



**MEXT**

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN

## SEAMEO-Japan ESD Award

Supporting Partner:



**Bangkok Office**  
Asia and Pacific Regional  
Bureau for Education

United Nations  
Educational, Scientific and  
Cultural Organization

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### **PART I: South Hill School, Incorporated**

1. Name of your school: **South Hill School, Incorporated**
2. Full address: **IPB Road UP College, Los Banos Laguna**
3. Postcode: **4031**
4. Country: **Philippines**
5. School's telephone number (country code+city code+telephone number): **+63 (049) 536-5465**
6. School's fax number (country code+city code+fax number): **+63 (049) 536-5465**
7. Name of the Head Master/Principal/School Director: **Mrs. Carmencita T. Nolasco**
8. Name of the Teacher Coordinator: **Engr. Amando Perfecto de la Cruz Molin**
9. Email address of the Coordinator: **amandopdlcmolin@yahoo.com**
10. School website (if available): none
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): **ECLP to Grade 10**
12. Total number of teachers in your school: **35**
13. Approximately number of teachers participated in this programme: **35**
14. Total number of students in your school: 716
15. Approximate number of students participated in this programme: 716

### **PART II: Information about the School's Programme**

1. Title of the school's programme: **Kindness for PEACE**
2. Summary of the programme: *see next page*

# Kindness for PEACE

*In a world where you can be anything, be kind.*



A Venn diagram showing how the three subprograms of **Kindness for PEACE** and their interconnectedness facilitate sustainable peace-building. In essence, PEACE can be achieved when kindness permeates in every classroom, family, barangay and the community. The program adopts strategies and activities that promote solid commitment in upholding truth, charity and justice. The guiding concept being espoused in implementing Gandhi TALKS, Rak on!, and Project Kindred as viable mechanisms are the following core values: **TRUTH** -- Pursues knowledge. Shows adherence to ethical principles by upholding the truth.; **CHARITY** -- Cares for others. Cares for the environment ; and **JUSTICE** – Aspires to be fair and kind to all. Demonstrates commitment to the common good. The program aims to cease all acts that can compromise peace and do everything to restore it, encouraging all to make a conscious effort to work towards a more peaceful world where people can live in harmony regardless of religion, color, gender, or any other social status. Studies have proven that raising the social-emotional competence and increasing empathy reduces a person's level of aggression and emotional distress. Qualities like self-awareness, empathy, peaceful problem-solving, and self-regulation need to be learned and practiced unflinching in order to cultivate consistent behavioral gains. The program subscribes to the idea that the best way to counter violence and become a force for peace is by habitually performing acts of loving kindness.

**Gandhi TALKS** is an avenue for everyone to express his views and insights. As people with different perspectives interact, conflict is inevitable. Unfortunately, the school and the community can also be areas where inequality and discrimination can exist. This subprogram aims to hone emotional and social skills in enhancing ones' compassion and empathic side, stimulate his heart and mind, and advocate peaceful actions in addressing various issues and problems. Mahatma Gandhi has stood to be an important pillar of inspiration for our generation as he exemplifies the importance of peaceful resolutions and open communication for a greater world. South Hill's Gandhi TALKS program aims to inspire all, especially the youth to focus on using kindness and empathy as an agency to transform themselves, and in turn, societies as we work together to achieve our Sustainable Development Goals.

South Hill has recognized the incorporation of "Gandhi TALKS" in the Values Education of its primary and secondary level students. This move is actually aligned with the functional literacy indicator set by the K-12 Edukasyon sa Pagpapakatao (EsP) Curriculum crafted by the Department of Education, which is to think and act responsibly towards the common good (nagpapasya at kumikilos nang mapanagutan tungo sa kabutihang panlahat). The explicit inclusion of Gandhi TALKS in EsP class will serve as an avenue for the students to confirm and confront their feelings towards a certain conflict or issue as well as to recognize how much peace and goodwill they can actually give. For the part of the teachers and advisers, making Gandhi TALKS a part of their lessons is an innovative way of enforcing Social-Emotional Learning among the students. Gandhi Talks as part of Values Education coincides with both Dep.Ed.'s EsP Curriculum's target outcome and South Hill School's mission, that is, to produce Filipino students who possess the morals and values that will enable them to succeed in the 21st century. Gandhi TALKS generally aims to propagate peace through different communities down to the grass roots level. This program believes that to build peace, people should have a platform to talk about societal issues and to make these people from different perspectives co-exist by finding non-violent ways of respectfully understanding each others' thoughts and ideas. Gandhi TALKS wants to engage each member of the community to participate in this series of educational discussions and make them exercise their right to freedom of expression by articulating their knowledge in a talk where zero discrimination is being tolerated. Thus, it will let its members enrich their knowledge and deepen their understanding then be able to communicate this knowledge to fellow Filipinos. It also encourages them to make an impactful action according to their principles that will induce change that they aspire in their community. Gandhi TALKS let people plan and help them execute their proposals that are anchored on the principle of kindness.

**RAK on !** aims to help create a world filled with kindness and promote thinking that it is better to give and share without expecting anything in return and in believing that there is still kindness in everyone. It provides surprising opportunities and great challenges for communities to come together and make just and lasting change by building cultures of compassion and kindness. RAK on! supports communities committed to creating cultures that are kinder and building peaceful places to live in.

**Project Kindred** deliberately embeds social-emotional learning, critical in increasing students' ability to engage in deeper learning, both in curricular and extracurricular works. The framework shown below guides South Hill in the process of developing students' social-emotional competencies - specifically, the knowledge, skills, attitudes, and behaviors, that the learners need to make sound decisions, recognize and manage own emotions, build positive relationships, solve interpersonal problems, and make effective and ethical choices. The curricular mechanisms of this subprogram hope to build a kinder generation of young people while the non-curricular aspect aims to facilitate intercultural understanding and increased participation in dialogues, conferences and activities that promote building world peace.



