



# BASIC EDUCATION ASSISTANCE FOR MINDANAO

Implementation Support to BEAM ARMM Design Project



"A toast to  
successful partnership on  
improving education in the ARMM"



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## Message from DepEd ARMM Secretary

*Assalamu alaikum warahmatullah wabarakatuh*

ARMM is facing a formidable task in addressing recurring problems in basic education. Though confronted with these challenges, the Australian Agency for International Development (AusAID) through BEAM Project has been consistent and serious in assisting DepEd-ARMM improve the quality of and access to basic education of disadvantaged school children in the region.

While it is true that performance in education of the region is relatively far from the rest of the regions in the country, however, it is manifesting significant progress as evidenced by the increasing trend in participation rates and decreasing drop-out rates in both elementary and secondary schools. Over the last three years, student learning outcomes have increased by 10.35% in elementary and 11.11% in secondary based on the results of the National Achievement Test. The same improvements in academic performance have been seen in the results of the Regionwide Assessment in Math, Science and English. All these are direct results of the initiatives and innovations in education that have been put in place with the support from BEAM.

On-going reforms in the governance of basic education also highlight the significant contribution of BEAM in ARMM. Relevant policy framework and instituting appropriate support structures facilitated the introduction of innovative strategies to improve the delivery and management of education. The Basic Education Act of ARMM which was recently approved by the Regional Legislative Assembly and signed into law by the Regional Governor will now provide legitimate policy environment for supporting and effecting needed reforms on education in the region.

The Department of Education –ARMM deeply acknowledges the generous support provided by the Australian Government in improving the quality of education in the region. Likewise, we would like to extend our sincere appreciation to BEAM Team for the excellent job. Though there's still a long way to go in improving the education in ARMM, the department is committed to maximize and continue the gains from BEAM initiatives.

**(SGD.)ATTY. BARATUCAL L. CAUDANG**



## Message from AusAID Minister Counsellor



Supporting Education constitutes the single largest investment under Australia's development cooperation program with the Philippines. Australia believes that a quality education system is the engine room of future prosperity and the most effective vaccine against poverty.

Australia is pleased to be able to support the Philippines as it confronts the considerable challenges in reforming the basic education system and in achieving improved education outcomes for Filipino children.

In partnership with the Philippine Government, Australian aid is making a difference. A number of education initiatives implemented by AusAID (the development arm of the Australian government) are touching the lives of millions of Filipino children. Through projects like STRIVE in the Visayas and Basic Education Assistance to Mindanao (BEAM), some 6 million children now enjoy significant improvements in both the quality of and access to education services. Australian support for the national education reform agenda (BESRA) is also helping DepED significantly improve teaching competencies, learning

materials and management systems for education.

This year on of our most significant projects, BEAM came to an end after 9 years of excellent work. BEAM has fostered active learning and embedded the attitudinal change needed for education reform, at the national and local level, to take root. It has introduced innovations that has made education more relevant to both Muslim and indigenous children. It has enabled the most remote communities to access education through the School on the Air. It has helped Out of School Youth to take part in informal education programs. We will now build on these successes and in 2011 a new era of education support for ARMM will commence. Through this new program we hope to see a significant improvement in the education indicators in ARMM, resulting in many more children enrolling in school and staying there to graduate from secondary school.

We are very pleased that BEAM has been so widely recognized as a successful development program that has not only improved education services in Mindanao but also played its part in building hope for peace and development in Mindanao. On behalf of the Australian Government, I congratulate all those associated with BEAM for their work. There is still much to do in improving the quality of education in ARMM but through BEAM some very solid foundations have been laid. May the successes of BEAM continue well into the future.

**(SGD.) TITON MITRA**

# Early Childhood Education: Building a Foundation for a Brighter Future

GANASSI, Lanao del Sur — **The road leading to the sleepy village** of Ganassi reminds one of a journey back to the golden days of the Muslim sultanates where people thrive in the midst of conflict, division, and unity. A checkpoint stands in between the villages of Ganassi and neighboring Balindong manned by members of the Philippine National Police. Although paved, the main highway needs maintenance. Although poor, the people here are warm and the children are charming in their white and yellow graduation galas.

A total of 60 five and six year old children nervously await the musical entrance for their processional march. These children belong to the fifth batch of the Early Childhood Education (ECE) program implemented by LYECAP, a service provider, through the Access Component of the Basic Education Assistance for Mindanao (BEAM). Half of the graduates come from Sultan Aguam Central Elementary School while the other 30 represent Pindulonon Central Elementary School.

Before proceeding to the march, Ashema Abdulmalic turns to her mother, *"Inakulay, inu madakul a taw emanto?"* (Mother, why are there so many people?). *"Because today is a special day. Today is your graduation. I am happy for you my child,"* her mother smiling replied. The beaming Ashema firmly grasped her mother's hand and whispered, *"Sukran, Inakula,."* (Thank you, mother).

The graduation rites attended by officials from the Department of Education (DepEd) and members of the community may seem unpretentious but the contentment and happiness of the graduates overwhelm the simplicity of the event. Despite their tender age, they seem to realize that they are fulfilling the first path of achieving education—a basic universal right inherent to every child.

*"Before BEAM came, we did not have a pre-school program in Ganassi. It was difficult for us to send our children to Balindong because it is very far and we do*

*not have money for their daily fare,"* shared Jailah Ali, whose son Mohammad Faiz, received his certificate for completing the eight-week ECE program.

BEAM Access programs are envisioned to support on-going and developing new initiatives to increase accessibility of disadvantaged groups to formal and non-formal education and training.

True enough, the opportunity provided by BEAM's Harnessing Opportunities for Muslim Education (HOME) proved significant given that the target number of 30 pupils ballooned to 60. BEAM-HOME is implemented with local partners or service providers in areas with a dominant Muslim population.

The BEAM-HOME identifies areas with the least access to basic education, identifying local service providers to implement the program and monitoring and evaluating the selected barangays to determine the outcomes and impact of the program. BEAM also promotes close partnership between DepEd divisions, Local Government Units and NGOs to develop appropriate strategies and networks to increase access to basic education.

Abdulgaphor Panimbang, LYECAP Executive Director, said they needed to consult the community as well as DepEd officials on how to manage the huge number of enrollee turnout.

*"We were really surprised but at the same challenged to accommodate all these children. The support from DepEd, BEAM and the parents helped us cope with the large number of ECE students,"* Panimbang said.

The Community Learning Center (CLC) built in the school grounds of Sultan Aguam also encouraged the students to be always present in class. The old, dilapidated classrooms were not conducive for learning especially for young children. *"The CLC provided by BEAM became a special place for the children and the community. It served as a venue for important social gatherings and other community activities,"* added Panimbang.

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"Getting things done is not always what is most important, there is value in allowing others to learn, even if the task is not accomplished as quickly, efficiently or effectively."

RD Clyde



**OUR CHILDREN, OUR FUTURE.** Ryan Abbas leads the graduating class of BEAM's ECE Program at Sultan Aguam Central Elementary School at Brgy. Macabao, Ganassi, Lanao del Sur. A total of 60 pre-schoolers finished the 8-week ECE program in partnership with the Department of Education and local service provider LYECAP.



# LeGS make great strides

## Maribel Gumban teaches science

in a public elementary school in Lamitan City, Basilan. Everyday she would prepare her lessons, relying on a few copies of learning materials available. In her own words, she described herself as a “traditional teacher” as she resorted to more “chalk talk”, turning her students into passive learners.

*“After I do all the talking, I will instruct my class to get a piece of paper for a short quiz, then record the scores and soon dismiss them after announcing the following day’s homework,”* she recounts. She admitted that her teaching strategies may be one of the factors behind her students’ poor performance, low attendance and lack of motivation. *“I wish I could do something to improve my teaching and make learning fun for my students.”*

Dismal education performance had always plagued the schools in ARMM. In response

to this need, BEAM Project intervened by focusing its In-Service component to train teachers and produce adequate supplemental Learning Guides (LeGS). LeGS are designed to help teachers align their lessons with the Basic Education Curriculum objectives. Founded on the theory of “constructivism,” LeGS focus on English, Mathematics, and Science – the three subject areas where students constantly get low scores as shown from past National Achievement Test (NAT) results.

In producing the LeGS, In-Service is guided by a cascade model with follow up sessions for teachers conducted at the Division Level. It uses the School-Based Learning Group (SBLG) and conducts Midyear Plan and Review (MPRE) meetings every October (originally developed and used by the BEAM School-Based Management (SBM) team) to discuss related concerns and issues encountered by its users.

The SBLG and the October MPRE models are ways to sustain the In-Service program at the school levels. During the October MPRE, the SBM team together with the In-Service team, work together to address issues and concerns on SBM and In-Service.

Through the In-service training, many teachers were encouraged to shift from traditional teaching modes to using alternative teaching strategies, involving their students to be active participants in the learning process. One teacher said that she sees her role now as a facilitator of learning and no longer a manipulator of learning. This is seen as teachers’ encouraging response to BEAM’s goal on improving quality of basic education in the region.

Gradual improvement is shown from results of the Regionwide Assessment on Mathematics, Science, and English (RAMSE) and the National Achievement Tests (NAT) against DepEd’s baseline performance data. The RAMSE findings indicated a significant increase in the level of pupils’ academic achievement in schools using the Learning Guides.

*“With the Higher Order Thinking Skills (HOTS) questions embedded on the different activities in the LeGS, students now are critical thinkers, and their level of participation has increased as experience in my class,”* another teacher from Lamitan City enthused.

As part of the In-Service monitoring program, a study was conducted on the use of the LeGS among schools in the ARMM. The findings revealed a heartening result on the teaching styles of the teachers and improvement on the academic performance of the students. Most of the teachers pointed that a complete set of LeGS for each teacher will have better results, the study recommended.

The research did not only target on the extent of implementation but most importantly on the impact brought about by the LeGS. The school principals are looking forward that the regional office will lend its ears and do something to continue the effort on developing learning support materials like the LeGS for the teachers and the students.

Moreover, they hope that the sustainability of the INSET program be institutionalized and continue the development and improvement of the learning support materials. The research was made to find specific and general concerns that will be addressed in the coming In-service trainings.

