

Report to the Australian Agency for International Development



Towards the Expansion of the Implementation of Islam-Responsive Kindergarten Curriculum in Public Schools, Tahderiyyah and Private Madaris and Children Associated with Armed Forces and Armed Groups: Implementing the UN-MILF Action Plan

Progress Report
1 May 2011 to 30 April 2012

TECHNICAL DATA ON CONTRIBUTION

Beneficiary Country

Philippines

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Cover photo: Through play, children develop motor skills, and refine their imagination, curiosity and creativity. ©UNICEF Philippines/2011

ACRONYMS

ALIVE	Arabic Language Islamic Values Education
ARMM	Autonomous Region in Muslim Mindanao
AusAID	Australian Agency for International Development
BDA	Bangsamoro Development Agency
BESRA	Basic Education Sector Reform Agenda
BIAF	Bangsamoro Islamic Armed Forces
CAAC	children affected by armed conflict
CAAFAG	children associated with armed forces and armed groups
DepEd	Department of Education
DoP	Days of Peace
ECCD	early childhood care and development
IBS	Institute of Bangsamoro Studies
IPR	Independent Progress Review
MILF	Moro Islamic Liberation Front
MRM	monitoring and reporting mechanism
NGO	non-governmental organisation
PAP	project advisory panel
UNICEF	United Nations Children's Fund

I. EXECUTIVE SUMMARY

Recent developments in the peace negotiation between the Philippine Government and the Moro Islamic Liberation Front (MILF) led to a significant breakthrough on 10 decision points, which the parties have mutually identified coming from their respective positions, and signed on 24 April 2012. This event reiterates mutual commitments for achieving lasting peace, resolving conflicts, and the pursuit of meaningful development in Mindanao. The overall situation resulting from this milestone is brimming with opportunities for reducing vulnerabilities amongst children and women, and advancing peace education.

The positive turn of events stemmed from the advent of a reform-minded team of the new administration who vowed to reopen the peace negotiations with non-state armed groups and to seek political settlement through fresh eyes. Included in the consensus recently reached is a proposal for a new autonomous political entity, a sub-state within a state, in place of the Autonomous Region in Muslim Mindanao (ARMM). This move will effectively renew peace and development initiatives in the area and build on successful partnerships in the past.

In the last five years, the prospects for peace with the MILF had periods of ups and downs, but the United Nations Children's Fund's (UNICEF) resolve to engage the MILF in peace building was constant. The signing of a Joint Communiqué by UNICEF and the MILF on 14 April 2007 which called for deliberate and extraordinary efforts to provide services for children in conflict-affected communities in Mindanao, signalled the start of this constructive engagement. With the support and participation of the Philippine government, the Joint Communiqué launched the Days of Peace (DoP) campaign in Bangsamoro areas, initially for micronutrient and immunisation coverage, and later for distribution of early childhood care and development (ECCD) materials. After a DoP assessment, the campaign mode was replaced by a strategy to develop a more sustainable legacy for Bangsamoro communities, hence an Islam-responsive kindergarten curriculum was conceptualised and implemented. This initiative is regarded as instrumental in building peace in several ways. At the individual level, it impacts children at a time when the brain develops rapidly, habits are formed, differences are recognised and emotional ties are built through day-to-day interactions. It teaches young children critical emotional skills that will influence their future and foster more peaceful communities. At the community level, this project is seen to reach across communal divides and allow opportunities for families and communities to appreciate and develop collective visions of the future based on children's needs. At the societal level, the project is seen to address inequity by giving the best start to young children in depressed, disadvantaged communities that have been ravaged by conflict for so long.

Initiatives were also undertaken on child protection, specifically on the implementation of the UN-MILF Action Plan. In August 2009, the UN (led by UNICEF) and the Moro Islamic Liberation Front (MILF) signed an Action Plan on the issue of recruitment and use of children in the armed conflict in Mindanao. This Action Plan now leads the way for UNICEF and mutually agreed partners to access MILF communities and military command areas to register, release and 'reintegrate' any children that may be associated with the armed group; create Child Protection Units within all 21 Base Commands and four Fronts; raise awareness on general child protection issues including on the prevention of recruitment of minors; and through a functioning complaints mechanism expand the effectiveness of the Monitoring and Reporting Mechanism (MRM).

The Australian Agency for International Development (AusAID) funded projects supporting both the expansion of implementation of Islam-responsive pre-school curriculum and the implementation of the MILF Action Plan

Under the first project, 300 *tahderiyyah* (Islamic preschool) are implementing the Tahderiyyah curriculum, benefitting a total of 10,347 children. These schools have received teaching-learning materials, including Arabic materials and basic furniture. All 300 teachers and 300 administrators have also been trained on the application of the Tahderiyyah curriculum. Forty trainers and 50

development catalysts were trained and deployed to provide training, mentoring and advice to all schools spread across seven regions. The Mindanao State University-Maguindanao Graduate School conducted a research study tracking graduates from 13 pilot schools during the period December 2011 to January 2012. The study found that 75 per cent of 702 enrollees (school years 2009-2010 and 2010-2011) have successfully completed the Tahderriyah programme. Close to 300 (54 per cent) of those who completed the programme enrolled in Grade 1 in public schools. All 300 passed the school readiness assessment test, and 80 per cent of them completed Grade 1. Interviews with respondents also revealed many perceived benefits for teachers, administrators and parents. Teachers felt they grew professionally and gained extensive knowledge on child development. Administrators likewise gained knowledge not only on curriculum application but on aspects of administration and mentoring as well. Finally, the study found that the project has positively affected the community by promoting awareness of community mobilisation and cooperation. It raised awareness of the importance of early childhood education and encouraged parents to enrol their children in preschools.

Inspired by this development, the Department of Education (DepEd) similarly developed and piloted an enriched kindergarten curriculum in 139 public schools and 60 private *madaris*. The piloting aims to draw lessons on project implementation and to develop, test and document good practices and effective mechanisms that will be the basis for the eventual development of a programme operations guide that will empower both school and community to create an implementation mechanism suited to local setting and context.

The project also generated unintended positive effects such as (1) brokering a partnership between the DepEd and the Bangsamoro Development Agency (BDA) to work together to develop and use a common curriculum in private *madaris*; (2) calling the attention of and deepening the appreciation of MILF leaders for the importance of early childhood development, as exemplified by their keen interest in the project and its expansion to more communities; and (3) creating a local group of Islamic experts on early childhood development.

In 2011, 44 incidents of killing and maiming of children were recorded, signifying a clear increase in the number of child casualties. Twenty-six (26) children (16 boys and 10 girls), were reportedly killed, and 41 children (21 boys and 20 girls), were reportedly maimed. Of those incidents, nine implicated the AFP and the CAFGUs, five the MILF, three the ASG and one the NPA. Twenty-seven (27) incidents were attributed to private militia and unknown perpetrators. Of these incidents, the United Nations (through UNICEF) verified 25 per cent of cases to facilitate response to these grave violations.

The monitoring and reporting mechanism (MRM) for grave child rights violations in situations of armed conflict was also boosted with the creation of a dedicated unit to document, physically verify and facilitate referrals for response of cases. Eleven (11) training workshops on the Monitoring and Reporting Mechanism (MRM) were conducted in partnership with Non-violent Peaceforce Philippines (NPP), Philippines Against Child Trafficking (PACT), and Cordillera Peoples Alliance (CPA), reaching 298 community leaders and partners in conflict-affected areas in Mindanao particularly Maguindanao, Sultan Kudarat, North Cotabato, Lanao del Sur, Lanao del Norte, Zamboanga del Sur, Zamboanga del Norte, Basilan, Sulu, Tawi-tawi, Davao del Sur, Davao del Norte and Compostela Valley. It is estimated that these advocacy initiatives have reached around 15,000 community members directly and some 25,000 children indirectly. MRM orientation activities enhanced the capacity of human rights defenders and community leaders in documenting cases of grave child rights violations and advocating for children's rights.

MILF continues to express commitment to the Action Plan. Contact and dialogue with key MILF decision makers remain constructive, with regular engagement on activities and processes. Rapid registration of children progressed with 566 children registered in the core areas of 18 of the 21 Base Commands. Independent verification continued with good cooperation from stakeholders, with 151 cases (27 per cent) independently verified. One hundred eighty (180) out of 210 community data-gatherers received training on the Action Plan, and developed skills and

processes for rapid registration. Awareness-raising activities for 40 MILF-BIAF personnel were completed, signifying the commencement of a 180 days grace period before imposition of punitive sanctions for non-compliance under the Supplemental General Order. Six (6) community organizers were selected and trained as core team for building community-based protection networks for reintegration. Inter-agency collaboration between UNICEF and ILO for reintegration was also initiated. The signing of an extension to the UN-MILF Action Plan, however, was delayed to the second half of 2011.

II. BACKGROUND

Islam-Responsive Kindergarten Curriculum

This project goes back five years to 14 April 2007. Amidst the threat of collapse in the peace process between the Philippine government and the MILF, UNICEF and the MILF signed a Joint Communiqué that upholds the rights of children and women at all times, and seeks to undertake deliberate and extraordinary efforts to provide services to children and women in conflict-affected areas of Mindanao. The Days of Peace (DoP) campaign became the vehicle for this commitment. UNICEF initiated the DoP in partnership with the Office of the Presidential Adviser on the Peace Process, the BDA and the Act for Peace Programme, a UN multi-donor programme.

The first phase of the DoP, or DoP1, aimed to provide immunisation, deworming, vitamin A supplementation and other health services in conflict-affected communities. It benefitted more than 175,000 children. Though successful in reach, DoP1 triggered a review of the strategies for ensuring peace promotion and human resource development in the Bangsamoro homeland. BDA felt strongly that whilst campaigns reach many children in the short-term, it does not assure the continuity of these services in the long-term.

The review process resulted in the full appreciation by the DoP partners of early childhood as the most critical period in human development to influence health, learning and behaviour throughout life. Thus DoP2 focused on ECCD.

In December 2007, DoP2 was launched with the training of *tahderiyyah* teachers and administrators, and the distribution of early learning materials. However, training was found to have little effect if the curriculum remained limited. In this light, DoP2 focused on crafting a culture-responsive, age- and developmentally appropriate, Islamic kindergarten curriculum for use by Bangsamoro children, especially those in conflict-affected communities. Such a curriculum was seen to provide balanced education that fosters and nurtures the total development of Bangsamoro children with firm grounding on Islamic values.

The Talaynged Foundation, Inc. subsequently developed a culture-sensitive *tahderiyyah* curriculum with support from the Community of Learners Foundation. The curriculum was approved first by the Tahderiyyah Advisory Panel and then validated and approved by members of the MILF *Tarbiyah* (Committee on Education) and Central Committee for adoption and implementation in conflict-affected areas in Mindanao.

The curriculum is consistent with the Philippine early learning development standards and is aligned with the DepEd kindergarten curriculum. It aims to develop children's receptive and expressive language, thinking and analytical skills, gross and fine motor skills and coordination, and social, emotional, cultural, moral and spiritual development.

Because this is the first Islam-responsive early childhood education curriculum, the DoP partners saw the need for it to be piloted, monitored and evaluated before full implementation. Seventeen pilot *madaris* all over Mindanao were identified. Their teachers and administrators were trained on using the curriculum and on classroom management. From late 2009 to early 2010, expansion to

300 *tahderiyyah* was pursued but aborted midway, as DoP partners realised that one-time training was insufficient to adequately equip *tahderiyyah* teachers with the skills and knowledge to use the curriculum because the teachers were mostly religious leaders with little background in education. In light of this, expansion required first a rigorous teacher training programme and support for basic learning materials.

In early 2010, UNICEF requested support from AusAID to expand the *tahderiyyah* curriculum to 800 conflict-affected communities and to create and implement an enriched kindergarten curriculum for public schools and private *madaris*. The latter aims to support the DepEd in concretising its Roadmap for Upgrading Muslim Basic Education: A Comprehensive Programme for the Educational Development of Filipino Muslims, which lists as a major component efforts to provide a quality ECCD programme for Muslim preschool children. The roadmap is in support of the Basic Education Sector Reform Agenda (BESRA) formulated by the DepEd in 2005 to achieve the goal of Education for All.

BESRA recognises the importance of early childhood education in enhancing school readiness and education outcomes. It also supports the DepEd-ARMM's Regional Basic Education Development Plan for 2009-2014.

The creation and implementation of the DepEd's Islam-responsive kindergarten curriculum and the scaling up of the *tahderiyyah* curriculum are positive steps towards promoting peace and development in Muslim-populated and conflict-affected communities where children have little or no access to educational services.

Monitoring and Reporting Mechanism

With the initiative of protecting children in conflict settings, the Monitoring and Reporting Mechanism (MRM) system on grave child rights violations in situations of armed conflict was established through the issuance of United Nations Security Council Resolution 1612 (2005). It was designed to prevent occurrences of and organise response for six types of grave violations committed against children in the context of armed conflict. United Nations Security Council Resolutions have likewise activated several triggers for the listing of parties in the annexes of the annual Secretary General's Reports on Children in Armed Conflict. The triggers and supporting issuances are: UNSC Resolution 1539 (2004) on recruitment and use of children in conflict; UNSC Resolution 1882 (2009) on: killing & maiming of children as well as rape & other sexual violence against children; and UNSC Resolution 1998 (2011) on attacks on schools and hospitals. MRM also monitors denial of humanitarian assistance and abduction of children, also in the context of armed conflict.

The Philippines was one of the 12 conflict-affected countries prioritized in 2007 for the implementation of the MRM, in response to the recruitment and use of minors by the New People's Army (NPA), the Moro Islamic Liberation Front (MILF) and the Abu Sayyaf Group (ASG), as well as concerns of other violations committed by the Armed Forces of the Philippines (AFP), its paramilitary groups and force multipliers. With assistance from UN Country Teams, parties listed in the annexes of the annual Secretary General's Reports on Children in Armed Conflict have to develop concrete, time-bound Action Plans. The development and implementation of these Action Plans is the sole route for the delisting of those parties that are listed in the annexes of the Secretary General's Reports.

All reports on violations are corroborated by the UN Country Task Force on MRM (CTFMR), through trained UN staff that monitor and carry out verification at the field level. In coordination with other UN agencies and NGO partners, UNICEF receives, verifies, and submits periodic reports to the UN Secretary General and facilitates response to verified cases. This involves gathering first-hand information from primary sources, such as the survivor/s, family of the survivor/s, and service providers directly involved in the case.

For 2011, 44 incidents of killing and maiming of children were recorded, signifying a clear increase in the number of child casualties. 26 children, (16 boys and 10 girls), were reportedly killed, and 41 children, (21 boys and 20 girls), were reportedly maimed. Of those incidents, nine implicated the AFP and the CAFGUs, five the MILF, three the ASG and one the NPA. Twenty seven (27) incidents were attributed to private militia and unknown perpetrators.