### 3. Background information or reasons why the school created this programme

South Hill School believes that the school is a microcosm of society and that aside from the home, the school is the place where children learn the values that we aspire for in society. Creating a school environment that lives up to its core values as beacons for daily school life is a priority, along with fostering a physically and psychologically safe school. However, in recent years, South Hill School has experienced incidents of bullying, depression, and a few acts of aggression amongst students. In line with its core values of truth, charity, justice, and excellence, and its mission of educating the whole child, South Hill embarked on the program, *Kindness for PEACE*.

Based on recent scientific evidence that compassion and empathy can be taught and learned, South Hill School believes that the peaceful and loving school environment that we seek to create should begin with each individual student. Thus, students should engage in activities that cultivate mindfulness, gratitude, empathy, and kindness as these are also habits that can be learned through regular practice.

South Hill School recognizes that critical thinking results in empathy. When students can learn to listen actively, analyze from multiple perspectives, and ask questions, then they develop the ability to understand how others might feel and think.

Students who are at peace within will radiate the same peace in his immediate family, community, and society.

### 4. Objectives/goals of the programme

The main goal of the program *Kindness for PEACE* is to foster sustainable peace-building through dialogs, acts of kindness and acquisition of skills needed to influence and show kindness. Through its subprograms, *Gandhi TALKS*, *RAK on!* and *Project Kindred*, the program specifically aims to: 1. teach the students the necessary peace-building skills such as diplomacy, compassion, empathy and kindness., 2. instill values that would allow everyone to explicitly express commitment to school core values on truth, charity and justice, 3. create an avenue where relevant social issues are addressed in a non-violent manner through multi-perspective and educational discussions to eradicate fear of difference, discrimination and prejudice, 4. impact change in the community through voluntary acts of kindness to help those who are in need, and 5. provide enabling conditions for students, teachers, parents and every stakeholder to become agents and instruments of peace.

### 5. Period of the time when the programme was/has been started

Majority of the activities have been implemented since 2012 prior to the consolidation of the program *Kindness for PEACE* last 2018.

### 6. Key knowledge, skills, attitudes/values and behaviors that you expect to develop from this programme

South Hill School believes that it is the school's utmost responsibility to set the values as foundation for their assimilation as peace-loving citizens of the 21<sup>st</sup> century. Hence, inspiring kindness by upholding the core values of truth, charity and justice should be the thrust of every school. It is imperative to teach and develop the students' social-emotional competence such as compassion, empathy, self-regulation, and resilience. In addition, inculcating diplomacy through active dialogs about social issues and environmental stewardship that affect mankind facilitates intercultural understanding and fosters global citizenship.

South Hill expects to develop among its learners increased social and emotional skills and improved attitude that would result to a decrease in conduct problems, aggressive behavior, and emotional distress. That is, the school believes that kindness is the key in creating a peaceful environment conducive for values formation – producing happier individuals with heightened sense of well-being, who radiate wonderful feelings of positivity and self-worth and exhibit more inclusive behaviors. The program expects to promulgate volunteerism as well. Through volunteering, small random acts of kindness, collectively, may uplift the lives of many. Most importantly, *Kindness for PEACE* advocates the idea of being kind to oneself and cultivating inner peace to nourish one's sense of purpose and meaning.

### 7. Activities (Strategies, activities, steps for implementation)

The *Kindness for PEACE* program is developed with the aim of ceasing any act that may compromise peace. Its three subprograms – *Gandhi TALKS*, *RAK* (Random Acts of Kindness) *on!* and *Project Kindred*, are deliberately designed to propagate peace through habitual acts of kindness.

**I. Gandhi TALKS (True Acts of Love and Kindness for the Society)** is an interactive seminar workshop innovatively designed with five phases:

<b>Phase 1</b> <i>Mindful Meditation</i>	facilitates calmness, cleansing of the mind and heart and foster well-being and inner peace
<b>Phase 2</b> <i>Picture Prompts</i>	viewing of pictures that aims to stimulate 'raw' affective responses and incite critical thinking.
<b>Phase 3</b> <i>Big Questions/ Big TALK</i>	phase that instigates thinking and encourages one to articulate a particular stand with the deliberate use of precise language
<b>Phase 4</b> <i>Think-Pair-Share</i>	metacognitive part that promotes deep reflection; opportunity for a respectful interaction with a goal of eradicating the fear of difference, prejudice and discrimination.
<b>Phase 5</b> <i>CREDO</i>	creation of a pledge of commitment to become agents of change and group stipulation of beliefs and formulation of acts of kindness.



Gandhi TALKS has two approaches. First is the multi-perspective approach in which the participants can analyze from multiple views and develop the ability to understand how others think and feel. The second one is the educational approach which directs positive behavioral gains to the participants. Both approaches conclude with the participants expressing their commitment to render their own acts of kindness.

A. Multi-Perspective.

Topics	General Target Participants (School and Community)	Innovators
Teenage Pregnancy	Grade 8, 9, 10,11,12 , Out-of-School Youth and Barangays	Mrs. Josielyn Desamero / Mrs. Yolly Olarve
HIV / AIDS	Grade 5, 6, 7, 8, 9, 10, 11, 12, Out-of-School Youth and Barangays	Mrs. Josielyn Desamero / Mrs. Yolly Olarve
Sexual Orientation Gender Identity and Expression	Grade 9,10,11,12, Adults, Out-of-School Youth and Barangays	Ms. Levie Leyva / Engr. Amando Molin
Advanced Reproductive Health	Grade 9,10,11,12, Adults, Out-of-School Youth and Barangays	Engr. Amando Molin / Mrs. Josielyn Desamero

B. Educational Discussion

Topics	General Target Participants (School and Community)	Innovators
Inner Peace and Mindfulness	Kinder to Grade 12, All	Mrs. Johla Bondad
Environment – Binary Thinking	Kinder to Grade 12 , Out-of-School Youth and Barangays	Engr. Amando Molin / Mr. Gab delos Santos
Bullying	Grade 4, 5, 6, 7, 8, 9, 10, 11, 12, Out-of-School Youth and Barangays	Mrs. Yolly Olarve / Ms. Maricar Capitan
Advocacy Promotion	Department of Education, Samahang Kabataan Federation, Gender and Development, Parents, U.P. GURO, Teachers, Barangays	Engr. Amando Molin