## Partnership at Work: The Lumbatan experience

LUMBATAN, Lanao del Sur — **Riding off to Lumbatan**, a fifth class municipality and home to more than 18,000 people, is not easy. Visitors need to trek some treacherous paths leading to the place. From Marawi City, it is more than two hours ride in a public commodity service. But here, distance is not a problem. Access to basic education is.

Inside the compound of Macadar Elementary School, a duo of a modern two-storey building for high school students stands side-by-side with a recently- inaugurated Community Learning Center (CLC) that provides free pre-school education for young learners and alternative learning procedures for parents and the rest of the community.

*“Inshallah, we can become a model where our children and their parents learn to read, write, and look for livelihood opportunities that shall become our basis for development,”* Mayor Mamintal Razuman told the crowd gathered during the ribbon-cutting ceremony of the CLC.

*“As mayor, I accept full responsibility in sustaining this initiative because I firmly believe that it is only through education that we can strengthen the intellectual being of our children. We shall mutually manage the CLC together with DepEd, the local government officials and the community,”* pledged Razuman. Education,

the mayor said, is a top priority.

Through the Basic Education Assistance for Mindanao (BEAM) Project, a CLC was constructed at the premises of the Macadar Elementary School, now serving more than 40 young learners including those from adjacent barangays.

Zenaida Ampatua, DepEd superintendent for Lanao II-A stressed that sustainability is a main concern in operating the CLC and the ALS program. *“But consensus,”* she said, *“will bring about change and full responsibility. I take this opportunity to affirm the partnership forged between DepEd, Mayor Razuman, the community and BEAM to sustain this initiative in this place I call home.”*

Ampatua said the Alternative Learning System (ALS), which is also being supported by BEAM, can provide the needed skills for adult education. Speaking in vernacular, Ampatua asked, *“How many of us are engaged in business?”* Almost everyone answered in affirmative. But when she asked *“How many of you can add or subtract or divide or multiply numbers?”* The crowd went silent except for a few handfuls who had unsure answers. *“So that means we need BEAM?”* Ampatua jokingly queried. With claps, the parents replied *“Uway!”* meaning yes.

BEAM’s Functional Literacy cum Livelihood

Enterprise Development (FLED) is meant to provide literacy classes for parents of pupils enrolled in the ECE classes and out-of-school youth. FLED emphasizes on functional skills related to livelihood. This two-way learning process enables both parents and their children to appreciate the values of learning and their application to daily work.

Sorayah Kumba, although not yet enrolled at BEAM’s adult learning program, expressed her desire to join BEAM and DepEd’s ALS. *“I am a poor Muslim woman but I am determined to learn for the sake of my children,”* Kumba said.

Her barangay chair is very excited and encouraged by Kumba’s determination. *“The BEAM project is an example of development intervention that can reach even these critical places like ours. I hope that we can sustain BEAM’s initiatives in our municipality,”* the village chief said.

In the course of implementing the 12-month BEAM program in this municipality, educators, local service providers and local officials realized that it is also necessary to provide continuing education for adults and members of the community. Ampatua stressed that this can be an area for future partnership with BEAM and DepEd in ARMM.



# A building of stone, a site for peace

LUMBAYANAGUE, Lanao del Sur—**Amidst the sea of lightgreen cornfields**, a concrete Community Learning Center (CLC) stands to symbolize a community's grand aspiration to achieve peace through basic education.

Little is known of this municipality made up of 22 barangays and a population of 12,835 residents. Most of its locals are farmers who survive on corn and rice production. But Lumbayanague is one of Lanao del Sur's most-monitored municipalities due to the prevailing local clan feuds and conflicts. Its people, under the leadership of a young mayor, who envisions a peaceful and productive municipality, are banking on new infrastructures being provided by kindred institutions and donor-states who believe that with development comes sustainable peace.

*"Before the CLC was constructed, our students need to endure the discomfort of makeshift classrooms. This new building inspires us to create a new generation of peaceful Maranaos,"* says Zajara Dato Kainuge, the school supervisor.

Built on a funding from the Australian Agency for International Development (AusAID) through the Basic Education Assistance for Mindanao (BEAM), the CLC houses two classrooms that can accommodate 40 to 60 pre-schoolers.

The CLCs are meant to be built in remote communities which lack the basic

school infrastructure and facilities. These semi-permanent buildings are jointly built with community leaders and parents of learners. The CLCs are initially used for the Early Childhood Education (ECE), accreditation and equivalency, and functional literacy classes and eventually for the regular grades 1 and 2 classes.

At the ribbon cutting ceremony graced by Jamal Asum, Lumbayanague's 25-year old mayor, along with parents, teachers and community members, the young ECE students proudly sang the Philippine national anthem.

*"I am very happy with the way the children learned the basics of the alphabet, count, and recognize symbols and shapes. For me, I owe it to the comforts of the CLC which houses the children as well as for the Alternative Learning System (ALS) for the parents,"* Zenaida Macadaat, the

instructional manager shared.

Macadaat admitted though that she faced difficulties teaching 5 and 6 year-olds during the first stages of the ECE. *"I maximized the creative teaching methods provided by BEAM and used the walls of the CLC to provide more graphics and pictures so that the students would fully understand what I was teaching,"* she explained.

Mayor Asum shared that the CLC has become a meeting place also for the community to discuss matters that affect their area. *"This building provides a secure place where my people can meet and share their problems and collectively find solutions."* The CLC is the newest school infrastructure in his municipality.

Abdullah Macabunar, education supervisor for DepEd Lanao del Sur I-A, enthused that the community vowed to

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*A dilapidated school structure was transformed into a conducive place for learning through the construction of BEAM Community Learning Center.*

## A small school's giant leap

**Adjacent to the known Municipality of Ampatuan** lies the small town of Datu Abdullah Sangki. It was carved out of the Ampatuan Municipality with a population of more than 33,000. The municipality only has two high schools, one of which is Datu Abdullah Camino Memorial High School created in 2007 in Barangay Talisawa.

In 2009, the seemingly run of the mill high school gained the interest of DepEd-ARMM officials because of its notable performance in the Region-wide Assessment in Mathematics, Science and English (RAMSE) test.

From among a one hundred schools randomly tested in ARMM, Datu Abdullah Camino Memorial High School earned the highest over-all score at 64%, way higher than the over-all second year score of 36%.

How did a very small school with only 184 students and lacking the facilities rise to great heights in just over two years? BEAM visited and sat down with its principal Germelyn Ato to find out the story behind its success.

The school area is completely surrounded with a barbwire fence, a project of the PTA and the construction of a stage was on-going and almost complete.

*"This is an all-in-one office,"* she started after welcoming the group in her small office. She was apologetic with the cramped space. The room is filled with books and reference materials, limited science and home economics tools and first aid medicines. The lack of school

facilities such as a science laboratory and a Home Economics room limits the mobility and learning of students during hands-on exercises. In spite of the situation, teachers still managed to make the classes interesting and enjoyable for the students.

Like any other principal, she mentors her teachers and keeps them abreast of trends in teaching such as the use of the BEAM Learning Guides to make them more effective inside the classroom. She herself would handle classes when a teacher is absent. In short, Principal Ato is not confined in her office to merely observe. Her concern and dedication in her profession is evident as she conducts home visits to underperforming students to consult their parents and remedy the situation. *"I also discuss with the teachers how we can encourage students to stay in school despite their families' meager income,"* she shared.

*"I lead by example and do first what I expect my teachers to do,"* she said. *"Everyday, I report to school on time and see to it that I hear their personal concerns. Work-related issues have to be addressed."*

The teachers under her agree cannot agree more. *"She is always there for us and for the students. Mrs. Ato is a good role model and we all respect her,"* Mrs. Rowena Diosanta, the Science teacher espoused.

*"I'm a new teacher here. But thanks to my colleagues and to our principal, they all*

*helped me with my concerns especially that I teach other subjects because we lack teachers,"* said Josette Gonzales, a Social Science major teaching Makabayan and Mathematics.

Aside from having an outstanding mentor and principal, the school also attributes its accomplishment to their constant use of BEAM's Learning Guides (LeGS) in designing interesting and meaningful activities for the students. *"The LeGS are very engaging! The activities encourage my students to participate in class and they like it very much. The six stages of learning make learners understand the topics well. Because we lack teaching materials, we just improvise and create our own resources from what is available. We hope that we can have a complete set of the guide, from first to fourth grading periods in all subject areas of all year levels,"* said Mrs. Anabelle Maravilla, the very articulate second year english teacher.

For a school with many odds, people may think it is impossible for students to perform at par or even better than students of other schools. Oftentimes, the lack of conveniences is used as an excuse to accept mediocre and low performance. But the story of Datu Abdullah Camino Memorial High School only proves that given a good leadership and through collective efforts, scarcity is not a deterrent to quality learning. The students' impressive performance is a great promise for a small school tucked in the hills.



# Special Delivery: The ‘habal-habal’ experience

**After two hours of driving over mountainous and rough terrains,** our convoy finally reached Timanan Elementary School in South Upi, Maguindanao. We got off the vehicle, stretched our stiff muscles then marveled at the lush green fields before us. Unfortunately, this is not the end of our journey

“Welcome to Timanan,” said Rochito Suenan, DepEd’s South Upi District Supervisor.

Our destination is some 40 kilometers away from Timanan. Pandan Elementary School is one of the eight Distance Learning Program (DLP) recipient schools in the ARMM. Me and my BEAM colleagues had an important assignment that day – to deliver DLP learning materials to the 94 Teduray DLP learners enrolled from the barangay’s out of school youth population of 354.

The Distance Learning Program is an intervention initiated by BEAM Project to help reduce the number of dropout rate of students in schools situated in conflict affected areas. Students in these areas often have problems attending classes because of the school’s distance from their homes or outbreaks of conflict.

Through DLP, students are able to study at home using learning modules that are simplified, developed and contextualized to suit the needs of the distance learners. A trained DLP teacher from the nearest school monitors their progress. DLP Modules cover five learning areas from Grades 3 to 6 based on the BEC (Basic Education Curriculum) Competencies.

