

PROJECT BRIEFER  
September 2022

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# Teacher Development in the BARMM Higher Education

## PROJECT FAST FACTS

### PROJECT NAME

Teacher Development in Higher Education in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

### PROJECT COVERAGE

BARMM with focus on 15 teacher education institutions (TEIs)

### CONSORTIUM PARTNERS

- Mindanao State University
- Western Mindanao State University
- Cotabato State University

### FUNDING SUPPORT

Australian government through the Education Pathways to Peace in Mindanao (PATHWAYS) Program

### TIMELINE

May 2022 - January 2023

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## Overview

The Teacher Development in Higher Education in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is a technical assistance project being implemented by the Philippine National Research Center for Teacher Quality (RCTQ), a partnership between the University of New England Australia through the SIMERR National Research Centre and the Philippine Normal University. It is supported by the Australian Government through the Education Pathways to Peace in Mindanao (Pathways) program, in partnership with the Bangsamoro Ministry of Basic, Higher and Technical Education (MBHTE). RCTQ established a consortium with two teacher education institutions (TEIs) in Mindanao, namely, the Western Mindanao State University (WMSU) in Zamboanga City, Mindanao State University (MSU) in Marawi City, and Cotabato State University (CSU) in Cotabato City.

The project consists of three components: (1) Curriculum Quality Audit (CQA), (2) Development of a Licensure Examination for Teachers (LET) Review Program, and (3) Review of existing majors/subjects on early childhood education and a study on developing a new or enhancing an existing major subject to increase focus on preparatory and kindergarten instruction. The project builds on the data, findings, recommendations and experiences from RCTQ-SIMERR's work on the Mapping Study of TEIs serving the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) from 2020 to 2021.

## PROJECT COMPONENTS

Curriculum Quality Audit

Development of a LET Review Program

Review of Existing Teacher Education Majors/Subjects on Preparatory and Kinder education

## Objectives

The project generally aims to help improve the quality of teacher education in the BARMM. Its specific objectives are organized according to its components and will be carried out using the general participatory action research methodology:

### COMPONENT 1: Curriculum Quality Audit

1. Conduct a Curriculum Quality Audit and faculty development for TEIs that would be identified by MBHTE.
2. Improve the fit between the needs of Basic Education in BARMM and the outputs of Teacher Education Institutions (TEIs) that provide teachers to the region.
3. Encourage the development of TEI program offerings that respond to the needs of BARMM learners.
4. Encourage peer collaboration among TEIs through support for consortia arrangements; and
5. Enhance the engagement of the Office of Higher Education with TEIs within and outside of BARMM.

### COMPONENT 2: Development of a LET Review Program

1. Increase the number of Teacher Education graduates and others wishing to enter the teaching profession pass LET exams.
2. Develop and trial a LET review and coaching program.
3. Study feasibility of/trial embedding LET review program in the curriculum; and
4. Understand and identify the requirements for Islamic Studies and Arabic Language (ISAL) teachers to get certification through an equivalent licensure examination.

### COMPONENT 3: Review of existing TEI majors/subjects on Preparatory and Kinder education and a study on the feasibility of developing a new or enhancing an existing major subject to increase focus on preparatory and kindergarten instruction

1. Strengthen the engagement of basic and higher education of MBHTE with TEIs in the development of new/ innovative teacher education programs or additional subjects suited to the needs and circumstances of BARMM children and harness the rich cultural history of BARMM.
2. Improve the children’s readiness to learn upon entering the formal school system; and
3. Determine the feasibility of a TEI-supervised lab school arrangement in selected public schools and ways to consolidate private/LGU support for innovative programs to support school readiness of Preparatory and Kinder children entering the formal school system.

### General Participatory Action Research Methodology



## Project Team

### TEAM LEADERS

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### PROJECT LEADER

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