UN-MILF Action Plan

In August 2009, the UN (led by UNICEF) and the Moro Islamic Liberation Front (MILF) signed an Action Plan on the issue of recruitment and use of children in the armed conflict in Mindanao. This Action Plan now leads the way for UNICEF and mutually agreed partners to access MILF communities and military command areas to register, release and 'reintegrate' any children that may be associated with the armed group; create Child Protection Units within all 21 Base Commands and four Fronts; raise awareness on general child protection issues including the prevention of recruitment of minors; and through a functioning complaints mechanism expand the effectiveness of the MRM.

The context of children's association with armed groups in Southern Philippines presents a number of challenges. Research and analysis point to a community-driven dynamic of involvement where children are born into an armed struggle in which their parents and communities are already involved. Analysis of rapid registration data shows degrees of 'voluntary' association, with an emphasis on ideology, counter-oppression and self-defense. The MILF Bangsamoro Islamic Armed Forces (BIAF) does not operate a system of barracks; entire families and communities are associated with the politico-military agenda and there is little sense of nominal 'recruitment' where a child is uniformed and badged. Furthermore, children in conflict-affected areas of Mindanao grow up in an environment of complex insecurity which is not necessarily related solely to MILF versus Government determinates. The rights and safety of children are compromised by insurgency and counter-insurgency operations, paramilitary groups such as Citizen Armed Force Geographical Units (CAFGU), Civilian Volunteers Organizations (CVO), local community and family feuds known as 'rido', and common criminality fueled by a prevalence of small arms and light weapons among the civilian population.

The MILF is represented militarily by 21 base commands and four fronts across the length and breadth of Mindanao, including the islands of Basilan, Sulu and Tawi-Tawi. Many of these are in remote, poorly serviced upland areas such as Lanao del Sur and the Zamboanga peninsular. The MILF claims 3,847 barangays (153,880 sitios) with an average of 183 barangays per Base Command. Based on figures from rapid registration in 2010, an average of 30 CAAFAG were found in each barangay, indicating that more than 100,000 boys and girls in Mindanao could be associated with the MILF-BIAF in either combatant or support roles. While this is considered the upper limit, it emphasizes the wide scope of the CAAFAG issue and the challenges in implementing the Action Plan effectively.

While the peace process between the Government of the Philippines and the Moro Islamic Liberation Front (MILF) remains on track, the emergence in 2011 of breakaway armed factions in Mindanao presents a turbulent landscape for children affected by armed conflict. The split from the MILF of the Bangsamoro Islamic Freedom Movement (BIFM) resulted in sporadic skirmishes between feuding groups in Central Mindanao and limited humanitarian access to areas of Maguindanao and Lanao del Sur.

Support for children affected by armed conflict, which prevents and responds to grave violations and mitigates the dynamic of recruitment and use, must identify and address the push and pull factors influencing children's involvement. The framework within which this is achieved is the MRM and establishment of Action Plans with parties listed as perpetrators in the Secretary General's reports. These activities are inherently costly in the initial stages given the geographic

and demographic scope, as well as the broad spectrum of political opinion characteristic of conflict-affected areas.

Given the context outlined above, prevention and response requires a multi-agency, multi-sector programme of broad based service provision that supplements national strategies and contributes to the overall peace agenda. Due to the nature of the armed conflict and the project's position vis-à-vis non-state actors and their communities, there must be acknowledgement of the limitations in working closely with government departments and other structures of the state. 'Reintegration' of CAAFAG in the Moro-MILF context, which is inclusive of all children living in the war environment, will look to supporting the inherent resilience and strengths of communities in maintaining an environment where children are able to enjoy their basic rights without the need to take up arms. Whilst acknowledging the particular needs of certain individuals, the approach requires a shift away from simply addressing response mechanisms for children who have already experienced harm, towards comprehensive efforts to protect children through enhancing the wider policy framework, and identifying the conditions and structures that determine and exacerbate vulnerability. This involves understanding the underlying customary beliefs and practices, laws, structures and institutions that have both a direct and indirect bearing on all aspects of children's lives. The approach looks at how communities protect children in the traditional set-up, how this may have been changed by conflict, and how communities can be supported in improving their responsibilities towards children.

UNICEF continued its efforts in 2011 to register children associated with the Bangsamoro Islamic Armed Forces across its 21 command areas and four fronts. This, supported by community awareness-raising activities, enables the UN to monitor MILF compliance with applicable international law, as well as contributing to evidence-based mapping and vulnerability analysis to most appropriately target broad-based response services within an inclusive framework in affected communities.

III. PURPOSE

This is the second progress report for two related projects supported by AusAID. The first project is the "Expansion of implementation of Islam-Responsive Kindergarten Curriculum for Public Schools, Tahderiyyah and Private Madaris." The second project is entitled Children Associated with Armed Forces and Armed Groups: Implementing the UN-MILF Action Plan.

The project on Islam-responsive curriculum aims to contribute to achieving Millennium Development Goals 2 and 3 on universal access to primary education and gender equality in education, especially in disadvantaged and conflict-affected areas populated by Filipino Muslims. It seeks to expand access to and improve the quality of early childhood education services for Filipino Muslim children in order to motivate and prepare them to enter elementary school. The main purpose of the project is to expand the use of Islam-responsive kindergarten curriculum in *tahderiyyah* outside of those covered by the DoP campaign and to help the DepEd in developing and implementing an enriched kindergarten curriculum for public schools and private *madaris*.

On the other hand, the project on children affected by armed conflict (CAAC)/children associated with armed forces and armed groups (CAAFAG) seeks to reduce and prevent grave violations against children in armed conflict through (1) coordination to ensure the strengthening of response to conflict-affected children; (2) monitoring and reporting of grave child rights violations to increase the evidence base for purposes of accountability, prevention and response; (3) advocacy for children's rights in the midst of armed conflict; (4) building capacities for a variety of responses, including programmatic responses to address grave violations against children at all levels, reintegration of children released by armed forces and groups, assistance to separated and

unaccompanied children, psychosocial support and mine action; and (5) prevention of further grave violations against children.

The project on Islam-responsive curriculum has the following major components:

A. Expansion of the implementation of *tahderiyyah* curriculum in conflict-affected Bangsamoro communities. This component involves expanding the use of the *tahderiyyah* curriculum in 800 Muslim communities in Mindanao. It aims to provide or improve access to quality *tahderiyyah* services to at least 25,000 Bangsamoro children aged 3 to 5 years in these communities. This will be achieved through the following activities:

1. Adoption and implementation of the *tahderiyyah* curriculum in 800 *tahderiyyah* in the most disadvantaged Muslim-populated communities in Mindanao. This will be done in partnership with the BDA, the Association of Ustadzes and Ulama in Mindanao and local government units.
2. Establishment and operationalisation of a working relationship amongst major parties and stakeholders to develop and implement quality services for *tahderiyyah* in these areas
3. Training of more than 1,000 *tahderiyyah* teachers and their supervisors on the use of the new curriculum and teaching-learning practices
4. Provision of culture-specific ECCD packages and furniture to 800 *tahderiyyah*
5. Establishment and operationalisation of a result-based monitoring and evaluation system.

B. Support to the development and implementation of the enriched kindergarten curriculum for public schools and standard *madrasah* curriculum for private *madaris*.

The second component will help the DepEd in designing and implementing an enriched kindergarten curriculum for public schools and private *madaris* all over the country. The development of this curriculum will build on the *tahderiyyah* curriculum and align with the DepEd regular kindergarten curriculum. When completed, the curriculum will be used in all public kindergartens and private *madaris*. This support will reach an estimated 25,000 5- to 6-year-old children enrolled in public preschools all over the Philippines. The second component will have the following activities:

1. **Development phase.** This will include (1) reviewing the content of the Islam-responsive early childhood education curriculum with reference to its alignment to the DepEd standards and competencies; (2) refining and enhancing the curriculum to meet DepEd standards and competencies; and (3) ensuring smooth transition to the elementary curriculum. This will be done in consultation with concerned associations and stakeholders such as the DepEd Bureau of Elementary Education, DepEd ARMM, Accrediting Association of Muslim Schools and Colleges, BDA, Act for Peace and Council of Ulama.
2. **Implementation phase.** This will be done through an orientation series on curriculum implementation. In the first year, a number of schools and *madaris* will be selected to pilot the curriculum. These schools will be supported with training and the necessary teaching and learning materials. They will be closely monitored for two reasons: (1) to support innovations and instruction, and (2) to feed into the eventual refinement of the curriculum for the adoption of more schools and *madaris* in Muslim communities nationwide.
3. **Integration into the pre-service curriculum.** To ensure project sustainability, the efforts will be pursued in partnership with the DepEd and selected teacher-education institutions to integrate aspects of the curriculum in the pre-service training of preschool teachers.

The aforementioned activities are expected to result in the following outputs:

1. Development of the DepEd Islam-responsive preschool curriculum
2. Expansion of the use of the *tahderiyyah* curriculum in 800 *tahderiyyah* in Mindanao

3. Training of at least 1,000 *tahderiyyah* teachers/supervisors and 500 public preschool teachers on the use of the *tahderiyyah* curriculum and new DepEd preschool curriculum
4. Benefit to 1,000 *tahderiyyah* and 500 public preschools in terms of improved teaching and the use of the curriculum
5. Benefit to 50,000 preschool children enrolled in 800 *tahderiyyah* and 500 public preschools in the country from the use of the Islam-responsive preschool curriculum.

The CAAC project, on the other hand, has the following major components:

1. **Registration.** The identification and registration of children associated with the MILF are supported, monitored and independently verified, contributing to an assessment of additional protection concerns and reintegration needs.
2. **Assessment.** The protection concerns of children in conflict-affected areas, especially those that contribute as push factors to the recruitment dynamic and/or render children vulnerable to other grave child rights violations, are assessed and analysed to inform an appropriate intervention strategy.
3. **Development of reintegration services.** UNICEF and other stakeholders of the Action Plan or strategic commitments are furnished with an appropriate approach and strategy for community-based reintegration, recovery and support, including all children, families and communities affected by the conflict environment.
4. **Creation of child protection units.** The MILF-BIAF is assisted in creating child protection units within their ranks.
5. **Initiation of first-up protection services.** This refers to the first phase of context-appropriate community protection packages to those areas where children have already been registered.
6. **Strengthening the child protection network.** The network of partners for the MRM of grave child rights violations was broadened to facilitate timely response.

The CAAFAG project is expected to bring the following results:

1. Registration of CAAFAG is done across 21 MILF base commands.
2. Protection concerns and reintegration needs across 21 base commands of the MILF and other areas with identified CAAFAG or grave child rights violations, are reported, assessed and analysed, and directly inform the response strategy.
3. A strategy paper is produced and shared with the MILF and stakeholders.
4. Child protection unit focal points are identified at different levels, and their first training is completed.
5. Community-based protection systems are created in priority areas.
6. At least 50 percent of MRM cases are physically verified by the UN.

IV. RESOURCES

A total programmable amount of US\$2,097,325 was received from AusAID to support the two projects. Of this amount, \$1,583,232.78 was allocated for the Islam-responsive curriculum project. This was augmented by contributions from the United States Fund for UNICEF amounting to \$70,000 for the DoP campaign.

The project for CAAC/CAAFAG received an allocation of US\$376,926.16 from the AusAID contribution. This amount was augmented by allocations to UNICEF Philippines from contributions

to the global MRM project of AusAID and the Government of Sweden amounting \$231,773.41 and \$304,358.63, respectively.

V. RESULTS

As of this reporting period, the following accomplishments were reached for the project on Islam-responsive curriculum.

A. Expansion of the implementation of *tahderiyyah* curriculum in conflict-affected Bangsamoro communities

In partnership with the BDA, the project supported the refinement of the Tahderiyyah curriculum based on comments made by an external peace education consultant. As a result, a number of important contextual corrections and changes were introduced into the curriculum and teacher training programme, ensuring alignment to universally acknowledged human values and emphasizing the moral, cultural, social, scientific, physical, emotional and civic development of Filipino Muslim children.

The project also supported the expansion of implementation to 300 Tahderiyyah, thus benefitting a total of 10,347 young children. In so doing, the project trained a new batch of 20 trainers, bringing the total number of trainers to 40. It also trained 600 teachers and administrators coming from the 300 Tahderiyyah. Teaching-learning materials, basic furniture and locally developed Arabic materials (ex. flashcards of alphabet, numbers, colours, shapes) were also distributed to these Tahderiyyah.

Development catalysts were likewise oriented and fielded to communities to generate awareness, commitment and support to the *tahderiyyah* project. As in pilot schools, the communities paid for the capital and recurring costs of education, such as salaries of teachers, consumable supplies and materials, in the form of participation fees.

A project advisory panel (PAP) composed of representatives from the BDA, MILF Tarbiyah, AusAID and UNICEF was organised to oversee and give strategic direction to the implementation of this project component. The panel meets quarterly.

In response to the Philippine Government's implementation of the universal kindergarten programme and in anticipation of the full implementation of the recently signed Kindergarten Education Act (RA 10157), this project initiated efforts with the DepEd to have the Tahderiyyah recognised as a form of kindergarten. Such recognition will ensure that Tahderiyyah graduates can proceed straight to Grade 1 at age 6. The first attempt with the DepEd-ARMM was unsuccessful on account of the agency's reluctance to deal with and recognise educational undertakings of the BDA, a non-state entity affiliated with the MILF. This forced the project to seek higher ground and obtain recognition from the DepEd central office.

The move was auspicious, as it resulted not only in the initiation of processes leading to the future recognition of Tahderiyyah as a form of kindergarten but also in an unintended brokering of unconventional partnerships amongst the DepEd, BDA, Talaynged Foundation and MILF Tarbiya. It also opened opportunities for the parties to discuss issues beyond Tahderiyyah and venues for the DepEd to inform non-state actors about its Madrasah Education Program. The project also increased the appreciation by MILF leaders of the importance of early childhood development, as exemplified by their keen interest in the project and its expansion to more communities. It also created a local group of Islamic experts on early childhood development.

The project supported the conduct of a research study tracking graduates from Tahderiyyah pilot schools. Omar Maindan of the Mindanao State University-Maguindanao Graduate School

did the study from December 2011 to January 2012. The study focused on the 13 pilot *madaris* that started implementing the curriculum as early as 2009. It found that of the 702 enrollees in the 13 pilot Tahderriyah for two school years (2009-2010 and 2010-2011), 528 have successfully completed the Tahderriyah programme. The completion rates also rose from 72 per cent in 2009-2010 to 78.2 per cent in 2010-2011. Close to 300 (54 per cent) of those who completed Tahderiyyah enrolled in Grade 1 in public schools. All of them passed the school readiness assessment test, and 80 per cent completed Grade 1. Interviews with respondents also revealed many perceived benefits for teachers, administrators and parents. Teachers felt they have grown professionally and gained extensive knowledge on child development and skills in teaching young children. Administrators echoed that they have gained knowledge not only in curriculum application but in aspects of administration and mentoring as well. Finally, the respondents reported that the project has positively affected them by increasing awareness of the importance of early childhood education which led to higher enrolment in preschools.