Many distance learners are from internally-displaced families, commonly known in Mindanao as “bakwits”, derived from the word “evacuees”. They often live with as many as 100 other families in school buildings converted into evacuation centers, resulting to the suspension of classes.

Just as we thought that the difficult part of the itinerary was over, one of my BEAM colleagues warned us with a smile, “Wait, the best is yet to come.” Pong explained that we could not use our vehicles to transport the DLP Modules to Pandan because of the terrain.

For a moment, I got worried. But, a burst of excitement came over me when a pack of custom-made motorcycles came rushing to meet us. These “habal-habal” or “skylab,” are small and medium size motorcycles powered by a 125-155 cc engine with customize chains on their rear wheels to pass through the toughest terrain one could ever imagine. It’s the local’s version



of extreme mountain motorsport and they will bring us to Pandan.

The documentation team of Jojo, Mac and Coi-coi began to roll their video cameras and took photos as Hans Amable and other members of the community unloaded and repacked the DLP materials onto the “habal-habal”. A total of eight “habal-habals” were contracted for this assignment and we were all getting ready for an adventure trip.

After a short briefing on how the trip would proceed, we hopped onto our respective “skylab” depending on our weight. I found out that the driver assigned to me happened to be the first man who introduced “habal-habal” to Timanan. “I’ve been driving Skylab for over twenty years now sir”, Manong Jo said. Apparently, he was the most skilled among the drivers and it gave me a sense of safety.

Our convoy started on concrete path and slowly maneuvered through a rough road of red mud and rocks. As we moved uphill and downhill over slippery boulders, I felt the sudden rush of adrenalin while keeping my hands gripped on the metal frame hanging on for dear life. I asked Manong Jo how long would it take us to reach Pandan. He answered, “With our current speed, we will be there in an hour and forty-five minutes.” Then I remembered my old Boy Scout motto: “There’s no rocky hill for a man with an iron will.” Delivering these DLP materials to school is indeed our very own Iron will.

We came across a rushing stream and we literally crossed through without hesitation. That was one of the most exciting parts of the trip. I almost fell off the “habal-habal” from losing my balance. As we moved

uphill, I was now thinking that we already passed the most difficult part of the trip. Instead we got stuck in a muddy hole that made me lose balance again. Fortunately, I fell on my foot safely. There were times when we needed to walk uphill to lighten the load so that the “skylabs” could gain momentum as it moved upward. One of the motor chains broke and everyone else in the convoy waited for it to be fixed before moving again. No one was left behind. One DLP team member said, “Kini na gyud ang development work!” (This is what development work is all about).

We passed through valleys, hills, cliffs, plains, muddy streams and narrow paths of rocks and mud. We got our shirts and pants soiled and wet, but we pressed forward. And finally, we reached Pandan Elementary School. The smiles of children waiting on the doorsteps of their dilapidated classrooms greeted us. I was moved by the realization that what took us to deliver the learning materials to every distant school in ARMM is nothing compared to the glimmers of hope it gave the students.

“At first, we welcomed the DLP program out of curiosity. Later we found out that this is for our children who can’t go to school regularly due to the distance of the school. Through this program, they can study at home and visit school once a week. We didn’t know that it is allowed in the Department of Education. This is actually the first time that parents and teachers worked on something collective for a long time,” Mahdi Akmad, PTCA president explained to us in vernacular.

Akmad, also a parent of a distance learner, said that they are left with no choice but to let their children stay home because it is too risky to send them to school. “If education programs like this will continue, the next generation won’t be carrying weapons but books and knowledge,” he said. Timanan has always been the battleground of the government forces and the MILF. In numerous occasions, the school campus has served hundreds of displaced families as evacuation center.

I got to talk with one of the learners, 12-year-old Naima M. Hamsa,

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DLP learners are happy to have received from BEAM their self learning DLP materials and school supplies.

# Repairing cellphones means rebuilding lives, says tech-voc graduate

MARAWI CITY—*"I come from a village where people are using old cellular phones that need repair that is why I chose this course on Consumer Electronics. I am determined to use my skill and earn a living when I return home. I can now repair cellphones!"* proudly shares 16-year-old Abdulnafi Macagaan.

Macagaan is a high-school dropout from Poona Bayabao and the youngest among those who finished the one-month courses aimed to provide out of school youths with skills to survive in today's competitive and modern world.

With his newfound skills, Abdulnafi says he can now help augment the income of his father and mother who are both subsistence farmers.

*"I never realized that I can learn something new, something that I have long wanted although I don't have a cellphone,"* giggles the 16-year old who was among the 969 graduates of the OSY Tech-Voc Skills Training Program of the Basic Education Assistance for Mindanao (BEAM) in partnership with the Technical Education and Skills Development Authority-Autonomous Region in Muslim Mindanao (TESDA-ARMM).

The skills training program implemented by BEAM in partnership with its local service providers, LYECAP and MOGOP, is part of BEAM's sustained efforts in providing formal venues to OSYs for them to become productive members of the community.

OSY beneficiaries were carefully screened; they then chose which training in masonry, office applications, building wiring installation, tile setting, and consumer electronics fits their qualifications.

The demand driven tech-voc courses were identified to be among the top priority areas for BEAM in human resource development for ARMM. It aims to support the need for income-generating skills especially for the youth.

Palma Matumadi, TESDA in-house instructor, expressed confidence that the skills provided by TESDA will pave the way for OSYs to contribute to the economic well-being in their respective communities.

*"In the course of teaching and imparting them practical knowledge, I learned that there is so much that we can do to improve the lives of our youth, especially those who don't have the financial means to pursue their dreams,"* Matumadi said.

In the span of the one month skills training, instructors and students shared their common problems and aspirations.

Sometimes students complained of homesickness, but as instructor, Matumadi needed to explain the value of learning and the life-long skills that can be acquired through the training program outweighs being homesick.

*"That is why I am happy that today they will receive their diplomas, proving that they surpassed the challenges and are ready to help their families,"* he added.

During the recognition rites, the graduates were congratulated by Tarhata Mapandi, TESDA Lanao del Sur provincial director, who challenged the graduates to expand their horizons by venturing into entrepreneurial schemes using their skills learned from the training.

*"Don't limit yourselves into believing that you can only achieve this much or that you can only do this much. I challenge you to go beyond what you learned to contribute to the progress of ARMM,"* Mapandi said.



Asked about Mapandi's challenge, the young Abdulnafi was quick to reply that he was already thinking of starting a home-based cellular phone shop in his community. LYECAP and MOGOP also provide post-training

support for graduates like Abdulnafi. The support includes modular testers and basic electronic equipment and tools.

In Bongao, Tawi-tawi, the southernmost tip island of the Philippines, young OSYs like Bonnie Aisami, have learned the fundamentals of basic wiring installation through the short-term courses of BEAM's Access Program.

The Building Wiring Installation course, Aisami said, helped him to augment the income of his family. The course included basic preparation of house wiring, proper handling of tools and electrical equipment, electrical connections from the breaker to switch and outlet.

## Special Delivery ...

who lives in a remote barangay. She told me that she has to walk for two hours every day just so she could come to school. By the time she gets to class, she would feel tired and hungry. It affects her concentration, she said, and therefore she could not participate well in class. *"Sometimes, I no longer want to go to school and would rather stay home and help my parents tend our crops,"* Namia said. But despite the hardships, she still wants to finish school and be a teacher someday.

Akma said that all students enrolled in the program were each given modules. Because the modules are learner-friendly, children get a good grasp of the lessons, stimulate their interest and made them more educated compared to children who are not enrolled in the DLP. Another good thing about the modules is that because these are simplified, not only are children interested

to learn but also their parents.

Many parents, including Akma, had failed to have a proper education because they too, grew up in conflict areas. *"Imagine, my 10-year-old son is my own classmate. We are learning together. Learning has never been this accessible."*

The DLP has been a successful program since it started in 2002. The dropout rate in Pandan Elementary School was reduced from 6.5% to 3.9% in 2010. Pablito Peñafiel, DLP Coordinator of DepED explained that in the Province of Maguindanao alone, the dropout rate in DLP sites fell from 5.06% in 2008 to 2.6%.

The BEAM DLP team was fortunate to experience first-hand the challenges of bringing education where it mattered most. Seeing the learners' eyes glowing after receiving their modules banished our exhaustion from the grueling trip. It was a special delivery we made – bringing hope to a community affected by conflict and violence.

## Early Childhood ...

*"The literacy rate in our municipality is very low; our children barely finish elementary. ECE is special for our children because they need not go far, their parents need not spend much, and the community need not worry much because slowly many of us are learning to read, to write and understand the basics of knowledge building,"* Osop explained.

Muslina Osop, LYECAP instructional manager shared that the ECE provided a formal mechanism for young children to build their future through basic education.

It was past noon when the closing ceremonies ended, each ECE graduate proudly holding their Certificate of Completion. For Ashema and the rest of her classmates, it was indeed a special day - their own journeys shall begin, their future secured.



# Balancing act: Giving muslim children education and recreation

**In seven-year old Abdullah's young life** is all study and barely any time for play. Apart from his regular weekday classes in a school in Jolo he also goes to a madrasah on Saturdays and Sundays to attend Islamic classes.

But his humdrum routine ended when the Department of Education (DepEd) - ARMM introduced an innovative program to integrate secular education into the madrasah. Life since then became much easier for Abdullah and for many other children like him, giving them more time to enjoy during weekends.

This project, initiated by the Basic Education Assistance for Mindanao (BEAM) Project through its Support to Muslim Education, has been reflected in the Medium-Term Development Plan (MTDP) 2004-2010 and was adopted by the Department of Education through the Muslim Basic Education Roadmap.

Now that Abdullah is enrolled in the pilot madrasah, his parents are happy. *"Our child now goes to the madrasah for five days a week only and is taught well by his teachers in both secular and Islamic subjects,"* his father Anwar proudly shares. It also eased the family's financial burden of sending Abdullah to two schools at the same time.

Abdullah recounts how he used to envy his friends who often goes to the beach on Saturdays to collect shells. *"Alhamdulillah, ngayon ok na ako pwede na rin ako maligo kasama nila."* (Now I am fine, I could swim with them).

