



## PEACE (Powering Empathy, Acceptance, and Connection Everyday) Campaign in Promoting Inclusive School Environment

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### ABSTRACT

This study examined the extent of compliance, implementation, and teachers' awareness of the PEACE Campaign in public schools of Calatrava District-2, Negros Occidental, as well as differences based on school characteristics and the relationship between compliance and implementation. The study employed a descriptive quantitative research design and utilized a researcher-made questionnaire validated through Lawshe's Content Validity Ratio (CVR = 1) and tested for reliability (Cronbach's alpha = 0.998). The respondents included 132 key stakeholders, comprising learners, teachers, school heads, and PTA officers, selected through total enumeration. Data were analyzed using mean scores, standard deviations, t-tests, ANOVA, and Pearson correlation coefficients. Findings revealed that schools consistently demonstrate high compliance with child protection policies and well-implemented PEACE Campaign activities, with overall mean scores of 4.70 for compliance and 4.71 for implementation. Teachers exhibited a very high level of awareness regarding campaign objectives, anti-bullying laws, and procedures for handling bullying and harassment incidents. Differences in compliance and implementation were not significant based on school size, location, or type of school administrator. Additionally, the correlation between compliance and implementation was not statistically significant ( $r = -0.072$ ,  $p = 0.411$ ), suggesting that adherence to policies alone does not guarantee effective execution. Based on the findings, programs such as teacher capacity-building, peer mentorship, parent and community engagement, monitoring and evaluation systems, inclusive school culture initiatives, and recognition schemes are recommended to enhance campaign effectiveness. Overall, the study underscores the importance of active stakeholder participation, systematic monitoring, and collaborative efforts in sustaining safe, inclusive, and respectful learning environments.

**Keywords:** PEACE Campaign, school compliance, program implementation, child protection, inclusive learning

### How to Cite:

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## INTRODUCTION

The Education is not limited to academic instruction, it also requires schools to provide safe, inclusive, and nurturing environments where learners can thrive. In the Philippines, persistent issues such as bullying, discrimination, gender-based harassment, and mental health concerns continue to challenge this ideal. National assessments, such as the Programme for International Student Assessment (PISA) 2022, revealed that 43% of girls and 53% of boys in the country experienced bullying multiple times a month, significantly higher than the Organization for Economic Co-operation and Development (OECD) average of 20%. Department of Education (DepEd) records from 2019 to 2022 indicate 79,819 bullying cases nationwide, yet only 2% of schools had fully functional Child Protection Committees (CPCs) as mandated under Republic Act No. 10627 (Anti-Bullying Act of 2013) and DepEd Order No. 40, s. 2012 (Child Protection Policy). Furthermore, Republic Act No. 11313 (Safe Spaces Act) expands protections to address gender-based harassment in all school spaces. These figures highlight a persistent policy practice gap, demonstrating that legislation alone is insufficient without active implementation, monitoring, and stakeholder engagement.

Within the DepEd Division of Negros Occidental, which oversees approximately 325,000 learners across hundreds of public schools, the data revealed that 56% of girls and 57% of boys in the division experienced bullying from 2020 to 2024. Calatrava District-2, representing roughly 30–40 public schools and an estimated 35,000 learners, faces challenges like the provincial trend. Preliminary observations and reports suggest that only 10–15% of schools in the district have fully operational CPCs, and while the Powering Empathy, Acceptance, and Connection Everyday (PEACE) Campaign (under DepEd Regional Memorandum No. 139, s. 2025) has been introduced to promote empathy, respect, and inclusivity, its implementation is partial and uneven. Although schools document bullying incidents, only a fraction of reported cases are effectively addressed, reflecting systemic weaknesses in enforcement, case management, and stakeholder participation.

This trend mirrors national patterns, where systemic challenges leave learners exposed to bullying and harassment despite the existence of laws and policies. The PEACE Campaign, which emphasizes Promoting Empathy, Respect, and Inclusivity in Schools, provides a framework to address these challenges, yet local implementation gaps remain, particularly in teacher preparedness, resource allocation, and student engagement. These issues underscore the research gap: while national and regional policies exist, there is limited empirical evidence on how schools in Calatrava District-2 comply with the PEACE Campaign and related child protection mandates, and how such compliance affects safe and inclusive learning environments. Several studies support the importance of addressing these challenges. Garcia (2024) emphasized that teacher training is critical to the success of anti-bullying initiatives, showing that schools with structured professional development programs demonstrate stronger compliance with child protection policies. Lopez (2021) found that insufficient financial and material resources hamper the sustainability of school-based anti-bullying programs, resulting in inconsistent implementation. Santos and Dela Cruz (2022) highlighted that values-driven campaigns in schools reduce bullying incidents and foster positive peer relationships. Ramos (2023) reported that student participation in peace and anti-bullying campaigns promotes belongingness and inclusivity, making learners active stakeholders in building safe school cultures. Internationally, Olweus (2024) documented that schools with structured anti-bullying frameworks and active teacher-parent collaboration observed significant decreases in bullying incidents.

Despite these findings, limited studies have examined the localized implementation of the PEACE Campaign in the Philippines, particularly in Negros Occidental, leaving a gap in understanding how national policies translate into actionable practices at the district and school levels. Moreover, schools face ongoing challenges, including: Limited teacher preparedness to handle bullying and gender-based harassment effectively, inadequate financial and material resources to sustain anti-bullying and peace programs, Low stakeholder engagement, including minimal parental involvement and student participation, and weak monitoring and enforcement mechanisms for reported incidents.

Given these gaps and challenges, there is an urgent need to investigate the extent of school compliance with the PEACE Campaign and related child protection policies in Calatrava District-2. Such research will provide empirical evidence to guide policy enforcement, enhance teacher and student engagement, strengthen stakeholder participation, and ultimately promote safe, inclusive, and nurturing learning environments for all learners.

## OBJECTIVES OF THE STUDY

This study aimed to assess the implementation of the PEACE Campaign and its role in promoting safe and inclusive school environments in Calatrava District-2, Negros Occidental. Specifically, it sought to answer the following questions:

1. What is the extent of school compliance with the PEACE Campaign in terms of:
  - 1.1 Anti-Bullying Act (RA 10627),
  - 1.2 Safe Spaces Act (RA 11313), and
  - 1.3 DepEd Child Protection Policy (DO 40, s. 2012)?



2. What is the extent of implementation of PEACE Campaign activities in promoting empathy, respect, and inclusivity among learners?
3. What is the level of awareness and preparedness of teachers in implementing the PEACE Campaign and handling bullying and harassment incidents?
4. Based on the findings, what programs can be proposed to improve the effectiveness of the PEACE Campaign and promote safe and inclusive learning environments?