II. **RAK (Random Acts of Kindness) on!** includes various activities that facilitate selflessness from small acts of kindness to well-planned community service events spearheaded by individual students, classes, clubs and organizations. The following are sample actions being done regularly:

1. Vlog RAK-rakan – a Youtube vlog that presents and captures moments of kind acts towards other people in the community participated in by South Hill students, teachers, parents and partners from public and private institutions;
2. Project Shoebox – elementary students fill a shoebox with necessities and gifts and give them to the less fortunate ones;
3. Giving Back – South Hill alumni-sponsored events for the marginalized sector of the community;
4. Rummage for a Cause – fund-raising activities that finance gift-giving projects;
5. South Hill Student Government Relief Operations – students, headed by the Student Government, reach out to people adversely affected by calamities by providing their basic needs
6. RAK Day – students create a list of kind acts that they are more than willing to partake and use this as a prompt in writing a reflection essay of the experience and a few other activities.

III. **Project Kindred** consists of curricular and non-curricular activities that develop students’ social-emotional competencies necessary in training every learner to become peace-loving by being more compassionate, empathetic and kind. The curricular activities operate using the framework presented below.



The curricular programs intend that the learners imbibe inner peace which will transcend through the program’s three tiers:

1. Unlocking Kindness and Gratitude (Moments of Kindness and On Being Grateful);
2. Building Empathy (Listening Actively and People are People) and
3. Unity in Shared Humanity (Unity in Diversity and Pakikisama/Pagpapakatao).

The curricular school-wide and community activities focus on facilitating deep social and emotional learning through lessons and experiences that instill self-regulation, social awareness and all other skills necessary in building positive relationships and in making responsible decisions. South Hill students from Kinder to Grade 8 are recipients of this innovative curriculum and instruction that spread three times a quarter per school year while the Grades 9 to 12 students participate in two Gandhi TALKS in a quarter per school year. A few sample topics that are being rendered in the interactive discussions are related to bullying, environmental preservation, gender, sex and health.

The non-curricular aspect focuses on fostering intercultural understanding and training each one on the concept of establishing peace through diplomacy, inclusion and compassion. The main activities that facilitate this particular part are the following:

1. South Hill Youth Exchange Programs (e.g. Adventurous Journey, Cultural Night and Friendship Rituals – South Korea, Japan and United States);
2. Dreams Café;
3. Forums on Social Studies Special Topics – e.g. UN Peacekeeping Operations;
4. Model United Nations Conferences – Philippines, US and Europe;
5. Environmental Programs – e.g. “As ec as Juan2Tree”
6. Additional Meditation Programs

## 8. Teaching and learning approaches/strategies that the school has integrated for peace education.

The *Kindness for PEACE* program is deemed effective in integrating pertinent teaching and learning strategies in its three subprograms.

Gandhi TALKS advances every individual's level of social awareness allowing to take others' perspectives into account and to empathize with them. Through vocally expressing their philosophies and responding non-violently to others' ideas, students develop self-confidence, as well as enhance their communication with the use of precise language and critical thinking skills. Furthermore, students' behaviors are improved as the teachers interrelate with students more compassionately, treating them with understanding, kindness, and respect.

*RAK on!* encourages initiative and selflessness, promotes growth mindset, provides opportunities to serve and give back to all communities. By continuously immersing the students to the different RAK on! activities, the concepts of altruism and kindness are ingrained in them. A deeper understanding of these behaviors can also be achieved by the students when they are given the opportunity to reflect on the good deeds they make (e.g. RAK essays and Vlog RAK-rakan).

Project Kindred was developed by South Hill School as it realizes that social-emotional learning is critical in being one with the community in building peace and meeting all other sustainable development goals. In the curricular activities, teachers explicitly design their lesson plans in such a way that the three tiers are tackled. The "*Unlocking Kindness and Gratitude*" tier enables the opening of the participants' consciousness what it means to be kind and how would this benefit them and their environment, the community. Enumerating feasible acts of kindness that they can execute daily is a means of establishing how being kind takes practice and how it becomes a habit when consciously incorporated into their routine. The "*Building Empathy*" tier is based on their perception of what is of value. The things and traits of importance are shared to the group as the listeners put themselves in the sharer's shoes and allows a person of different perspective realize how different the situation could be when seen from a different angle. The "*Unity in Shared Humanity*" tier attempts to initiate group interaction in solving problems they identified and deem solvable. This step instills cooperation as they work together to find solutions.

The non-curricular aspects of Project Kindred are aimed towards breaking barriers brought about by cultural differences. The special topics on UN Peace-keeping Operations studied in Social Studies reinforce the importance of using nonviolent means to achieve peace by learning various situations handled by the UN Peace and Security Council. These real circumstances reflect how significant kindness is in approaching and solving such situations. Another non-curricular aspect of the program is the establishment of international collaborations like the partnership with San Ul Lim Youth Center, Bucheon, South Korea, the Government of Japan and Yale University and Harvard University in the United States of America. Such international ties were done for the South Hillians to acquire a first-hand experience of building intercultural understanding with other countries.

The Dreams Café culminating activity is spearheaded by the Guidance Office of the school in cooperation with the Senior High Department's Personal Development class. The event creates an avenue to assess and discuss where they stand in their future plans. It also helps the participants recalibrate their goals with their interests and opportunities.

The school's attendance in Model United Nations Conferences in the Philippines, the United States of America and in Europe broadens students' perspectives as it is the perfect venue for them to practice diplomacy and international relations. In these educational simulations, the students learn that cultural differences are important considerations during these interactions. Practicing kindness and keeping a peaceful disposition are best learned by students while they perform an ambassador role, on top of honing their skill in public speaking, writing, negotiation and compromise.

