



Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
 Cotabato City



Bangsamoro Autonomous Region in Muslim Mindanao
 Ministry of Basic, Higher and Technical Education
 OFFICE OF THE MINISTER

Office of the Minister

REGIONAL MEMORANDUM

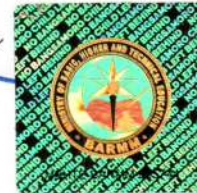
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TO : **ABDULLAH P. SALIK, JR.**, Director General for Basic Education
JOHNNY G. BALAWAG, Director, Bureau of Basic Education
YUL ADELFO V. OLAYA, Chief, Curriculum and Instructions Division
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL CONCERNED SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : 
MONACHER M. IQBAL
 Minister



SUBJECT : **PILOT TESTING OF INSTRUCTIONAL MATERIALS ON THE BANGSAMORO HISTORY, THE PARLIAMENTARY SYSTEM, AND THE JUNIOR PARLIAMENTARIANS FOR GRADE 12 STUDENTS IN SELECTED SCHOOLS IN BARMM**

DATE : February 13, 2023

1. The Ministry of Basic, Higher and Technical Education (MBHTE) enjoins all concerned schools in the schools division offices to implement the Pilot Testing of the Junior Parliamentarian Program.
2. The pilot testing shall be conducted immediately beginning the first week of the second semester of the School Year 2022-2023.
3. Attached are the guidelines for your information and guidance.
4. For any concerns, questions, and clarifications, please directly coordinate with the division contact person of the said program.
5. For immediate dissemination and compliance.

Republic of the Philippines
 Bangsamoro Autonomous Region in Muslim Mindanao
 Ministry of Basic, Higher and Technical Education
INFORMATION AND COMMUNICATIONS DIVISION
 Office of the Minister
RELEASED
 By: Marlon
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GENERAL GUIDELINES ON THE PILOT TESTING OF INSTRUCTIONAL MATERIALS ON THE BANGSAMORO HISTORY, THE PARLIAMENTARY SYSTEM AND THE JUNIOR PARLIAMENTARIANS FOR GRADE 12 STUDENTS IN SELECTED SCHOOLS IN THE BANGSAMORO AUTONOMOUS REGION IN MUSLIM MINDANAO

I. Background

Given the pendency of the first BARMM Parliamentary Elections, and the lack of uniform instructional materials about the region's new system of government and the history leading it, the Ministry of Basic, Higher and Technical Education (MBHTE), in partnership with the Legal Network for Truthful Elections (LENTE), has developed instructional materials on the Bangsamoro history and Parliamentary System of Government in the BARMM for Grade 12 students in the Bangsamoro.

Two iterations of training were conducted from October 3 to 8, 2022 and from February 3 to 5, 2023 with 32 senior high school teachers, coordinators, and heads from the 11 Schools Division Offices of BARMM to be able to develop the said instructional materials. Resource persons who are involved and deeply informed on the history of the Bangsamoro peace process and BARMM parliamentary system were invited to impart their knowledge to the educators in the BARMM. The learning from the series of lectures were used by the educators in developing the instructional materials. Different teaching strategies and techniques on how to deliver the instructional materials were also recommended to the educators.

The course curriculum used in this program is modified after the Department of Education's Curriculum Guide for Inquiries, Investigations and Immersion subject for Senior High School. Through the said subject, this course contextualizes and introduces to the learners the basic concepts and vital elements of the Bangsamoro's Parliamentary System from a historical-institutional perspective. In particular, it attempts to explain how the important features of BARMM's political structures, institutions, processes, and relationships developed across time.

At the end of the course, students will have to develop a simple action research output that integrates everything they have learned on the history and system of government of the Bangsamoro. This develops the learners' critical thinking and problem solving skills, and highlights the Most Essential Learning Competencies (MELCs) of the Inquiries, Investigations and Immersion subject.

In addition to the research output, students from the HUMSS and GAS strands will have to undergo the **Junior Parliamentarians Program** which is an immersion program in the Bangsamoro Parliament and the BARMM Government's different Ministries and Local Government Units.

II. Framework

This program contributes to Priority 9 (Quality and Holistic Education) of the enhanced 12-point Agenda of the Bangsamoro Government which enjoins Bangsamoro Educational Institutions to invest in human resources development, skills training, learning continuity programs, and (to) advance science, technology and innovation. This priority agenda is attained by

strengthening student-led policy advocacy starting with the senior high school students in BARMM.

The program is consistent with Article 9, Section 16 of the Bangsamoro Organic Law as the Bangsamoro Junior Parliamentarians Program promotes relevant and responsive K-12 curriculum.