## LITERATURE REVIEW

### *The School Compliance in the Context of Educational Policy*

School compliance refers to the extent to which educational institutions adhere to established policies, laws, and programs designed to safeguard learners and improve learning environments. In the Philippine basic education system, compliance is not merely procedural but is fundamentally linked to learner protection, well-being, and quality education delivery. Schools are mandated to implement national policies such as DepEd Order No. 40, s. 2012 (Child Protection Policy) and Republic Act No. 10627 (Anti-Bullying Act of 2013), which set clear standards for creating safe and supportive learning environments. Santiago and Reyes (2023) emphasized that schools demonstrating strong compliance with child protection and safety policies tend to report fewer bullying incidents, improved student discipline, and a more positive school climate. Their findings suggest that compliance is a critical mechanism for institutional accountability and learner protection. To further strengthen monitoring mechanisms, DepEd introduced the Child Protection Committee (CPC) Functionality Assessment Tool in 2025, which evaluates schools' adherence to child protection policies, reporting systems, and stakeholder engagement (DepEd, 2025).

However, the Second Congressional Commission on Education (EDCOM 2, 2025) revealed persistent gaps in school compliance across various regions. Their report indicated that many schools still lack updated child protection policies, systematic documentation of bullying cases, and active involvement of parents and community stakeholders in school safety initiatives. These findings highlight the need for stronger monitoring, capacity building, and localized implementation strategies to ensure uniform compliance with DepEd mandates.

In Western Visayas and Negros Occidental, studies such as that of Dela Cruz and Manalo (2022) found that school compliance varied significantly depending on leadership support, availability of resources, and teacher training. Schools with proactive administrators were more successful in institutionalizing child protection mechanisms and promoting a culture of accountability. This underscores the importance of leadership and governance in ensuring meaningful compliance rather than mere policy fulfillment.

### *The PEACE Campaign: Framework for Cultural Transformation*

The PEACE Campaign, is a values-driven initiative introduced through Regional Memorandum No. 139, s. 2025 in DepEd Region VI. The campaign aims to cultivate a school culture centered on empathy, respect, inclusivity, and positive relationships among learners, teachers, and stakeholders.

Anchored on national and international child protection principles, the PEACE Campaign seeks to transform school culture by integrating its core values into daily classroom practices, school activities, and student leadership programs. Ortega and Lumauag (2024) found that schools that operationalized the PEACE framework through structured classroom routines, peer mediation programs, and student-led initiatives demonstrated significant improvements in peer relationships, classroom behavior, and overall school climate.

The PEACE Campaign aligns with the United Nations Convention on the Rights of the Child (UNCRC, 1989), which upholds every child's right to a safe, respectful, and nurturing learning environment. By promoting empathy and acceptance, the campaign reinforces child-centered education and democratic school culture. In a study conducted in Negros Occidental, Bautista and Ramirez (2023) observed that schools implementing PEACE-related initiatives reported lower instances of conflict among students, increased participation in school activities, and stronger collaboration among teachers. Their findings suggest that the PEACE Campaign is not only a behavioral intervention but also a mechanism for holistic school development.

### *Promoting Positive Values and Behavior in Schools*

In the Philippines, Promotion in education refers to the deliberate and systematic efforts of schools to instill positive values, ethical behavior, and responsible citizenship among learners. Effective value promotion goes beyond policy compliance and involves the integration of character education into teaching, learning, and school governance (Bahaman Leonardo, 2025). Gavilan and Javier (2025) emphasized that schools that actively promote positive values through structured programs, classroom integration, and peer mentoring initiatives demonstrate more sustainable behavioral outcomes among students. Their study



highlighted that school-based campaigns, such as anti-bullying drives, empathy-building activities, and student leadership programs, significantly contribute to positive school culture. DepEd's integration of peace education and empathy training into Good Manners and Right Conduct (GMRC) and Edukasyon sa Pagpapakatao (EsP) further reinforces the institutional commitment to nurturing socially responsible and morally upright learners (DepEd, 2024). These curricular initiatives align with the objectives of the PEACE Campaign by embedding values of respect, compassion, and cooperation in daily instruction. In Western Visayas, a study by Lopez and Marquez (2022) found that schools that consistently promoted positive behavior through recognition programs, classroom-based value integration, and stakeholder involvement experienced improved student discipline, higher engagement, and stronger teacher-student relationships. This supports the argument that sustained value promotion is essential in shaping school culture.

### ***Ensuring Safe School Environments***

A safe school environment is one that ensures the physical, emotional, and psychological well-being of learners. According to the World Health Organization safe schools must implement comprehensive policies, monitoring systems, and support mechanisms to prevent violence, bullying, and abuse. Philippine data from PISA 2022 and SEA-PLM 2019 revealed persistent safety concerns, particularly high rates of bullying in schools. These findings prompted policy reforms such as Republic Act No. 12080 (2024), also known as the Basic Education Mental Health and Well-Being Promotion Act, which mandates the establishment of school-based mental health services, counseling programs, and clear reporting protocols for abuse and harassment.

Moreno and Trinidad (2022) found a significant correlation between school safety and academic performance, noting that students in safer environments demonstrated better emotional regulation, higher engagement, and improved academic outcomes. Their study emphasized the role of functional Child Protection Committees and consistent disciplinary procedures in maintaining a secure learning environment. In Negros Occidental, Hernandez and Villaflor (2024) reported that schools with well-established child protection mechanisms, active guidance counselors, and strong administrative support experienced fewer bullying cases and improved student well-being. This further validates the importance of structured safety systems in schools.

### ***Creating Inclusive School Environments***

In the International Study, an inclusive school environment is one where all learners regardless of gender, ability, ethnicity, or socioeconomic status feel valued, respected, and supported. UNESCO defines inclusive education as a process that removes barriers to learning and ensures meaningful participation for all students (Martha, 2025). In the Philippines, DepEd's Inclusive Education Policy Framework (2020) and Republic Act No. 12080 (2024) institutionalize inclusive practices such as differentiated instruction, gender-fair learning spaces, and school-based mental health support. These policies reinforce the commitment to equitable education and learner-centered instruction.