## 9. A. Participation with the Community

The full implementation of *Kindness for PEACE* is achieved in coordination with the following institutions:

- Gandhi TALKS
  - Gandhi TALKS on SOGIE and Gandhi TALKS on Teenage Pregnancy
    - in collaboration with the members of UP Babaylan and Gender and Development Office
    - needs assessment and strategic planning done with the Development Office of the Municipality of Los Banos through Ms. Karen Lagat-Mercado
  - Gandhi TALKS on Environmental Protection Campaign
    - in partnership with the Young Environmentalist Leaders of Barangay Putho Tuntungin Elementary and High School
    - on-going implementation and monitoring with the support of Honorable Ronald Onate, Chairman of Barangay Putho, Los Banos, Laguna
  - Gandhi TALKS on Bullying
    - with volunteer parents/citizens Mr. and Mrs. Ergina of Barangay Mayondon, Los Banos, Laguna
    - in partnership with the teachers of Paciano Rizal Elementary School, Putho, Los Banos, Laguna
- RAK on!
  - Shoe Box Project in partnership with Sigma Alpha Sorority of UP Los Banos and Putho Elementary School;
  - Giving Back (a gift-giving community outreach project) initiated by South Hill Alumni Association;
- Project Kindred – Non-curricular
  - International Youth Exchange Program - host: San Ul Lim Youth Center Bucheon, South Korea,
  - Japan Adventurous Journey - partner schools: Poole Gakuin Kindergarten and Poole Gakuin Junior High School in Osaka, Japan;
  - Model United Nations Conferences – partner universities: University of the Philippines Diliman and Los Banos, Yale University and Harvard University;

- “As ec as Juan2Tree” [As easy as 1-2-3 / ec- enzymatic composting] Program - done in partnership with Barangay Putho, Tuntungin Los Banos, Barangay Batong-Malake and the Municipal Environment and Natural Resources Officers (MENRO) of the Municipality of Los Banos.

Finally, South Hill School and the program innovators are in full throttle in propagating the *Kindness for PEACE* program and have formed the following partnerships for the program’s planning and implementation:

- Department of Education Guidance and Counselling Unit of the Los Banos District – seminar workshops and teacher training on the use of the Gandhi Multi-Perspective and Educational frameworks in the different elementary, junior and senior high schools of Los Banos, Laguna with Mrs. Maria Luna Flores Mojado as lead partner;
- Sangguniang Kabataan Federation – Gandhi TALKS designing and leadership training of SK Chairpersons and young leaders of the 14 different barangays of the Municipality Los Banos and 15 barangays of Bay, Laguna with Honorable Jozylynn Manansala as lead partner;
- Gender and Development Office of Laguna – Training Caravan 2019 and 2020 and SOGIE and Teenage Pregnancy TALKS with Ms. Karen Lagat-Mercado as lead partner;
- South Hill Parents and Alumni – special topics related to Random Acts of Kindness and peace diplomacy.
- U. P. GURO – trained in-service teachers on becoming local peace-leaders

## B. Engagement of partners in community and their roles/contribution

Name of Partners	Roles and Contributions
Department of Education – Los Banos District	partner institution in rendering Gandhi TALKS in the different elementary and high schools
Samahang Kabataan Federation	partner institution in training the SK leaders in the 14 barangays of Los Banos and 15 barangays in Bay, Laguna
Gender and Development Office	partner institution in rendering SOGIE talks
Municipality of Los Banos and Bay, Laguna	partner institution in expanding the scope of <i>Kindness for PEACE</i>
San Ul Lim Youth Center Bucheon, South Korea	international student exchange counterpart
Yale University Model UN	Model UN partner university
Harvard University Model UN	Model UN partner university
University of the Philippines Model UN	Model UN partner university
De La Salle University Benilde	Model UN partner university
Barangay Putho Tuntungin, Los Banos	plans and identifies needed TALKS in the community and shared the use of the eco-garden facility
Barangay Batong-Malake, Los Banos	plans and identifies needed TALKS in the community and shared the use of the eco-garden facility
Barangay Sto. Domingo, Bay, Laguna	plans and identifies needed TALKS in the community
Barangay Halang, Calamba, Laguna	plans and identifies needed TALKS in the community
South Hill School Alumni Association	plans and spearheads RAK on! activities

## 10. Activities that the school, students and teachers have contributed to the community

As one the program’s objectives, the different activities were crafted and executed to produce positive impacts towards creating a more peaceful community – from the school’s locality extending up to international community.

The Gandhi TALKS deems to be effective in spreading people- and environment- related advocacies to the different communities in Los Banos. The talks on teenage pregnancy and HIV/AIDS aim to give awareness to the young women of the local community on how to prevent unwanted pregnancies and to avoid contracting different sexually transmitted diseases, HIV in particular. Talks on SOGIE (Sexual Orientation Gender Identity and Expression) are being conducted in different schools and communities in Los Banos to widen the views of the people, both young and old on this controversial and sensitive matter. The school’s partnership with the Department of Education Los Banos District and the municipality’s Gender and Development Office makes it possible for the school to conduct the abovementioned talks in the different areas of Los Banos through caravans organized by the two government institutions, meaning, the facilitators of *Kindness for Peace* program are being sent to different schools and institutions to conduct Gandhi TALKS. The school goes around the neighboring schools to do talks on bullying to instill in the minds of the children, particularly those in the elementary level, why bullying must not be done and its adverse effects on the victims of bullying.

In addition, the school’s Gandhi TALKS on environment conservation and protection, the “Payaman” Thinking enlightens the mind of the local residents on the mentality that all waste materials can be converted to money through proper waste segregation. This talk is warmly received by the different barangays in Los Banos because of its novelty and the way it can change the way people view wastes. Because of the positive impacts of Gandhi TALKS, the Department of Education Los Banos District realized the need to produce more Gandhi TALKS facilitators by training teachers from other schools how to use the Gandhi TALKS forum.