III. Major Components of the Initiative

1. **Collaborative Action Research:** The program strategy harnesses the context of the learners as it requires learners to respond to problems affecting them, their families and/or their communities. Such strategy is also seen in how the problem will be addressed (collaborative team research), how the results will be presented (dependent on the team if they want the result to be writing, a prototype product, application system or any that is of interest to the learner), and how it will be worded (whichever language the learners are most comfortable in).
2. **Development of Advocacy Materials:** Another strategy is the focus on advocacy as it ensures that the proposed actions are responsive to the results of the research, key messages, critical audiences and desired results are properly identified.
3. **Junior Parliamentarian Program:** The immersion aspect of the program is another strategy as learners are mandated to engage with the Bangsamoro government at all its levels: community level, city/municipal level, provincial level, and Bangsamoro Parliament. This component will only be applicable to students in the HUMSS and GAS strands.

IV. Objectives

1. The program aims to:
 - a. Train learners to identify practical issues and problems affecting their own community and the Bangsamoro in general;
 - b. Develop skills in doing action research that will generate better understanding and solutions to the identified problem;
 - c. Use data and research products to formulate advocacy materials for program and policy support from agencies, policies and even the Bangsamoro Parliament;
 - d. Provide avenues where learners can engage government officials and decision makers in advocating for policies and programs;
 - e. Provides awards and recognitions to students, teachers, and schools with exemplary experience in engaging leaders and stakeholders;

V. Participating Schools

- a. **One School Per Division:** Among the participating schools in the 2 training-workshops conducted, only 1 school per division will pilot the curriculum.
- b. **Different Strand Per School:** Among the schools selected to pilot the Curriculum, only one strand from each school will participate in the pilot test.
- c. **Uniform Time Blocking:** For purposes of monitoring and evaluation, all participating schools will implement the instructional materials in their

Inquiries, Investigations and Immersion subject in the following manner: 2 sessions/week, 1½ hour/session and 1 hour independent study with the exception of Cotabato City (1 hr/meeting, 4 sessions/week) and Marawi City (2 hrs/session, 2 sessions/week).

- d. **Not all participating schools will conduct an immersion:** Participating schools are not mandated to require their students to undergo the community immersion, referred to as the Junior Parliamentarians Program. It is recommended for students from the HUMSS and GAS strands to conduct the "community immersion" component of the Inquiries, Investigations and Immersion subject while students from the STEM, ABM, and TechVoc strands may simply accomplish the action research output and advocacy materials.

PARTICIPANTS IN THE PILOT TESTING		
STRAND	DIVISION AND SCHOOL	TEACHERS INVOLVED IN THE TRAINING
GAS	LDS I School: Mohammad Qabael National High School Assistant Principal: Abdul Samad C. Hadji Nasser Section: 1 section, 30 students	ABDUL SAMAD C. HADJI NASSER, MAEd
	LDS II School: Bacolod-Kalawi National High School Section: 1 section, 53 students	JOHARY A. H.ISAH, LPT
	BASILAN School: Tairan National High School Section: 1 section, 16 students	JAYSON V. ALVIAR, MAMath
	SPECIAL GEOGRAPHIC AREAS School: Olandang National High School Section: 2 sections, 116 students (total)	IVAN R. MASUKAT, LPT
HUMSS	MAGUINDANAO I School: Pandan National High School Principal: Elizabeth E. Estorninos Section: 1 section, 85 students	MERLYN K. ESPARIZ, LPT
	MAGUINDANAO II School: Parang National High School Section: 2 sections, 85 students (total)	ANN-NAFI C. DIRAMPATEN, MAELT
	COTABATO CITY School: Cotabato City National High School (Main) Principal: Bai Israden C. Sinsuat-Datukan Section: 1 section, 80 students	RICO C. KIONISALA, MAELT
	TAWI-TAWI School: Tawi-Tawi School of Arts and Trade Section: 2 sections, 140 students (total)	MERHAMA D. MADDILI, LPT
STEM	LAMITAN School: Lamitan National High School Section: 1 section, 44 students	RAMIL C. RUBIO, MAEd

	MARAWI CITY School: Marawi City National High School Principal: Dr. Paramata M. Bantuas Section: 1 section, 55 students	SALIMA ABDULMALIK AMBOL, LPT YASMERAH TAMBAC MUSTAPHA, LPT
TVL	SULU School: Jolo School of Fisheries Principal: Ferdilyn M. Kong (OIC) Section: 1 section, 59 students	SURINA MUSTALI, LPT

- e. **Junior Parliamentarians Program:** The Junior Parliamentarians Program is the community immersion component of the modified Inquiries, Investigations and Immersion subject. It aims to enable learners in the Bangsamoro to know more extensively about the Bangsamoro government structure and the corresponding history to it. Students from the GAS and HUMSS strands will be required to undergo the JPP. They may use the JPP as a data-gathering mechanism for their action research output and development of communication and advocacy materials in order to streamline the students' efforts and help minimize their workload. **The MBHTE will map and identify community stakeholders** (barangay council, local NGO/PO, Sanguniang Bayan/Sanguniang Panglungsod, Development Councils, Sanguniang Panlalawigan, Provincial Development Councils, and Bangsamoro Parliament Ministries, etc.) **who will accommodate the students undergoing the JPP.** The MBHTE will release a separate memo on this.

