



Changing the Odds through the Madaris Volunteer Program: Initiatives for Peace Education and Dialogue in the Bangsamoro



Madaris?

[N.] plural form of "madrasah" and is the Arabic for "school."

In the Moro context, a madrasah is a place for learning the Qur'an, the prophetic model (Sunnah) as a foundation of Islamic Law (Shari'ah), and its ensuing jurisprudence (fiqh).

1

Traditional Madaris

Unregulated and unsupervised by the government, and they teach purely Islamic subjects.

2

Integrated Madaris

Regulated by the government and therefore have a permit to operate. They teach both Islamic and secular subjects.

3

ALIVE

Arabic Language and Islamic Values Education in public schools nationwide for Filipino Learners of Islamic Background.

4

Tahdiriyyah Program

Preschool program for 5 years and younger students. Developed by UNICEF, Tahdiriyyah Committee, and BDA



Madaris Volunteer Program

The Madaris Volunteer Program (MVP) is an initiative of the Catholic Educational Association of the Philippines (CEAP) where college graduates are recruited, trained, and deployed by the program as volunteer teachers in the madaris (Islamic schools) located in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

The program is implemented by the Ateneo de Davao University through its strategic partnerships with the National Association for Bangsamoro Education, Inc. (NABEI) and the Regional Government of the BARMM.



Frameworks

- Document on Human Fraternity for World Peace and Living Together (2019)
- MVP as a response to CEAP's support for the CAB
- MVP as a response to "Injustice, the Root of All Conflict in Mindanao (cf. Cardinal Quevedo)"



“Human fraternity embraces ALL human beings, unites them and renders them equal.”

“The aim of religions is to believe in God, NOT to use the name of God to terrorize people, to justify discrimination, violence, and extremism.”

“Both parties declare the adoption of a culture of dialogue as the path; mutual cooperation as the code of conduct; [and] reciprocal understanding as method and standard.”

Pope Francis and Grand Imam Al-Tayyeb



Our Partner Madaris

Maguindanao Province

Datu Ibrahim Pendatun Paglas III Foundation, Inc.
Datu Paglas, Maguindanao

Gani L. Abpi Colleges, Inc.
Brgy. Buayan, Datu Piang, Maguindanao

Hadji Ali Baganian Memorial School
Brgy. Tambunan, Talayan, Maguindanao

Ibn Taimiyah Foundation Academy, Inc.
Sultan Kudarat, Maguindanao

Madrasah Datu Manguda Timan
Datu Odin Sinsuat, Maguindanao

Mahad Saada Al – Arabie Integrated School, Inc.
Datu Salibo, Maguindanao

Markaz Al – Huzaim, Inc.
Brgy. Poblacion, Datu Piang, Maguindanao

Muhammad Bin Al – Dahirie Islamic Academy, Inc.
Bagan, Guindulungan, Maguindanao

Sakeenah Al – Islamiya Institute
Brgy. Bulalo, Sultan Kudarat, Maguindanao

Shariff Awliya Academy
Datu Odin Sinsuat, Maguindanao

Eastern Kutawato Islamic Academy
Buluan, Maguindanao

Marawi City

Jamiatu Muslim Mindanao
Darussalam, Brgy. Matampay, Marawi City

Basilan Province

Ma’had Da’wah Al – Islamiya (Islamic Call Institute)
Kulaybato, Lamitan City, Basilan

Madrasatuz Zehra – School of Religious and Modern Sciences, Inc.
Brgy. Matatag, Lamitan City, Basilan

Ma’had Shuhada Al – Islamia
Bohe Lebung, Tipo-Tipo, Basilan

Jam-iyatu Tuburan Attaqaddumiya Al-Islamiya, Inc.
Brgy. Tuburan Proper, Mohammad Ajul, Basilan