RAK (Random Act of Kindness) on! encompasses various school activities in which the goal is to extend help to other people, especially those in need. One activity, *Project Shoebox*, is done by the elementary pupils every Christmas season for them to feel the spirit of giving. The students fill their shoebox with the things that they are willing to share. The students themselves hand their shoeboxes to other students (from another school in the community) who are not as fortunate as they are. Another RAK On activity is the outreach programs of the alumni. These former students who already imbibe the acts of generosity instilled to them by their alma mater would rather celebrate their homecomings and anniversaries by sharing their blessing to the community rather than spending on lavish parties or gatherings. The most recent alumni get together focused on a feeding program for the orphans and children coming from poor families. The school also conducts a rummage sale annually. This year rummage sale activity called “Rak-rakan” spearheaded by the Student Government were able to collect clothes, shoes and other useful things from the students and sold them. The proceeds of this activity will be used to buy books and toys to be donated to the needy children residing at Patay na Riles, a barangay near the school.

The *Kindness for PEACE* program also sees to it that the students’ kind deeds are spread to the world to encourage others to lean towards doing the same gestures. Hence, students, are encouraged to share their personal anecdotes on their acts of kindness through writing. Last school year, the compilation of the students’ essays was collectively known as RAK Essays.

The *Kindness for PEACE* program is aligned with the school's mission of molding its Filipino students into becoming global citizens. For eight years now, the school has been continuously inculcating its students the idea that the whole world should be considered as part of the community where they belong to. To promote better intercultural understanding and awareness, the school has forged the International Youth Exchange Program (IYEP) with San UI Lim Youth Center in Bucheon, South Korea. Every August, some youths from South Korea visit the Philippines and then every October, it is the turn of the Filipino youths to go to South Korea. Last month's IYEP was injected with a "Cultural Night" wherein the children from both nationalities will gain a deeper understanding of each country's culture.

The school is also in its third year of actively joining both local and international Model United Nations or Model UN conferences. Through this educational simulation activity, the students are becoming increasingly familiar with the problems being faced by their neighboring countries. But more importantly, they can actually think of and come up with creative solutions to these problems. The students of South Hill School, aside from the MUNs held here in the Philippines, actually participated in Yale MUN and Harvard MUN in the US and YMGE in Europe. Regularly, South Hillian MUN delegates perform actively in debates and fora in the Human Rights Council and Peace & Security Department Committees, particularly on Peacebuilding Commissions (e.g. Empowering Youth as Agents of Peacebuilding and Sustaining Peace through Partnerships), Security Council (e.g. The Situation in Countries in Conflict and Women, Peace, and Security), and Protection of Civilians in Armed Conflict / Treaty on the Non-Proliferation of Nuclear Weapons Review Conference (e.g. Peaceful Uses of Nuclear Energy and Strengthening Measures towards General and Complete Nuclear Disarmament).

The newest step done by the school to further effect cultural understanding and sensitivity among its students is a visit to Japan last April 11-16. Fourteen members of the school explored Tokyo and Osaka to have a first-hand experience of the Japanese way of life and culture. Aside from the regular tourist destinations, these South Hillians were able to visit and observe two schools in Osaka, Poole Gakuin Junior and Senior High School and Poole Gakuin Kindergarten. Prior to the trip, one part of the participants' preparations was to see to it that they are aware of the different Japanese culture. They spent significant amount of time studying a detailed list of do's and don'ts and did their research on how to behave appropriately in various situation.

The "*As ec as Juan2Tree*" activity was initiated to simplify the segregation process into mainly a binary concept: compostable vs non-compostable. Such technique of redefining trash as things of value if properly sorted, brings an awareness that there really is no such thing as trash. The activity is innovative in that it works on the premise that another person's trash is another person's treasure—except it seeks to make everyone a stakeholder: everyone's trash is everyone's treasure. It invests in the participation of young people to guarantee sustainability of good practices. The project positions itself as a profitable to engage communities to support, practice and sustain the technology. The school seriously takes its responsibility of inculcating among its students the core values it promotes, and thus created the program to provide the opportunities to participate in different community-service endeavors related to environmental preservation. The school is one with the government in responding to the call for action to reduce waste, reverse the cycle of plastic pollution and help in reducing its toxic impact on human health and ecology. The activity was created as well to promote volunteerism and train not just every learner but all local individuals +to become selfless global citizens – stewards of Going Green, lover of nature and protector of the environment.

## **11. Programme for monitoring and evaluation mechanisms and summary of results**

The principal and the program coordinator primarily *monitor the key players*. Through the subjects Good Manners and Right Conduct, Values Education, Personal Development and Social Studies, the content is monitored and checked for incorporation of peacebuilding strategies. Execution of Project Kindred lesson plans are also observed and verified for progress. Moreover, program partnerships are observed with the community to ensure the building of relationships with stakeholders (such as surrounding barangays, the Municipal Gender and Development Office, Department of Education in Los Baños, Samahang Kabataan (SK) Federation Los Banos, and international communities from Korea (San UI Lim Youth Center at Bucheon South Korea), the United States -Yale and Harvard Model United Nations, and Japan).

The outcome of the program is managed quarterly through *conduct conferences*. Teachers evaluate the students' behavior following a set of criteria specified for justice, truth and charity.

Conducted subprograms are evaluated using *SWOT analysis*. Strengths, weaknesses, opportunities and threats are identified to ensure improvements in future implementation.

Program innovators in coordination with their partner teachers produce written *reports with reflections* to accurately share their experience and observations. *Needs assessment* is conducted to provide feedback to the program facilitators to address arising issues.

Through the *monitoring of key players*, relationships were built and strengthened through program partnerships with the stakeholders. Teachers continuously implement throughout the school year the well-crafted lesson plans to include peacebuilding strategies. Student evidence of learning such as reflections, diagrams and action plans provide an avenue to share personal experiences and feelings they encountered. Program innovators were able to reach out and educate stakeholders in the surrounding barangays on teenage pregnancy, waste management, bullying and SOGIE. The quality of education is reflected by their output *credos* that mirror their learnings and realizations.