In a tahderriyah, teachers summarise the children's learnings at the end of the day during 'circle time'. ©UNICEF Philippines/2011

B. Support to the development and implementation of the enriched kindergarten curriculum for public schools and standard *madrakah* curriculum for private *madaris*

Mainly as a result of this project in the first reporting period, 2010-2011, the DepEd was able to develop an enriched kindergarten curriculum for public schools and private *madaris* through a participatory process involving *ulamas*, *madaris* heads and teachers, and DepEd officials and curriculum experts. Basic references were the national regular kindergarten curriculum and the *tahderiyyah* curriculum. The DepEd and *tahderiyyah* curricula are similar in that (1) both are aligned with the Philippine Early Learning Development Standards and the DepEd list of competencies for 5-year-old children; (2) both espouse the same vision, goals, objectives, philosophy and principles; and (3) both are thematic in approach and play-based. A key difference is in the spiritual domain where the latter allots more time on the teachings of Allah.

The enriched kindergarten curriculum was pilot-tested and used in 139 public schools and 69 private *madaris* during this reporting period, reaching an estimated 6,000 children. In the process, a total of 599 personnel were trained – 269 teachers, 139 school heads, 99 division Arabic Language Islamic Values Education (ALIVE) coordinators, 69 *madaris* teachers and 23 administrators.



Recognising children's outputs: artworks and worksheets of all children are regularly displayed in the walls of classrooms ©UNICEF Philippines/2011

The Independent Progress Review (IPR) recently done by AusAID on the project found that the curriculum implementation in public schools is progressing alongside the regular kindergarten curriculum. Integration of Islamic values and Arabic languages is done through storytelling and dedicated work periods every Monday, Wednesday and Friday. As the pilot schools did not receive many teaching-learning materials, the teachers maximised what they learnt in training by developing local materials. The piloting done in these schools will hopefully produce lessons and good practices in project implementation which will become the basis for the development of a project operations guide, standards and tools when implementation is scaled nationwide.

In addition, this project was instrumental in reviving talks between the DepEd Central Office and DepEd-ARMM on the implementation of the DepEd's Madrasah Education Program in ARMM.

In summary, the project on Islam-responsive curriculum accomplished these results:

1. Support to DepEd
 - a. DepEd ALIVE kindergarten curriculum for public schools developed
 - b. ALIVE kindergarten curriculum piloted in 139 public schools and 60 private *madaris*, and benefitting an estimated 6,000 kindergarten pupils
 - c. Training of 599 personnel: 269 public school teachers, 139 school heads, 99 ALIVE coordinators, 69 private *madaris* teachers and 23 *madaris* administrators.
2. Support to *tahderiyah*
 - a. Tahderiyah implementation expanded to 300 schools, benefitting 10,347 pupils
 - b. Tahderiyah recognition process ongoing and resulting in partnerships between state and non-state actors

- c. Training of teachers and administrators from 300 Tahderriyah
- d. Training and deployment of 40 trainers and 50 development catalysts to support 300 Tahderriyah
- e. Provision of teaching-learning materials and basic furniture to 300 Tahderriyah
- f. Improved capacity of BDA central and regional offices to manage, implement and monitor Tahderriyah implementation.

The IPR of the project done by AusAID in the first quarter of 2012 concluded that the project remains relevant to AusAID and the government, especially in terms of education quality, child protection and peace building. Stakeholders view the new kindergarten curriculum as extremely relevant in terms of its strategic contribution to peace building and inclusiveness. The IPR also found that both the ALIVE kindergarten and Tahderriyah programmes are seen as encouraging Muslim children to stay in school and Muslim parents to take an active role in the education of their children. The programmes promote trust and goodwill from the Muslim community and respect for minority Muslim culture in an otherwise dominant Catholic environment. Moreover, the Tahderriyah programme is highly effective in the integration of Islamic values, culture and religious teachings into a high-quality ECCD curriculum based on best practice.

The same report stated that ALIVE kindergarten efficiently merges and harmonises secular and cultural learning into weekly activities within a cohesive curriculum. However, in relation to the expanded programmes, several risks were identified during the progress review – passive rather than active parent and community support; inadequacy of teaching skills due to the lack of a professional development programme; the lack of ability to efficiently budget, supervise, support, monitor and evaluate programme progress and impact; ensuring timely delivery of curriculum materials and resources; and teacher turnover due to low salaries. These risks will be dealt with in the future work plan.

The IPR also found that all stakeholders recognised the benefit of integrating Islamic culture, values and religious teachings into the curriculum. The stakeholders gave anecdotal evidence of children becoming more knowledgeable about Islam, gaining self-confidence and positive attitudes, and learning how to read and write in both Arabic and English. Parents have renewed interest in their religion and act as role models for their children. Islamic leaders saw the curricula as providing a balanced education of both Islamic teachings and secular subjects. High-level officials noted a change in parents and communities' perception of education, especially in the rural areas, which have a very traditional approach to Islamic education. Muslim parents, community leaders, and children feel a stronger sense of connection to public kindergartens in the ALIVE pilot, whilst teachers and administrators spoke of beneficial spillover effects to non-Muslim children and to the school itself. These positive anecdotes indicate the possibility of larger-scale peace building, cultural understanding and tolerance outcomes for future generations. The IPR concluded that future expansion is likely, but the factors needed to ensure quality of provision will have to be put in place.

Finally, the IPR found that this project component exhibits sound technical analysis and continuous learning. Classroom observations, school and community visits, and discussions with stakeholders yielded a wealth of project strengths, learning curves, unintended outcomes and anecdotes about benefits.

For the project on CAAC/CAAFAG, the following activities were carried out.

A. UN-MILF Action Plan

MILF continues to express commitment to the Action Plan. Contact and dialogue with key MILF decision makers remains constructive, with regular engagement on activities and processes. The official visit to the Philippines of the SRSG included a meeting on 6 April 2011 on the Action Plan on the issue of the recruitment and use of child soldiers in Mindanao. The meeting

focused on the timeline of the Action Plan with the MILF, exchanging insights on increasing the speed of implementation, as well as calling for better measures of compliance with respect to the MILF's Supplemental General Order.

It was agreed that the registration of children across the 21 Base Commands will be completed within nine months, while more realistic criteria would be applied to the definition and identification of children associated within the armed agenda through the community dynamic prevalent in the region. The MILF, represented by Vice Chairman Ghazali Jaafar, and the chairman of the five-person panel for the Action Plan, Eid Kabalu, reaffirmed their position that no child under the age of 18 will be recruited or used in the armed conflict, yet acknowledged the potential for children to become involved through the community fabric. Institute of Bangsamoro Studies (IBS) and Plan International Inc. mutually agreed as implementing partners.

Rapid registration of children progressed with 566 children registered in the core areas of 18 of the 21 base commands. Independent verification continued with good cooperation from stakeholders. One hundred fifty one (151) cases (27%) were independently verified. One hundred eighty (180) out of 210 community data-gatherers have received training on the Action Plan, and developed skills and processes for rapid registration. Awareness-raising activities for 40 MILF-BIAF personnel were completed, signifying the commencement of a 180 days grace period before the imposition of punitive sanctions for non-compliance under the Supplemental General Order. Six (6) community organizers were selected and trained as core team for building community-based protection networks for reintegration. Inter-agency collaboration between UNICEF and ILO for reintegration was also initiated.

The signing of an extension to the UN-MILF Action Plan, however, has been delayed through the second half of 2011. The expiry of the Action Plan in July 2011 after two years of implementation coincided with the MILF's withdrawal from peace talks, and an escalation in armed skirmishes between the MILF, AFP and the breakaway Bangsamoro Islamic Freedom Movement. The period has also seen changes in MILF personnel responsible for Action Plan implementation. Despite this, the MILF does remain amenable to continuing with implementation of the Action Plan in 2012, which also allows for the introduction of a number of strategic shifts with a view to completing the Action Plan and more effective ways of addressing the dynamics of children's recruitment and use in the region. Specifically, a weak showing in the outcome of the registration process highlights challenges in identifying degrees of children's involvement with the armed group. Strategies in 2012 will focus on alternative ways to monitor compliance, while looking at multiple vulnerability criteria in selecting target areas for response.

B. Monitoring and Reporting Mechanism

The Country Task Force on Monitoring and Reporting (CTFMR) recorded a slightly higher volume of grave child rights violations in 2011. Forty-four (44) incidents of killing and maiming of children were recorded, signifying a clear increase in the number of child casualties. Twenty-six (26) children, (16 boys and 10 girls), were reportedly killed, and 41 children (21 boys and 20 girls), were reportedly maimed. Of those incidents, nine implicated the AFP and the CAFGUs, five the MILF, three the ASG and one the NPA. 27 incidents were attributed to private militia and unknown perpetrators. Of these incidents, the CTFMR has verified 25% of cases to facilitate response to these grave violations.

Eleven (11) training workshops on the Monitoring and Reporting Mechanism (MRM) were conducted in partnership with Non-violent Peaceforce Philippines (NPP), Philippines Against Child Trafficking (PACT), and Cordillera Peoples Alliance (CPA), reaching 298 community

leaders and partners in conflict-affected areas in Mindanao particularly Maguindanao, Sultan Kudarat, North Cotabato, Lanao del Sur, Lanao del Norte, Zamboanga del Sur, Zamboanga del Norte, Basilan, Sulu, Tawi-tawi, Davao del Sur, Davao del Norte and Compostela Valley. It is estimated that these advocacy initiatives have reached around 15,000 community members directly and some 25,000 children indirectly.

MRM orientation activities enhanced the capacity of human rights defenders and community leaders in documenting cases of grave child rights violations and advocating for human rights of children. Discussions on grave child rights violations allowed the participants to realise the value of documenting these violations, rather than merely relying on oral accounts. It was acknowledged that documentation of violations can affect policy advocacy, campaigns, public information, and services. MRM workshops also reiterated the need for vigilance in defending and asserting the rights of children, and provided guidance on using MRM as an instrument to seek perpetrators' accountability. MRM-trained community leaders and partners are now keener in identifying GCRVs and know the mechanisms to report & coordinate response for these violations. Linkages among child-focused organisations were also established, with the view of cooperating for coordination of response.

With support from UNICEF, significant progress has likewise been reached regarding the intent of the Philippine Government to harmonise international standards with national legislations, particularly with the proposed legislation to ensure a more systematic process of handling children affected by armed conflict, and organise response on grave violations, as recommended in the Philippine country reports dated 24 April 2008 (S/2008/272) and 21 January 2010(S/2010/36). The proposed bill on the protection of children in situations of armed conflict was approved on 10 March 2011 by the House Committee on the Welfare of Children and endorsed to the Committee on Appropriations. Meanwhile, the first hearing of the Philippine Senate on the proposed legislation to ensure a more systematic process of handling & organise response for children affected by armed conflict, was set last 28 September 2011. With the keen interest signified by the different stakeholders, the said meeting established the need for the passage of the said legislation, and generated support for the creation of a Technical Working Group (TWG) to harmonise the five Senate bills that were filed on this intent. Once the TWG has finalised a unified bill for the Senate level, the bi-cameral meeting will be duly organised. It may be recalled that this bill also aims to codify the requirements of UN Security Council Resolutions on MRM.

The Armed Forces of the Philippines (AFP) has likewise taken steps to broaden and strengthen the mandate of its Human Rights Office (HRO). The AFP HRO coordinates with the CTFMR on issues related to CAAC. This office has oversight in the implementation of the human rights and IHL training programs for all enlisted personnel. However, to date, the AFP HRO has proved to have limited capacity to address on-going violations.

VI. FINANCIAL IMPLEMENTATION

AusAID contributed US\$2,097,325 for the two projects, of which \$1,960,159.94 is programmable. So far, \$1,632,772.12 (78 per cent) has been used. The remaining balance is \$464,552.88.

Component	Utilised (in US\$)			Total
	2010	2011	2012	
Project: Islam-Responsive Kindergarten Curriculum				
Component 1: Support to Expansion of Use of Tahderiyyah				
Supply: Provision of basic furniture to 300 <i>tahderiyyah</i>	105,500.00			105,500.00
Supply: Provision of <i>tahderiyyah</i> packages		120,365.30		120,365.30
Cash: Management, coordination, monitoring		1,713.84	410.19	2,124.03
Contract: Technical assistance in curriculum refinement		28,382.75		28,382.75
Cash: Planning and monitoring	1,900.00	7,643.40		9,543.40
Cash: Screening of new trainers	2,150.00	(422.01)		1,727.99
Cash: Training of trainers, teachers and administrators from 300 expansion <i>tahderiyyah</i>		664,482.65		664,482.65
Sub-total	109,550.00	822,165.93	410.19	932,126.12
Component 2: Support to DepEd				
Supply: Provision of teaching-learning materials to pilot schools and private <i>madaris</i>		134,214.95		134,214.95
Cash: Development of preschool curriculum	23,540.50	11,310.42		34,850.92
Cash: Printing of curriculum		18,450.00		18,450.00
Sub-total	23,540.50	163,975.37	0.00	187,515.87
Total for Project: Islam-Responsive Kindergarten Curriculum	133,090.50	986,141.30	410.19	1,119,641.99
Project: CAAFAG: UN-MILF Action Plan				
Component: UN-MILF Action Plan				
Cash: Support to Plan International for rapid registration	221,242.00	(961.09)	0.00	220,280.91
Supply: Transport support for Plan International	75,820.00			75,820.00
Supply: Child protection kits for Plan International	24,054.14			25,054.14
Supply: Equipment and supplies for Plan International and Institute of Bangsamoro Studies (IBS)	1,360.00			1,360.00
Supply: MILF Action Plan handbook	582.02			582.02
Travel: Staff	1,638.00			1,638.00
Sub-total	324,696.16	(961.09)	0.00	323,735.07
Component: MRM				
Supply: Transport support	49,380.00			49,380.00
Travel: Staff	2,850.00			2,850.00
Sub-total	52,230.00	0.00	0.00	52,230.00
Total for Project: CAAFAG: UN-MILF Action Plan	376,926.16	(961.09)	0.00	375,965.07
Sub-Total for Components 1 and 2	510,016.66	985,180.21	410.19	1,495,607.06
Recovery Cost	137,165.06			137,165.06
Grand Total	647,181.72	985,180.21	410.19	1,632,722.12

VII. CHALLENGES AND CONSTRAINTS

The implementation plan for the expansion of *tahderiyyah* curriculum in 800 Bangsamoro communities and the registration of children associated with the MILF was delayed in 2011 due to uncertainty in the resumption of peace talks between the government and the MILF. The peace process was temporarily disrupted when the Supreme Court declared as illegal a proposed land deal that would have given the rebels control over what they claim as ancestral lands in

Mindanao. Since it is an institution created by virtue of the Philippine government-MILF Tripoli Agreement on Peace on 22 June 2001, the BDA decided to scale down the expansion from 800 to 300 *tahderiyyah*. The expansion to the rest of the 500 communities hinged upon the resumption and outcomes of the peace talks. However, recent developments allowed the BDA to re-examine its position and consider expanding again to 800 *tahderiyyah*.