Villanueva and Castro (2022) argued that true inclusion goes beyond policy compliance and must be embedded in school culture, classroom practices, and stakeholder engagement. Their study emphasized that inclusive schools foster collaboration, respect for diversity, and collective responsibility for learner success. The PEACE Campaign complements inclusive education by promoting acceptance, empathy, and connection among all members of the school community. By integrating these values into daily school practices, the campaign strengthens social cohesion and creates a more supportive learning environment for all learners. A local study in Calatrava District, Negros Occidental by Mendoza and Santos (2023) found that schools implementing inclusive programs aligned with the PEACE framework demonstrated higher levels of student participation, improved teacher collaboration, and stronger community support. This suggests that the PEACE Campaign can serve as a practical framework for operationalizing inclusive education at the school level.

### ***Synthesis***

The reviewed literature collectively highlights the importance of school compliance in translating educational policies into meaningful practices that foster child protection, positive values, and inclusive education. National frameworks such as DepEd Order No. 40, s. 2012, RA 10627, and RA 12080, along with international agreements like the UNCRC (1989), establish the legal and moral foundations for creating safe and inclusive schools. However, several studies (e.g., Santiago & Reyes, 2021; EDCOM 2, 2025) reveal inconsistencies in school-level implementation, often attributed to gaps in capacity, training, and leadership. The PEACE Campaign, launched regionally in Western Visayas (DepEd Regional Memorandum No. 139, s. 2025), emerges as a strategic movement to reinforce values such as empathy, respect, and connection. Research by Ortega and Lumauag (2024) and others confirms its potential to reshape school climate when effectively promoted and supported by leadership and student engagement. Compliance with this campaign not only ensures alignment with DepEd mandates but also strengthens the emotional and relational dynamics within schools. Moreover, the literature emphasizes that promotion of values must be proactive and sustained. Teachers and administrators must go beyond compliance and engage in consistent promotion of



empathy, inclusion, and safety through instructional and behavioral systems (Gavilan & Javier, 2020). Promotion, when combined with compliance, leads to more authentic and lasting school culture shifts. On the outcomes side, the existence of a safe school environment has been repeatedly linked to positive learner outcomes, including emotional well-being and academic success (WHO, 2020; Moreno & Trinidad, 2019). Meanwhile, inclusive environments contribute to the social participation and academic engagement of marginalized learners (UNESCO, 2017; Villanueva & Castro, 2022). To synthesis, these studies affirm the theoretical claim that compliance with values-based frameworks such as the PEACE Campaign is essential in achieving and sustaining safe and inclusive school environments. They also support the idea that mere policy existence is insufficient without purposeful promotion, stakeholder involvement, and consistent monitoring. These insights justify the current study's focus on evaluating school compliance as a key driver in fostering positive school culture through the PEACE Campaign.

## METHODOLOGY

### *Research Design*

This study employed a descriptive quantitative research design to systematically gather, organize, and analyze data describing the current status of the variables without manipulation. The design was appropriate for assessing the extent of school compliance with the PEACE Campaign and related child protection policies, evaluating the implementation of campaign activities, and determining the level of teachers' awareness and preparedness in addressing bullying and harassment. Data were collected through structured survey questionnaires utilizing Likert-scale items administered to learners, teachers, school heads, and PTA officers. This approach enabled the numerical measurement and statistical analysis of the variables under investigation.

### *Locale of the Study*

The study was conducted in the public elementary schools of Calatrava District 2, Division of Negros Occidental, Philippines, which implement the PEACE Campaign and DepEd child protection programs. The district was selected due to its active implementation of these initiatives, making it a suitable setting for examining school compliance, teachers' preparedness, and the promotion of safe and inclusive learning environments.

### *Respondents of the Study*

The study employed total enumeration as the sampling technique, which included all key stakeholders directly involved in the implementation and monitoring of the PEACE Campaign and related child protection policies in Calatrava District-2. Specifically, the respondents consisted of 22 School Heads, 22 PEACE Coordinators, 22 Child Protection Committee (CPC) Coordinators, 22 Faculty Presidents, 22 PTA Presidents, and 22 Supreme Elementary Learner Government (SELG) Presidents, for a total of 132 participants. Total enumeration was deemed appropriate because the population of key informants was relatively small, clearly defined, and accessible, making it feasible to include all members and ensure comprehensive representation of perspectives relevant to the study.

### *Research Instrument*

The primary instrument used in this study was a researcher-made questionnaire designed specifically to assess the implementation of the PEACE Campaign and its role in promoting safe and inclusive school environments in Calatrava District-2, Negros Occidental. The questionnaire was structured to gather quantitative data on the key variables of the study, namely: the level of school compliance with child protection policies, the extent of implementation of PEACE Campaign activities, and the level of teachers' awareness and preparedness in handling cases of bullying and harassment.

### *Validity*

A total of five experts validated the questionnaire using Lawshe's Content Validity Ratio (CVR) to ensure that the items effectively measured the extent of school compliance and the implementation of the PEACE Campaign. The overall Content Validity Index (CVI) was calculated to be 1.00, indicating perfect agreement among the validators regarding the essentiality of all items. Based on this result, the questionnaire was interpreted as highly valid, confirming that it adequately covered all relevant aspects of school compliance and PEACE Campaign implementation.



## ***Reliability***

To ensure the reliability of the researcher-made questionnaire, a pilot test was conducted with 30 respondents from public elementary schools in another district who shared similar characteristics with the main study population. The respondents completed the questionnaire under conditions similar to the actual data collection. The responses were analyzed using Cronbach's alpha to determine the internal consistency of the instrument, ensuring that the items consistently measured the intended variables, including school compliance with child protection policies, implementation of PEACE Campaign activities, and teacher awareness and preparedness. Items with low reliability were revised or removed to improve the overall consistency of the instrument. The reliability test yielded a Cronbach's alpha of 0.998 for 90 items, indicating excellent internal consistency. This result confirmed that the questionnaire was highly reliable, dependable, and suitable for use with the main study population in Calatrava District-2.

## ***Data Gathering Procedure***

The researcher first sought permission from the Schools Division Office of Negros Occidental and the respective school heads of Calatrava District-2 to conduct the study. Upon approval, the respondents—including School Heads, PEACE Coordinators, CPC Coordinators, Faculty Presidents, PTA Presidents, and SELG Presidents—were informed of the purpose and significance of the study. Informed consent was obtained from all participants to ensure voluntary participation and confidentiality. The validated and reliability-tested researcher-made questionnaire was then distributed to the respondents, who were given sufficient time to answer all items honestly and accurately. The completed questionnaires were personally collected by the researcher to ensure completeness and accuracy. Collected data were organized, tabulated, and prepared for analysis using statistical tools appropriate for a descriptive quantitative research design, including mean scores, percentages, and standard deviations, to assess the extent of school compliance with the PEACE Campaign, the level of implementation of campaign activities, and the preparedness of teachers in promoting safe and inclusive school environments.

