

UPPER Good Practice	
Code	International Institute of Humanitarian Law (IIHL) – Practice n°4
Name (title) of the good practice:	PEACeXCELS
Country/region	South-East Asia – Specific case of Philippines
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> ■ <u>Policy Making</u> <input type="checkbox"/> <u>Teachers Competence Development</u> <input type="checkbox"/> Self-Assessment ■ <u>Concrete School Practice</u> <input type="checkbox"/> Community Building ■ <u>Mainstreaming</u> <p><i>Short Description:</i> Development of a competence framework for South East Asian School Heads, and two training modules (Cultivate peace in oneself and champion the cause of Peace; Promote peace and respect for cultural diversity in schools and communities.</p>
Full Description	The Governing Board meeting of SEAMEO in 2008 approved a programme named PEACeXEL on the development and pilot-testing of a regional flexible learning short course on promoting and exercising a culture of peace and respect for cultural diversity; two web-based modules were developed and tested, in their first version, by 17 school heads in 6 SEA Countries. The modules were: 1. Cultivate Peace in Oneself and Champion the Cause of Peace in Schools; 2. Promote Peace and Respect for Cultural Diversity in Schools and Communities. A substantial evaluation exercise was conducted (that produced positive evidence) and in-depth interviews were conducted in the involved schools in the Philippines, reviewing the activities originated by the participating school heads after the course
Why is the case interesting?	<p>The practice is interesting and provides concrete value in relation to the UPPER project because it contains a competence framework similar to the one UPPER has planned to develop in 2019. It also shows how Ministries of Education from different countries may support a sustainable initiative in this domain.</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. Transformative 2. Observable results 3. Methodologically structured 4. Potential for re-contextualisation

	5. Beneficiaries consider it a GP				
Coordinating institution	South East Asian Ministers of Education Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH)				
Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)	<p>1. <u>Avoiding segregation</u> 2. <u>Leadership/governance</u> 3. Information on diversity 4. Teacher education on diversity 5. Diversity in teaching workforce 6. Curriculum and pedagogies 7. Multilingual education 8. Interactive, culturally relevant methods 9. <u>School-Society relationship</u> 10 Socially responsible ICT 11. Involving NGOs and Youth organisation 12. <u>Incentives and reward for GP</u> 13. <u>Social integration</u> 14. Awareness of injustice 15. <u>Promotion of Peace Value</u> 16. Other (please specify)</p>				
Accessibility of data and persons by UPPER Team	Easy – Average - Difficult				
Impact	School policies drafted and revised, Peace concepts and ideas were integrated in the lesson plans, Teachers’ confidence in managing conflicts has increased, Students’ academic performance and behaviours improved, The community activity in promoting peace has become stronger (From the in-depth case study)				
Brief description of the context in which the practice was applied	The practice emerges from an existing collaboration scheme among Ministries of Education, which already developed a “general” competence framework for School Leaders in 2003; in 2008 the specific area of education for peace was developed and then tested through the two online training modules.				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	(1min to 5max)				
Matrix	1	2	3	4	5
Partnership structure		X			
Methodology				X	
Content of training					X

Stakeholders involvement			X		
Evaluation approach				X	
Training to practitioners					
Other (please specify): Innovation		X			
Critical aspects in the application of the practice	Being an international model emerging from a different world region, it is “not invented here” in any EU Country, but it may inspire UPPER in several dimensions;				
Sustainability elements and recommended use in UPPER	The practice has a demonstrated sustainability, having started in 2003 with the development of Competence Framework and being supported by Ministries of Education of the SEA Region., in the frame of a UNESCO scheme: Asia-Pacific Centre of Education for International Understanding.				
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