With the implementation of the universal kindergarten programme by the Philippine government, parents became concerned that children enrolled in Tahderiyyah will have to repeat kindergarten, as the DepEd has yet to recognise the Tahderriyah programme as a form of kindergarten. Initial efforts to start the recognition process in the ARMM were constrained by past DepEd-ARMM officials' sensitivity to the issue of working with non-state actors, especially those associated with rebel groups such as the MILF. For this reason, efforts to have the Tahderriyah recognised were elevated to the national level, which in the end was more receptive to the Tahderriyah initiative than the DepEd-ARMM.

At the local level, community support to Tahderiyyah implementation was inadequate, affecting enrolment and sustainability of teaching-learning processes. Most parents still think that 5-year-old children are too young to go to school and would be better off at home. Some financially challenged communities found it hard to sustain their support to teachers. Implementation was likewise hampered by the delayed project start, as teachers had to be pulled out from time to time to attend trainings in the middle of the school year.

The development and implementation of the DepEd enriched kindergarten curriculum for public schools and private *madaris* was also affected by the change in DepEd leadership in 2010. The former position of Undersecretary of Muslim Affairs, the Office of Muslim Affairs and its entire staff were abolished. In its place, a consultant for Muslim affairs directly reporting to the Undersecretary for Programs and Projects was hired. Though this situation is ideal for mainstreaming purposes, it is challenging when starting an innovation, as the modelling practice takes time to design, implement and monitor.

The eventual scaling up of the ALIVE curriculum is hampered by a shortage of professionally trained and certified kindergarten teachers, and the inadequacy of teacher training available.

As for the child protection component, more partnerships were forged with field-level non-government organisations to assist in the documentation, monitoring, and coordination of responses for grave child rights violations. Frontline workers are now more consciously and strategically partnering with UNICEF MRM team to document & verify violations, as well as to coordinate necessary response. As the network of reporting partners expands to cover more remote areas of the country, the volume of reports continues to increase.

It should be noted, however that while this collaboration at the grassroots level has expanded the coverage of the monitoring and reporting mechanism in most conflict-affected communities, a lot of work still remains to be done to ensure nationwide coverage of MRM and obtain a clearer idea on the magnitude and severity of grave child rights violations in the Philippines. The rising number of reports received by the country taskforce indeed calls for more human resources and funding support to meet the requirements of UN field verification.

Moreover, the geographic scope of conflict-affected Bangsamoro communities has also posed a serious challenge. Rapid registration continues to be limited to core MILF communities. The MILF claims 3,847 barangays (153,880 sitios) across Mindanao, many in remote, hard-to-access areas.

Despite apparent commitment to being de-listed from the annexes UN Secretary General's reports, a clear dichotomy of ideals and approach to the Action Plan has emerged. While UNICEF has hitherto maintained a Child Rights based approach to mitigating the recruitment and use dynamic, the MILF sees the Action Plan as means to be delisted from the annexes of the Secretary General's reports. This is manifested in eagerness to fulfil the provisions of the Action

Plan without credence to sustainability. In addition, UNICEF is working with the Special Representative of the Secretary General for Children and Armed Conflict (SRSG-CAAC) to ensure that policy and strategic approaches to engaging listed parties are context-appropriate, and to initiate adjustments when challenges emerge. These issues are common across a number of country contexts and are currently being addressed by UNICEF and the UN at a global level. This work will continue through 2012.

VII. LESSONS LEARNT

Below are the critical lessons learnt during the implementation period.

A. For the Islam-Responsive Curriculum

1. A participatory and consultative process of curriculum development is expensive and time-consuming. However, the advantages far outweigh the disadvantages for these reasons:
 - a. Acceptance of the curriculum and other by-products (ex. ECCD package, training design and manual) is facilitated, as all parties are involved every step of the way.
 - b. PAP meetings are opportunities for challenging and clarifying long-held ideas, beliefs, perceptions and presumptions. PAP meetings are important venues for sharing the latest developments and information on early childhood education, which can change the way PAP members conduct their activities as they perform their regular duties (ex. as religious leaders, teachers, programme managers).
2. The unintended outcomes of the curriculum development and implementation process were (a) brokering partnerships amongst state and non-state actors who otherwise would not talk to each other; (b) the development of a core group of Muslim professionals and practitioners who have progressively become informed and knowledgeable on early childhood education; and (c) the deepening appreciation of MILF and other Muslim leaders of the importance of early childhood and what it can offer to their young children.
3. The intended and unintended effects of the project would have been captured more systematically and comprehensively had the documentation, monitoring and evaluation system of the project been fully developed and functioning. The project has yet to refine and fully implement a monitoring and evaluation system that will identify the roles of central, regional, provincial/division levels and communities in project monitoring; refine, standardize and mainstream monitoring tools; and train various actors at various levels on their role in making the system work. Although classroom observation tools and school monitoring forms were developed during this reporting period, the implementation has been irregular and intermittent. On this account, strengthening documentation and M/E system will be a major focus of future workplan.
4. The DoP partners should be credited for remaining steadfast in their purpose amidst recent setbacks in the peace negotiations and the flare-up of armed conflict between some MILF elements and government forces. The DoP has shown that genuine concern for children can overcome political differences.

B. For the CAAC/CAAFAG Project

1. The MILF takes the consultative process very seriously and is averse to any unilateral decision-making. All major decisions relevant to the Action Plan have to go through the consultation process and must be mutually agreed upon by the principals, even if it means delays in implementation.

2. Dialogues with the MILF base and front commanders are crucial to the effective implementation of the Action Plan. Surprisingly, most commanders expressed openness to collaborate with local governments to provide services for children in their communities.
3. The registration process for children associated with armed forces and groups in the Philippines, particularly in Mindanao, highlights challenges in identifying degrees of children's involvement with the armed group. Strategies in 2012 will focus on alternative ways to monitor compliance, while looking at multiple vulnerability criteria in selecting target areas for response.
4. Recruitment and use of children remains a highly sensitive issue in the political and conflict arena. Maintaining access to armed groups and children in their areas, monitoring compliance with international law, and delivering targeted services to children, all require delicate positioning within the overall rubric of a UN mandated Action Plan. Given these sensitivities, framing multi-sector, multi-agency service provision as a pillar of an Action Plan on recruitment and use (i.e. 'reintegration') is not always workable. Strategies for 2012 will look at such responses within the broader framework of peace building, while Action Plans will continue their focus on monitoring compliance.
5. Whilst appointing focal persons for MRM is a major step, the MRM process has to be ingrained and mainstreamed in the standard development and humanitarian programmes of UN agencies and NGOs for their contribution to be significant.
6. The MRM verification process can be further strengthened by establishing a visible link to facilitation of response. Public sector has to be capacitated to better fulfill its mandate to organise timely & adequate response to grave child rights violations.
7. Child protection is often overlooked in the funding of emergency response as others still misconstrue it as not "lifesaving." Child Protection must be registered in the radar of humanitarian actors and donors, and kept as an essential and integral component in every emergency.

VIII. KEY PARTNERSHIPS

The two projects are being implemented with the participation of the following partners:

A. Government

1. Department of Education
2. Office of the Presidential Adviser on the Peace Process
3. Department of Education-ARMM
4. Council for the Welfare of Children
5. Commission on Human Rights (CHR)

B. Non-government

1. BDA – created by an agreement between the Philippine Government and the MILF. It is tasked to assist in socioeconomic projects for Bangsamoro communities.
2. Talaynged Foundation – a school-based NGO specialising in Islamic education.
3. Community of Learners Foundation – an NGO providing technical assistance in early childhood and basic education curriculum development, materials development and teacher training.
4. Nonviolent Peaceforce (NP) Philippines – assists in the monitoring, verification, and coordination of response for grave child rights violations in the provinces of Lanao, Maguindanao, Sulu, Basilan, Zamboanga and Tawi Tawi
5. Plan International- is an implementing partner for the rapid registration and development of

reintegration services for CAAFAG. They provide independent verification in the verification process

6. Institute of Bangsamoro Studies- is the local partner for the rapid registration.

7. Community and Family Services International (CFSI) and the Mindanao Tulong Bakwet are major partners in the provision of child protection in emergencies services

IX. FUTURE WORK PLAN

A. The project on **Islam-Responsive Curriculum** will build on past gains by expanding access to early childhood development; improving the quality of teaching-learning; strengthening the capacity of partners in planning, implementation, monitoring and evaluation; and developing/enhancing monitoring and evaluation systems.

1. Support to *tahderiyyah*

- a. Advocacy, social mobilisation and parent education in communities where Tahderiyyah are located
- b. Capacity building of teachers and administrators in curriculum, instruction and assessment
- c. Capacity building of Tahderiyyah trainers on teacher training, mentoring, monitoring and evaluation
- d. Capacity building of development catalysts (community organisers), who will mobilise community support to the *tahderiyyah* to ensure sustainability
- e. Provision of teaching-learning materials, basic furniture and supplies to *Tahderiyyah*
- f. Continuous advocacy for the national government's recognition of *tahderiyyah* curriculum
- g. Technical assistance to BDA central and regional offices in planning, implementing and developing a monitoring and evaluation system, including processes, procedures, manuals and tools
- h. Quality assurance and regular review/refinement of curriculum, pedagogy, assessment and teaching-learning materials
- i. Documentation of processes and procedures
- j. Conduct of impact evaluation.

2. Support to DepEd

- a. Organisation and capacity building of a pool of ALIVE trainers
- b. Capacity building of teachers, *asatidz* and principals of pilot and expansion public schools and private *madaris* on curriculum implementation, delivery of instruction and pupil assessment
- c. Provision of teaching-learning materials, basic supplies and equipment to public schools and private *madaris*
- d. Development of *madrasah* kindergarten standards, manuals and tools
- e. Quality assurance and regular review/refinement of curriculum, pedagogy, assessment and teaching-learning materials
- f. Technical assistance to the DepEd in planning, implementing and developing a monitoring and evaluation system, including processes, procedures, manuals and tools, and integration of such to organic systems and procedures
- g. Documentation of processes and procedures
- h. Project evaluation.

B. For the CAAC/CAAFAG Project

In order to fulfil the goal that “By 2014, children's rights are promoted and integrated in the peace process, and systems that prevent and respond to grave violations of child rights in situations of armed conflict are functioning”, UNICEF with UN partners will pursue Action Plans and strategies with state and non-state armed forces and groups that are identified in the Annexes of the UN Secretary General's Annual Reports on Children and Armed Conflict.

This will be realized by having in place five key preconditions: that (1) MRM is made fully functional and sustained by the UN in the Philippines; that (2) MRM Action Plans are developed and implemented by the UN and non-state armed groups (NSAGs); that (3) MRM Strategic Plan be developed and implemented by the UN and the Armed Forces of the Philippines (AFP); that (4) the Philippine government's Monitoring and Response System (MRS) for grave child rights violations be developed and implemented; and that (5) child welfare and protection are integrated in peace agreements.

More specifically, UNICEF will work to:

1. Align the initiatives in Central Mindanao on child protection in emergencies to the government's early recovery and rehabilitation plans enunciated in the PAYapa at MASaganang PamayaNAn (PAMANA) programme. UNICEF will work for the sustainability of the initiatives by progressively increasing government involvement and integrating them with established public sector services.
2. Strengthen the MRM within the UN through coordination and task sharing within the Country Task Force, particularly on the verification process. UNICEF will also focus on the preliminary establishment of the MRM information management system to better guide the response component. Moreover, the public sector has to be capacitated to better fulfill its mandate to organise timely and adequate response to grave child rights violations. Technical assistance shall be extended to the CWC to establish an MRM response unit within the government. Support has to be sustained to facilitate the passage of a comprehensive law on Children Affected by Armed Conflict.
3. Expedite the full implementation of the Action Plan with the MILF, including the development of reintegration services for children associated with armed forces and groups, and the establishment of child protection units within the Bangsamoro Islamic Armed Force. Similar engagements are also planned with the New People's Army and the AFP to prevent grave child rights violations in situations of armed conflict.
4. Initiate engagement with the New People's Army (NPA) and the Armed Forces of the Philippines (AFP) to come up with similar concrete and time-bound plans to prevent grave violations on child rights in armed conflict situations.
5. Build the capacity of government to better fulfill its mandate to organise timely and adequate response to grave child rights violations.
6. Sustain the support and advocacy to facilitate the passage of a comprehensive law on Children Affected by Armed Conflict.

X. EXPRESSION OF THANKS

UNICEF wishes to express its gratitude to the Australian Agency for International Development for its continuing support in promoting and protecting the rights of boys, girls and women in the Philippines, particularly those most marginalised and disadvantaged.

ANNEX A: Summary of Progress against Targets

Table 1 : Summary of Progress against Targets
Component 1: Towards the Expansion of Implementation of Islam-Responsive Pre-school Curriculum for Public Preschools, Tahderiyyah and Madaris

Outputs	Progress to Date
1.1 Support to Tahderriyah in Mindanao	
1. Adoption and implementation of Tahderiyyah curriculum in 800 Tahderiyyah in the most disadvantaged Muslim-populated communities in Mindanao	<ul style="list-style-type: none"> ▪ 300 Tahderiyyahs participating ▪ Expansion to 800 in 2012; workplan for expansion in 2012 developed ▪ Tahderiyyah curriculum undergoing process to be accredited by the DepEd ▪ Tahderiyyah assessment scale being developed by the BDA with COLF to align with the Kindergarten Inventory Scales
2. Establishment and operationalisation of a working relationship amongst major parties and stakeholders to develop and implement quality services for Tahderiyyah in these areas	<ul style="list-style-type: none"> ▪ BDA implementing the curriculum ▪ Active Parent-Community-Teacher Association ▪ Project advisory committee composed of MILF Tarbiya Committee on Education, AusAID, UNICEF
3. Training of more than 1,000 Tahderiyyah teachers and their supervisors on the use of the new curriculum and developmentally appropriate teaching-learning practices	<ul style="list-style-type: none"> ▪ 293 teachers and 283 administrators trained ▪ BDA standardising training programmes, manuals and presentation materials to improve quality of future training
4. Provision of culture-specific ECCD packages to 800 Tahderiyyah	<ul style="list-style-type: none"> ▪ 300 ECCD packages, teaching-learning materials and monobloc tables and chairs distributed to 300 <i>madaris</i>
5. Establishment and operationalisation of a results-based monitoring and evaluation system	<ul style="list-style-type: none"> ▪ Monitoring and mentoring of 300 classrooms regularly conducted by 40 trainers ▪ BDA contracting out a research study on the effectiveness of the Tahderiyyah project in pilot schools
1.2 Support to DepEd Preschools in Muslim Communities	
1. Development of an Islam-responsive kindergarten curriculum to be used in more than 500 DepEd public kindergartens	<ul style="list-style-type: none"> ▪ Kindergarten curriculum for public kindergarten classes developed and piloted in 139 public schools and 60 private <i>madaris</i> ▪ The number to increase significantly beginning 2012-2013
2. Training of at least 500 kindergarten teachers on the use of the DepEd Islam-responsive kindergarten curriculum	A total of 599 teachers and other school actors trained on the use of the new curriculum. These include 269 kindergarten teachers, 139 public school heads, 99 division ALIVE coordinators, 69 <i>madaris</i> teachers and 23 <i>madaris</i> administrators.
Component 1	
A total of 50,000 kindergarten children enrolled in 800 Tahderiyyah in Mindanao and 500 public kindergartens nationwide will benefit from the use of the Islam-responsive curriculum.	An estimated 16,437 children benefitted from this project in the year 2011-2012 alone.