*"Tagnah in anak ko yan malaul tuud. Mag ulong mga ako ubos waypa agun wakto namuh pakaniya-kaniya,"* Abdullah's mother added in Tausug. (Before my son looked so tired. I used to pity him and we didn't have even time for each other).

Piloting a weekend madrasah proves to be a enormous task for BEAM's Muslim Education component given that most of the teachers lack the pedagogy in teaching. Bringing the principals and managers into the arena of secular education framework was also a daunting challenge for the team.

To address this, a series of management and teachers training as well as other forms of support were conducted to improve the skills of the teachers and management of the private madaris. This includes "training on student assessment and grading system" to effectively assess their pupils and to introduce the new method of assessment from traditional to non-traditional.

Islamic teachers appreciated the trainings. Ustadz Hammara, a teacher of the Integrated Learning for Muslims and Highlanders in Bonggao, Tawi-Tawi, said that the training helped him a lot in assessing the performance of his pupils. *"Before, I didn't know what a rubric is or what an authentic assessment is all about,"* he added. His co-trainee Ustadza Khayria of Ma'had Ad-Da'wah, Lamitan City agreed. Her principal, she said, was very happy when she told her all about this training and what she have learned so far.

Last March, a mentor training was also conducted for the private madaris principals and Islamic studies coordinators. This intervention gave so much hope to the madrasah managers in improving the quality of their teachers.

In his message, Aleem Abdulgafur Abdulhamid, Division Chief of DepEd-ARMM Bureau of Madaris Education, talked about the connection between this activity and the need for quality teaching-learning and management of the madrasah's operations. He urged participants to use their newly-acquired skills well to make a difference in the lives of their students. He also reminded participants that there is a similar mentoring concept in Islam called Irshad. *"In this respect,"* he said, *"mentors are Murshid, guide. Mentoring therefore, is not just a task but a life-long commitment that eventually earns Hidayah, divine blessings."*

Benrashier Kimble of Southern Philippines Islamic Institute in Siasi, Sulu, said that this workshop provided him opportunities to deepen his competence as a mentor, to work closely with his co-teachers in identifying their teaching needs and develop a supportive learning community.

Aleem Abdulmalik Ansary, President of the League of Pilot Madaris in the Philippines (LPMP) commended this program. *"The mainstreaming of the weekend madaris into the Standard Madrasah Curriculum (SMC) of DepEd not only helped our children have much fun with their peers but also with their parents. We now have grade six students and we are so thankful to see them learning both secular and Islamic education. We are grateful to BEAM for their interventions,"* he added.

When the program was first introduced, many parents were hesitant to enroll their

children to the madaris. *"Before, we hesitated to send our son at Ma'had Montashir (one of the pilot madaris in Lanao del Sur) because it's a new program but now we are so happy to see him being able to speak both English and Arabic language,"* one parent said.

Aleem Muhammad admitted that the ulama had resisted the program when it started, fearing that this might be one of the government's strategies *"to lure our children and our community to destroy our*



*A BEAMing face of Abdullah after attending his madrasah class.*

religion and eventual phase out of madrasah institution."

But their worries were allayed when they saw the results: children enrolled in the program are well-versed in both English and Arabic. The success resulted to a dramatic rise of enrolment from last year's 4,941 pupils to 12,000 this year. The number of pilot madaris also increased from 21 to 30 this school year.

The support to Muslim education program of the BEAM project is also helping the asatidz in the public schools and the Bureau of Madaris Education of the DepEd-ARMM through capacity-building activities like teachers and staff trainings.

The BEAM project aims to improve the quality of and access to basic education in Mindanao. This desired improvement is seen as contributing to the attainment of peace and development in the Southern Philippines. The project has been operating since 2002 in Regions XI, XII and the Autonomous Region of Muslim Mindanao (ARMM).

## *A building of stone ...*

manage and maintain the CLC.

*"We encouraged the parents of the learners, the barangay and other local officials to have their own management scheme for the operation of the CLC because eventually it is them who will benefit from this infrastructure,"* Macabuniar said.

Since BEAM started in 2002, a total of 118 CLCs were constructed in collaboration with local service providers, DepEd, and

local government units of 96 barangays in the ARMM.

The CLCS that were initially constructed for ECE classes have been turned over to DepEd and have now evolved into a primary or elementary schools catering not only the ECE learners but other learners also in the different school levels. The concrete reason for this maximization can be attributed to the lack of government-provided classrooms or learning facilities especially in remote areas like Lumbayanague.

BEAM Access is one component that identifies and develops programs and initiatives to increase the access to basic education and non-formal education of indigenous peoples, Muslim groups and multi-cultural communities. From building classrooms for students to providing livelihood opportunities and trainings for parents, this component works towards keeping the children in school by empowering their families and communities.



# Young Maranao woman goes “high-tech”

MARAWI CITY—*“Thanks to BEAM now I know what Facebook is!”*

These were the exciting words of 22-year-old Aliah Abdulgapor after completing a course on Office Applications from the Out-of-School Technical-Vocational Skills Training Program supported by the Basic Education Assistance for Mindanao (BEAM) for the youth of the Autonomous Region in Muslim Mindanao (ARMM).

*“I dropped out during my freshman year in college. Life has been difficult but now I feel I have a fresh start,”* Aliah quipped after the closing ceremonies of the one-month skills training program.

Aliah is fifth in a brood of nine. Her family hails from Ganassi, a poor municipality in Lanao del Sur where opportunities for education are nil. *“I envy some of my friends who were able to sustain their education in college. But I never lost hope especially when I was identified as beneficiary of BEAM’s OSY program,”* a smiling Aliah revealed.

The Office Applications course provides students the basics of computer operating system, using computer applications and programs, designing and lay-outing basic documents and using the internet.

Aliah said she can now encode data, texts and graphics into multi-platform computer environments. She and classmate, Almerah Marohombsar enjoy practicing their new skills.

*“Because of our desire to fully use what we learned, we are planning to use Facebook to look for jobs and promote Maranao products,”* Aliah said.

She and Almerah are also thinking of joining the social networking site Twitter.

The skills training program implemented by BEAM in partnership with local service providers LYECAP and MOGOP, is part of BEAM’s sustained efforts in providing formal venues to OSYs to become productive members of the community. BEAM continues to provide free technical and vocational trainings to deserving OSYs, especially during the



*Putting into practice her acquired knowledge on Computer and Office Applications, Aliah gladly shares it with her colleague.*

12-month implementation support since December 2009.

Aliah said what she needs now is a personal computer with internet access. *“This is my first step in venturing into business and I know that I can buy a PC within a year with a promise of a job from a friend in Iligan City.”*

## ARMM enacted new law to enhance education

The Autonomous Region in Muslim Mindanao (ARMM) takes a big leap in addressing long-standing problems on education in the region with the enactment of the ARMM Education Act of 2010.

The Muslim Mindanao Autonomy Act 279 (MMA Act 279) otherwise known as “An Act Providing for a System of Basic Education for ARMM, Amending MMA Act 14, Therefore and Other Purpose” or the ARMM Basic Education Act of 2010 seeks to enhance the delivery and quality of basic education in the region. It harmonizes provisions to correspond to the 1996 Final Peace Agreement between the government and the Moro National Liberation Front (MNLF) and Republic Act 9054 (RA 9054) or the expanded organic act of the ARMM. Likewise, the newly approved law is consistent and in harmony with the thrusts of Republic Act 9155 otherwise known as the “Governance of Basic Education Act of 2001” which mandated DepEd to protect and promote the right of all citizens to qualify basic education and shall take appropriate steps to make such education accessible to all.

Composed of the provinces of Lanao del Sur, Maguindanao, Sulu, Basilan and Tawi-Tawi and the cities of Marawi and Lamitan,

ARMM has the highest concentration of the country’s Muslim population and continues to lag behind other regions on a number of critical development and social indices including performance in education.

ARMM Acting Governor Ansaruddin Adiong said that the new legislation should help curb record-high illiteracy in the region and provide constituents access to a brighter future.

MMA Act 279 has been tailor-made to cater to the region’s unique setting and the special needs of its Muslim populace. It was developed after series of public

consultations among stakeholders with the support from the AusAID funded Basic Education Assistance for Mindanao (BEAM).

BEAM also supports the ARMM Regional Legislative Assembly and the Department of Education (DepEd)-ARMM in the formulation of the implementing rules and regulations (IRR) of the said education act. Among its salient features is the development of the madrasah system of education, which for decades has been the conventional type of educational institutions known to people in ARMM.

There are currently 35 madaris implementing the standard madrasah curriculum in the region as of 2009, according to the data from the Basic Education Information System (BEIS) of the DepEd.

The education act also bolsters the ARMM Six-Year Basic Education Strategic Development Plan covering the period of 2009 to 2014. The plan targets to have 90% of all eligible 5-6 year old children enrolled in schools and 95% of out-of-school youth become functionally literate. Moreover, it seeks to increase by 15% the academic achievement levels of ARMM children in national and regional tests.



*Acting ARMM Regional Governor Ansaruddin Alonto Adiong signed into law the MMA ACT 279. Rejie Sahali-Generale, Acting Regional Vice-Governor and Atty. Baratucal Caudang, DepEd-ARMM Secretary served as witnesses during the signing ceremony.*



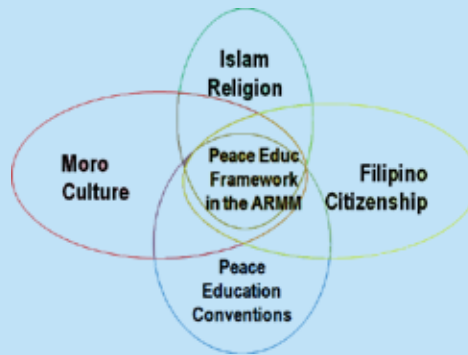
# PEACE Education in ARMM: A Framework for Social Transformation

**Ulama-educators and peace advocates vow support to integrate peace in DepEd basic education curriculum**

The development of Peace Education Framework (PEF) in DepEd-ARMM has significantly drawn support and participation of the ULAMA, education officials, peace stakeholders, the field peace practitioners and donor-partner. Series of consultative processes like Peace Education Stakeholders' Forum, Educators' Congress, Ulama-Educators Conference and Module Writeshops ensured the integrity and effectiveness of the PEF as it relates to the issues of peacebuilding and community development that is relevant and appropriate to the context of the autonomous region.

