

THESIS/DISSERTATION ABSTRACT
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Title: The Diffusion of Peace Education in the Dole Philippines School Community in Polomolok, South Cotabato **No. of Pages** 67

Researcher: Vanda Marie B. Macion

Adviser: Dr. Violet B. Valdez

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Statement of the Problem:

Main Problem:

Dole Philippines School (DPS) is a college preparatory school of Dole Philippines, Inc., or Dolefil, a producer of pineapples and other products in Polomolok, South Cotabato. The main social and political problems that occurred in the DPS community from 1965-2000 were the insurgency attacks that occurred from May to October 2000 and the B'laan displacement issue that began in the 1990s. This thesis aimed to find out how peace education was diffused in the Dole Philippines School (DPS) community from 1965-2000.

Sub Problems:

Specifically, this thesis aimed to determine

1. the sources from which peace education was communicated in the DPS community
2. the aspects of peace education which have permeated in the DPS community
3. the flow by which peace education was diffused in the DPS community
4. the effects of peace education on the DPS community

Procedure:

Three methods of data collection were used in this study, namely, document analysis, interviews with key informants, and a survey. Data collection for the personal interview and survey was conducted on October 23-29, 2000 (UNESCO Week), five months after Muslim insurgency problems occurred in the community. Follow-up interviews were conducted in October 2001.

Treatment of Data

Statistical analysis was done on the results of the Survey for Peace Education in Philippine Educational Institutions (Floresca-Kawagas: 1987) which asked respondents the general frequency or occurrence of the promotion of peace education issues and pedagogical principles in the DPS community. Frequency of responses to each aspect of peace education (militarization, structural violence, human rights, cultural solidarity, environmental care, personal peace, dialogue and conscientization) was computed.

Findings

It was found that there have been peace education efforts in the DPS community from 1965-2000. The sources of peace education were the Department of Education, Culture and Sports (DECS), which implemented the Values Education Program in 1965, Dolefil, which began promoting its Community Relations Program since 1963, DECS, which required the Peace Education Program in all levels of education in 1986, and UNESCO which advocated the Culture of Peace Program in the Dole Philippines School community in 2000. Values education, peace education, a modified Social Science course, and peace-oriented projects in and out of the school were part of the DPS

curriculum. Students, teachers, administrators, curriculum planners, and community members were aware of the following peace education concepts: cultural solidarity, militarization, conscientization, personal peace, structural violence, human rights, dialogue, environmental care, with dialogue having the lowest level of awareness.

Conclusion

There have been peace education efforts in the DPS community from 1965-2000 but with no unifying theme. There was a continuing awareness and implementation of peace education in the personal, community, and global levels, but there was no overall strategic peace education framework that the DPS community can call its own. The study also implied that a spread of an innovation will not be successful without an authoritative or influential source.

Recommendation

The structural characteristics of Dole Philippines School show that the school lacks innovativeness. It is therefore recommended that DPS should encourage participation from all levels of the community. Power and control should not only be concentrated in the school principal. It should also put together the various expertise of all teachers, administrators, and curriculum planners in order to achieve a unified peace education framework. Roles and functions of school management should be analysed thoroughly and must involve all teachers, administrators, and curriculum planners. Communication should be more open in all levels through regular meetings with students, teachers, faculty, and community members.

Testing different theories has changed the understanding of the learning process. Although everyone agrees that learning is important, there are different views on the

causes, processes and consequences of learning. And even if previous studies have shown that the incorporation of peace education in various curricula have made students and institutions of learning more peace-oriented, much have yet to be learned and understood about different peace and order situations in different educational environments---all of which affect learning. Understanding the cultural and historical setting of a school is necessary prior to implementing new projects in the curriculum.