Sulu Province

Nannah Islamic Institute
Poblacion, Pangutaran Island, Sulu

Sahaya Integrated Islamic Learning Center
Brgy. Latih, Patiku, Sulu

Tawi-Tawi Province

Panglima Damsik Islamic Academy
Brgy. Tubig Basag, Bongao, Tawi-Tawi

Al – Qudwa Integrated School, Inc.
Capitol Compound, Bongao, Tawi-Tawi

Cotabato City

Dar Al – Uloom Wal Hikmah
Tamontaka, Cotabato City

Iqra Foundation Academy
Brgy. Bagua I, Cotabato City

Al – Azharie Academy Center
Brgy. Poblacion Mother, Cotabato City

School of Character, Inc.
Brgy. Bagua II, Cotabato City

Amos Educare
Brgy. Bagua II, Cotabato City

Nahdah Central Academy
Brgy MB-Bagua, Cotabato City

Zamboanga City

Markadz Al Rahma Academy, Inc.
Brgy. Talon-Talon, Zamboanga City

Davao Oriental Province

Banaybanay Pilot Madrasah Inc.
Pongoto Piso, Banaybanay, Davao Oriental



The program has **28 partner madaris** in the cities of Cotabato, Zamboanga, and Marawi, and in the provinces of Maguindanao, Basilan, Tawi-Tawi, Sulu, and Davao Oriental.

MVP Initiatives for Diversity, Equity, and Inclusion

- Volunteer Deployment
- Capacity Enhancement Training
- Peace Advocacy through Transformative Encounters






Madaris Volunteer Program

A TRANSITIONAL JUSTICE INTERVENTION

The program aligns with the goal of education in post-war societies, enhancing the capacity of citizens, especially adolescents and children, to think critically and construct a better future.



Transitional Justice

JUDICIAL AND NON-JUDICIAL MEASURES


CRUCIAL COMPONENT OF THE PEACEBUILDING EFFORTS




When combined with other policies, it not only promotes accountability and redress for human rights violations but also contributes to restoring civic trust in state institutions and communities.



Significance of Education in Post-Conflict Reconstruction

A woman wearing a grey hijab and a white long-sleeved shirt is sitting on a green patterned mat, teaching a group of children. She is pointing at a large educational poster on the wall. The poster has a section titled "Bumble Bee" with a poem and a grid of items: school bag, pencil case, pencil, and eraser. The children are sitting around her, looking at the poster. The background is a plain, light-colored wall.

Mindanao's socio-cultural peacebuilding assets necessitate stakeholders to enhance existing modalities while finding innovative pathways to mitigate the **complex interplay of unjust power relations, violence, and domination that can be exploited for questionable political purposes.**



Education in Post-Conflict Reconstruction

DEVELOPS CHILDREN'S ABILITIES FOR SOCIETAL PARTICIPATION

ENHANCES CITIZENS' CRITICAL THINKING ABOUT THE PRESENT AND PAST

CONTRIBUTES TO A BETTER FUTURE

Education

Powerful vehicle for remembering the past, transmitting memory, and promoting peace, with its formative potential shaping new norms and fostering a culture of respect for human rights across generations.



Education


As an enduring investment in the future, simultaneously reaching both the immediate post-conflict generation and subsequent ones responsible for nurturing civil society and democratic institutions.





Bolstering Democracy

CIVIL EDUCATION


A group of four women wearing hijabs are seated around a table, smiling and engaged in a discussion. The woman on the left wears a blue hijab and a patterned blue top. The woman in the center wears a pink hijab and a dark top with colorful polka dots. The woman on the right wears a pink hijab and a white top with a floral pattern. They are surrounded by papers and books on the table. The background is a plain, light-colored wall.

Volunteers and trained educators play a pivotal role in guiding discussions on civil rights, governance structures, and civic responsibilities.