The result of *conduct conferences* is evidently observed through the decrease in incidences of bullying, cheating and other forms of misconduct. These results are based on advisers' and the guidance counselor's reports. Through SWOT Analysis, critiquing of the subprograms provide the basis for the improvement of the programs. This allows the continuous development and improvement of the program based on the needs of the audience.

*Reports and reflections* of the both teachers and students reiterated the importance of meditation. Students become more participative and vocal about their ideas and feelings. The program allowed more opportunities for the participants to open up and share their personal experiences. Facilitation of social-emotional learning through various discussions allowed students to express their ideas and views while practicing the use of precise language. The participants became active players in influencing their peers by changing their behavior in alignment with the school core values. The youth exchange programs and

Model UN conferences provided students a venue to strengthen their interpersonal skills and to expose them to other perspectives.

Through *needs assessment*, incidences of bullying were addressed through organized forums given to different grade levels. In addition, the awareness on the rising number of teenage pregnancies in the municipality resulted in the partnership with the Gender and Development Office to address the issue. Discussions on reproductive health, SOGIE, and teenage pregnancy resulted in partnerships with other barangays and municipalities in Laguna.

Overall, the *Kindness for PEACE* program shows promise eliciting positive impacts towards achieving peace. Through the different Gandhi TALKS that were conducted inside the school and the nearby communities, a significant number of individual and participants was encouraged and inspired to do voluntary acts of kindness, whereas through RAK on! and Project Kindred, the students were molded into becoming compassionate and empathetic young members of the society.

## **12. Resources used for programme implementation**

In general, the existing resources of the school – the manpower, equipment and facilities, are used for the full implementation of the *Kindness for PEACE* program. For the implementation of the other portions of the program, especially those involving the local and international communities, funding and/or donations of the teachers, students, alumni and some government and private institutions are utilized on top of the available school resources.

Gandhi TALKS forums which are conducted inside South Hill School were done either by the Values Education teacher or by the Gandhi TALKS facilitators, both of which are members of the school faculty. Hence, all the resources being used are the resources that are readily accessible and available inside the school like the classrooms and lecture hall, audio-video equipment and school supplies (laptop, writing material etc.). On the other hand, forums being conducted around the local community are carried out with the help of the Department of Education Los Banos District and the municipality's Gender and Development Office since they are the ones who determine the specific areas and audience in Los Banos where a Gandhi TALKS forum can and/or needs to be conducted.

For RAK (Random Act of Kindness) on! in which the activities like Project Shoebox, rummage sale and alumni outreach programs are aimed to foster generosity, financial resources are being utilized. In the case of Project Shoebox and rummage sales, the things being given away (either as donations or sold) came from the personal belongings of the students and teachers. Meanwhile the outreach programs are successfully carried out as the alumni pool out different resources, especially financial resources.

Project Kindred has two portions – the curricular and the non-curricular. The curricular portions - the Project Kindred for Kindergarten to Grade 8 and Gandhi TALKS for Grades 9-12 are delivered by the Values Education teachers whereas talks on Special Topics on UN and Peace are conducted by the Social Studies teachers both in the elementary and high school levels. Hence, all the resources being used are those that are readily accessible and available inside the school premises. For the non-curricular activities, particularly those that require international travels, participating students do shoulder most of the participation fee. In the case of the International Youth Exchange Program (IYEP), solicitations and funding from some public offices like the Office of the Governor and Laguna Tourism, Culture, Arts and Trade Office (LTCATO) as well as some private companies are also being utilized to cut down individual expenses. San Ul Lim Youth Center and the families of the Korean participants also serve as gracious hosts when the Filipino participants go to South Korea.

## **13. Benefits/Impacts/ positive outcomes of the programme to students, school and the wider community**

Both the multi-perspective and educational approaches of Gandhi TALKS aim to educate the participants of the different social issues that they are experiencing inside and outside the school. Through the Gandhi TALKS – Multi-perspective Approach, particularly the forum on SOGIE (Sexual Orientation Gender Identity and Expression), the participants became more open-minded individuals who, despite not always having the same beliefs on the issue, can understand and respect differences. The Gandhi TALKS on reproductive health helped increase the students' knowledge not only on the different forms of contraceptives but the realities and consequences of engaging to sex and the importance of taking care of their genitals. This forum became a safe space for the students to ask questions they cannot ask an adult before in fear of judgment, especially in the Philippines being a Catholic country where the discussion of sex is sensitive. Though the Gandhi TALKS multi-perspective approach, the participants were able to resolve the inner conflict they have.

On the other hand, the different Gandhi TALKS - Educational Approach served as instruments for the participants to learn more and express themselves more openly about the topics presented to them. For instance, the Gandhi TALKS on bullying elicited a lot of response from the participants within and outside the school. In the discussion or open mic portion of the talk, it was established that the bullying incidences are caused by the differences in opinion, interest, and even sometimes religion. Also, students who experienced bullying bravely shared their experiences and how it affects their life. The students also became aware of the different forms of bullying and how unknowingly some of their behaviors are already a form of bullying. This resulting awareness made them realize how they need to be careful and considerate not only in words but also in actions. In the case of South Hill School, the incidence of bullying lessened after the administration of the Gandhi TALKS on bullying in the different classes as reported by the school's guidance officer. Furthermore, Gandhi TALKS created a more harmonious relationship not only among the students, but also between the students and school as well. The students realized that the school cares for everyone's opinion and values inclusion. The students were able to discuss their opinions without fearing that they might get punished for speaking out.

The implementation of RAK (Random Acts of Kindness) on! activities definitely had positive impacts on all the parties involved. Project Shoebox helps the school's students interact with kids who live a different life from them. This activity helped the young students learn that it is not the amount or price that matters in giving but the act itself. The students who gave and received the gifts were both happy about the exchange. During the Giving Back, the school was also able to partner with the alumni of the schools to conduct a feeding program and offer financial help for the education of orphans in a private orphanage. This voluntary act of kindness



was greatly appreciated by the handlers of the orphanage. On the part of the kids of the orphanage, such gestures made them realize that blood is not the only connection needed to make one feel at home. Through Giving Back, the children can see that there is a beautiful world out there willing to lend their hand to them.