Muslim religious leaders (Ulama) and peace advocates who were instrumental in finalizing the framework welcomed and lauded the production of instructional materials on peace. These modules which give emphasis on Islam as the religion of peace have received positive response from the ULAMA. They believed that through these materials, knowledge, skills and positive attitude underpinning the values and principles of peace will now be taught inside the classrooms.

It can be noted that the government called for the integration of the peace education in the curriculum through issuance of Executive Order 570 and supported by DepEd National Memorandum Order 469, Institutionalizing Peace Education in Teacher's Education and Basic Education Curriculum.



## ARMM Educators adopts peace education

The DepEd-ARMM PEF is characterized by peace and justice through education in ARMM and guided by the principles of tawhid, which means oneness of Allah and iman, means faith. Likewise, peace education is rooted on the following principles 1) democracy, justice, equality and freedom; 2) multiplicity of the identity of the people in the ARMM; and 3) wisdom based on the Moro and Filipino ideals inspired by the Islamic faith.

In a Peace Forum, Secretary Baratucal Caudang said that *"doing and integrating peace education in basic education curriculum is a great challenge to instill peace concepts and develop skills among teachers and children. It goes beyond achieving academic performance but more importantly it is about developing teachers and students to foster and carry out peace values in a day-to-day experience,"* he added.

Peace education in ARMM is anchored on existing realities; it is balanced as it endorses general and specific values. Its perspective is holistic; it is participatory and innovative as it looks forward to discovering new and effective approaches in terms of methods and mostly importantly it is transformative.

## Teachers support for developing peace education modules

Understanding peace and self-transformation, rights and obligations, stewardship and accountability, identity and diversity, democracy, justice and governance, and conflict resolution—these are some of the peace education modules [go to page 18](#)



ARMM public school teachers display their group's output during the Peace Education training in Cagayan de Oro City.

## BEAM receives SPECIAL AWARD for Reading and Literacy Achievement



The Reading Association of the Philippines honored BEAM Project with a special award for its significant contribution in improving basic education in Mindanao specifically in working with DepEd to improve reading and literacy for indigenous peoples and Muslim communities. The awarding ceremony was

held last November 4, 2010 at the Manila Hotel. Receiving the award for BEAM were Ramon C. Bobier, Project Director and Bella A. Lanestosa, In-Service ARMM Training Coordinator.

BEAM's Beginning Reading Program, distance learning program for children in disadvantaged communities, and teacher's in-service training programs were developed to help improve the quality of and access to basic education in the three regions it served. Culturally and contextually relevant reading materials were tailored to the unique needs of Muslim and indigenous children in Mindanao. It also integrated a culture of peace in the early years of children's education and systematically builds peace in the minds of children. Various trainings and workshops for teachers were also provided to enhance their knowledge, skills and understanding on the use of these reading materials developed by DepEd and BEAM.

The award was given to carefully selected organizations, individuals and programs with strong and successful projects that promote reading and literacy. Other awardees include Philippine Daily Inquirer, former DepEd Secretary Dr. Fe Hidalgo, former DepEd Undersecretary Mike Luz, publisher Isagani Cruz, the Rotary Club of Mandaluyong, Alitaptap Storytellers, Booklatan sa Bayan, Reading with the Doctors, Library Hub and various publishers.

BEAM Project for more than eight years has contributed to the advancement of Philippine Education especially in improving access and quality to basic education of Muslim and Indigenous communities in Regions XI, XII and ARMM.



# HIGHLIGHTS OF THE 12-MONTH IMPLEMENTATION

This accomplishment report highlights the achievements of the Implementation Support to BEAM-ARMM Design Project funded by the Australian Government AID Program in partnership with the Department of Education in ARMM. This support project is not a direct continuation of the Basic Education Assistance for Mindanao (BEAM) Project but a discrete activity to build on the achievements of BEAM; to help maintain the momentum of change in ARMM which began with BEAM and is now being fuelled by the Regional Basic Education Development Plan and the recently legislated Basic Education Act as well as to assist in designing future support programs in the region.

The outputs cover the 12-month period from December 2009 – November 2010.

## Component 1 – Human Resource Management

### Governance:

- Passage of the Muslim Mindanao Autonomy Act 279 (MMA Act 279) otherwise known as “**An Act Providing for a System of Basic Education for ARMM**”.
- Formulation of the Implementing Rules and Regulations (IRR) of the Basic Education Act.
- Formulation of the long term ARMM Regional Basic Education Development Plan, the five-year Strategic Development Plan for Basic Education and a 1-Yr Action Plan.
- Creation of the Donor Convergence Committee for Basic Education (DCCBE) as a sub-committee of the Oversight Committee on Strengthening Development Assistance Coordination (OCSDAC) of the Regional Planning and Development Office through Executive Order No. 004 Series of 2009 signed by the Regional Director.
- Establishment of the Special Projects Coordination Unit as a secretariat of the DCBE through the same Executive Order.
- Conduct Donors Forum and Meetings for improving basic education in ARMM.
- Institutionalization of Management Committee meetings.

### Management Systems and Processes:

- Installation of Human Resources Information System in twelve Divisions in ARMM
- Trained 33 personnel on HRIS utilization.
- Trained 85 planning officers on the use of statistical tools; and 20 MIS personnel on hardware troubleshooting and networking.
- Provided hardware support to Division offices to implement the HRIS/MIS
- Conducted the 2010 Region-wide Assessment of Maths, Science and English (RAMSE)
- Trained 84 education supervisors and

teachers on test construction and on classroom based assessment including school heads of IP, DLP and madrasah recipient schools.

### In-Service Teacher's Training

- Trained 920 preschool and grade 1 teachers, 460 school heads and 32 trainers on early childhood education
- Trained 935 teachers on beginning reading and 30 teachers on e-reading
- Piloted 3 schools on e-reading
- Developed 35 Learning Guides
- Trained 373 teachers on the use of learning guides
- Trained 56 division Learning Guide writers
- Trained 35 trainers on multigrade education
- Developed regional policy framework on mother tongue-based multi-lingual education
- Trained 202 education managers and senior DepED ARMM on MTB-MLE

### School-Based Management

- Trained 581 school heads on School Finance Management
- 154 schools awarded with school grants

### Muslim Education

- Assisted 46 pilot madrasah in implementing the Standard Madrasah Curriculum
- Assisted 46 pilot madrasah to obtain government permit to operate and certificate of recognition
- 267 managers trained on School Improvement Planning, School and Classroom Supervision, Project Proposal Development, Financial Management System and Resource Mobilization
- Trained 38 new teachers of AAMSCI member schools on the use of learning guides in lesson planning
- Financial grant provided to 12 new pilot madaris
- Developed modules on classroom-based assessment
- Developed and distributed 7,200 sets of instructional materials for the pilot madaris
- Produced and distributed 1,300 ALIVE manuals for the public schools
- Assisted BME in forging partnerships with various donors and national DepEd.

## Component 2. Materials Development

- Produced and distributed complete sets of new learning guides to 272 secondary and 130 elementary schools
- Produced and distributed to 800 schools sets of big book making kits
- Produced 12,800 sets of Distance





# TATION SUPPORT TO BEAM-ARMM DESIGN



- Learning Modules
- Distributed copiers and printing machines to Division offices to support the printing of instructional materials
- Produced training materials on reading, multi-grade, MTB-MLE, Muslim Education, IP curriculum, early childhood, school finance and management and peace education.

## Component 3. Increasing Access

BEAM provided support to DepEd ARMM in addressing some of the key issues associated with poor access to education such as low school participation rate, high drop-out rate and low functional literacy rate. Majority of the access related issues are prevalent in many rural, remote, and poor communities where a large number of children experience difficulty in accessing basic education. The problems of access are exacerbated by the ongoing peace and conflict issues and the prevalent conditions in most parts of the region.

### Support to remote communities and schools

- 22 communities supported with the establishment of Community Learning Centers and conduct of Early Childhood Education classes.
- 750 pre-school children completed the ECE program
- 32 training courses covering 10 vocational and technical skills were conducted benefiting a total of 969 OSYs from mostly disadvantaged barangays.

### Distance Education

- Supported the implementation of Distance Learning Program in 8 elementary schools covering Grades 3-6 levels.
- A total 527 learners are currently enrolled in the DLP
- Enhanced a total of 1,414 self-instructional modules covering all subject areas of the BEC for Grades 3-6 levels.
- Produced and distributed to the 8 schools 12,800 sets of DLP.
- Supported the establishment of DLP Hubs in the schools implementing DLP.
- Established the School on Air radio facility to support the radio-based instruction of the BALs
- 250 OSYs participating in the school on air program
- Produced 50 sets of RBI modules
- Trained 38 radio-based instructors
- 10 school heads and division supervisors participated in the study tour to various DLP programs in Mindanao and Luzon areas.

### Indigenous Peoples Education

- 15 schools now implementing the indigenized basic education curriculum

- 4,775 IP children are benefiting from the implementation of IP curriculum
- 139 teachers trained on the IP curriculum implementation and development of indigenized instructional materials.
- Developed 14 sets of monographs as key reference materials on major ethnic tribes.
- Supported the establishment of IP cultural learning centers in 15 schools
- Supported the conduct of IP festival participated in by the schools implementing the IP curriculum
- 20 schools heads, teachers, supervisors participated in the study tours to various IP centers and institutions in Mindanao and Luzon areas.

### Peace Education

- Supported the development of Peace Education Framework of DepEd ARMM
- Developed and produced 2,200 sets of peace education manuals
- 62 teachers and education managers trained on the Peace Education framework and instructional materials.