## ***Data Analysis Procedure***

The data gathered from the researcher-made questionnaire will be organized and analyzed using descriptive and inferential statistical methods, corresponding to the study's specific statements of the problem.

For SOP 1 and SOP 2, which focus on the extent of school compliance with the PEACE Campaign and the implementation of campaign activities, the responses will be quantified using mean scores, standard deviations, and weighted percentages to describe the level of compliance, policy adherence, and campaign implementation.

For SOP 3, which addresses teacher awareness and preparedness, the responses will also be analyzed using mean scores to determine the level of knowledge, skills, and readiness in handling bullying and harassment incidents.

For SOP 4, which involves proposing enhancement programs based on the findings, the analyzed data will be interpreted to identify gaps, trends, and areas for improvement, providing an evidence-based foundation for recommending strategies or programs to strengthen the effectiveness of the PEACE Campaign and promote safe and inclusive school environments.

## ***Ethical Considerations***

This study will adhere to established ethical standards in educational research to ensure the rights, dignity, and welfare of the participants are protected. A formal request to conduct the study will be submitted to the Division Office of Negros Occidental, the District Supervisor of Calatrava District II, and the concerned school heads for approval. Prior to data collection, informed consent will be sought from all respondents. The objectives, scope, and voluntary nature of participation will be clearly explained, emphasizing that they may withdraw from the study at any time without penalty. No personal identifiers will be collected to ensure anonymity, and responses will be treated with strict confidentiality. The data gathered will be used solely for academic purposes and will be stored securely to prevent unauthorized access. Results will be reported in aggregate form to avoid identifying individual respondents or institutions. Moreover, the study will comply with the principles of beneficence, respect for persons, and justice, as guided by research ethics protocols.

## RESULTS AND DISCUSSION

### The Profile of the Respondents

The profile of the respondents was described in terms of their positions, years of experience, and level of involvement in child protection and PEACE Campaign activities. Most of the School Heads and Coordinators had several years of experience in school administration and program implementation, which provided them with a solid understanding of policy compliance and campaign execution. Faculty and PTA Presidents were actively engaged in school governance and community partnerships, while SELG Presidents represented the learners' perspective in promoting safe and inclusive school environments. Understanding the respondents' profiles allowed the study to contextualize their insights and assess the extent of school compliance, the implementation of PEACE Campaign activities, and the preparedness of teachers in addressing bullying and harassment within their respective schools.

### Descriptive Results

**Table 1**

*Extent of School Compliance on PEACE Campaign by Learners*

Parameters	Mean	Std. Dev.	Description
1.The school has clear rules against bullying.	4.56	.596	Very Well Complied
2.The school explains students' rights under anti-bullying policies.	4.59	.538	Very Well Complied
3.The school provides safe spaces for learners.	4.88	.392	Very Well Complied
4.The school has clear procedures for reporting bullying.	4.85	.498	Very Well Complied
5.Teachers respond promptly to bullying incidents.	4.66	.520	Very Well Complied
6.The school protects learners from harassment.	4.93	.308	Very Well Complied
7.School policies promote respect and fairness.	4.72	.555	Very Well Complied
8.Bullying cases are addressed seriously.	4.09	.872	Well Complied
9.Feel safe in school.	4.88	.458	Very Well Complied
10.The school promotes a culture of protection.	4.19	.878	Well Complied
Mean	4.64	.256	Very Well Complied

Scale: 4.20-5.0 Very Well Complied;3.40-4.19 Well Complied;2.60-3.39 Complied; 1.80-2.59 Fairly Complied; 1.0-1.79 Poorly Complied

The results indicate that learners generally perceived their schools as highly compliant with the PEACE Campaign and child protection policies. The highest scores were observed in items such as the school protects learners from harassment ( $M = 4.93$ ,  $SD = 0.308$ ) and the school provides safe spaces for learners ( $M = 4.88$ ,  $SD = 0.392$ ), reflecting that learners strongly recognized the school's commitment to ensuring safety and protection. Conversely, the lowest scores were recorded in Bullying cases are addressed seriously ( $M = 4.09$ ,  $SD = 0.872$ ) and the school promotes a culture of protection ( $M = 4.19$ ,  $SD = 0.878$ ), which, while still within the "Well Complied" range, suggest that there may be room for improvement in follow-up actions and in cultivating an overall protective school culture. Overall, the mean score of 4.64 ( $SD = 0.256$ ) falls under the "Very Well Complied" category, indicating strong overall compliance from the learners' perspective.

Recent studies support these findings. Evidor and Villacruz (2025) emphasized that while schools may demonstrate high compliance, challenges such as insufficient training and coordination can limit the effectiveness of child protection policy implementation. DepEd initiatives in 2025 similarly highlight the importance of continuous professional development and institutional support to reinforce anti-bullying and child protection measures. Furthermore, Suarniati et al. (2025) found that student perceptions are critical indicators of school safety and program effectiveness, demonstrating that learner feedback can



guide improvements in policy execution. These studies collectively imply that schools must maintain high standards of compliance while continuously enhancing training, monitoring, and participatory approaches to ensure that bullying cases are addressed promptly and that a culture of protection is fully integrated into everyday school life.

**Table 2**

*Extent of School Compliance on PEACE Campaign by Teachers*

Parameters	Mean	Std. Dev.	Description
1.The school complies with the Anti-Bullying Act (RA 10627).	4.69	.509	Very Well Complied
2.The school complies with the Safe Spaces Act (RA 11313).	4.73	.444	Very Well Complied
3.The school implements DepEd Order No. 40, s. 2012.	4.69	.481	Very Well Complied
4.Reporting mechanisms for bullying are functional.	4.91	.360	Very Well Complied
5.Bullying cases are properly documented.	4.81	.394	Very Well Complied
6.Teachers follow standard procedures in handling cases.	4.93	.282	Very Well Complied
7.Child protection policies are clearly disseminated.	4.85	.420	Very Well Complied
8.Teachers enforce anti-bullying rules consistently.	4.18	.801	Well Complied
9.School administrators support policy implementation.	4.95	.273	Very Well Complied
10.Bullying incidents are monitored regularly.	4.47	.806	Very Well Complied
Mean	4.72	.227	Very Well Complied

The results indicate that teachers perceived a very high level of compliance with the PEACE Campaign and related child protection policies in their schools. The highest scores were observed in items such as “School administrators support policy implementation” (M = 4.95, SD = 0.273) and “Teachers follow standard procedures in handling” cases (M = 4.93, SD = 0.282), suggesting strong administrative support and consistent adherence to established protocols in managing bullying incidents. The lowest score was found in “Teachers enforce anti-bullying rules consistently” (M = 4.18, SD = 0.801), which, although still in the “Well Complied” category, indicates some variability in day-to-day enforcement among teachers. The overall mean of 4.72 (SD = 0.227) confirms that compliance is generally perceived as very well implemented.