The partnerships established with the international community such as with San Ul Lim Youth Center in South Korea and through attendance in the Yale and Harvard Model United Nations strengthened the participants' intercultural understanding. Both the Filipino and Korean student participants were able to share their ideas through this International Youth Exchange Program (IYEP) and they were able to learn about each other's culture and values. Whereas, in the Model United Nation Conferences, the Filipino students were able to express their ideas and opinions with other delegates in a diplomatic manner.

The "As ec as Juan2Tree" program is rooted in one of the core values related to caring for the environment. Students learn these virtues only when they live by them on a daily basis. That is why, the regular lessons and consistent practice of waste segregation, composting, tree planting are envisioned to be developed as habits that students will bring into adulthood and for the rest of their lives. On the community level, dialogues between school and barangay officials were essential in locating areas of collaboration. For one, the school was able to convince Barangay Putho-Tuntungin to use enzymatic composting techniques to improve on their old practice. Meanwhile, students are collaborating with different barangays in developing innovative ways of repurposing plastic wastes. Students who have taken part in the program have a greater appreciation of their community leaders and elders, inspiring a desire for community service. On the school level, classes have been involved starting from the program ideation process up to the implementation of the plans. Students have become more aware of the mechanics and the importance of the program. But the greater impact can be seen in changes in individual student behaviors. Students are doing actions beyond those required by the program. For example, several students have taken on the habit of bringing their own personal trash bins in their bags; a habit they have taken up from waste segregation. Students volunteer to work on the construction of a butterfly house, in the tree nursery, even in the monitoring of the programs. Students have also come to realize that their engagement in social media can yield positive effects when used to advocate for relevant causes.

The *Kindness for PEACE* program inspired, not only South Hill School itself and the participants who witnessed the different subprograms; similarly, the program stimulated many different people and organizations (e.g. Samahang Kabataan (Youth Council) Federation, Gender and Development Officers of Los Banos, the Department of Education of Los Banos, student leaders and barangay officials) to recreate the *Kindness for PEACE* program having the same noble objectives in mind. Overall, the program not only did succeed in offering kindness to these people and organizations, but the program itself was able to get the commitment of these individual into spreading kindness as they expressed their appreciation of the program and their desire to do similar activities to continue the goals of the program. Suffice to say, the *Kindness for PEACE* program is a proof that an act of kindness has a ripple effect in communicating peace.

#### **14. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)**

The school program developed, *Kindness for PEACE*, is in line with several SD Goals. To enumerate, the forums on teenage and pregnancy and reproductive health, aim to raise awareness regarding the consequences of unprotected sex and how to properly take care of themselves. This forum's goal is to help curve the rising number of not only teenage pregnancy but also the increasing number of HIV positives. On SD Goals 3 and 5, the program aims to ensure healthy lives, promote well-being at all ages, empower not only the youth but also women and members of the LGBTQ+ community, by giving them equal opportunities to receive and share the positive outcomes of the various activities and mechanisms. The forums conducted are not only for women to realize their potential, but also for everyone to be knowledgeable of the existing gender identities and how these constructs shape one's realities and experiences. On SD Goal 10, the Gandhi TALKS believes that the issue of inequality with regards to a person's status in life, color, race, and ability will be responded to through peace talks coming from different groups of people. Also, they will be given appropriate information that the citizens are all equal, especially in terms of the rights that they can practice.

On SD Goal 13, the benefits on the discussion of environmental preservation through composting minimizes greenhouse gas emissions and the use of compost provides numerous greenhouse gas benefits both directly through sustained excellent soil health, reduced soil loss, increased water infiltration and storage. Also enzymatic composting, facilitates an innovative sustainable farming practice that produces high percentage yield nutrient-rich compost that has been proven to be an effective fortified organic fertilizer resulting to a highly remarkable agricultural yield. Thus, on SD Goal 2, the innovative acceleration of composting via the enzymatic process facilitates the attainment of food security. Furthermore, on SD Goals 11 and 15, the program's impact on serving as a catalyst in mobilizing communities in facing various forms of environmental challenges and managing rapid urbanization—from ensuring good air quality to confronting the environmental impact of municipal congestion with significantly reduced vulnerability to risks and thereby protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Lastly, for SD Goals 16 and 17, the program assures that the Gandhi TALKS platform to be used will strengthen peace among different parties for each party is given an equal opportunity to share their insights and aspirations. Through this initiative, there will be a safe avenue where everyone will be given an opportunity to speak their minds regarding different relevant issues and listen to varied perspectives.

#### **15. Plan for sustainability and plan for scaling-up/expansion**

Sustaining *Kindness for PEACE* is a shared task and responsibility that needs to be fulfilled by different stakeholders from the local and international communities as well as the different educational institutions. To further strengthen the development and implementation of *Kindness for PEACE* and its subprograms, the following are the plans for sustainability and expansion:

The innovators of Gandhi TALKS plan to continue reaching out to different communities and educational institutions to provide a platform where people can raise their diverse opinion and beliefs about various issues and problems of today's society and carry out those actions that would address the issues.

The innovative projects of RAK on! (Random Acts of Kindness) have all been developed to make a difference by reaching out to other people through voluntary acts of kindness. The innovators plan to continue to recognize their roles and fulfill their vision in spreading kindness in order to not only help students and the people in the community, but also to urge and inspire individuals, other institutions, and the local government to adapt the charitable acts and programs of RAK on!

The teachers of South Hill School, with the help of the innovators of *Kindness for PEACE* intend train more young people to become peace diplomats and to incorporate more experiential activities that would guarantee the program's success in effecting more impactful contribution not only on every individuals' behavioral transformation but towards community development as well. Furthermore, South Hill plans to continue on making partnerships to strengthen ties with the local government, the Department of Education, and the international community to achieve its goals and vision.

