) Program in May 2019 to provide GIDCA areas with unhampered and equitable access to quality basic education. Through the LMS Program, various DepEd services are integratively coordinated and customized to address gaps in facilities, resources, and learning delivery of schools located in GIDCA areas.

14. **CHARACTER FORMATION** – DepEd is strengthening the institutionalization of its core values in the K to 12 curriculum through various programs. The DepEd core values of *Maka-Diyos*, *Makatao*, *Makakalikasan*, and *Makabansa*, as the intended outcomes of this Peace Framework, shall be institutionalized in the programs both for learners and personnel. These core values will be integrated in the leadership training program of the Youth Formation Division (YFD) for all learners, including the officers of Pupil Government and Student Government. The issues on communist terrorist groups (CTG), violent extremism, peace education, conflict, and urgent national issues can form part of the many activities and engagements of YFD with learners. Likewise, teachers, particularly those teaching social studies, undergo a Core Values Training Program. The core values shall also be integrated in all relevant INSET programs of the Department. The lens of core values shall serve as basis of developing the critical thinking of students, teachers and school administrators to determine what is best for the interest of the education sector and the country in general.

- **Peace Education and Non-Violence** – As early as 2006, Executive Order 570 or Institutionalizing Peace Education in Basic Education and Teacher Education was issued to provide the enabling environment for the mainstreaming of peace education in the basic formal and non-formal education curriculum. DepEd is mandated to utilize the existing peace education exemplars and other peace-related modules, and enhance the knowledge and capability of supervisors, teachers, and non-teaching personnel on peace education through the conduct of in-service trainings. The value of peace education, most especially in conflict-affected areas has been further underscored in DepEd Order No. 32, s. 2019.

- **Stewardship** - In the K-12 curriculum, stewardship for the environment is one of the major themes taught as early as Kindergarten and the depth of emphasis progresses until Grade 12 in various subjects. Through developmentally appropriate knowledge and skills, learners are taught the importance of the environment and its processes and the role of human family in taking care of it are elaborated in Araling Panlipunan, Science, Edukasyon sa Pagpapakatao, Health, and Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education. Stewardship may also be taught in the other subjects such as English, Filipino, Math, Music, Arts, and P.E. through its integration as a theme. For example, reading materials in English may discuss stewardship as a theme. The integration in the curriculum is complemented by co-curricular activities like the establishment of the Youth for Environment in Schools Organization (DO 93,

s. 2011), *Gulayan sa Paaralan, Solid Waste Management and Tree Planting under the National Greening Program (NGP)* (DO 5, s. 2014).

- **Good Manners and Right Conduct (GMRC)** - The inclusion of Good Manners and Right Conduct (GMRC) in basic education has evolved through the different curricula that the Department implemented. Under the National Elementary School Curriculum (1983-2002), the Department, through DECS Order No. 90, s. 1991, instructed Character Education/Good Manners and Right Conduct (GMRC) to be taught daily for 30 minutes using Filipino as the language of instruction. The values of honesty, politeness, helpfulness and cooperation, obedience, concern for others, and sportsmanship were taught from Grades I to VI. As for the secondary level, DECS Order No. 66, s. 1991 directed GMRC to be offered as a dimension of Values Education and graded with the subject under the National Secondary Education Curriculum (1991-2002).

Meanwhile under the Revised Basic Education Curriculum (2002-2010), GMRC became integrated in all subject areas in elementary level. Character traits were marked with a non-numerical rating in the report card (form 138) under Character Building. As for the secondary level, Values Education/GMRC was replaced by *Edukasyon sa Pagpapahalaga*, which aimed to guide the students in developing values, increase capacity for reflection and critical analysis, and achieve integration of personhood. In the K to 12 Basic Education Curriculum, *Edukasyon sa Pagpapakatao (EsP)*, which replaced *Edukasyon sa Pagpapahalaga*, is offered from Kinder to Grade 10. *Edukasyon sa Pagpapakatao* is anchored in Ethics and Career Guidance.