## Component 4. Project Management, Monitoring and Evaluation

- Managed the conduct of special studies:
  - a. Mapping and Profiling of Conflict-Affected Communities and Schools in ARMM
  - b. Ethnographic Mapping of IP Communities and Schools in ARMM
  - c. Profiling and Impact Assessment of BEAM supported Madaris in ARMM
  - d. Assessment of Vocational-Technical Training Needs in ARMM
  - e. Assessment of School-Based Management Implementation in ARMM
  - f. Inventory and Profiling of NGOs and Civil Society Organizations in ARMM
- Produced 59 Geographic Information System Maps
- Participated the study tour to Bangladesh Rural Advancement Committee (BRAC) in Bangladesh
- Conducted 2 Project Steering Committee Meetings
- Conducted 3 Senior Management Group Meetings
- Produced video documentation and collected most significant change stories on project impact
- Produced special edition of project Newsletter
- Produced various multi-media advocacy materials
- Updated Project Security Plan
- Conducted staff capability trainings



# Fighting **ILLITERACY** through the **AIRWAVES**

To help reduce the record-high illiteracy rate in the region, the



**ARMM Division chief for ALS Soraida Noor gets ready for her regular show at DepEd ARMM'S 99.7 Radio Da'wah.**

Department of Education Autonomous Region in Muslim Mindanao (DepEd-ARMM) recently launched its own radio station to provide functional literacy courses to out-of-school-children in far flung areas.

DXED (Radio Da'wah, 99.7 KHz), housed within the DepEd-ARMM compound, is a P1.5 million grant from the Australian Agency for International Development (AusAID)

under the BEAM Project and managed by DepEd-ARMM's Bureau of Alternative Learning System (BALS).

ARMM acting Gov. Ansaruddin Alonto-Adiong and Ramon Bobier, BEAM Project Director, graced the ribbon cutting ceremony.

"With its 1,000-kilowatt radio transmission, it reaches most of the remote villages in the mainland provinces of ARMM - Maguindanao and Lanao del Sur, including Marawi City," BEAM Project Director Ramon Bobier said.

BEAM assisted DepEd-ARMM in acquiring the necessary permits and licenses to operate the radio station from the National Telecommunications Commission (NTC) and forged a partnership with the Philippine Broadcasting Service (PBS) - Radyo ng Bayan; giving it ready access to programs and other educational services of the government.

According to DepEd-ARMM Secretary Baratucal Caudang "The radio facility will mainly run a "school-on-the-air" program anchored on the Basic Education Curriculum

(BEC) for the Alternative Learning System (ALS) - a set of competencies that can be acquired via non-conventional teaching methods - for thousands of out-of-school youths in far-flung villages in the two provinces."

The radio programs will likewise allow listeners to acquire livelihood and vocational skills, functional literacy and relevant information on health and nutrition.

Sec. Caudang said negotiations are underway for the ARMM's Bureau of Public Information to make use of the radio facility as an added means in its campaign to keep the regional populace abreast with the operations and thrusts of the autonomous governance.

The launching rites came with the distribution of two-band radio sets to selected recipients in ten pilot districts in Maguindanao and Lanao del Sur. Bobier expressed hope that the facility will be "sustained and used according to its purpose" to help combat the region's illiteracy rate, the highest in the country.

## DepED-ARMM adopts BEAM Student Assessment Programs

In order to continuously improve the quality of education in the Autonomous Region in Muslim Mindanao (ARMM), the Department of Education-ARMM created a body that will build on the gains and strength of the Student Assessment Program of the Philippines-Australia Basic Education Assistance for Mindanao (BEAM).

In July, an initial discussion had been done with Assistant Regional Secretary Dr. Macalinog I. Saligoin on how to maximize the utilization of the team's skills and other available assessment resources.

DepEd-ARMM Regional Secretary Atty. Baratucal L. Caudang signed a memorandum creating the Regional Student Assessment Unit (RSAU) to take charge of the sustainability of some of BEAM programs specifically in assessing student performance in Mathematics, Science and English, and providing teachers' training on classroom-based assessment.

BEAM formed its Student Assessment Team in 2004 to conduct the Region-wide Assessment in Mathematics, Science and English (RAMSE) test to grade four pupils and second year students and provide a qualitative benchmark of the learners' performance.

DepEd-ARMM's memorandum aims to "sustain the annual conduct of RAMSE, continue to train teachers on classroom-based assessment, develop test items assessing Higher Order Thinking skills (HOTS), promote consistency and complementation, and build on the gains under the AusAID (Australian Agency for International

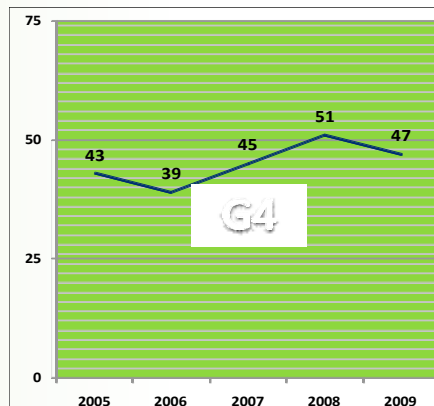
Development)-funded BEAM Project." RSAU will be under the supervision of the DepEd-ARMM Assistant Regional Secretary.

RAMSE test measures the cognitive level as well as the thinking skills of the students in Mathematics, Science and English. This has been conducted by BEAM for five years in Regions XI, XII and ARMM every 3rd week of October. The assessment team collects, analyzes and interprets RAMSE results and the report submitted to DepEd regional offices. Past reports showed that there was a low mastery level performance and some fluctuations in the result. But the total Mean Percentage Score between 2004 (baseline year) and 2009 increased by 20 points for grade four pupils and 8 points for second year students. This is an encouraging testament to the effectiveness of BEAM interventions to improve student performance.

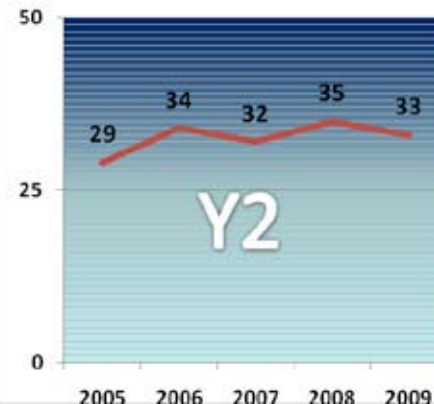
Test items for grade four pupils are collected from lessons in grade one through the second grading period of grade four. Tests for second year students are selected from lessons in grade one through the second grading period of second year. Pupil-respondents and subject teachers in Mathematics, Science and English are also asked some personal information which are correlated with pupils' performance.

BEAM programs in Regions XI and XII ended in 2009 following the Project's conclusion in these two regions. RAMSE was continued in ARMM as an offshoot of the BEAM-ARMM project 12 month-extension.

Performance in Grade 4 (Mean Percentage Score) from 2005-2009



Performance in Year 2 (Mean Percentage Score) from 2005-2009



DepEd ARMM sought the adoption of BEAM's assessment programs along with the student assessment officers. The Assessment Team also conducts trainings for teachers on classroom-based assessment.



# ONE VISION, ONE HOPE: Institutionalizing donor coordination in DepED-ARMM

For the past years, various donor agencies have poured in a huge amount of development aid in ARMM. About a third of this was spent on the education sector. Despite this massive donor infusion to the region, it still fell short of its targets. Part of the challenge is attributed to the shortage of donor coordination that resulted to a failure of maximizing scarce resources eventually affecting the delivery of aid programs.

To ensure donor coordination and convergence in the education sector, DepED ARMM lobbied for the creation of two bodies to oversee all donor activities working on education in the region. The Special Projects Coordination Office (SPCO) and the Donors Convergence Committee for Basic Education (DCCBE) initially formed through Executive Order 004 signed last year by the ARMM Regional Governor and later institutionalized into law called Basic Education Act in DepED ARMM on August 19, 2010.

SPCO and DCCBE will become the focal units of all donor agencies operating in ARMM, particularly in the education sector *"to ensure consistency, complementarity and convergence of the focus of what is being done at all levels within Dep-Ed-ARMM."* It is envisioned that SPCO and DCCBE will help source fund assistance,

ensure availability of resources for basic education and consistently harmonize the programs, projects and ensure activities being implemented across the region are in line with the thrusts, objectives and policy directions of DepED ARMM through its Regional Basic Education Development Plan (RBEDP) in achieving the Philippines' Millennium Development Goals on universal education.

*"The creation of SPCO and DCCBE will help eliminate waste of resources because programs and projects will be coordinated with and monitored by DepED ARMM"* said Sec. Baratul Caudang. AusAid's Implementation Support to BEAM-ARMM Design (ISBAD) through its governance team supported the operationalization and capacity building of SPCO and DCCBE. Aside from equipping the SPCO office, it also sent two executive assistants to a training in computer literacy. It also supported a training on the use of research tools and analysis to all regional planning officers in the regional and division offices. Additionally, the 1st DCCBE meeting held in Davao City, where implementing offices/contractors met with the members of the body to synchronize education programs was supported by ISBAD. That activity is an offshoot of the Donor's Forum also held in Davao City where donor agencies, DepED

ARMM and Regional Government convened to set the direction of the education agenda for ARMM. The BEAM Project also supported the conduct of Project Development and Feasibility study preparation based on DepEd's RBEDP held in Cotabato City and Donor Summit held in Davao City.

The SPCO focuses its current work in strengthening its coordination role by meeting with various donor agencies operating in ARMM such as USAID, AUSAID and project implementers EQUALLS, Peace Corps Tudlo Mindanao, JICA and others. The coordination function of SPCO was shown during a joint funding activity spearheaded by DepED-ARMM School Based Management in the conduct of Division Training on School Based Financial Management and supported by Implementation Support BEAM ARMM Design and the EQUALLS Project.

19 out of the 203 ODA-funded projects caters exclusively to ARMM; they typically focus on infrastructure and social services.

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## BEAM gives MatDev ARMM a facelift

Teachers and students in ARMM are now assured of a steady supply of learning materials as DepEd ARMM now has its own printing facility through the Instructional Materials Development Center (IMDC.) Pursuant to Section 50 of the approved Muslim Mindanao Act # 279, *"an act providing for a system of Basic Education for the Autonomous Region in Muslim Mindanao, amending Muslim Mindanao Autonomy Act numbered fourteen therefore, and for other purposes"*, the IMDC in the ARMM Regional Office will support the Curriculum & Textbooks Development Services. The center operates to produce low-cost but high-quality instructional and training materials for teachers and students.

