



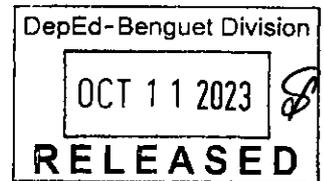
Republic of the Philippines
Department of Education
Schools Division of Benguet

11 October 2023

DIVISION MEMORANDUM
No. 372, s. 2023

GUIDANCE ON THE IMPLEMENTATION OF MADRASAH EDUCATION PROGRAM (MEP)

To: Chief Education Program Supervisors for CID and SGOD
 Education Program Supervisors
 Public Schools District Supervisors
 Public Schools District In-charge
 Elementary and Secondary School Heads
 All Others Concerned



1. Pursuant to DO 41 s. 2017, titled “Policy Guidelines on Madrasah Education in the K to 12 Basic Education” and MATATAG Agenda particularly in Component No. 2 “Take good care of the learners by promoting learners well-being, inclusive education and a positive learning environment” the Schools Division of Benguet, through the Curriculum Implementation Division (CID), issues this memorandum to reiterate important guidelines that will be used starting this school year by schools who have already mapped the presence of Muslim learners in their school and are ready to implement the Madrasah Education Program (MEP) and for schools who did not yet start their Madrasah Education Program (MEP).

2. For guidance on MEP, the following issuances are the references:

Description	Concern Persons/ Offices Involved	Legal Basis
A. Complete Policy Guidelines on MEP	Muslim Learners	DO 41 s. 2017
B. Curriculum		
1. Curriculum for Public Schools and Private Madrasah (for Grades 1-V1)	Muslim Learners in Public Schools and Madaris	DO 40 s.2011 DO 41 s. 2017
2. Curriculum for Kindergarten Madrasah	Muslim learners who are five-year old	DO 41, s. 2017
C. Assessment	Learners of MEP	DO 8, s. 2015

3. The following enclosures shall provide guidance to the district offices, and schools on MEP:

- a. Enclosure 1. Definition of terms related to MEP (DO 42 s. 2017)



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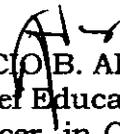


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- b. Enclosure 2. Roles and Responsibilities of Personnel in Implementing MEP (DO 42 s. 2017)
 - c. Enclosure 3. Organization of Classes for Madrasah Education (DO 42 s. 2017)
 - d. Enclosure 4. Form 1.a & 1b. for Alive (National Operations Manual & Budget of Work for Alive)
 - e. Enclosure 5. Model of the Refined Elementary Madrasah Curriculum (DO 40 s. 2011)
4. For further information and clarifications, please contact the Curriculum Implementation Division (CID) at benguetcid@gmail.com or the division EPS for EsP, Erlinda C. Quinuan, through email erlinda.quinuan@deped.gov.ph.
5. Immediate dissemination of this Memorandum to all concerned personnel is desired.

SALLY L. BANAKEN-ULLALIM CESO V
Schools Division Superintendent

for the Schools Division Superintendent:


LUCIO B. ALAWAS
Chief Education Supervisor-SGOD
Officer -in-Charge

CID-IM/ RAG/mpm/ecq/



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Enclosure 1 to SDO Memo 372s. 2023- Definition of terms related to MEP

- a. **Arabic Language and Islamic Values Education (ALIVE)** is a program implemented in public schools which aims to provide additional subjects on Arabic Language and Islamic Values in the regular basic education curriculum.
- b. **ALIVE Coordinator** refers to Education Program Supervisors, School Heads, and Teachers who are designated as coordinator at regional, division, and school levels to oversee and supervise MEP implementation. They are sometimes referred to as Regional ALIVE Coordinators (RACS), and Division ALIVE Coordinators (DAC) and School ALIVE Coordinators (SACS)
- c. **Asatidz** is the plural form of the Arabic word “ustadz”, a term that refers to male teacher and “ustadzah” a term that refers to female teacher. This is the general Arabic term for teachers historically or traditionally used in most Filipino Muslim communities.
- d. **Kindergarten Madrasah** is a curriculum implemented in schools with kindergarten classes integrating ALIVE subjects.
- e. **Language Enhancement and Pedagogy (LEaP)** is training prototype which serves as a capacity building and induction program for asatidz. It covers, reading, writing, listening, speaking, teaching pedagogy, and school immersion, It aims to build English proficiency and beginning mastery of lesson planning, teaching and assessment for the Arabic language and Islamic Values Education (ALIVE) teachers and asatidz entering the public school system.
- f. **Madaris** is the plural form of the Arabic word madrasah which means school.
- g. **Madrasah Education Program** is comprehensive program in public and
- h. private schools that aims to provide appropriate and relevant educational opportunities within the context of Muslim culture customs, and interest through the integration of the Arabic Language and Islamic Values Education (ALIVE) in the basic education curriculum.
- i. **Muslim** follower of Islam: The word “Muslim” means one who submits to the will of God, regardless of their race, nationality or ethnic background.
- j. **Qualifying Examination in Arabic Language and Islamic Studies (QEALIS)** is an examination administered by the Bureau of Education Assessment (BEA) to individuals applying to be asatidz. It is the entry-level requirement for asatidz.



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Enclosure 2 to SDO Memo No. 372 s. 2023- Roles and Responsibilities of Personnel

1. Division Office

- a. Include ALIVE in the Division Education Development Plan (DEDP) and conduct regular monitoring and technical assistance to the schools implementing ALIVE classes (public and private madaris) to ensure that planned activities indicated in the AIP are implemented accordingly.
- b. Review the application and supporting documents of teacher applicants in compliance with the required standards for admission, preparation of the list of applicants and administering of QEALIS.
- c. Evaluate the list of qualified teacher applicants for hiring and deployment.
- d. Submit the physical and financial accomplishment report n master list of asatidz employed in their division to the RO through the DACs.
- e. Conduct regular orientation and training for asatidz, and
- f. Ensure that schools implementing the curriculum have fully complied with all existing DepEd policies.