The issuance of RA 11476 or the GMRC and Values Education Act strengthens the inculcation of patriotism and nationalism while protecting the overall well-being of Filipino learners. In the new law, GMRC replaces EsP for Grades 1 to 6, and Values Education for Junior High School. GMRC will also be integrated in the daily activities of kindergarten while Values Education will be incorporated in all subjects in Senior High School.

- **Nationalism, Citizenship, Democracy, and Human Rights** – The K to 12 Program of the Department of Education strongly emphasizes the imparting of necessary knowledge, skills, and attitudes on nationalism, citizenship, democracy, and human rights as reflected in the learning competencies of different grade levels across various learning areas. Moreover, DepEd also offers Citizenship Training Program for Grade 10 learners to deepen their understanding of what nationalism entails and how respect for human rights and the rule of law are essential in enriching and preserving the country's democracy.

15. The Department of Education's Peace Framework\* supports and operationalizes the National Policy Framework on Learners and Schools as Zones of Peace, particularly its Education for Peace building block. The Peace Framework\* underscores the centrality of adopting a *peace lens*, or one that is conflict-sensitive, culturally appropriate, and peace-promoting, in programmatically implementing regular DepEd programs towards ensuring that every learner becomes a peace-loving citizen. The deliberate adoption of a peace lens is necessary to achieve this goal.

## **PARTICIPATION IN ESTABLISHED INTER-AGENCY MECHANISMS FOR PEACEBUILDING**

16. With the goal of molding learners into peace-loving citizens, DepEd commits to pursue education goals within established government and multi-stakeholder mechanisms for peacebuilding. Such mechanisms include, but are not limited to, the Inter-Agency Committee on Children in Armed Conflict (IAC-CSAC), Anti-Terrorism Council, Committee for the Special Protection of Children and the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC) where DepEd is a member.

### **Inter-Agency Committee on Children in Situations of Armed Conflict**

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

### **Anti-Terrorism Council**

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

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

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

### **Committee for the Special Protection of Children**

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

### **DepEd Central Office BANSAs Peace Core Team**

21. To support the participation of the Department in the aforementioned inter-agency bodies, DepEd Central Office shall form a BANSAs Peace Core Team that will provide strategic direction and guidance. The team shall be composed of the Office of the Undersecretary for Administration, Office of the Undersecretary for Curriculum and Instruction, Alternative Learning System Task Force, Indigenous Peoples Education Office, Planning Service, Public Affairs Service, Legal Service, Information and Communications Technology Service, Bureau of Learner Support Services, and Disaster Risk Reduction and Management Service.

(Enclosure 2 to DepEd Memorandum No. \_\_\_\_\_, s. 2021)

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

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

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

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

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

### **DEPED CENTRAL OFFICE**

#### **22. Designation and Representation**

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

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

## **23. Roles and Responsibilities of the Central Office**

- a. Policies and Planning
  - i. Determine and strengthen the programs, projects and activities of the Department that support the implementation of EO 70 in conformity with this Framework.
  - ii. Issue supplemental guidelines, protocols, or policies in furtherance of this Framework, as needed.
- b. Implementation and Coordination
  - i. Oversee the implementation and execution of DepEd programs and activities related to the accomplishment of the National Action Plans.
  - ii. Spearhead the capacity building initiatives of regional, schools division, and school personnel on the DepEd Peace Framework.
  - iii. Participate in meetings convened by the NTF-ELCAC.
  - iv. Ensure proper coordination with members of the Task Force before, during, and after the conduct of programs/projects/activities involving schools, learners, and personnel.
  - v. Provide technical assistance to Regional and Schools Division Offices, as needed.
- c. Reporting
  - i. Submit, through the Office of the Undersecretary for Administration, a consolidated DepEd accomplishment report based on the monitoring, evaluation, and reporting system adopted by the NTF-ELCAC.