Recent studies support these findings. Evidor and Villacruz (2025) emphasized that effective implementation of child protection policies requires both awareness and active adherence to guidelines. Similarly, DepEd (2025) initiatives stress the need for ongoing training, clear dissemination of policy guidelines, and strong administrative backing to ensure consistent compliance. Suarniati et al. (2025) also highlighted that teacher engagement and consistency are critical for creating safe and inclusive school environments. These findings imply that while compliance with child protection policies is strong, schools should focus on enhancing uniform enforcement and routine monitoring to maintain consistent implementation and further strengthen safe school environments.

**Table 3**

*Extent of School Compliance on PEACE Campaign by School Heads*

Parameters	Mean	Std. Dev.	Description
1.The school has a functional Child Protection Committee.	4.60	.550	Very Well Complied
2.Child protection policies are consistently implemented.	4.68	.468	Very Well Complied
3.Reporting and response systems are functional.	4.83	.395	Very Well Complied
4.Teachers are oriented on child protection laws.	4.92	.342	Very Well Complied



5. Bullying cases are monitored and documented.	4.75	.435	Complied Very Well
6. Disciplinary actions are applied fairly.	4.91	.315	Complied Very Well
7. Parents are informed about child protection policies.	4.85	.431	Complied Very Well
8. Resources are allocated for protection programs.	4.18	.915	Well Complied
9. Compliance is evaluated regularly.	4.95	.285	Very Well Complied
10. The school ensures a safe environment.	4.31	.868	Very Well Complied
Mean	4.69	.254	Very Well Complied

The results show that school heads perceived a very high level of compliance with the PEACE Campaign and child protection policies in their schools. The highest scores were recorded in items such as “Compliance is evaluated regularly” (M = 4.95, SD = 0.285) and “Teachers are oriented on child protection laws” (M = 4.92, SD = 0.342), indicating that school heads prioritize both monitoring compliance and ensuring that teachers are well-informed of child protection regulations. The lowest score was found in “Resources are allocated for protection programs” (M = 4.18, SD = 0.915), which, although falling within the “Well Complied” category, suggests that limited or uneven allocation of resources may affect the implementation of certain protection initiatives. The overall mean of 4.69 (SD = 0.254) confirms that compliance is generally perceived as very well implemented from the perspective of school leadership.

Recent studies support these findings. Evidor and Villacruz (2025) emphasized that administrative commitment and consistent implementation are key factors in ensuring effective child protection in schools. DepEd (2025) initiatives highlight the importance of allocating resources, conducting regular evaluations, and training personnel to strengthen anti-bullying and protection programs. Suarniati et al. (2025) also underscore that school leadership plays a critical role in fostering safe and inclusive environments by monitoring compliance, orienting teachers, and promoting proactive child protection measures. These findings imply that while school heads perceive overall high compliance, attention to resource allocation and program support is essential to sustain and enhance the effectiveness of child protection initiatives in schools.

**Table 4**

*Extent of School Compliance on PEACE by Campaign by PTA Officers*

Parameters	Mean	Std. Dev.	Description
1. Informed about anti-bullying policies.	4.67	.518	Very Well Complied
2. Supports child protection programs.	4.72	.448	Very Well Complied
3. Participates in school safety activities.	4.93	.282	Very Well Complied
4. Know how to report bullying incidents.	4.93	.332	Very Well Complied
5. Coordinates with school officials.	4.49	.501	Very Well Complied
6. Promotes respect and discipline.	4.93	.282	Very Well Complied
7. Cooperate in resolving bullying cases.	4.85	.420	Very Well Complied
8. Helps disseminate child protection information.	4.34	.846	Very Well Complied
9. Supports school monitoring efforts.	4.95	.273	Very Well Complied
10. Helps maintain a safe school environment.	4.47	.806	Very Well Complied
Mean	4.73	.227	Very Well Complied



The results indicate that PTA officers perceive a very high level of compliance with the PEACE Campaign and child protection policies in their respective schools. The highest scores were observed in items such as “Participates in school safety activities” ( $M = 4.93, SD = 0.282$ ), “Knows how to report bullying incidents” ( $M = 4.93, SD = 0.332$ ), and Promotes respect and discipline ( $M = 4.93, SD = 0.282$ ), reflecting strong engagement, awareness, and proactive participation in child protection efforts. The lowest scores were recorded in “Helps disseminate child protection information” ( $M = 4.34, SD = 0.846$ ) and “Helps maintain a safe school environment” ( $M = 4.47, SD = 0.806$ ), which, while still falling within the “Very Well Complied” category, suggest minor variability in the degree of participation and direct involvement in communication and school safety initiatives. The overall mean of 4.73 ( $SD = 0.227$ ) confirms that PTA officers generally perceive very strong compliance and active participation in the implementation of PEACE Campaign activities.

Recent studies support these findings. Evidor and Villacruz (2025) emphasized the importance of stakeholder engagement, noting that active participation of parents and community members strengthens school child protection initiatives. DepEd (2025) initiatives highlight how collaboration between school officials and PTA officers enhances reporting mechanisms, monitoring, and dissemination of anti-bullying policies. Suarniati et al. (2025) also underscore that parent involvement is critical in promoting safe, respectful, and inclusive school environments. These findings imply that while PTA officers are highly engaged, schools should continue to encourage active participation in information dissemination and ongoing monitoring, ensuring that all stakeholders fully contribute to sustaining a protective school culture.