## **16. Achievements from the school's programme "Building Peace in Schools and Communities"**

Gandhi TALKS provided the participants the opportunity to reflect and be inspired by the views and opinions of others. It was instrumental in inciting critical thinking, achieving behavioral transformation and mindfulness, and influencing others to be peace-loving. A notable decrease in bullying incidents, increased environment-connectedness and the exhibited mindful actions towards peace preservation of South Hillians are indicative of the subprogram's effectiveness. The partnerships and collaboration with neighboring schools and institutions were instrumental to the participants' exposure, widening of perspective, and change in values that lead to peace.

RAK on! facilitated several forms of community service contributory to assisting the some of the marginalized sectors of the community. The subprogram shared its advocacy and promoted it to a wider reach via video-blogging. Several RAK essays and short stories written by South Hillians were recognized:

- "Sharing our Homes at the Heart of Globalization: The Special Ties that Bind Us" by Theresa Mae Villanueva, Grade 12 – Honorable Mention Award, Yale Model United Nations 2019 Conference; and
- "When Love Goes Away" by Maria Isabelle Melgar, Grade 3 – First Place; "Good Dog" by Nash Edward Valencia, Grade 6 – Second Place; and "Faith to Believe" by Beatrice Eunice Abalos – Runner-up in the FST-LBI Essay Writing on Character-Building, Kindness and Goodwill.

Project Kindred's non-curricular subprogram reaped the following recognitions as a strong delegation in nine annual Model United Conferences:

- Outstanding Delegate, Delegate Social Inclusion, Equity, Peace-Building and Security Committee, First Laguna Youth Parliament, Philippines;
- Trainer and Chair UNEA, University of the Philippines Model United Nations;
- Norway Verbal Excellence Award, Staff Choice Award, Hetti Award, 2019 Delegate 21th Benilde Model United Nations High Level Political Forum, Philippines;
- Youth Ambassador Region 4A Calabarzon, Our Lady of Peace School Antipolo City Filipino Youth Summit 2019, Philippines;
- Main Facilitator, DLS-CSB Young Diplomats Leading Towards Sustainable Development (LTSD), Philippines;
- Delegate Region 4A Calabarzon, Diplomatic League Global Summit 2019, Philippines;
- 1st Place Extemporaneous Speaking Contest, TEDxUPLB Deviate 2019;
- 1st place Braingauge 2019, The League of Agricultural Engineering Students, University of the Philippines Los Baños, Philippines; Ten Outstanding Youth Organizations Awards (TAYO), Philippines;
- JRU LTSD – Young Diplomats Leading Towards Sustainable Development (LTSD), Philippines;
- Chair, United Nations Entity for Gender Equality and the Empowerment of Women, 2019 Dais Position 2nd Philippine International Model United Nations;
- 2nd Pisay Model United Nations - United Nations Environment Program; Honorable Mention Award; Oman Honorable Mention; Best Delegate Honorable Mention; Best Position Paper
- Chair, 5th University of the East Model United Nations Security Council, Kingdom of Sweden General Assembly, Kingdom of Sweden; and
- Dais, 3rd Southern Luzon Model United Nations Conference Human Rights Council, Philippines.

The South Hill School Model UN Delegation was champion in the Yale University MUN 2019 Advocacy Music Video competition. As a choral group, the delegation performed the song "A Million Dreams" at the Yale World Cultural Showcase - advocating to the global community to strive for the common good all together and to continue seeking peace and to help each other in order to live better.

Nicole Campos' team and Mai Villanueva's team of South Hill won the 1<sup>st</sup> and 3<sup>rd</sup> places, respectively, in the first ever Social Impact Project of the Yale MUN Conference 2019. Nicole worked on *Redefy Philippines*, a project that promotes social justice education in the primary and secondary levels. Mai created *Teen Pinay*, a peer seminar workshop with young teen girls as volunteer-advocates, with the goal of decreasing the teenage pregnancy rate in Los Baños. The *Teen Pinay* project received the prestigious Diplomatic Commendation award for the Social Impact competition of the 66<sup>th</sup> Harvard Model United Nations Conference last January of 2019.

South Hill has produced a number of researches, the Capstone Projects, on environmental preservation and protection. These researches are recognized by the Department of Education and were shared to several neighboring barangays. Some of the researches include

- Innovative Acceleration of Composting using Whey Inoculant;
- Engineering Design and Assembly of a Sustainable Solar-powered Pedicab; and
- ECOMpany: Building Green Sustainable Architecture.

Kindness for PEACE resulted in solid partnerships with the Samahang Kabataan Federation, the Department of Education and the Gender and Development Institute of the Municipality of Los Baños. The program trained young leaders, motivated influencers and encouraged dedicated change makers to commit to unity with the community in building sustainable peace through kindness.

### **PART III: Supporting Documents for Kindness for PEACE**

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

Document 1) KindnessforPEACE - Gandhi TALKS -- documentation reports; learning materials  
Document 2) KindnessforPEACE - RAK On! -- documentation reports; RAK essays  
Document 3a) KindnessforPEACE - Project Kindred Curricular – sample lesson plans, reflections, documentation reports  
Document 3b) KindnessforPEACE - Project Kindred Non - Curricular -- documentation reports  
Document 4) KindnessforPEACE - School plan and calendar, frameworks, action plans and partnerships

### **18. Photos related to the activity/programme**



**#Kindness for PEACE** – In a world where you can be anything, be kind ☺



**Cultivating Inner PEACE:** Children of Barangay Mayondon meditating peacefully during a **Gandhi TALKS** on Bullying



**Project Kindred's Cultural Night** in the International Youth Exchange Program (IYEP) of South Hill School and San Ul Lim Youth Center in Bucheon, South Korea where participants gain a deeper understanding of each country's culture -- Filipino youths teaching South Korean partners how to dance "Tinikling".



**RAK on, South Hillians!** Free Delivery! -- Grade 6 students joyfully volunteer in piling up books to be donated to local public schools libraries.



A Grade 9 South Hillian and young diplomat, Jany Ranee, serves as Dais in the Special Committee on The Situation in Countries in Conflict and Women, Peace, and Security at the collegiate Phi-MUN International Conference.