ANNEX B: Summary of 300 Tahderriyah

List of 50 Madaris in BDA Central Mindanao Region

Regional Manager : PROF. HASHIM B. MANTICAYAN
 Regional Coordinator : MR. NAUT USMAN

NAME OF MADRASAH	NAME OF ADMINISTRATOR	NAME OF ASATIJ	DAY/ CLASSES	ADDRESS
1. Mahad Datu Ito Andong Al-Islamie	Hashim O Musa	Hashim O. Musa & Zakiyyah H. Mantikayan	Mon-Fri	Kalamansig, Sultan Kudarat
2. Madrasah Muhammad Subaihe	Ustaz Ibrahim Abubacar	Uza. Zenaida Eshaq Uza. Maysarah Patrah	Sat-Mon	Upper Bitrara, Malagapas RH-10, Cotabato City
3. Norol Hayat Al-Islamiyah	Uz. Pahani A. Kawali	Uz. Abubakar Kawali	Thu-Mon	Sambulawan, Midsayap. Cotabato
4. Mahad Valencia Al-Islamie	Uz. Mohammadnoor P. Basher	Uz. Amin Panondogun	Sat-Sun	Purok 4, Poblacion, Valencia City, Bukidnon
5. Nahdha Central Academy	Mohammadali Badrudin	Mrs. Noria Usman	Mon-Fri	Mother Brgy. Bagua, Campo Muslim, Cotabato City
6. Markazul Madinah Littarbiyati Was Thaqafah	Mohammad Thamil S. Esmail	Abdullah Hashim	Sat-Wed	9 th St., Pinhoy RH-5, Cotabato City
7. Madrasah Banban Al-Islamie	Uz. E. Ismael Balayanan	Uz. Abdullatip Gandalon	Fri-Sun	Banban San Maslas, Don Carlos, Bukidnon
8. Madrasat ul Norol Hidayah	Imam Ali Talipon	Uza. Mariam Dirampi	Sat-Sun	Brgy. Pamotolon, Kalilalangan, Bukidnon
9. Madrasat ul Bayanol Haq Al-Islamiah	Abdul Qader	Abdul Fattah	Fri-Sun	Romongaob, Poblacion Timanan, South Upi, Maguindanao
10. Madrasa Tao	Salama C. Campong	Toto Ampato	5 days	Kenebeka, Datu Odin, Sinsuat,

				Maguindanao
11. Madrasatul Ittihad Al-Islamie	Uz. Samin Guiabal	Uz. Motawali Panayaman	5 days	Brgy. Kinemi, Datu Blah Sinsut, Maguindanao
12. Madrasah Kurintem Al-Islamie	Uz. Abdunasser Ahmad	Uz. Amina Abdulrahman	5 days	Kurintem, datu Odin Sinsuat, Maguindanao
13. Madrasah Tarbiyah Al-Islamiyah	Uz. Esmail Dalgan	Uza. Maimona Guiaman Uz. Esmail Dalgan	5 days	Bongo, South Upi, Maguindanao
14. Mahad Tamontaka Al-Arabie	Omar A. Hamdan	Omar A. Hamdan	5 days	Tamontaka, D.O.S., Maguindanao
15. Juzhatol Half Al-Islamie	Uz. Noria Gumander Pandarat	Uz. Noria G. Pandarat	Fri-Sat	Bongabong, Sultan Mastura, Maguindanao
16. Madrasato Taqwa Al-Islamie	Uz. Mohammad Abdulhamid	Uza. Guiaria N. Gumander	Fri-Sat	Bongabong, Sultan Mastura, Maguindanao
17. Mahad Lugatul Arabia Wa Dirastil Islamiya	Uz. Munib S. Ampanok	Uza. Zubaida Sindatok	5 days	Salbu, Datu Saudi Ampatuan, Maguindanao
18. Maahad Buayan Al-Islamie	Shiek Shuaib D. Indal	Muamina Edzla & Guiaria Balon	5 days	Dapiawan, Datu Saudi Ampatuan. Maguindnao
19. Madrasatul Anwarudin	Uz. Ahmad Balutintik	Uz. Anok Abdullatip	5 days	Mileb, Sultan Sa Barungis, Maguindanao
20. Mahad Madia Assariyah Al-Islamie	Sheik Abdulsalam T. Tahir	Uza. Maguida Esmail	5 days	Madia, Datu Saudi, Ampatuan, Maguindanao
21. Mahad Darul Arabie Al-Islamie	Uz. Ali D. Saipon	Uza. Norma Ubpon	Fri-Mon	Brgy. Calsada, Sultan Kudarat, Maguindanao
22. Al-Azharie Academy Center, Inc.	Pindaulan Balambag	Uza. Hairia Dama	Sun-Thu	Buliao II, Mother Brgy. Poblacion, Cotabato City
23. Madrasatul Funton Al-Islamie	Ayyad A. Baraguil	Abdurrashid	Sat-Sun	Lagandang, Isulan,

		Ahmad		Sultan Kudarat
24. Madrasah Ali Abdullah Al-Islamie	Uz. Hanafie Gandawali	Uz. Kaharudin Angkay	Sat-Sun	Camanga, Laguilayan, Isulan, Sultan Kudarat
25. Madrasah Hidayah Islamie	Uz. Abusahma Luminog	Mohammad Kali	Sat-Sun	Purok Everlasting, Pinguiaman, Lambayong
26. Madrasatul Ilian Al-Islamie	Khomieni Adtog	Muslima Mamasalangka	Sat-Sun	Ilian, Eperanza
27. Madrasatul Huda Binte Abdullah	Uz. Usman Salibo	Uz, Usman Salibo	Sat-Sun	Purok Islam, Villamor, Esperanza
28. Madrasah Darul Ulum	Abdulnasser K. Kamadla	Samahah M. Anak	Fri-Tue	Upper Idtig, Paglat
29. Madrasah Darul Ulum	Ibrahim Jaafar	Mustpha Luna	Fri-Sat & Wed	Mayo, Columbio, Sultan Kudarat
30. Eastern Kutawato Islamic Institute	Uz. Monib Pangawilan	Aisa Omar Panayaman & Norien P. Samad	Sun-Thu	Mahad Sarque, Buluwan, Maguindanao
31. Darut Tarbiya For Child Development	Ibrahim Abdulhamid Benol	Samrah Mustapa & Hadja Bulyok Benol	Mon-Thu	Daladagan, Mangudadatu, Maguindanao
32. Mahad Datu Paglas Al-Arabie Al-Islamie	Abdulkadir Balabadan	Heria U. Guiamadin & Uza. Sapia S. Daunotan	Sun-Thu	Poblacion Datu Paglas, Maguindanao
33. Maahad Tahfidzil Qur'anil Kareem	Mohammad Y. Mangatong	Kamarudin Muwalay	5 days	Pagapasen, Pandag, Maguindanao
34. Maahad Haji Ebrahim Al-Islamiya	Mohammad Yacob Nur	Nhor-ain Jamad	Sun-Tue	Sittio Lugongen, Bulol, Pikit, Cotabato City
35. Maahad Mamasabulod Sultan Namli Al-Arabie Al-Islamie	Rahib Pantog	Mukrima Madtinombon Nawal	Fri-Sun	Sittio Namli, Layog, Pagalungan, Maguindnao
36. Madrasatul Nurul Islamiya	Abdulmaguid Jalil	Ramla Hassan	Sun-Tue	Barrio Rajamuda, Pikit, Cotabato

37. Madrasatul Hidayah Al-Islamie	Esmail Abdulsamad	Suraida Abdulkarim	Sat-Sun	Talitay, Datu Montawal, Maguindanao
38. Madrasatol Pedatamanan Al-Islamie	Uz. Camarudin Pedtamanan	Uz. Amilil Salibat	Sat-Sun	Magatos, Kabacan, Cotabato
39. Madrasah Al-Hidayah Al-Islamiyah	Uz. Abdulsatar Abdulkarim	Uz. Abdulsatar Abdulkarim & Uz. Rasid Dimapalao	Sat-Sun	Bialong, Mlang, Cotabato
40. Mahad Mamalangcap Al-Arabie Al-Islamie	Uz. Saudin A. Nasser	Uz. Laila Alilaya & Uz. Hairon Ducay	Sat-Sun	Dungo-an, Mlang, Cotabato
41. Madrasatul Tarbiyah Al-Arabiy Al-Islamiy	Nurhan Mamolid	Nurhan Mamolid	Fri-Tue	Lagongan, Carmen, Cotabato/ Kapalawan
42. Madrasatul Falah Al-Islamiy	Abdulkadir Ali Dulado	Abdulrahaman M. Dalending	5 days	Sitio Bual, Manili, Carmen
43. Madrsatul Lanoon Al-Islamiy	Hamza Makaton	Hamza Makaton	5 days	Lanoon, Carmen, Kapalawan
44. Madrasatul Manili Al-Arabiy Al-Islamiy	Mustapha D. Pakol	Mustapha Pakol & Hairiyah Dalimbang	Fri-Tue	Manili, Carmen, Cotabato
45. Madrasaton Nowrul Huda	Mohammad Katimanan	Abuhamdi Maliga	5 days	Simone, Kabacan, Kapalawan
46. Madrasatur Ryadiyah Al-Islamia	Uz. Abu Junaid A. Taha	Sairah Ahmad Absara Maimana Nor-ayn	Thu-Sat	Matampay, Balabagan, Lanao del Sur
47. Madrasa Norol Am Al-Islamiya	Abdul Muen Mitimig	Ustaz Norodin Ustaz Esmail Uza. Maimona	5 days	Caigan, Liong, Barira, Maguindanao
48. Madrasat Raisalah Al-Islamia	Mocrie M. Didato	Sabrie Didato Ahmad Guinaid Ismail Sabino	Fri-Sun	Marantao, Matanog, Maguindanao
49. Darussalam Al-Islamia	Shiek Edriss Laolao	Hapids Jamaludin Normila Saripudin	Thu-Fri	Cabanielawan, Kapatagan, Lanao del Sur
50. Madrasato Lusain Al-Islamia	Uz. Sabila Tiwa	Salama S. Tiwa Uz. Wahid Victor	Sat-Sun	Lusain, Kapatagan, Lanao del Sur

List of 50 Madaris in BDA Davao Region

Regional Manager : UZ. LUCMAN O. TANDALONG
Regional Coordinator : UZ. ABDULHAMIN UYAN

NAME OF MADRASAH	NAME OF ADMINISTRATOR	NAME OF ASATIJ	DAY/ CLASSES	ADDRESS
24. Mahad Davao As-Sharkie Al-Islamie	Abu Rahman Mamuntuan	Nasser Takasan & Annora C. Usman	Sat-Wed	Poblacion, Lupon, Davao Oriental
25. Maahad Addirasaat Al-Arabiyah	Guiazali Salipada	Radhiya Bantao	Sat-Sun	Bobon, Mati, Davao Oriental
26. Lucatan Madrasatol Al-Islamia	Nasruddin Abdul	Jhobair L. Malingawa	Sat-Sun	Lucatan, Tarragona, Davao Oriental
27. Al-Fadiyilah	Abdul Qader Lagbawan	Nasmal Alonto	Sat-Sun	Baliwagan, Cabagayan, Tarragona, Davao Oriental
28. Al-Ihsan	Jamil Dorico / Rosel A. Lagbawan	Amira D. Amiang	Sat-Sun	Bugacan, Tagabakid, Mati, Davao Oriental
29. Piso Pongoton Islamic Madrasah	Mr. Maut Compania	Ramil Tambajakor & Walad Tagitis	Sat-Sun	Piso, Pongotan, Banaybanay, Davao Oriental
30. Modarastol Mogbongcogon wa Derasatel Islamiyah	Hussain Tiana	Anwar Codah & Delna V. Tiana	Sat-Sun	Mogbongcogon, Banaybanay, Davao Oriental
31. Islamic Center Madrasah	Abdurrahim Macaraan N.	Hala Piligrin	Sat-Sun	Quezon St., Central Mati
32. Piso Capangan Daarul Uloom Adderasaat	Amara Sawangan	Rahma Sawangan	Sat-Sun	Piso, Capangan, Banaybanay, Davao, Oriental
33. Almadrasatol Marhoom/ Belayong	Mastura Datucali	Uza. Jubaina Oxillo	Sat-Sun	Belayong, San Isidro, Davao Oriental
34. Madrasato Surop Al-Islamie	Emelda Salida	Norwana Salida	Sat-Sun	Surop, Gov. Generoso, Davao Oriental
35. Al-Madrasto Babor Rahman	Julhaine Juna	Jodelyn Macala Sarah Aysa	Sat-Sun	Macangao, Lupon, Davao Oriental
36. Madrasatol Huda Al-Islamiya	Alimmoddin Gonzalez	Nordiana M. Talbib & Husain Lamaon	Sat-Sun	Tagabakid, Mati, Davao Oriental

37. Madrasah Al-Hedaya D.E.L. Mati, Davao Oriental	Uz. Ali Felix	Ali Felix	Sat-Sun	Don Enrique Lopez, Mati, Davao Oriental
38. Madrasatol Al-Ansar Al-Islamiyah	Donato Lambong	Abdulkarim Lambong	Sat-Sun	Buso, Mati, Davao Oriental
39. Mahad Dahican Al-Islamie Al-Arabie	Abdullah Loteria	Khairen Bint Saleh Bantao	Sat-Sun	Dahican, Mati, Davao Oriental
40. Mahad Cadanla-an Al-Islamia	Abdulmalik Banzali	Ahmad Sison Aldie Betong	Sat-Sun	Cadanlaan, Dahican, Mati, Davao Oriental
41. Mdrasatol Rahmaniyyah Al-Islamiyyah	Ebrahim Andan	Eddie Andal	Sat-Sun	Purok 17-A, Central Magsaysay, Mati, Davao Oriental
42. Nor As Shabab	Abdurrahman Bangcayaon	A. Rahman Bangcayaon	Sat-Sun	Cabagayan, Tarragona, Davao Oriental
43. Almadrasato Darussalih	Hadji Ibrahim Calsada	Norhayma Calsada & Roqayyah Calsada	Sat-Sun	Caligaran, Baon, San Isidro, Davao Oriental
21. Madrasatu Al Furqan Al-Islamie	Norhan Sawat	Norosesalam C. Evaristo	Mon-Thu	Lower Liberty, Central Mati, Davao Oriental
22. Mabiga Lucatan Madrasa Al-Islamie Asarque	Abdulkarim Maoquinto	Abdulkarim Maoquinto	Sat-Sun	Darul Eman Madrasa Asarque Al-Islamie, Lucatan Taragona
23. Madrasato Darul Hijarah	Camaroddin Bangcaylan	Sitti Habiba T. Orofe	Sat-sun	Lucatan, Tarragona, Davao Oriental
24. Ma'ahad Mabini Al-Islamie	Aleem Omra Abdulkarim	Normila B. Abdulkarim & Evelia M. Andaman	Sat-Sun	Cuambog, Poblacion Mabini, Comval Province
25. Markadz Madina Al-Munawwarah	Uz. Ebrahim Guina	Norma Guina & Norjannah Guina	Sat-Sun	Bongbong, Pantukan, Compostela Valley Province
26. Tambongon Madrasah Al-Islamie	Arnel M. Pinduruan	Sarah L. Rajab & Jamda Embin	Sat-Sun	Tambongon, Pantukan, Comval Province
27. Madrasato Norol Hidayah	Wahab C. Tangayon	Nor-ain L. Tangayon & Jaidel L. Opa	Sat-Sun	Prk. Makopa, Datu Abdul Dadia, Panabo City
28. Mahad Panabo Al-Islamiah	Mc Kenneth (Mahmoud) P. Barotoc	Rexy (Abdulwahid) Gregorio	Sat-Sun	Purok Caimito, Brgy. Datu Abdul Dadia, Panabo City
29. Madrasah Tarbiyatol Islamia	Ricardo M. Macla	Adjan Manlios	Sat-Sun	Purok Ramihan, Datu Abdul, Panabo City
30. Madrasatol Hidayah Al-Islamia	Jerry M. Quintag	Noriel Bustamate	Sat-Sun	Purok Durian, Cagangohan, Panabo City
31. Madrasator Rashidah Al-Islamiah	Abdullah S. Tomawis	Noraya Biad &	Sat-Sun	Purok 6-A, Laak Poblacion