VI. Communication and Advocacy Campaign

The Ministry shall mobilize the Information and Communication Division as well as its allied communication network to disseminate key messages anchored on the Ministry's advocacy of "No Bangsamoro Child is Left Behind" and generate support for the Junior Parliamentarian Program.

All Schools Division Offices are encouraged to do communication and advocacy initiatives related to the implementation of the program. Below are suggested activities:

- a. Orient/train its personnel;
- b. Conduct communication and advocacy activities by exhausting all possible communication outlets such as but not limited to Facebook pages, fb accounts, radio and TV outlets, infographics, tarpaulin, and two-way radio communications;
- c. Engage with and generate support from stakeholders;
- d. Launch the Program.

VII. Participation of all types of learners

Central to this program is the learner. Their participation in the design, planning, implementation and evaluation of the program is essential. They have the right to participate in making decisions that will directly or indirectly affect them. Also, when learners are able to share or articulate their views, they are able to make decisions and take more responsibility, develop a sense of belonging and ownership of the program. Their involvement is the first step in

developing leadership and critical thinking skills which are the goals of this program. Below are some steps that will ensure meaningful participation of learners in the program:

- Orient and consult all learners that will be involved in the program.
- Introduce to them the program and give them opportunity to provide additional inputs on the purpose of the program; activities that will be conducted; who will be involved; location where the sessions will be conducted; schedule, timeframe or duration of the program; materials to use; and their roles and responsibilities.
- Develop an implementation plan with the learner/s;
- Implement the program based on the plan by working closely with the learners;
- Involve learners in monitoring the implementation of the program;
- Involve learners in evaluating whether the program is achieving its intended results;
- Consider their feedback on how to improve and adjust the program to suit their needs;

VIII. Recognition and incentives for teachers/ para-teachers, other personnel, peer-facilitators and stakeholders involved in the program

The Ministry, in concurrence with the Schools' Division Offices, may provide due recognition and incentives to all personnel and stakeholders involved in the program. Schools must conduct monitoring and proper documentation of the actual implementation of the program as means of verification. The school must keep a list of personnel involved, including their number of days and hours rendered in support to the program. Similarly, stakeholders and organizations must be profiled highlighting their support and/or services provided in the implementation of the program.

IX. Materials to Use

To initially start the implementation of the program, Schools Division Offices and the schools may utilize readily available materials, as developed and delivered in the Teachers' Training Program in Zamboanga City last February 2-5, 2023.

X. Implementation

1. All schools are encouraged to design and localize the implementation of the program based on their context and capacity. The design should be agreed by all stakeholders and leads to improving the learners.
2. The Regional Office and the Schools Division Offices shall mobilize resources and provide technical support for the schools to effectively implement the program.
3. Schools may implement the program starting February 13 2023 and be integrated in the schools' activities for SY 2022-2023.
4. Regular assessment shall be conducted to determine the learners' progress. The program may be prolonged depending on the needs of the learners.

XI. Sustainability of the Program

All schools shall engage and work with the Local Government Units

(barangay and municipal/city levels), the community, the partner NGOs, parents, and other stakeholders on coordination, collaboration and implementation of the program.

XII. Monitoring and Evaluation

1. There will be monthly feedbacking mechanisms among the teachers, Senior High School Coordinator, MBHTE, and LENTE. All schools are encouraged to provide reports and updates in the forms of documents, reports, photos, videos and other relevant means ahead of or during the monthly feedbacking mechanism.
2. There will be a quarterly monitoring & evaluation visit to be conducted by the M&E of the Division, Senior High School Coordinator, MBHTE, and LENTE.
3. The Schools Division Office shall produce a quarterly progress report and a summative report at the end of the school year.

XIII. Inquiries and Clarifications

For any inquiries and clarifications related to this memorandum, feel free to contact min-edu@bangsamoro.gov.ph

For your guidance and compliance.

Attachments:

Regional Memorandum No. 1111 Series of 2022 Regional Memorandum No. 091 Series of 2023 Briefer on the Junior Parliamentarians Program Learning Recovery Program (5Bs)