Bolstering Democracy

DIALOGUE

A group of four women wearing hijabs are gathered around a table, smiling and engaged in a discussion. The woman on the left is wearing a blue hijab and a blue patterned top. The woman in the center is wearing a pink hijab and a dark patterned top. The woman on the right is wearing a pink hijab and a white top with a red floral pattern. They are all looking towards the center of the table, which has some papers and a pen on it. The background is a plain, light-colored wall.

MVP fosters an environment where open discussions are not just encouraged within the classroom but extend into the daily lives of volunteers and their host families.



Bolstering Democracy

INCLUSIVITY

A group of four women wearing hijabs are gathered around a table, smiling and looking at papers and books. The woman on the left wears a blue hijab, the woman in the center a pink one, and the woman on the right a red one. They appear to be in a collaborative learning or work environment.

By embracing and celebrating differences, MVP contributes to the creation of an educational environment that not only values diversity but also actively works towards dismantling barriers that may impede the full participation of all individuals.



Preventing Backsliding

HISTORICAL KNOWLEDGE

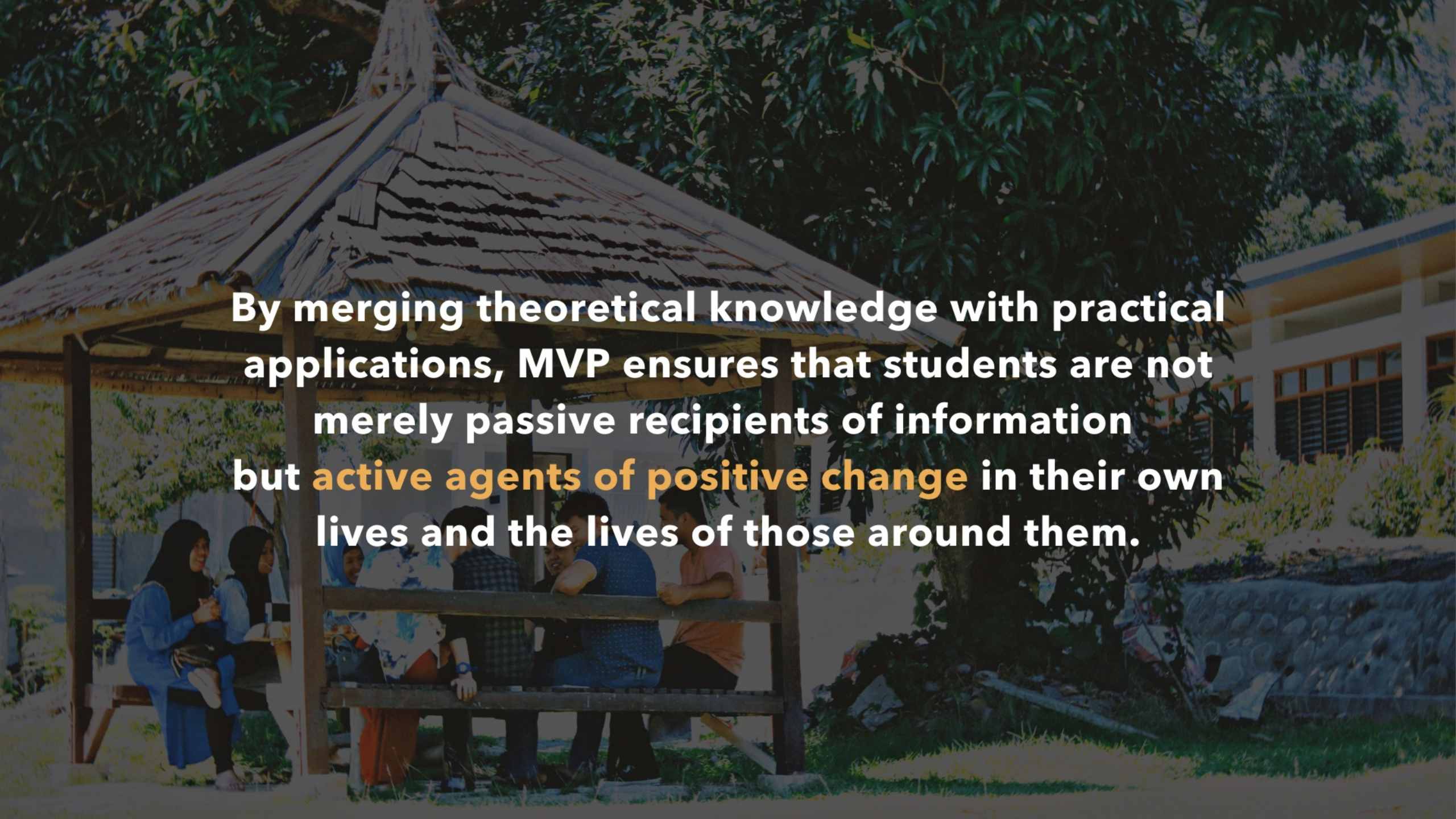
A group of students is sitting on a wooden bench under a thatched roof structure, engaged in conversation. The scene is outdoors, with a large tree in the background and a building visible on the right. The text is overlaid on the image.