**Table 5**

*Extent of School Implementation on PEACE Campaign by Learners*

Parameters	Mean	Std. Dev.	Description
1. PEACE Campaign activities promote kindness among learners.	4.69	.524	Very Well Implemented
2. School activities encourage respect for differences.	4.76	.448	Very Well Implemented
3. Practice empathy during school activities.	4.92	.351	Very Well Implemented
4. PEACE Campaign messages are clearly explained.	4.73	.523	Very Well Implemented
5. Campaign activities reduce bullying incidents.	4.82	.407	Very Well Implemented
6. Feel included regardless of background.	4.71	.488	Very Well Implemented
7. School activities promote positive behavior.	4.79	.464	Very Well Implemented
8. Peer relationships improve because of the campaign.	4.50	.737	Very Well Implemented
9. Participate actively in PEACE activities.	4.97	.172	Very Well Implemented
10. Campaign helps create a friendly school environment.	4.50	.788	Very Well Implemented
Mean	4.74	.218	Very Well Implemented

Scale: 4.20-5.0 Very Well Implemented; 3.40-4.19 Well Implemented; 2.60-3.39 Implemented; 1.80-2.59 Fairly Implemented; 1.0-1.79 Poorly Implemented

The results reveal that learners perceive the implementation of PEACE Campaign activities in their schools as very high. The highest score was observed in “Participate actively in PEACE activities” ( $M = 4.97, SD = 0.172$ ), indicating that learners are highly engaged in campaign programs. Other high-scoring items include “Practice empathy during school activities” ( $M = 4.92, SD = 0.351$ ) and “Campaign activities reduce bullying incidents” ( $M = 4.82, SD = 0.407$ ), reflecting learners’ recognition that the campaign fosters positive behaviors and promotes a safer school environment. The lowest scores were found in “Peer relationships improve because of the campaign” ( $M = 4.50, SD = 0.737$ ) and “Campaign helps create a friendly school environment” ( $M = 4.50, SD = 0.788$ ), which, while still rated as “Very Well Implemented,” suggest some variability in the perceived impact on peer interactions and school climate. The overall mean of 4.74 ( $SD = 0.218$ ) confirms that learners generally perceive PEACE Campaign activities as very well implemented.



Recent literature supports these findings. Suarniati et al. (2025) emphasized that student engagement and active participation are critical for effective bullying prevention and for promoting empathy and respect among learners. Evidor and Villacruz (2025) highlighted that well-structured program that actively involve learners result in positive behavioral outcomes and stronger school safety practices. DepEd (2025) initiatives also stress that the practical application of campaign activities, such as promoting inclusion and empathy, is essential for reducing bullying incidents and fostering a positive school climate.

These findings imply that while the implementation of PEACE Campaign activities is strong, schools should continue to reinforce peer relationship-building and inclusive practices to maximize the program’s impact on overall school climate and learner well-being.

**Table 6**

*Extent of School Implementation on PEACE Campaign by Teachers*

Parameters	Mean	Std. Dev.	Description
1.Integrate PEACE values into lessons.	4.65	.553	Very Well Implemented
2.PEACE activities promote respectful behavior.	4.69	.481	Very Well Implemented
3.Model empathy and inclusivity.	4.89	.397	Very Well Implemented
4.Campaign activities address learner behavior issues.	4.78	.500	Very Well Implemented
5.Respond positively to PEACE initiatives.	4.78	.416	Very Well Implemented
6.Encourage peaceful conflict resolution.	4.94	.270	Very Well Implemented
7.Consistently implement campaign activities.	4.77	.489	Very Well Implemented
8.Campaign strengthens classroom relationships.	4.25	.816	Very Well Implemented
9.Campaign goals are clearly communicated.	4.96	.192	Very Well Implemented
10.Campaign supports inclusive education.	4.34	.866	Very Well Implemented
Mean	4.70	.241	Very Well Implemented

The results indicate that teachers perceive the implementation of PEACE Campaign activities in their schools as very high. The highest scores were observed in “Campaign goals are clearly communicated” (M = 4.96, SD = 0.192) and “Encourage peaceful conflict resolution” (M = 4.94, SD = 0.270), suggesting that teachers not only understand the objectives of the campaign but also actively model and promote its values in the classroom. Other high-scoring items include “Model empathy and inclusivity” (M = 4.89, SD = 0.397) and “Campaign activities address learner behavior issues” (M = 4.78, SD = 0.500), reflecting that teachers are engaged in both behavioral management and fostering a respectful and inclusive school culture. The lowest scores were in “Campaign strengthens classroom relationships” (M = 4.25, SD = 0.816) and “Campaign supports inclusive education” (M = 4.34, SD = 0.866), which, while still rated as “Very Well Implemented,” indicate slight variability in the perceived impact of campaign activities on classroom dynamics and inclusion. The overall mean of 4.70 (SD = 0.241) confirms strong teacher engagement in campaign implementation.

Recent studies support these findings. Suarniati et al. (2025) emphasized that teacher involvement and modeling of PEACE values are critical for cultivating a safe and respectful school climate. Evidor and Villacruz (2025) highlighted that consistent integration of campaign activities into classroom routines enhances positive learner behaviors. DepEd (2025) initiatives also stress that clear communication of campaign goals and inclusive practices are essential for sustaining the effectiveness of school-based PEACE programs.

These findings imply that while teachers are highly committed to implementing PEACE Campaign activities, schools should focus on strengthening classroom relationships and inclusive practices to maximize the impact of the campaign on learner engagement and school climate.



**Table 7**

*Extent of School Implementation on PEACE Campaign by School Heads*

Parameters	Mean	Std. Dev.	Description
1. PEACE Campaign activities are regularly conducted.	4.66	.537	Very Well Implemented
2. Campaign implementation is monitored effectively.	4.73	.444	Very Well Implemented
3. Teachers are encouraged to integrate PEACE values.	4.93	.308	Very Well Implemented
4. Campaign activities align with school goals.	4.81	.556	Very Well Implemented
5. Learner participation is promoted.	4.75	.485	Very Well Implemented
6. Resources are provided for campaign activities.	4.63	.648	Very Well Implemented
7. Stakeholders support campaign implementation.	4.79	.480	Very Well Implemented
8. Activities promote inclusivity school-wide.	4.37	.816	Very Well Implemented
9. Campaign impact is evaluated regularly.	4.97	.212	Very Well Implemented
10. The campaign improves school climate.	4.43	.804	Very Well Implemented
Mean	4.71	.258	Very Well Implemented

The results indicate that school heads perceive the implementation of PEACE Campaign activities in their schools as very high. The highest scores were recorded in “Campaign impact is evaluated regularly” (M = 4.97, SD = 0.212) and “Teachers are encouraged to integrate PEACE” values (M = 4.93, SD = 0.308), suggesting that school leadership prioritizes both systematic monitoring of campaign activities and the promotion of PEACE values among teachers. Other high-scoring items include “Campaign implementation is monitored effectively” (M = 4.73, SD = 0.444) and “Campaign activities align with school goals” (M = 4.81, SD = 0.556), reflecting leadership engagement in strategic planning and alignment with school objectives. The lowest scores were in Activities promote inclusivity school-wide (M = 4.37, SD = 0.816) and “The campaign improves school climate” (M = 4.43, SD = 0.804), which, although still classified as “Very Well Implemented,” suggest some variability in the perceived impact on school-wide inclusivity and overall climate. The overall mean of 4.71 (SD = 0.258) confirms that school heads generally perceive strong and effective implementation of PEACE Campaign activities.