## **REGIONAL OFFICES**

### **24. Designation and Representation**

- a. Represent DepEd in the Regional Task Force to End Local Communist Armed Conflict (RTF-ELCAC). The Regional Director shall be permanent and primary focal person of DepEd to the RTF-ELCAC. The Regional Director shall either:
  - i. Designate an alternate focal person, who shall join or represent the Regional Director in all RTF-ELCAC events; or
  - ii. Designate a focal person for each of the clusters, mirroring the composition and roles and responsibilities of the Central Office's designations and representations.

### **25. Roles and Responsibilities of Regional Offices**

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

- b. Implementation and Coordination
  - i. Oversee the implementation and execution of DepEd programs and activities related to the accomplishment of the Regional Action Plans.
  - ii. Cascade the capacity building initiatives on the DepEd Peace Framework to regional, schools division, and school personnel.
  - iii. Participate in meetings convened by the RTF-ELCAC.
  - iv. Ensure proper coordination with members of the Task Force before, during, and after the conduct of programs/projects/activities involving schools, learners, and personnel.
  - v. Refer to the Central Office matters relating to the implementation of programs/projects/activities under EO 70, s. 2018 requiring further guidance and instruction, especially in cases which may have implications on DepEd policies on neutrality and the protection of learners, schools, and personnel in armed conflict situations.
  - vi. Provide technical assistance to Schools Division Offices as needed.
- c. Reporting
  - i. Submit a consolidated regional DepEd accomplishment report to the Office of the Undersecretary for Administration through [oua@deped.gov.ph](mailto:oua@deped.gov.ph), copy furnished the Disaster Risk Reduction and Management Service through [drmo@deped.gov.ph](mailto:drmo@deped.gov.ph) based on the monitoring, evaluation, and reporting system adopted by the NTF-ELCAC. The Regional Office shall likewise be guided by the system adopted by their respective RTF-ELCAC, and shall provide a copy of all reports submitted therein to the Central Office.
  - ii. Provide feedback on the implementation of these guidelines.
- d. Perform other duties and functions as directed by DepEd Central Office.

## **SCHOOLS DIVISION OFFICES**

### **26. Designation and Representation**

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

### **27. Roles and Responsibilities of Schools Division Offices**

- a. Policies and Planning
  - i. Determine and strengthen regional policies, programs, projects, services, and activities of the Department for implementation under EO 70 in conformity with this Framework

- ii. Issue supplemental guidelines, protocols, or policies in furtherance of this Framework, in consonance with DepEd Central and Regional Office guidelines and existing policies, as needed
- b. Implementation and Coordination
- i. Oversee the implementation and execution of DepEd programs and activities related to the accomplishment of the P/C/MTF Action Plans
  - ii. Cascade the capacity building initiatives on the DepEd Peace Framework to schools division and school personnel
  - iii. Participate in meetings convened by the P/C/MTF-ELCAC
  - iv. Ensure proper coordination with members of the Task Force before, during, and after the conduct of programs/projects/activities involving schools, learners, and personnel
  - v. Refer to the Regional Office matters relating to the implementation of programs/projects/activities under EO 70, s. 2018 requiring further guidance and instruction, especially in cases which may have implications on DepEd policies on neutrality and the protection of learners, schools, and personnel in armed conflict situations
  - vi. Provide technical assistance to schools, as needed
- c. Reporting
- i. Submit a consolidated Division DepEd accomplishment report to the Regional Office based on the monitoring, evaluation, and reporting system adopted by the NTF-ELCAC, copy furnished the Office of the Undersecretary for Administration through [oua@deped.gov.ph](mailto:oua@deped.gov.ph), and the Disaster Risk Reduction and Management Service through [drmo@deped.gov.ph](mailto:drmo@deped.gov.ph). The SDO shall likewise be guided by the system adopted by their respective P/C/MTF-ELCAC, and shall provide a copy of all reports submitted therein to the Central Office.
  - ii. Provide feedback on the implementation of these guidelines.
- d. Perform other duties and functions as directed by the Central and Regional Office.