MVP enables students to gain insights that serve as a **foundation for healing**, allowing individuals to contextualize their experiences and comprehend the societal challenges they face.



Preventing Backsliding

MOVING FORWARD


A group of students is gathered under a traditional thatched roof structure, possibly a pavilion or a covered walkway. They are sitting on wooden benches and appear to be in conversation. The background shows lush green trees and a modern building with large windows. The overall scene suggests a campus environment with a focus on community and learning.

By merging theoretical knowledge with practical applications, MVP ensures that students are not merely passive recipients of information but **active agents of positive change** in their own lives and the lives of those around them.

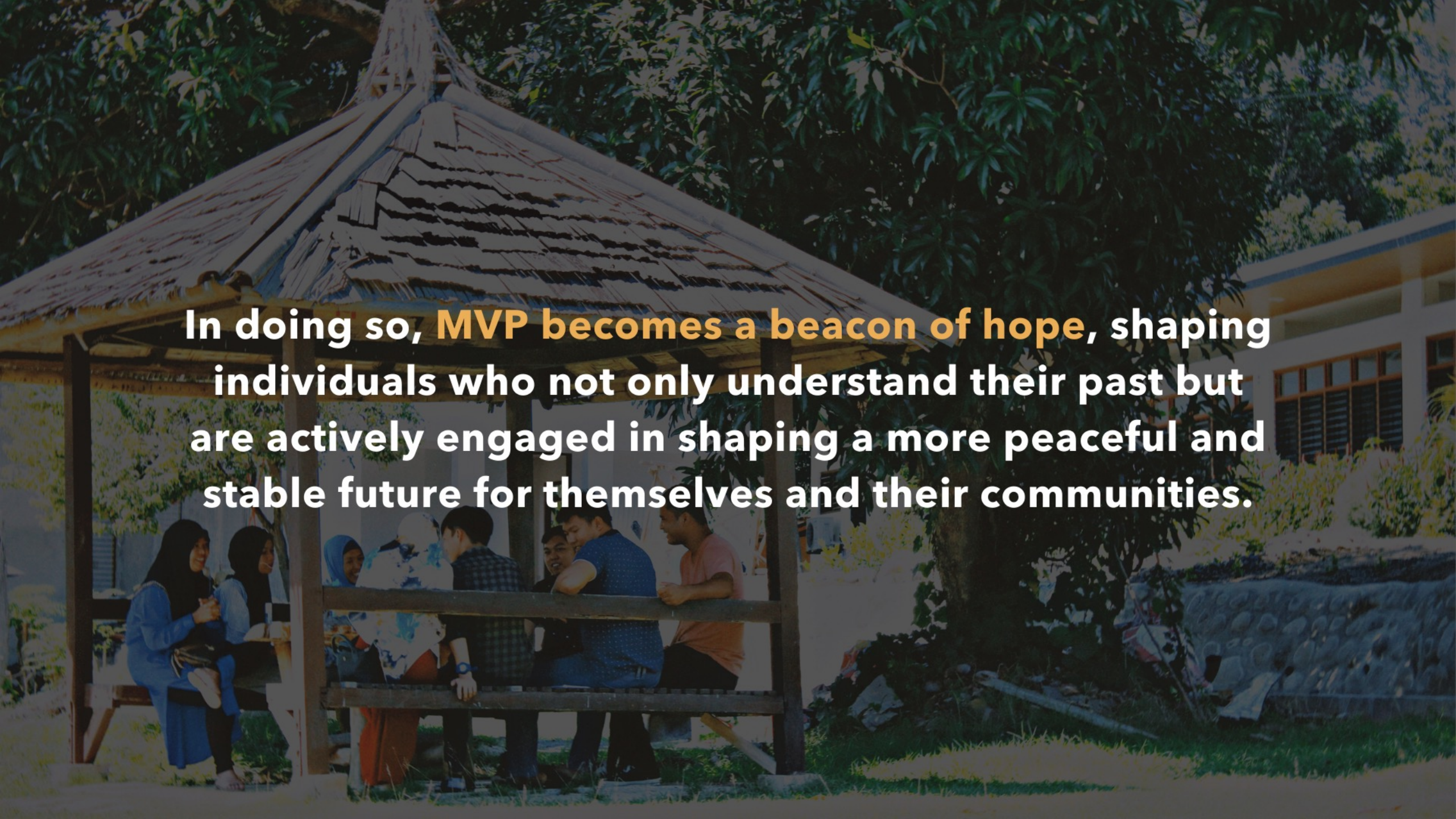
A group of people, including women in hijabs and men, are sitting on a wooden bench under a traditional thatched-roof pavilion. The scene is set outdoors with lush green trees and a modern building in the background. The image has a dark overlay.