		Haron Pandacopan		
32. Madrasatul Huda Al-Islamiah (Annex)	Tolentino Pandian	Yolanda Sacurat & Anita Pandian	Sat-Sun	Purok Gumamela, Kilometer 47, Bingcungan, Tagum City
33. Madrasah Rasheedah Al-Islamiah	Armalic E. Bustamante	Ahadea B. Cale	Sat-Sun	Purok Mangga, Pangi, Maco Comval Province
34. Maahad As-Salafih Al-Islamie	Abdalin P. Mamuntuan	Shayma Hamid	Sat-Sun	Talomo Muslim Village, Bangkal Davao City
35. Maahad Rabitato Davao Al-Islamie	Aleem Omar A. Abdullah	Noraisa Catuyo	Sat-Sun	Purok 10, Sirawan, Toril, Davao City
36. Maahad Rabitah Al-Islamie	Uz. Halid P. Lintang	Uza. Damra Lumagbas	Sat-Sun	Brgy. Waan, Buhangin, Davao City
37. Eastern Mindanao Islamic Academy	Samer Udasan	Noria Sareol	Sat-Sun	Purok 13, Crossing Sirawan, Toril, Davao City
38. Maahad Darong Al-Islamie	Faisar Lumpapac	Roslaine Lalang & Talib Bastida	Sat-Sun	Lomlom, Darong, Sta. Cruz, Davao del Sur
39. Inawayan Madrasatol Islamia	Rahma U. Causing	Rogelmina Mandan	Sat-Sun	Inawayan, Sta. Cruz, Davao del Sur
40. Madrasatol Kinangan Al-Islamia	Acadon Sultan	Mariam Treyas	Sat-Sun	Darus Salam, Kinangan, Malita
41. Madrastol Guibahin Nor Al-Islamiy	Rolly Dela Cruz	Paojea B. Dela Cruz	Sat-Sun	Benuang, Sto. Rosario, Sta. Maria
42. Madrasato Rahmania Talaud Ticulon	Allan Colina	Sarifa Sultan	Sat-Sun	Sitio Talaud, Ticulon, Malita
43. Madrasah Nahdah Islamiyah	Uz. Mosarapa K. Lalang	Haron L. Jamad	Sat-Sun	Purok 7, Tienda, Aplaya, Digos City, Davao Sur.
44. Madrasah Clib Al-Islamie	Radjolon M. Barotoc	Wahabiba Barotoc	Sat-Sun	Clib. Hagonoy, Davao del Sur
45. Madrasah Sagapatu Al-Islamia	Camlon C. Buat	Norvina A. Ompao	Sat-Sun	Aplaya, Hagonoy, Davao del Sur
46. Clib Dam Site Madrasah Al-Islamie	Bebong Bogso	Jail Tamboto	Sat-sun	Clib Dam Site, Hagonoy, Davao del Sur
47. Madrasato Lugatol Arabia Al-Islamia	Edie Jeofle	Esmael Pigan	Sat-Sun	Bay-bay, Malalag, Davao del Sur
48. Madrasatu Noron Jadid Al-Islamiyah	Mellios Mote	Sarah Tarusan	Sat-Sun	Melila, Sta. Cruz, Davao del Sur
49. Madrasatol Ebtida-iyah Al-Islamiyah	Uz. Hassan Ontong	Uz. Jhul Ontong	Sat-Sun	Bato Ganding, Saranggani, Davao del Sur
50. Madrasatol Ta'lum Al-Islamiyah	Rak Sarad	Sadaf Aminollah	Sat-Sun	Brgy. Mabila, Saranggani, Batot Island Davao Sur

List of 50 Madaris in BDA Ranaw Region

Regional Manager : ENGR. SAED GOGO
Regional Coordinator : UZ. MUSTAPHA B. MACAUNDAS

NAME OF MADRASAH	NAME OF ADMINISTRATOR	NAME OF ASATIJ	DAY/ CLASSES	ADDRESS
44. Madrasah Ibn Sharief Al-Islamie	Alim Mohammad Habib Sharief	Mohammad Ibrahim Sharief Dayamina H. Yusop	Fri-Sat	Manalocon Talub, Masiu, Lanao del Sur
45. Madrasah Islahiyah Al-Islamie	Faisal Nakan	Abdul Malic Ampuan	Sun-Thu	Bualan, Masiu, Lanao del Sur
46. Madrasatul Nurol Hidayah Al-Islamie	Casmier Adilao Sharief	Baital Macadaar/ Alinor Adilao	Fri-Sun	Langco Dimapatoy, Masiu, Lanao del Sur
47. Sha'arawi Integrated Pilot Madrasah	Saminah Dimaoden	Anisah Macasimbar	Sun-Thu	Dama, Butig, Lanao del Sur
48. Maahad Palistine Al-Arabie Al-Islamie	Hadja Azisa Romato	Asraf Batuan	Sun-Thu	Sandab, Butig, Lanao del Sur
49. Madrastu Darul Tauhid Al-Islamie	Hadija Macaampa	Saimah Abduljalil M.	Sun-Thu	Bayabao, Butig, Lanao del Sur
50. Madrasatu Rahmaniya Al-Islamie	Alim Abdullah I. Samanodin	Zenaida A. Tabua	Sun-Thu	Badak, Binidayan, Lanao del Sur
51. Mahad Addenie Al-Islamie	Fairudz Namla	Jehana Rasad Batua	Fri-Tue	Picalilingan, Binidayan, Lanao del Sur
52. Madrasah Saqafa Sania Al-Islamie	Abdul Razak Mangotara	Salmah P. Mangotara	Fri-Sun	Kiyalilidan, Binidayan, Lanao del Sur
53. Mahadul Irsad Al-Islamie	Hadja Ramia	Norain A. Cabili	Fri-Sat	Engud, Binidayan, Lanao del Sur
54. Maahad Balintao Al-Islamie	Sultan Badron	Samsia M. Badron	Fri-Sat	Balintao, Maguing, Lanao del Sur
55. Madrasatu Muallafa Al-Islamie	Hadji Amanola	Basharie Mohammad	Fri-Sat	Dilausan, Maguing, Lanao del Sur
56. Madrasah Proper Maguing Al-Islamie	Huzaipa Alimudin	Salima D. Mangundacan	Fri-Sat	Maguing Proper. Maguing, Lanao del Sur
57. Maahad Tugaya Al-Islamie	Zobair Esmail Saronay	Ashima D. Gusman/ Fatima Nagamora	Fri-Sat	Dilimbayan Tugaya, Lanao del Sur
15. Maahad Darun Najat Al-Islamie	Alim Tantawi Panumpang	Salih Panumpang	Fri-Sat	Bubong, Tugaya, Lanao del Sur

16. Maahad Muslimin Al-Arabie Al-Islamie	Abo Imam Balimbing	Junainah Saripada Imam Abdul-aziz	Fri-Sun	Panngao a Lupa, Calanugas, Lanao del Sur
17. Madrasatu Tarbia Al-Islamie	Camal Abdul Rahman	Abdulaziz Sangcad Saima Andao	Sat-Sun	Big Banisilon, Tangkal, Lanao del Norte
18. Madrasatu Norol Hidayah Al-Islamie	Sara Marmaya	Noronisa Acor Faisah A. Acor	Sat-Sun	Proper Tangkal, Lanao del Norte
19. Madrasatu Berwar Al-Islamie	Dimas Mangansan	Rahmah Mawiyag Noronsalam Mangansan	Sat-Sun	Berwar, Tangkal, Lanao del Norte
20. Madrasatul Al-Fittiyah Al-Islamie	Moamar Dimatingkal	Aisah Diyanil Ahmad Dimatingkal	Fri-Sun	Balintan, Munai, Lanao del Norte
21. Madrasah Sundigana Ranao Ragat Al-Islamie	Abdul Barie Magpur Rascal	Sondosia Bato Raima A. Bato	Fri-Sun	Sundigana Ranaw Ragat, Udallo, Munai, Lanao del Norte
22. Madrasatu Khulafa Al-Islamie	Imam Salic Batara	Ahmad Bangon Amirah Iranon	Fri-Sun	Lupitan, Poona Piagapo, Lanao del Norte
23. Maahad Poona Piagapo Al-Islamie	Abdul Salam Masorong	Aminoddin Bashar Noraina Mamarinta	Fri-Sun	Pendulonan, Poona Piagapo, Lanao del Norte
24. Mahad Da'wah Al-Islamie	Alim Abbas Mamasao	Monib Mamasao Monabai Mamasao	Fri-Sun	Punud Pobacion, Poona Piagapo, Lanao del Norte
25. Mahad Umara Al-Islamie	Musa Mama sa Wata	Raima Ibra/ Nasriyah Magoyag	Mon-Fri	Bangko, Balo-i, Lanao del Norte
26. Mahad Mumongan Al-Islamie	Maulana Macno	Moslimah S. Mosib	Mon-Fri	Pacalundo, Balo-i, Lanao del Norte
27. Madrasatu Nurul Jadied Al-Islamie	Aidah Abdulqahar	Zubaidah Abdulgafor	Sat-Sun	Small Banisilon, Tangkal, Lanao del Norte
28. Madrasatul Wiqayah Al-Islamie	Alinudin Guiamla	Ahmad Haji Taib Sharif	Sat-Sun	Legena, Calanugas, Lanao del Sur
29. Madrasah Nahoah Al-Islamie	Norhuda Mamaluba	Hidjarah Y. Haris	Mon-Fri	Pantao Ranao, Pantar, Lanao del Norte
30. Madrasatul Arabiah Al-Islamie	Mustapha Salik	Naimah Mama	Fri-Sun	Cormatan, Poona, Piagapo, Lanao del Norte
31. Madrasah Lanao Assimali	Guialil Abdulmalik	Inorac Mindi	Fri-Sun	Tambo, Munai, Lanao del Norte
32. Mahad Qabael Al-Islamie	Abdullah Abubacar	Fatimah Tomambilang	Fri-Sun	Magandia, Masiu, Lanao del Sur
33. Mahad Saqafah Al-Islamiah	Jehana Guialaluddin	Hairunisha M. Mangundaya	Fri-Sun	Macaguiling, Binidayan, Lanao del Sur
34. Madrasah Bobongaranaw Al-	Umulkhair Pendigao	Ayob S.	Fri-Sun	Bobongaranaw, Calanugas, Lanao del Sur

Islamie		Abdulkarim		
35. Madrasatu Darul Iman Al-Islamie	Mukhalidin Ali	Casim Hanapi	Fri-Sat	Pened, Calanugas, Lanao del Sur
36. Mahad Al-Unwan Al-Arabie Al-Islamie	Nasruddin Aliman	Badrobin B. Firdauzi	Fri-Sat	Dulangan, Calanugas, Lanao del Sur
37. Madrasah Al-Intishar Al-Islamie	Aleemah Sittie Jamilah Usman	Lailah S. Sultan	Mon-Fri	Pantawa Raya, Munaingud, Munai, Lanao del Norte
38. Mahad Balindong Al-Arabie Al-Islamie	Guiaria Hamdan	Imam M. Idris	Fri-Sat	Lilod Bagoa-Ingud, Balindong, Palawa Gurain Province
39. Mahad Jamayah Zakhako Ranaw Al-Islamie	Normillah Hassan	Mouminah Abubacar	Fri-Sun	Langi Talub. Masiu, Lanao del Sur
40. Madrasatu Al-Irsad Al-Islamie	Norodin S. Salam	Salam H. Carim	Fri-Sun	Nunang, Poona Piyagapo, Lanao del Norte
41. Mahad Abdulqahar Al-Islamie	Mohammad Abedin	Rashieda C. Papay	Fri-Sat	Raya, Balindong, Lanao del Sur
42. Madrasah Abilog Al-Islamiah	Sittie Aminah Mahmud	H. Asima H. Rahman	Fri-Sat	Dilimbayan, Maguing, Lanao del Sur
43. Madrasatul Balabagan Pagayawan	Nasruddin Sampulna		Fri-Sun	Pagayawan, Bacolod, Munai, Lanao del Norte
44. Mahad Al-Khairiah Al-Shamilah Al-Islamiah	Norkisah Sultan	Nor-asiah C. Sultan / Rohaniah Mimbantas	Sun-Thu	Calilangan, Lumba-bayabao, Lanao del Sur
45. Manalocon Integrataed Pilot Madrasah	Abdul Camid	Soraya Camid	Fri-Sun	Malungun, Butig, Lanao del Sur
46. Amboto Memorial Integrated Learning Center	Aliman Musa	Amerah Macaalil	Sun-Thu	Picotaan, Andong, Lumbatan, Lanao del Sur
47. Mahad Al-Jihad Al-Islamie	Haironisa Cabugatan	Fatima Cabugatan	Fri-Sun	Datu Bait, Masiu, Lanao del Sur
48. Madrasah Nurul Huda Al-Islamie	Fatima Macarandas	Amerah Somanggibo	Sat-Sun	Poblacion Tangkal, Lanao del Norte
49. Madrasah Al-Arief Al-Islamie	Misbaa Cabugatan	Jalilah Dimasangkay	Fri-Sun	Alim Raya Caramian, Masiu, Lanao del Sur
50. Madrasah Tarbiyyatu Al-Islamiyah	Alim Mastura Macacua	Rohma H. Noor	Mon-Fri	Pantar West, Pantar, Lanao del Norte
51. Madrasatu Ilmia Al-Islamie	Macasundig Manticayan	Abdul Jabbar T./ Joweria S. Tomadung	Mon-Fri	Angadong Bulao, Balo-i. Lanao del Norte