This is to improve the quality of teaching and address the lack of textbooks in the region.

The center, which is a creation of Muslim Mindanao Act No. 279, supports the implementation of the various programs and projects of DepED ARMM through reproduction of materials. The printing facility houses a digital risograph machine, digital copier, collator with booklet maker, thermal binder, high-end computers with digital printers among others. Housed at

the old library of DepED ARMM, it was established under the Materials Development component of BEAM during the program's Phase 2 and produces all materials used in relation to all BEAM activities.

As the demand for material production increased, the existing printing equipment and personnel could no longer cope with the bulk of the production. On July 7, the Center and the Regional Planning Service Office were renovated and additional printing and office facilities were purchased through BEAM's assistance. A formal turn-over ceremony was made during the inauguration of the newly-renovated building held on November 16 last year. Its architectural structure is considered one of its kind in the entire offices within the ARMM complex in Cotabato City.

The Center also successfully addressed the problem on access to printing services of DepEd's island division offices in Basilan, Sulu and Tawi-Tawi by procuring high-end digital copier for all the 11 offices. While before the materials had to be transported by sea or air, DepEd offices now have the capability to reproduce instructional materials such as the Learning Guides.

To sustain the center's operation, former BEAM-IMDC support staff were absorbed by DepED ARMM as casual employees. Through trainings and experience, IMDC staff are now equipped with knowledge and skills on the production flow and operations of the Center. A business plan was also developed as a mechanism to sustain its operations. IMDC must generate income to sustain the maintenance cost of the printing

equipment. The said business plan was presented and approved by DepED ARMM Regional Secretary Atty. Baratul L. Caudang during the 1st Management Committee Meeting of DepEd ARMM key officials on August 2, 2010 at Pacific Heights Hotel, Cotabato City.

The IMDC also facilitated the processing and the printing of 17,988 identification cards of teachers and non-teaching personnel of DepEd ARMM.

From December 2009 to August 2010, 18, 803 sets of various training and learning materials were reproduced for the different BEAM-initiated programs.

The distributed digital copier machines augment IMDC's capacity to reproduce quality learning materials both for the teachers and students at a minimal cost.

Following the accounting requirements and procedures, IMDC has opened a revolving fund account at Land Bank of the Philippines, the Depository Bank of DepEd ARMM. All income of the IMDC shall be deposited to this account for the operation and maintenance expenses of the center thus, making the IMDC self-sustaining.





# DepEd and BEAM partners for better Human Resource Management

In the past, personnel records of DepEd ARMM's division offices were disorganized. Teachers following up on various transactions such as securing copies of their service records or simply the filing for leave and retirement applications had to wait for days before any action can be made on their requests.

What was more unfortunate was teachers coming from all over ARMM had to travel for many days and spend a lot just to follow up on transactions. Those from Wao, Lanao del Sur, for instance, had to travel through four cities (Valencia, Malabaly, Cagayan de Oro and Iligan) and three provinces (Bukidnon, Misamis Oriental, Lanao del Norte) before they get to reach Marawi City where the division office is located. Worse, when they reached the office they had to wait for several more days before they can complete their transactions.

The Lamitan City Division in Basilan is a case in point. Updating of personnel records is a long and painstaking process. Although considered to be the smallest division in ARMM in terms of student and teacher population with only 820 teaching and non-teaching personnel, teachers usually have to wait for several hours and even days before they can get a copy of their service records.

The HR Unit in-charge of personnel records often find it hard to track personnel movements, list of retireable employees,

processing of employee benefits such as salary increments and loyalty pay. These processes are done manually and a huge amount of time is spent just to update a single record. This resulted to erroneous data and reports being submitted to higher offices.

According to Mr. Efren Lindio, Administrative Officer, "HR records are done manually. It's so difficult to produce reports and on top of that we lack equipment and trained personnel to do the job. Considering the small population of our Division we also have small amount of MOOE to procure equipment and other things to make us more efficient with our job in the HR unit and we are also undermanned."

Norhata Macasulung, ICT Coordinator, Division of Lanao del Sur 1B attributed these problems to lack of personnel, a computerized recording system and equipment.

But all these changed for the better when DepEd-ARMM's education managers decided to set in place an efficient system with the purchase of six computers for all of its 11 divisions; a broadband internet connectivity; an enhanced Human Resource Information System (HRIS) and an HRIS training for all personnel directly involved in the program like ICT coordinators, human resource management officers, administrative officers and HRIS focal persons.

The Human Resource Information System (HRIS) is a web-enabled system developed by Basic Education Assistance for Mindanao (BEAM) for the Department of Education. The system aims to help DepEd improve Human Resource Management and use its data for better decision making and budget planning. It also serves as the repository of all information related to personnel records in the Department including Personal Data Sheet, Service Records, Leave and Absences Record, tracking of personnel movement, automatic updating of salary increments and loyalty benefits.

The HRIS was conceptualized by DepEd officials sometime in 2003 and was funded by BEAM project to improve management delivery of basic education and was adopted

by DepEd nationwide through Memorandum No. 275, s. 2009. It was one of the many packages of support during BEAM's stage 1&2 covering Regions XI, XII and some divisions in ARMM.

Many difficulties were encountered during the 1st stage of implementation. Lamitan Division Office was not fully equipped with facilities to support the system implementation, lack of funds and trained personnel who will manage the system. To address these difficulties, BEAM supported the conduct of appropriate trainings to personnel and exposed them by way of local study tour to Region XI who successfully implemented the HRIS system to observe and adopt its best practices. BEAM also provided hardware support to ensure its sustainability.

As a result, every record now is now available with just a click of a mouse. "We are now more systematic," according to Francivic Delana, acting HRMO. Teachers can now easily and immediately access their own Personal Data Sheet (PDS) and Service Record (SR). Division offices also minimized if not eliminated, the burden in utilizing long paper trail, curtailed time and cut down costs by automatically updating personnel recording. The teachers can now access their record anywhere and anytime through the internet.

Ms. Sarah U. Hadji Omar, ICT Coordinator of Lanao del Sur IIA, said that "with the establishment of the HRIS/MIS Hub in our Office with validated and populated personnel information, we can quickly generate reports like the number of teachers who are due for salary step increments, agency remittance advice, and notice of salary adjustment."

During an orientation conducted in the division of Tawi-Tawi, public school teacher Khalid Tiling from Bongao, said that "because they are now 'worry free,' they can now devote 100 percent attention to classroom instruction instead of wasting time going to their Division Office just to get their service records".

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Teachers from ARMM Divisions can now easily access their service records, thanks to the HRIS.

## ARMM teachers benefit free ID cards

Teachers from ARMM's island provinces of Basilan, Sulu and Tawi-Tawi need to travel by sea and land for at least two days for their transactions at the DepEd Regional Office in Cotabato City. When they arrive at the Regional Office, they usually find a hard time carrying out their transactions because they lack one important item - an identification card.

ARMM teachers, for a long time, have no ID cards as none were issued to them, forcing them to look for other official government documents to prove their identity.

But not anymore, thanks to the initiative of the Department of Education- ARMM's production and issuance of free ID cards for all elementary and secondary school teachers, including non-teaching personnel in the regional and division offices of DepEd ARMM.

The initiative was welcomed as a victory

by the teachers and staff of DepEd-ARMM. As one teacher puts it, the issuance of ID cards to employees is a cornerstone of good governance. "Nakahinga ako nang malalim kasi magkakaroon na kami ng ID, libre pa!" (I had let out a huge sigh of relief because they are going to provide us an ID card and it is for free!).

To implement the project, DepEd-ARMM and Philippines-Australia Basic Education Assistance for Mindanao (BEAM) Project partnered from collecting personal information of teachers in ARMM to picture taking as well as in printing all the ID cards.

The DepEd-ARMM Secretary ordered the teachers in the very

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# BEAM assists Madaris and IP schools improve facilities

The Basic Education Assistance for Mindanao (BEAM) Project of the Australian Agency for International Development (AusAID) has awarded more than P1 million financial assistance to 22 madaris and IP schools in ARMM to help manage their

respective school development plans.

Twelve madaris which recently secured permits to operate from DepEd-ARMM's Bureau of Madaris Education and ten pilot schools specializing on Indigenous Peoples (IP) education each received P50,000 from BEAM.

*"The cash assistance is earmarked for specific facility improvements to enhance the learning environment of recipient schools,"* BEAM Project Director Ramon Bobier said.

Madrasah coordinators were asked to identify needs for classroom upgrade in their respective school. BEAM Deputy Program Project Manager Noor Saada said it is envisaged that the improvements would open additional funding opportunities to the madaris from other aid programs and NGOs. Recipient madaris can use the funding assistance to meet the criteria

set by DepEd. The improvement of the madaris system of education has been one of the major components of the BEAM Project under the Expanded Support to Muslim Education (ESME).

Bobier said ARMM has come a long way in its project implementation as DepEd Central Office adopted the region's madrasah curriculum as the standard for madaris education throughout the country.

The said curriculum was crafted through the joint efforts of the DepEd-ARMM and the BEAM Project with help from the *ulamas*. The madaris system of education is also one of the salient features of the recently enacted ARMM Education Act of 2010.

Meanwhile, the IP schools are expected to put up learning centers within their premises to highlight and preserve indigenous culture.

Bobier said that BEAM is committed to helping IP communities safeguard its heritage which is at risk of extinction with the upsurge of development and modernity.



Ramon C. Bobier, BEAM Project Director together with Alibasher Abdullatif, Undersecretary for Madaris and Aliyah Cali, Director of the Bureau of Madaris Education awarded the financial grant to one of the recipient madaris amounting to Php 50,000.00.

## BEAM awards additional P7.5 M grant to ARMM public schools

One hundred fifty four public schools in the ARMM received a total of P7.5 million grant from BEAM to reinforce the School-Based Management (SBM) program implemented in public schools in the region.