Preventing Backsliding


PREVENTING REGRESSION

A group of students, including several women in hijabs, are sitting on a wooden bench under a traditional thatched-roof pavilion. They appear to be engaged in a discussion or collaborative activity. The background shows lush green trees and a modern building with large windows.

By integrating peace education in the curriculum that emphasizes conflict resolution, diplomacy, and community engagement, the program **empowers students with the awareness and agency** to actively participate in initiatives that safeguard the hard-won progress of their communities.


A group of people, including women in hijabs and men, are sitting on a wooden bench under a thatched roof structure. They appear to be engaged in a conversation. The background shows a building and lush greenery.

In doing so, **MVP becomes a beacon of hope**, shaping individuals who not only understand their past but are actively engaged in shaping a more peaceful and stable future for themselves and their communities.


A group of women and children are gathered in a circle in what appears to be a classroom or community center. The women, some wearing hijabs, have their hands on their heads, and the children are also mimicking this gesture. The scene is brightly lit, suggesting an outdoor or well-lit indoor space. The overall atmosphere is one of active participation and learning.

Importance of Context-Based Instruction

MEDIATING GAPS IN CONTEXTUALIZATION

A group of women and children are gathered in a circle in an outdoor or semi-outdoor community setting. Several women, some wearing hijabs, have their hands on their heads, suggesting a cultural or religious practice. Children are also present, some with their hands on their heads. The scene is overlaid with a semi-transparent dark filter.

Acknowledging the diverse cultural landscapes of the communities it serves, **MVP employs a nuanced approach.** Volunteer educators and trained teachers act as mediators, adept at bridging the gaps in contextualizing the mandated national curriculum.

A group of volunteer educators and children are gathered in a circle, smiling and raising their hands. The scene is set outdoors under a simple structure. The text overlay reads:

Volunteer educators actively engage with the unique historical, social, and cultural aspects of the communities, enriching the learning experience with local narratives and lived experiences.



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