Recent studies support these findings. Evidor and Villacruz (2025) highlighted the importance of administrative oversight and resource allocation in ensuring effective program implementation. Suarniati et al. (2025) emphasized that leadership engagement, monitoring, and promotion of PEACE values are critical for creating inclusive and respectful school environments. DepEd (2025) initiatives also underscore the role of school heads in aligning campaign activities with institutional goals and evaluating program impact to sustain safe and inclusive learning environments. These findings imply that while implementation is strong, attention to school-wide inclusivity and climate enhancement can further maximize the positive effects of the PEACE Campaign.

**Table 8**

*Extent of School Implementation on PEACE Campaign by PTA Officers*

Parameters	Mean	Std. Dev.	Description
1. Supports PEACE Campaign activities.	4.61	.548	Very Well Implemented
2. Encourage respectful behavior at home.	4.65	.479	Very Well Implemented
3. Participates in campaign planning.	4.88	.372	Very Well Implemented
4. Promote inclusivity among learners.	4.91	.360	Very Well Implemented



5.Collaborates with school officials.	4.72	.451	Very Well Implemented
6.Reinforce campaign values.	4.91	.289	Very Well Implemented
7.Helps disseminate campaign information.	4.76	.508	Very Well Implemented
8.Support school peace initiatives.	4.17	.878	Well Implemented
9.PTA involvement strengthens learner behavior.	4.98	.150	Well Implemented
10.Contributes to a positive school climate.	4.25	.897	Well Implemented
Mean	4.68	.231	Well Implemented

The results indicate that PTA officers perceive the implementation of PEACE Campaign activities in their schools as generally very high, with an overall mean of 4.68 (SD = 0.231), categorized as “Well Implemented.” The highest scores were observed in “PTA involvement strengthens learner behavior” (M = 4.98, SD = 0.150) and “Promote inclusivity among learners” (M = 4.91, SD = 0.360), reflecting that PTA officers see their role as critical in reinforcing positive behaviors and inclusive practices. Other high-scoring items include “Participates in campaign planning” (M = 4.88, SD = 0.372) and “Reinforce campaign values” (M = 4.91, SD = 0.289), demonstrating active engagement in both planning and value reinforcement. The lowest scores were found in “Support school peace initiatives” (M = 4.17, SD = 0.878) and “Contributes to a positive school climate” (M = 4.25, SD = 0.897), which, while still considered “Well Implemented,” suggest variability in PTA officers’ direct involvement in certain school-wide activities.

Recent studies support these findings. Evidor and Villacruz (2025) highlighted the importance of stakeholder engagement in sustaining child protection and anti-bullying programs. Suarniati et al. (2025) emphasized that active participation of parents and community members reinforces school climate and learner behavior. DepEd (2025) initiatives further stress that collaboration between PTA officers and school officials is essential for effective dissemination, planning, and promotion of campaign values. These findings imply that while PTA officers are highly supportive, schools should continue to enhance their involvement in broader school initiatives to maximize the overall impact of the PEACE Campaign on school climate and learner behavior.

**Table 9**

*Extent of Teachers’ Awareness on PEACE Campaign*

Parameters	Mean	Std. Dev.	Description
1.Understand the PEACE Campaign objectives.	4.59	.578	Very Well Aware
2.Aware of anti-bullying laws.	4.66	.476	Very Well Implemented
3.Know the procedures for handling bullying.	4.90	.347	Very Well Aware
4.Feel prepared to address harassment cases.	4.89	.397	Very Well Aware
5.Attend relevant trainings.	4.74	.457	Very Well Aware
6.Apply child protection policies correctly.	4.88	.351	Very Well Aware
7.Document incidents properly.	4.80	.471	Very Well Aware
8.Coordinate with school authorities.	4.17	.889	Well Aware
9.Promote preventive measures.	4.95	.243	Very Well Aware
10.Respond confidently to incidents.	4.29	.874	Very Well Aware
Mean	4.69	.259	Very Well Aware

The results indicate that teachers are generally very well aware of the PEACE Campaign, with an overall mean of 4.69 (SD = 0.259), falling within the “Very Well Aware” category. The highest scores were observed in items such as “Promote



preventive measures” (M = 4.95, SD = 0.243), “Know the procedures for handling bullying” (M = 4.90, SD = 0.347), and “Feel prepared to address harassment cases” (M = 4.89, SD = 0.397), indicating that teachers are confident in applying campaign objectives, procedures, and preventive strategies. The lowest scores were found in “Coordinate with school authorities” (M = 4.17, SD = 0.889) and “Respond confidently to incidents” (M = 4.29, SD = 0.874), which, while still within the “Well Aware” or “Very Well Aware” range, suggest some variability in coordination and confidence levels among teachers when dealing with certain cases.

Recent studies support these findings. Evidor and Villacruz (2025) emphasized that teacher awareness and knowledge of child protection laws are essential for effective policy implementation. Suarniati et al. (2025) noted that teachers’ understanding and preparedness directly influence the effectiveness of anti-bullying initiatives and the promotion of a safe and inclusive school climate. DepEd (2025) initiatives further highlight the importance of training and continuous professional development to strengthen teachers’ competencies in handling harassment and bullying incidents. These findings imply that while teachers are highly aware of PEACE Campaign objectives and procedures, schools should continue to enhance coordination mechanisms and provide ongoing capacity-building to ensure consistent and confident responses to all cases of bullying and harassment.

**Table 10**

*Extent of Compliance and Implementation of PEACE Campaign When Taken as a Whole*

Variables	Mean	Std. Dev.	Description
Extent of Compliance	4.70	.136	Well Complied
Extent of Implementation	4.71	.147	Well Implemented

The results indicate that when taken as a whole, the extent of school compliance and implementation of the PEACE Campaign is generally high. The mean score for compliance is 4.70 (SD = 0.136), categorized as “Well Complied,” while the mean score for implementation is 4.71 (SD = 0.147), categorized as “Well Implemented.” These findings suggest that schools in Calatrava District-2 consistently adhere to child protection policies and effectively implement PEACE Campaign activities across all stakeholders, including learners, teachers, school heads, and PTA officers.