2. School Heads in Schoos Already Implementing MEP

A. School Leadership and Management

1. Ensure the implementation of the Madrasah curriculum through the organization of ALIVE classes and that each ALIVE class has an adequate number of Muslim learners. (Minimum of 15 Muslim learners per class)
2. Ensure the availability of classroom and prepare the schedules to maximize the allotted time for ALIVE classes.
3. Supervise the asatidz and monitor the preparation of Detailed lesson Plan (DLP) or Daily Lesson Log (DLL) and assessment to ensure that all competencies in the ALIVE Curriculum are taught.
4. Conduct class observation instructional supervision and provide technical assistance to ALIVE teachers with the master teacher.
5. Include ALIVE teachers in the regular in-service training sessions to equip them with teaching strategies, preparations, and development of the instructional materials, writing of test questions, and other related activities to strengthen the implementation of MEP and promote ALIVE as a regular program with internal and external partner.



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B. Support System Management

1. Provide technical assistance to asatidz and ensure that monthly honoraria and allowance are received in accordance with the usual government accounting and auditing rules and regulations.
2. Ensure that: a. ALIVE and other programs are included in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) and MEP is included in the Annual School Calendar inclusion activities unique to the program such as Musabaqah, Eid'1 Fitr and Ei'd'1 Adha;

C. Advocacy and Partnership Management

1. Strengthen partnerships with organization and local communities in the implementation of MEP.
2. Include the MEP in the advocacy and social mobilization activities such as symposia, barangay assembly meetings and dialogues, broadcast media, distribution of advocacy materials to increase awareness and participation of the various stakeholders and
3. Submit a report to the Schools Division Office (SDO) of their advocacy and partnership activities for monitoring, documentation for possible basis for best practices in MEP Implementation.

3. School Heads Not Yet Implementing MEP But School is within or near a Muslim Community

1. Conduct mapping of Muslim learners in the community.
2. Needs Analysis using forms 1.a and 1.b.
3. Submit forms 1.a and 1.b to the division office through the district office.
4. Spearhead the conduct needed preparatory activities in school while waiting for the approval of request to implement MEP.
5. Implement the MEP in the school based on policy guidelines upon receipt of approval of request to implement from the central office through the regional and division offices.

4. Roles and Responsibilities of Asatidz

1. Asatidz must pass the QEALIS and complete the LEaP to handle ALIVE classes.
2. Asatidz under Contract of Service (COS) are required to render at least 20 hours per week inclusive of the instructional preparations. However, they could render beyond 20 hours, in the exigency of service.
3. Asatidz with permanent positions handle ALIVE classes and may teach additional K to 12 subjects depending on the need of the schools where the teachers are deployed.
4. Asatidz will participate in all other school learning activities. Their involvement in school is not limited to the ALIVE Program





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Enclosure 3 to SDO Memo No. 372 2023- Organization of Classes and Time Allotment

A. Organization of Classes

1. ALIVE Classes for grades 1-VI is initially organized with 15 to 40 Muslim Learners.
2. For schools with less than 15 Muslim learners, they could do collaboration with the nearest school offering ALIVE Program within the district or division through the division ALIVE Coordinator.
3. To start an ALIVE class, the following facilities are needed- a. classroom/ learning space for ALIVE; b. water supply and c. prayer room.
4. Prospective asatidz are trained in the ALIVE program.
5. Presence of learning resources on ALIVE.

B. Time Allotment

1. **For Kindergarten Madrasah** the curriculum integrates Islamic values and Arabic Language in the Kindergarten Curriculum.
2. **ALIVE for Grades 1-6 for Arabic Language** it is taught thrice a week for 40 minutes, while Islamic Values Education is taught twice a week for 40 minutes.



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Enclosure 5 to SDO Memo 372 s. 2023- Form 1.a & 1.b for ALIVE

ALIVE Form 1.a – Profile of Prospective ALIVE Implementing School
PROFILE PROSPECTIVE ALIVE IMPLEMENTING SCHOOL
 School Year _____

School: _____
 Division: _____

District: _____
 Region: _____

a. Learners Profile

Grade	No. of Learners	No. of Learners who can speak Arabic	No. of Learners who can read Arabic	No. of Learners who can write Arabic
I				
II				
III				
IV				
V				
VI				
TOTAL				

ALIVE Form 1.b – Profile of Prospective ALIVE Implementing School

b. Facilities Available for use in the ALIVE Program

No. of Buildings	No. of Classrooms	No. of Desks	No. of Chalkboards	No. of toilets		No. of multi-purpose buildings
				With water supply	Without water supply	



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Enclosure 5 to SDO Memo 372 s. 2023- Refined Elementary Curriculum for Public Schools

Learning Areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Frequency
English	90	90	90	60	60	60	Daily
Filipino	70	70	70	60	60	60	Daily
Science and Health			40	60	60	60	Daily
Mathematics	70	70	70	60	50	50	Daily
Makabayan Sibika at Kultura/ Aral pan.	60	60	60	40	40	40	Daily
EPP				40	40	40	Daily
MSEP	Integrated in Sibika at Kultura			40	40	40	Daily
EsP	30	30	30	20	20	20	Daily
Arabic Language	40	40	40	40	40	40	3 a week
Islamic Values Education	40	40	40	40	40	40	2 a week
Total	360	360	400	420	420	420	



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