List of 50 Madaris in BDA Southern Mindanao Region

Regional Manager : UZ. MOHALIKIN PIANG
Regional Coordinator : LYDIA SALISIPAN

NAME OF MADRASAH	NAME OF ADMINISTRATOR	NAME OF ASATIJ	DAY/ CLASSES	ADDRESS
58. Madrasah Nurul Islamiyah	Uz. Mahmud Abdul Maguid	Khadiguia Glang	Sat-Sun	Centro Kabuling, Palimbang, Sultan Kudarat
59. Madrasah Datu Undong Ali Al-Islamie	Mr. Salamudin Panayaman	Mohammad Panayaman	Sat-Sun	Lopuken, Poblacion Palimbang, Sultan Kudarat
60. Madrasah Ansari Al-Islamia	Anwar Halil	Naseef Minanga	Sat-Sun	Sitio Ewan, Culobi, Palimbang, Sultan Kudarat
61. Madrasah Omar Al-Islamie	Uz. Abdulbaser Omar	Anisa O. Tambilingan	Sat-Sun	Purok Pingel, Baliango, Palimbang, Sultan Kudarat
62. Madrasah Ittihadul Muslimin Al-Islamie	Uz. Montasir Omar Onggas	Samra M. Labuan	Sat-Sun	Sitio Lepaga, Medol, Palimbang, Sultan Kudarat
63. Madrasah Darul Uluwm	Abdullah Datuwata	Norjannah Taya	Sat-Sun	Malatunol, Palimbang, Sultan Kudarat
64. Madrasah Al-Shar-e Al-Islamie	Abdulmaguid B. Abdullah	Abdubayan T. Musa	Sat-Sun	Barungis, Palimbang, Sultan Kudarat
65. Maahadul Haq Al-Islamie	Shiek Surol Andal	Samsuddin P. Tubotubo	Sat-Sun	Sitio Culube, Kolong Kolong, Palimbang, Sultan Kudarat
66. Maahad Ammarol Al-Islamie	Hadji Eshaq Ayob	Masabpi M. Kaharodin	Sat-Sun	Kolong Kolong, Palimbang, Sultan Kudarat
67. Madrasah Al-Islamiyah	Ali Sudyan	Alimoddin N. Halil	Sat-Sun	Purok 6, Sinumbalyan, Colobi, Palimbang, Sultan Kudarat
68. Maahad Darul Hidayah "Maganao"	Uz. Abdulmaguid Andi	Suraida Pangansayan	Sat-Sun	Maganao, Palimbang, Sultan Kudarat
69. Markazul Adil Al-Islamia	Abdulkarim Emam	Mohammad Borhan H. Emam	Sat-Sun	Mindupok, Maitum, Saranggani Province
70. Madrasatol Usra Al-Islamiya	Uz. Mohammad Jamel Alamada	Kamaria Tuanadato	Sat-Sun	Sittio Mangga, Kraan, Palimbang, Sultan Kudarat
71. Madrasah Katug Lita'leemel Arabie	Adil Katug	Montasir Omar Onggas	Sat-Sun	Midol, Palimbang, Sultan Kudarat
72. Madrasatol Ihsan Al-Islamie	Zainudin S. Patukal	Mohamad Amil	Sat-Sun	Brgy. Lampari, Banga, South Cotabato
73. Madrasa Lamengket Al-Islamie	Mr. Bote Camsa	Abdul Nasser Kandungan	Sat-Sun	Purok Paraiso, San Miguel, Norala South Cotabato

74. Madrasah Datal-alo Al-Islamiah	Abdullah Sarip	Musalim Masundig	Sat-Sun	Datal-alo, Upper Sepaka, Surallah, South Cotabato
18. Daliao Madrasah Al-Islamiah	Kimberly Abdulhan	Sawiya Abdul Rahman	Sat-Sun	Daliao, Maasim, Sarangani Province
19. Madrasah Fatima Al-Islamie	Imam Abdillah Rizal	Norlayn Baiska T. Kinjiyo	Sat-Sun	Purok Fatima, Maribulan, Alabel, Sarangani Province
20. Madrasah Abizar Alghaffarie Al-Islamie	Kaharuddin Guinandalan	Nursaleh H. Alimusa	Sat-Sun	Sapu Padido, Malapatan, Sarangani Province
21. Madrasatol Khairiya Al-Islamiya	Uz. Galib Midtimbang	Uza. Soraida Harid Midtimbang	Sat-Sun	Purok Islam, Tuyan, Malapatan, Sarangani Province
22. Nacolel Madrastul Islamiyah	Husni Saman	Uza. Norma A. Imam	Sat-Sun	Sittio Nacolel, Small Margos, Glan, Sarangani Province
23. Madrasatul Ishad Al-Islamiya	Panso Datukaka	Raizah Japal	Sat-Sun	Sittio Cabug, Kapatan, Glan, Sarangani Province
24. Madrasah Shaikhatul Aiban Al-Mutairi Al-Islamie	Uz. Mohammad Daud Ambod	Solaiman V. Macabangin	Sat-Sun	Purok Bunao, Tupi, South Cotabato
25. Madrasah Nurul Hidayah Al-Islamie	Sultan Abdurahman Paglas Ebrahim	Monera Samplidan	Sat-Sun	Sultan Village, Palian, Tupi, South Cotabato
26. Madrasa Azizah Al-Islamie	Abdurahman Katag	Caida Katag	Sat-Sun	Bunawan, Polonuling, Tupi, South Cotabato
27. Madrasatol Al-Ijtihad Al-Osra Al-Islamie	Uz. Abdulbayan A. Nilong	Abi Hurayra Esmail	Sat-Sun	Culubi, Lapu, Polomolok, South Cotabato
28. Madrasatol Al-Arabie Al-Islamie	Uz. Ali Ebraem	Uz. Abdul Nasser Alon	Sat-Sun	Citizen Village, Pobalacion, Polomolok South Cotabato
29. Madrasatol Riyados Saliheen Al-Islamie	Uz. Omar Macabangin	Hafsa Abdul Manap	Sat-Sun	Lebie, Koronadal Proper, Polomolok South Cotabato
30. Madrasatol Norol Huda Al-Islamie	Ali Tador	Kamarudin Sumapal	Sat-Sun	Purok 1, Sumbakil, Polomolok, South Cotabato
31. Madarasatol Al-Fatah Al-Islamie	Habiba Adam	Ommo Culsom Cadatuan	Sat-Sun	Purok 6, Sumbakil, Polomolok, South Cotabato
32. Madrasatol Nurol Da'wah Islamie	Salahudin Maguigulid	Hanafie Abdullah	Sat-Sun	Sttio Calamurding, Bentung, Polomolok, South Cotabato.
33. Madrasatul Darul Hijrah	Musanip Esmale	Rahib Abdurrahman	Sat-Sun	Poruk 7, Brgy. Apopong, Gen. Santos City
34. Madrasah Khalid Ibdnul Walid Al-Islamiya	Hadji Adam Maskod	Uz. Yasser Utto Panimbang	Sat-Sun	Darussalam Purok Malakas, San Isidro, Gen. Santos City
35. Madrasah Manabirinnor Al-Islamiah	Haj. Bambra Banisil	Norsalam Ebrahim	Sat-Sun	Purok Banisil, Tambler, Gen. Santos City
36. Madrasatul Adda'wah Al-	Mohammad Paglangan	Ahmad Gayao	Sat-Sun	Poblacion Tantangan, South Cotabato

Islamie				
37. Madrasah Datuwata Al-Islamie	Bai IntanMahmod	Umbai D. Salipada	Sat-Sun	Calambigan, Cablaan, Glan, Suguda Buwayan
38. Madrasah Ibtidaiyah Al-Islamie	Fatima Musa	Fatima Kataw	Sat-Sun	Lamsalome, T'Boli, South Cotabato
39. Madrasah Norol Hak	Salahuddin Esmael	Abdulsalam Mangilala	Sat-Sun	Brgy. Datalbob, T'Boli, South Cotabato
40. Madrasatul Culubi Al-Islamiah	Mohammad Aminudin	Abdulkahar A. Halil	Sat-Sun	Culube, Palimbang, Sultan Kudarat
41. Madrastul Ilmie Wal-Iman Al-Islamie	Uz. Hashim Danial	Rejana S. Kudanding	Sat-Sun	Purok 2, Tinagacan, Malungon, Gen. Santos City
42. Bidayatul Littarbiyati Al-Islamie	Uz. Hashim Alamada	Fatimah Balicucus	Sat-Sun	Lower Lambukay, Lamba, Banga South Cotabato
43. Madrasah Darul Ta'alim	Nasruddin talib	Ustaz Ishak Maulana	Sat-Sun	Sitio Crossing, Badiangun, Palimbang, Sultan Kudarat
44. Daru Salam Al-Islamie	Mr. Omar C. Moral	Jovelyn "norasya" Moral	Sat-Sun	Purok-1, Palian, Tupi, South Cotabato
45. Madrasah Maguindanawiya	Balkes Satar	Samcia Pangalo	Sat-Sun	Purok Maguindanao, Lumakil, Polomok, South Cotabto
46. Madrasah Al-Hidayah Al-Islamie	Norodin Jafar	Camar Esmael	Sat-Sun	Kimangayaw, Burias, Glan, Sarangani Province
47. Madrasah Darul Ilmie Al-Islamie	Uz. Hashim Danial	Mansor Ismael	Sat-Sun	Alilaya Compound, Brgy. Sinawal, General Santos City
48. Madrasah Ibn Katheer Al-Islamie	Pareda S. Calono	Monera C. Salisipan	Sat-Sun	Pangyan, Glan, Sarangani Provicne
49. Madrasatol Nurul Hidayah Al-Islamiyah	Uz. Abdulhamid Talib	Abdul Kahar Adil	Sat-Sun	Purok 2, Bunao, Tupi, South Cotabato
50. Mahad Datu Sabiwang Al-Islamie	Hja. Salambai Mohammad	Rahima Guiamel	Sat-Sun	Kanipaan, Palimbang, Sultan Kudarat

List of 50 Madaris in BDA ZamBaSulTa Region

Regional Manager : TONY SAKKALAHUL
Regional Coordinator : HJA. HAIFAH ABDULRAHMAN

NAME OF MADRASAH	NAME OF ADMINISTRATOR	NAME OF ASATIJ	DAY/ CLASSES	ADDRESS
75. Madrasatul Batungal Al-Arabie Al-Islamie	Uz. Galib Abdullah	Uz. Muhsin Muhiddin	Sat-Sun	Batungal, Maluso, Basilan
76. Mahad Abusalam Al-Arabie Al-Islamie	Dr. Jaypee Basheer A.Y. Hussein	Uza. Rayma Saber	Sat-Sun	Fisheries, Brgy. Riverside, Isabela City, Basilan
77. Maahad Panigayan Al-Arabie Al-Islamie	Abdulbasit D. Sahi	Omar G. Muallam	Mon-Fri	Isabela City, Basilan Province
78. Maahd Lubukan Al-Arabie Al-Islamie	Margani Sali	Tarhata Yusop	Mon-Fri	Lubukan Pilas, H. Muhamad Municipality.
79. Madrasatul Mansuwr Al-Islamiyyatu	Uz. Abdulhaih A. Intong	Uza. Nurhuma Sanuuk Uza. Hilma Indama Uza. Mukhayra Hujaman Uza. Imtijadz Indama	Sat-Sun	Qawm Mansuwr, Bario Militar, Menzi, Isabela City
80. Mahad Mahardika	Uz. Hammara A. Lallih	Ibrahim Lallih	Mon-Fri	Mandulan, Bongaw, Tawi-Tawi
81. Mahad Datu Dakula Al-Iftidaya	Abdurasul Yusop	Sharah A. Ibrahim Mura A. Tantung	Sat-Sun	Top-Top Lookan, Banaran, Sapa Sapa, Tawi
82. Maahad Panglima Damsik Al-Islamie	Sudirman A. Bahauddin	Sudirman A. Bahauddin Aliya U. Abdulkata	Sat-Sun	Tubig-Basag, Bongao, Tawi-Tawi
83. Mahad Darul Islam	Uz. Adulhamid A. Eldani	Aping Sahijuan Ruaida Sahijuan Shara Ibrahim Jalalain Balahim	Sat-Sun	Provincial Housing Project, Tubig Boh, Bongao, Tawi Tawi
84. Mahad Darul U'loom	Aljibar K. Amil	Almida K. Amil Farhana Campanero	Sat-Sun	Lakit-lakit, Bongao, Tawi-Tawi

		Albiya K. Amil		
85. Maahad Daarul Istiqaamah	Ms. Nidzna J. Mohel Nuryaquin	Sahaya U. Alih Nujulida S. Mahadali Nidzfar H. Makiri	Sat-Sun	Raerah Subdivision, Tubig Tanah, Tawi-Tawi
12. Mahad Darul Idztimah		Nurul-ainie S. Eldanie	Sat-Sun	Badjao Kasulutan, Bongao, Tawi-Tawi
13. Madrasah Simasi		Hja. Ruwaidah Bairullah	Mon-Fri	Poblacion Pangutaran, Sulu
14. Madrasa Nurussabar Al-Islamie	Kasmer S. Hadjula	Samier Jaji	Mon-Fri	Poblacion Punay, Panglima Estino, Jolo Sulu
15. Mahad Shafie Al-Islamia	Ahmad Alawie	Mudznahal I. Abdulmalik	Sat-Sun	PMC Compound, Bus-Bus, Jolo, Sulu
16. Madrasah Panglima Tahil	Ahmad Musa	Samerah Tajul	Sat-Sun	Marungas, Panglima Tahil, Southern Sulu
17. Madrasah Pangutaran Jolo	Mohammad Naim	Genieveive Abao	Mon-Fri	Simbahan, Pangutaran, Sulu
18. Madrasa Lugus Al-Islamie	Hatib Jauhali	Sherma Hussan	Sat-Sun	Pait, Lugus, Sulu
19. Siburi Al-Islamiya	Saiden Ahmad	Asmah I. Sahibul	-	Siburi, Siasi, Sulu
20. Mahad Maluso Al-Arabie Al-Islamie	Uz. Galib M. Abdullah	Uza. Sherhana S. Asani	Sat-Sun	Upper Port Holland, Maluso, Basilan
21. Madrasah Nuwrul Hidayah Al-Islamia	Uz. Abdulgafur Hamirin Mohammad Nur	Dilma Y. Mohammd Nur	Sat-Sun	Brgy. Sulloh, Tapan-Tana Island, Tabuan-Lasa, Basilan Province
22. Mahad Languyan Al-Islamie	Nasruddin Abdullah	Darhana N. Lamla	Mon-Fri	Bohe Ipil, Languyan, Haji Mohammad Ajul, Basilan Province
23. Madrasatul Tarbiyah Al-Islamie	Uz. Abdusattar Amad	Musir J. Alauddin	Sat-Sun	Baguindan, Tipo-Tipo, Basilan Province
24. Mahad Shar-ie Al-Islamie	Abuhanipa Bantas	Abdulmusib Sulayman	Mon-Fri	Guinanta, Al-Barka, Basilan
25. Madrasatu Nuriyatil Islamiyah	Yasser Talipasn	Hassan Janaluddin.	Sat-Sun	Babag, Bubuan Island, Tabuan Lasa Municipality
26. Madrasatul Rasidatul Islamia	Hassan Nakan	Juhaisa A. Allama	Mon-Fri	Buton, Hji. Mohammad Ajul, Basilan Province
27. Mahad Mohammad Ajul / Sengngag	Mustapha Ismael	Asiya N. Mustafa	Mon-Fri	Tuburan Proper, Mohammad Ajul, Basilan Province
28. Madrasatu Iqamatil Islamia	Abdulwahab S. Mohmmad Ilyas	Sittie Mariam Omar Abdulwahid Bayan	Sat-Sun	Tipo-Tipo Proper, Tipo-Tipo, Basilan
29. Madrasatu Abu Ridha Al-Islamie	Dr. Jaypee Basheer A. Y. Hussein	Umairah Isal	Mon-Thu	Silangkum, Tipo-Tipo, Basilan
30. Mahad Al-Yakanie Al-Jihadul	Uz. Mahrup Asnawi	Mashur M.	Mon-Fri	Cambog Bakisung, Al-Barka, Basilan