Recent studies support these results. Evidor and Villacruz (2025) emphasized that sustained compliance with child protection laws, supported by consistent monitoring and administrative oversight, is crucial for creating safe school environments. Suarniati et al. (2025) highlighted that comprehensive implementation of anti-bullying initiatives, coupled with active participation from students, teachers, and parents, promotes empathy, respect, and inclusivity among learners. DepEd (2025) initiatives further underscore the importance of integrating campaign values into daily school practices and ensuring that all stakeholders are aware of their roles in fostering a safe and positive school climate. These findings imply that while overall compliance and implementation are strong, schools should continue to reinforce uniform enforcement, capacity building, and collaborative engagement to maintain and further enhance the effectiveness of the PEACE Campaign across all levels.

**Table 11 Differences on the Extent of Compliance on PEACE Campaign Based on the Selected School Characteristics**

School Size	Mean	Std. Dev.	F	p	Interpretation
small school	4.70	.136	1.588	.208	Not Significant
medium school	4.71	.125			
large school	4.62	.145			
School Location	Mean	Std. Dev.	T	p	Interpretation
rural	4.70	.137	1.47	.145	Not Significant
urban	4.65	.122			
School Administrators	Mean	Std. Dev.	T	p	Interpretation
principal	4.69	.135	0.59	.953	Not Significant
head teacher	4.69	.137			

The results indicate that the extent of compliance on the PEACE Campaign does not significantly differ based on selected school characteristics. For school size, small schools (M = 4.70, SD = 0.136), medium schools (M = 4.71, SD = 0.125), and large schools (M = 4.62, SD = 0.145) showed no statistically significant difference in compliance, F = 1.588, p = 0.208. Similarly, school location revealed no significant difference between rural (M = 4.70, SD = 0.137) and urban schools (M = 4.65, SD = 0.122), t = 1.47, p = 0.145. Additionally, the type of school administrator—whether a principal (M = 4.69, SD = 0.135) or head teacher (M = 4.69, SD = 0.137)—did not significantly affect compliance, t = 0.59, p = 0.953. These findings suggest that adherence to child protection policies and the PEACE Campaign is consistent across different school sizes, locations, and



leadership structures, highlighting that compliance is influenced more by school culture, stakeholder engagement, and systematic implementation than by structural characteristics.

This aligns with Evidor and Villacruz (2025), who emphasized that effective child protection practices are driven by awareness, commitment, and procedural consistency rather than institutional size or location. DepEd (2025) also supports the notion that standardized policies and active monitoring ensure uniform compliance across schools regardless of administrative or contextual differences. The implications suggest that efforts to maintain high compliance should focus on capacity building, stakeholder collaboration, and reinforcement of school-wide policies rather than adjusting strategies based on school size or location.

## CONCLUSION

The study concludes that schools in Calatrava District-2 exhibit a high level of compliance and effective implementation of the PEACE Campaign and related child protection policies. Learners, teachers, school heads, and PTA officers consistently perceive the campaign as promoting safe, inclusive, and respectful learning environments, while teachers demonstrate strong awareness and preparedness in addressing bullying and harassment. Compliance and implementation are uniformly maintained across schools regardless of size, location, or administrative structure, highlighting the role of systematic monitoring, stakeholder engagement, and school culture in sustaining program effectiveness. Although a significant correlation between compliance and implementation was not observed, the findings underscore that policy adherence alone is insufficient, and active participation, leadership support, and continuous capacity-building are essential to ensure that the campaign's objectives are fully realized. Overall, the PEACE Campaign serves as a strong foundation for fostering learner well-being and positive school climate, with opportunities for further strengthening inclusivity, coordination, and engagement across all stakeholders.

## RECOMMENDATIONS

Based on the findings of the study, several programs are proposed to enhance the effectiveness of the PEACE Campaign and to further promote safe and inclusive learning environments.

First, a Teacher Capacity-Building Program is recommended to strengthen teachers' awareness, preparedness, and confidence in handling bullying and harassment cases. This program will include regular quarterly training and workshops on anti-bullying laws, Child Protection Policy, conflict resolution, and inclusive classroom management. The School Head, Guidance Counselor, Master Teachers, and the Child Protection Committee will serve as responsible people. Success indicators will include increased teacher knowledge scores, reduced bullying and harassment cases, and improved teacher handling of reported incidents.

Second, a Student Peer Leadership and Mentorship Program should be implemented to promote positive peer relationships and reinforce PEACE values among learners. Key strategies include training selected student leaders as PEACE ambassadors, establishing peer mentoring and support systems, and organizing student-led advocacy activities. This program will be conducted quarterly under the supervision of the School Head, Guidance Counselor, and Class Advisers. Success will be measured through improved student relationships, decreased peer conflicts, and increased participation in PEACE-related activities.

Third, a Parent and Community Engagement Initiative is proposed to strengthen collaboration among the school, parents, and the community in promoting child protection and safe learning environments. Semi-annual parent workshops on child protection policies, community forums on school safety, and partnerships in school safety programs will be organized. The School Head, PTA Officers, Barangay Officials, and Guidance Counselor will lead these efforts. Indicators of success include higher parent attendance in meetings, increased community support for school programs, and improved reporting and prevention of child protection issues.

Fourth, the establishment of a Monitoring and Evaluation System for PEACE is essential to ensure effective implementation and compliance with campaign activities. This annual initiative will involve regular surveys, feedback mechanisms, focus group discussions, and school-based audits. The School Head, School Monitoring Team, and Teachers will oversee the process. Success indicators include documented compliance reports and data-driven improvements in PEACE implementation.

Fifth, an Inclusive School Culture Program should be introduced to promote diversity, respect, and a culture of protection within the school. Annual school-wide campaigns on inclusiveness integration of values education into classroom instruction, and activities celebrating diversity will be conducted by the School Head, Teachers, and Student Leaders. Expected outcomes include a more inclusive school climate, increased respect among learners, and fewer discrimination-related complaints.

Lastly, a Recognition and Incentive Program is recommended to motivate and sustain commitment to PEACE objectives. This annual program will include awards for exemplary students, teachers, and schools, as well as public recognition of best practices. The School Head and School Awards Committee will manage the initiative. Success indicators include higher participation in PEACE activities and sustained engagement in safe school practices.



## Conflict of Interest

The researcher declares that there is no conflict of interest in the conduct of this study on the implementation of the PEACE Campaign. The research was carried out objectively, and all data were collected, analyzed, and interpreted without personal, financial, or professional bias. The researcher has no financial interests, affiliations, or personal relationships that could have influenced the findings or recommendations of the study. All participants voluntarily provided information, and ethical standards in research, including confidentiality and impartiality, were strictly observed.

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