The SBM, one of the components of BEAM, designed to advance the quality and access of students to basic education has two key thrusts - the implementation of School Improvement Plan (SIP) and strengthening of School Governing Councils (SGC). Through capacity building of school administrators and teachers and encouraging the involvement of parents and the community, schools will be more effective in managing its resources to improve student learning outcomes. More than a hundred members of SGC, Local School Board (LSB) and Parents, Teachers and Community Associations (PTCA) were mobilized to support school improvement all over the region.

During the signing ceremony, DepEd-ARMM Secretary Atty. Baratucal Caudang said that the grant would boost and sustain efforts to continually support public schools' implementation of SIP.

*"This grant is especially drafted for ARMM to augment the needs of the public schools - to enhance your schools, not only physically but more importantly, the quality of the learning outcomes of each ARMM student,"* Caudang added.

The selection of recipients was based on the following criteria - actively implementing its SIP with stakeholders, has an organized and functional SGC and is using BEAM Learning Guides.

The mode for distributing the grant to the schools are: (1) Incentive-First Time, where P50,000 is apportioned to a performing school that meets that criteria and first time to receive the grant, (2) Incentive-Second Grant, where P30,000 is allotted to a performing school that has been a recipient of the DepEd National SBM Grant but is selected again for being able to meet the criteria and (3) Grant for Disadvantaged Schools, where P50,000 is allocated to remote and far-flung areas that needs financial assistance in the SIP implementation.

The recipients were given a series of trainings to ensure effective implementation, monitoring and evaluation of their respective school improvement plans. Training component is one of the elements of the school grant.

*"Beneficiaries were trained prior the distribution of*

*grants. They have to go through financial management training to guarantee that their funds will be safeguarded and used properly. We pray that they [beneficiaries] will use this grant effectively to totally upgrade the quality of basic education in the ARMM,"* BEAM Project Director Ramon Bobier explained.

BEAM Project has already trained more than 2,000 school heads in ARMM on planning for school improvement and other mechanisms. Workshops were also conducted to develop the plans according to the existent needs of the school which eventually becomes the blueprint for school development.

ARMM Acting Regional Governor Ansaruddin Alonto Adiong expressed gratitude to BEAM's continuous assistance to the education sector of ARMM and appealed to the recipients to utilize their grants properly.

*"We cannot discount the brainstorming of people behind this noble effort in coming up with this grant. Please spend these funds wisely. This is not for us, but for the future of our children and for the next generation,"* the governor added.



Hja. Norhaya Abdurahim, Schools Division Superintendent of Basilan received a school grant from BEAM in the amount Php 50,000.00 during the Brigada Eskwela Week.



# Mother Tongue-Based Multilingual Education in ARMM

Pursuant to Department of Education Order # 74, series of 2009 institutionalizing Mother Tongue-Based Multilingual Education in all government schools, DepEd-ARMM conducted series of advocacy trainings on the use of the mother tongue as a medium of instruction which was strongly supported by the Basic Education Assistance for Mindanao (BEAM). The said activity aimed to propagate the objective of DepEd Order 74 and accordingly develop a Policy Framework for its successful implementation in ARMM.

Various studies show that learning through the student's first language or mother tongue is more effective for mastery of the curriculum that results to improved learning outcomes. The Presidential Commission for Education Reform (PCER) shared in their report that success in a bilingual education system is best achieved through ensuring that the child first becomes literate in his mother tongue before attempting to acquire literacy in another language. Children who learn to read and write in the mother tongue before learning another language not only are more successful second language learners but also excel more quickly than their peers who did not become literate in their first language. Moreover, in Article 29 of the 1989 convention on the Rights of the Child published in UNESCO Position Paper in 2004 entitled "Education in Multilingual World", states that the education of the child shall be directed to the development of respect for the child's cultural identity, language and values.

The series of meetings and orientation with DepEd senior managers opened a

dialogue on the rationale and purpose of the MTB for ARMM schools. The exchange of ideas and discussions among education managers provided clarity and appreciation on the value of using mother tongue in strengthening learning achievement of school children in the ARMM.

In the orientation-workshop held last October 2010, Atty. Baratucal L. Caudang calls for collaborative efforts of all sectors to include the education policy makers in ARMM, academe, local government units, NGOs, business community among others in order to accomplish an enabling policy leading to a well planned classroom activities based on MTBMLE principles.

The Summer Institute of Linguistics (SIL) International through Ms. Dianne Dekker assisted DepEd-ARMM in coming up with a region-specific policy framework and program for the implementation of MLE, in synergy with existing national DepEd framework and program on MLE. A technical working group was created consisting of the seven Bureau Directors of DepEd-ARMM to consider the issues



raised during the workshop and develop a collaborative processes for building solidarity and planning appropriate strategies for moving MTBMLE forward.

## DepEd and BEAM ...

The HRIS has gained overwhelming success during its initial implementation. The success of these regions prompted DepEd Central Office to review and audit the system to determine its capability in capturing all the necessary HR processes in accordance with the Civil Service implementing rules and regulations. DepEd Central Office decided to adopt the system for national implementation in support to its Human Resource Development Framework. In preparation for the national roll-out, four pilot regions in Luzon used the system and now in the data validation process. On September 24, 2010, a formal turn-over of the system was held in Bulwagan ng Karunungan at DepEd Central Office attended by officials of AusAID and DepEd.

"With the implementation of HRIS in our division, we have now the opportunity to attend to skills training, we can also benefit from equipment and IT hardware support from BEAM. Now it would be easier for us to produce reports related to personnel records. This will also help us fast track the processing of necessary documents for teachers' welfare and benefits because data are readily available. This will also reduce the workload of the HR personnel because processes are now automated," Shares Reynal Sykimte, an MIS Officer.

As of September 2010, Lamitan

## ARMM teachers ...

remote areas in the island provinces of Tawi-Tawi and Sulu to mail their latest 1x1 photos with white background together with their personal information to the Regional Office.

BEAM-supported Instructional Materials Development Center (IMDC) and Information and Communication Technology (ICT) teams worked together for this undertaking. The ICT team moved to the different areas of ARMM from April 5 to June 30 bringing with them heavy equipment for the free picture taking.

When Secretary Baratucal Caudang succeeded Secretary Barra last June, Caudang built on the good initiatives of his predecessor and continued the ID cards production and issuance.

The IMDC had accounted that 17,988 teachers and non-teaching personnel benefited the use of official identification card throughout the ARMM.

Division as well as other divisions in ARMM are now on the process of data validation to ensure that accurate and quality data are produce from the system. With all of these, teachers are no longer worried of their records and the hours of waiting just for a service record are gone making the teachers more focused in the classroom thus resulting to increased learning outcomes of pupils and students.

## Peace education ...

developed through a series of writeshops conducted with the support from Australian Agency for International Development (AusAID) through BEAM Project. These learning support materials integrate the values of peace using a variety of teaching strategies. Likewise, trainings for teachers were designed to facilitate effective usage of these materials in the classrooms.

The In-Service Teachers Training component of BEAM successfully conducted series of workshops for pre-school teachers and education supervisors in the region. The training-workshops were designed to integrate a culture of peace in the early years of children's education. Educators in ARMM believed that that the pre-school is a good place to start teaching children about peace.

During the training, participants undertook activities which equipped them with skills in helping children understand and develop peaceful attitude, reconcile differences with their peers peacefully and use of appropriate words in expressing their feelings. The learning becomes engaging and empowering as children learn peace values through hands-on activities.



# BEAM Staff



Ramon C. Bobier  
 Noor Mohammad D. Saada  
 Atty. Baratucal L. Caudang  
 Macalinog I. Saligoin  
 Rollie P. Dela Cruz  
 Aldis James R. Moral  
 Jennette T. Losaria  
 Norma M. Gonos  
 Bella Lanestosa  
 Mohammad Shaber Arsad  
 Janice T. Gamalong  
 Christopher A. Gamao  
 Catheryn H. Castillo  
 Chester Louie L. Agulo  
 Marjuni M. Maddi  
 Eunice Azalea Sindian  
 Angelo Delgado  
 Edwin S. Antipuesto  
 John Arnel P. Villacorte  
 Ramdino R. Abarico  
 Isabelita M. Chavez  
 Qamar Saeed  
 Kamama Edzla  
 Abdul-aziz Iya  
 Vicenta Cabahug  
 Mofrada Nooh  
 Edna Pasandalan  
 Anna Maria Zorilla  
 Crisalyn Miraato  
 Elmer S. Jael  
 Clarissa A. Kempao  
 Maria Celeste T. Padla  
 Elenita M. Abo  
 Margie Pendulat  
 Soraida Noor  
 Rodolfo Cid, Jr.  
 Jonathan Hernandez  
 Jouie Epal  
 Winston Evangelio  
 Hans Grayson Amable  
 Charlie P. Wee  
 Rex Asis

Project Director  
 Deputy Project Manager  
 Project Coordinator  
 Deputy Project Coordinator  
 Executive Assistant/Comm. Manager  
 IT/MIS Manager  
 Finance Manager  
 Community Development Manager  
 In-Service Training Coordinator  
 Madrasah Coordinator  
 Project Coordinator (Davao)  
 Asst. Finance and Office Manager  
 Finance Assistant  
 Monitoring & Evaluation Coordinator  
 Program Officer-SPCO  
 IT Coordinator/IT Trainor  
 DLP Coordinator  
 Project Officer-Peace Education  
 Project Officer Student Assessment  
 Project Officer-Governance  
 Project Officer (In-Service & SBM)  
 Project Officer-Muslim Education  
 Project Officer-Access  
 Subject Specialist - Mathematics  
 Subject Specialist - English  
 Subject Specialist - Science  
 ARMM Reading Coordinator  
 Student Assessment - Team Leader  
 Student Assessment - Analyst  
 Student Assessment Officer  
 Student Assessment Officer  
 Secondary SBM Coordinator  
 Elementary SBM Coordinator  
 Materials Development Manager  
 Access Coordinator  
 Project Driver  
 Project Driver  
 Project Driver  
 Project Driver  
 Project Driver  
 Project Driver  
 Project Driver  
 Utility

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Finally, to our communities, the schools-you truly symbolize the BEAM's success. This publication reflects your own success stories of empowered school governance and improved student learning outcomes right inside the four corners of your classroom.





# Australian Government Aid Program