Islamie Bakisung		Gunong		Province
31. Madrasatul Aljadida	Abdulkarim Dugnu Araha	Nurhiya Najalin	Sat-Sun	Bohe Pahu, Ungkaya Pukan
32. Madrasah Nuwrol Hidayah Al-Islamia	Abdulgafor Hamirin Mohammad Nur	Sittie Hanna S. Yahcub	Sat-Sun	Sulloh, Tapiantana, Tabuan-lasa, Basilan Province
33. Madrasa Attanmiya Al-Islamia	Noruddin Guiamaludin	Amir Amsalan	Sat-Sun	Uutan, Ungkaya Pukan, Basilan
34. Madrasah Attahiyah Al-Arabie Al-Islamie	Abdulsalam Abedin	Nur-ain Bud	Sat-Thu	Taberlungan, Maluso, Basilan
35. Madrasah Lubbak Al-Islamie	Abdulmaguid Gafor	Narcissah Gaffar	Mon-Fri	Danao, Tongkil, Sulu
36. Siasi Madrasah Qur'an wal Hadith	Nasruddin H. Salih	Salih A. Salbi	Mon-Fri	Tuhog' Poblacion, Siasi Sulu
37. Madrasatul Hidayah Al-Arabie Al-Islamie	Ahmad Musanip	Farida A. Anjandiis	Mon-Fri	Candiis, Haji Mohammad Ajul, Basilan Province
38. Mahadul Barka	Uz. Halim A. Alih	Israp Gafor	Mon-Fri	Kailih, Albarka, Basilan Province
39. Mahad Assakafa Al-Islamia	Uz. Abdul Najir K. Tarahin	Saguira A. Bacundong	Mon-Thu	Bohe Piyang (al-Bakra) Tipi-Tipo, Basilan
40. Madrasah Da'watul Islamiyah	Mastura Almadin	Hidayah Amilhamja	Sat-Sun	Tong Umus, Tapan Tana Island, Tabuan Lasa Municipality
41. Madrasah Garid	Abdulkahar Mahmud	Khadafi Abubakar	Mon-Fri	Garid, Luuk, Northern Sulu
42. Madrasah Tinutungan	Alinasser Sulaiman	Abdulgafor Jaafar	Mon-Fri	Tinutungan, Tongkil, Northern Sulu
43. Madrasah Lahing-lahing	Uz. Alimuddin Salim	Nurshimar M. Bandahala	Mon-Fri	Lahing-lahing, Omar Municipality, Northern Sulu
44. Madrasah Bud Seit	Khadaffy Yacub	Aljimar B. Abdullah	Mon-Fri	Bud Seit, Panamao, Northern Sulu
45. Madrassah Al-Muharrami Al-Islamie	Montasser Suwaib	Ahmad Ghazi	Mon-Fri	Gata-gata, Panglima Estino, Sulu
46. Madrasah Lihbug Kabaw	Mohammad Abdulgafor	Abdulrasad Sulaiman	Mon-Fri	Lihbug Kabaw, Panglima Estino, Central Sulu
47. Likba Madrasah	Abdulrahim Ali	Ailyn Estino	Mon-Fri	Tulay, Zone 3, Likba, Panglima Estino, Sulu
48. Mahad Shafie Al-Islamie	Arsad Ibrahim	Moh. Aziz Omar	Mon-Fri	Parang, Sulu
49. Punay Islamic School	Abdulmauti Ismael	Ahmad Alawie Jajie	Mon-Fri	Poblacion Punay, Panglima Estino, Sulu
50. Madrasah Darul Islamiyah	Abdulsamad Hamsah	Abdulrayah S. Unggal	Mon-Fri	Bawisan, Parang, Sulu

List of 50 Madaris in BDA Zamboanga Peninsula Region

Regional Manager : MOHAMMADUN B. TAUG
Regional Coordinator : ABDULHALIL P. SALAMAT

NAME OF MADRASAH	NAME OF ADMINISTRATOR	NAME OF ASATIJ	DAY/ CLASSES	ADDRESS
86. Maahad Shar-ie Al-Islamie-Banale	Ustadz Mored D. Calalagan	Rahma P. Abdulbayan	Sat-Sun	Purok Arabic, Banale, Pagadian City, Zamboanga del Sur
87. Madrasah Ticala Al-Islamie	Uza. Faizah Pakil	Uz. Muslimin Gulon	Thu-Sun	Ticala, San Pablo, Zamboanga del Sur
88. Mahad Shar-ie Al-Islamie	Uz. Marhom Polo	Uz. Abdulkahar Manto	Sat-Sun	Bubual, San Pablo, Zamboanga del Sur
89. Madrasah Shar-ie Al-Islamie-Latas	Uz. Kamar Dacula	Uza. Norma Arip	Sat-Sun	Latas, Lenok Madalum, Lapuyan, Zamboanga del Sur
90. Madrasah Shar-ie Al-Islamie	Uz. Mohamad Mayo	Uza. Rowaida Cula	Sat-Sun	Pampang, Lapuyan, Zamboanga del Sur
91. Madrasah Mahayag Al-Islamie	Uz. Esmail Malaco	Uza. Sanima Engkang	Sat-Sun	Mahayag, Dimataling, Zamboanga del Sur
92. Mahad Shar-ie Dimataling	Uz. Mohidden Bonga	Ustadza Naiza Mohammad	Sat-Sun	Pantalan, Dimataling, Zamboanga del Sur
93. Norul Wihda Islamie	Uz. Abdulmaguid Butongkay	Uz. Abdulgani Dumato	Sat-Sun	Bacayawan, Dimataling, Zamboanga del Sur
94. Madrasah Norul-Islam	Uz. Esmail Hashim Mamentong	Uza. Norhana Laguialam	Sat-Sun	Supang, Proper Dimaya, Dinas Zamboanga del Sur
95. Madrasah Kaharoddin	Ustadz Ishaq Amil	Uza. Anisa Sinsuat	Fri-Sun	Sumilem, Nian, Dinas, Zamboanga del Sur
96. Mahad Shar-ie Migpulao	Uz. Nasrudin Calamente	Uza. Hanina Diwa	Sat-Sun	East Migbulao, Dinas, Zamboanga del Sur
97. Madrasah Nurul Imaniyah Lucoban	Samir Calo	Ustaza Aida Salamat	Sat-Sun	Lucoban, Dinas, Zamboanga del Sur
98. Mahad E'dadie Adduat	Uz. Ali Acas	Uza. Mahdia Abad	Sat-Mon	Tarkan, Dinas, Zamboanga del Sur
99. Markadz Tahfidul Qur-an El-Karim	Ustadz Said Mamentong	Ustadz Norain Mamentong	Sat-Sun	Purok Jamaa, Combo, Labangan, Zamboanga del Sur
100. Madrasah Aziza Bint Gasem	Aslodin K. Sugadol	Norhana Salinogon	Sat-Sun	Lower Campo Islam, Labangan, Zamboang del Sur
101. Mahad Shar-ie Al- Islamie-Labangan	Uz. Adzhar Calalagan	Uza. Rasmia Bundas	Sat-Sun	Purok 1, Dalapang, Labangan, Zamboanga del Sur

102.	Madrasah Boyugan West	Uz. Samman A. Olanda	Uza. Norma Sidad	Sat-Sun	Buyogan Weast, Kumalarang, Zamboanga del Sur
103.	Maahad Shar-ie Al- Islamie	Uz. Mohammad Amel Dacula	Uza. Noria Dacula	Sat-Mon	Purok Orchids, Poblacion Kumalarang, Zamboang del Sur
104.	Madrasah Afdal-Al-Islamie	Uz. Agiden Maulana	Uza. Khairea Ansang	Sat-Sun	Purok Miracle, Upper Campo Islam, Labangan, Zamboang del Sur
105.	Madrasah Intesarol Iman	Uz. Mohammad Ayan Samin	Uz. Muslim Calo	Sat-Sun	Purok Campo Muslim 1, Lower Bayao, Tukuran, Zamboanga del Sur
106.	Madrasatol Ansar Attayiba London	Uz. Nasir Libongan	Uza. Mardiya Tantong	Sat-Sun	London Poblacion, Dimataling, Zamboanga del Sur
22.	Mahad Shar-ie Al-Islamie Margosatubig	Uz. Ahmad Usop	Uza. Jamela Diwa	Sat-Sun	Lugimit, Poblacion Margosatubig, Zamboanga del Sur
23.	Madrasah Shar-ie Al-Islamie	Uz. Ibrahim Balindong	Saida Tinggalong	Sat-Sun	Mama, Dumalinao, Zamboanga del Sur
24.	Madrasah Shar-ie Al-Islamie Santiago	Uza. Samera Mamentong	Uza. Nor-ana M. Calalagan	Sat-Sun	Santiago District, Pagadian City, Zamboanga del Sur
25.	Madrasah Lipakan Al-Islamie	Uz. Edzrael Sultan	Uza. Hairia Gulaba	Sat-Tue	Lipakan, Malangas, Zamboanga Sibugay
26.	Madrasah Haron Kiram	Uz. Ibnon Musa	Nur-aina Jailani	Sat-Sun	Naga-Naga, Alicia, Zamboanga Sibugay
27.	Madrasatu Salafiya Al-Islamie	Uz. Abdulmanan Ismael	Nurcia Abdao	Sat-Sun	Bangkerohan, Ipil Zambaonga Sibugay
28.	Madrasah Nurul Huda	Uz. Zaman Datucali	Zacaria Salamat Mama	Sat-Sun	2KM Poblacion Malangas, Zamboanga Sibugay
29.	Madrasah Taha Al-Islamie	Abdulnasser M. Lingga	Nahla Lingga	Sat-Sun	Tinan, Ipil, Zamboanga Sibugay
30.	Ibnu Uthaimin Islamic Institute	Uz. Basar Arsad	Jubaira Baladji	Sat-Sun	Kabasalan, Canancan, Zambaoanga Sibugay
31.	Madrasato Darul Muslim Al-Islamie	Binbadz Arshad	Sattar A. Abdurahim	Sat-Sun	Dalangan Muslim, Titay, Zamboanga Sibugay
32.	Madrasatos Shar-ie Al-Islamie	Uz. Abdulcahar Arani	Marma Mohammad	Sat-Sun	Kaliantana, Naga, Zambaoang Sibugay
33.	Madrasatol Idztima-ia Al-Islamia	Uz. Haris Alamin	Hariza Basug	Sat-Sun	Dalanit Taglibas, Tungawan, Zambaonga Sibugay
34.	Madrasah Nuru-Rahman Al-Islamie	Uz. Ismael Tingkay	Pahmia Y. Sibing	Sat-Sun	Poblacion Muslim, Titay Zamboanga Sibugay
35.	Madrasatol Darul Amal Assakafie	Uz. Esmail Antao	Uza. Janna Ambia	Sat-Sun	Kalibato, Malangas, Zamboanga Sibugay
36.	Madsrah Habib Muhamad	Uz. Talib Misuari	Basal Misuari	Sat-Sun	Mamagon, Naga, Zamboanga Sibugay
37.	Madsratol Hidayat Al-Islamia	Zainal Abidin Mamiscal	Warda Mamiscal	Fri-Sat	Tantawan Gulayon, Alicia, Zamboanga Sibugay
38.	Mahad Shar-ie Al-Islamie	Uz. Jimlani Lungbus	Uza. Saddariyah	Sat-Sun	Sahaya Village, Sirawi, Zamboanga del

		Hassan		Norte
39. Almadrastod Darussalm	Allan W. Ahmad	Naila Esmail	Sat-Sun	S. Arabi, Siocon, Zamboanga del Norte
40. Madrasatu Buruzul Fallahin	Johan Sallangan	Abdurasid Alamin	Sat-Sun	Sitio Sikanan, Latabon, Siocon, Zamboanga del Norte
41. Madrasatu Ali Salih Al-Islamiyah	Uza. Radia Putal	Uz. Ramsia Edong	Sat-Sun	Kayok, Liloy, Zamboanga del Norte
42. Madrasah Candelaria Al-Islamie	Uz. Abdellah Candado	Azid Wajiah	Sat-Sun	Cadelaria, Liloy, Zamboanga del Norte
43. Maahad Shar-ie Al-Islamia	Uza. Maimuna Ringuit Alid	Enor Malon	Sat-Sun	Barangay Mucas, Salug, Zamboanga del Norte
44. Madrasah Ali Abdilmajid Al-hadj Al-Islamie	H. Bainoddin Tamin	Husain Misuare	Sat-Sun	Carakul, Salog, Zamboanga del Norte
45. Madrasah Shar-ie Al-Islamie	H. Noraisa Ribo	H. Jumra Minanga	Sat-Sun	Banuangan, Gudod, Zamboanga del Norte
46. Maahad Shar-ie Al-Islamie	Uz. Mukamad Mocadam	Abdullatip Tacuca	Sat-Sun	Kipet, Labason, Zamboanga del Sur
47. Madrasatol Nurul-Huda Islamia	Omar A. Esamel	Latipa S. Jamad	Sat-Sun	Nonoyan, Baliguian, Zamboanga del Norte
48. Mahad Al-Ittihadi Al-Islamiya	Hji. Onnok Sahipa	Norsisa Badda/ Radia Yashin	Sat-Sun	Sirawai Proper, Sirawi, Zamboanga del Norte
49. Madrasah Maliga Lupa Al-Islamie	Uz. Kahairuddin Usman	Uz. Hairon Mantulino	Sat-Sun	Maliga-lupa, Bacayawan, Dimataling, Zamboanga del Sur
50. Almadrasatu Da'watul Islamiyah	Abdul-aziz Minduon	Faizal Abunawas	Sat-Sun	Siay, Siocon, Zamboanga del Norte

ANNEX C: DISTRIBUTION OF 17 PILOT AND 300 EXPANSION TAHDERIYAH

