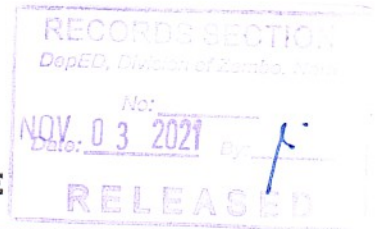





Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



Division Memorandum

No. 518, s. 2021

TO : Public Schools District Supervisors/PICDs
School Principals/Heads of Public Elementary Schools
Cluster MEP/ALS-ALIVE Heads
District ALS/MEP Coordinators
ALS-ALIVE and MEP Teachers
All Other Concerned

FROM :  **MA. LIZA R. TABILON, EdD, CESO V**
Schools Division Superintendent

SUBJECT : **CREATION OF THE DIVISION, DISTRICT AND SCHOOL
MADRASAH EDUCATION PROGRAM TASK FORCE (MTF)**

DATE : October 14, 2021

1. In Accordance with the 1987 Philippine Constitution, and in support to Republic Act (RA) 10533, or the **Enhanced Basic Education Act of 2013**, which provides the need to establish, maintain and support an integrated system of quality education that adopts basic education as “learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities” and also recognizes the purpose and aspirations of Muslim pupils, Out-of School children, youth and adults for their personal development and participation in national development, this division implements the Madrasah Education Program (MEP).
2. The program emphasizes on the teaching of Arabic Language and Islamic Values not not pertaining to religious instruction and is open to all Muslim and non-Muslim learners of the basic education in the MEP Implementing schools. It aims to develop their level of understanding and tolerance for a more peaceful community.
3. A strengthened and expanded Madrasah Education Program is identified as one of the major enhancements of the Curriculum Implementation Division (CID) of this division. In order to provide a coordinated leadership of MEP and to ensure the continuity in the delivery of inclusive, quality, accessible, relevant, and liberating learning opportunities to learners, the **MADRASAH EDUCATION PROGRAM**





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TASK FORCE (MTF) is hereby created for the division, district and school levels. The teams will act as focal point for the monitoring, supervision, coordination, and integration of the range of MEP activities, in their respective areas of responsibilities.

4. The MEPTF is directed to work closely with the Curriculum Implementation Division Chief and Division MEP Focal person to ensure constant and systematic coordination with all the MEP Implementing districts in the division. Public School District Supervisors and Principals In-Charge of the Districts shall provide technical and administrative services for the operation of the District MEPTF in their districts.
5. The teams shall use the Monitoring Checklist and M & E Tools designed for MEP (refer to Enclosures 1, 2 & 3) in conducting their monitoring and supervision for submission to the Division MEP Focal Person for consolidation and policy recommendations.
6. Traveling, per diems and incidental Expenses of the teams relative to the conduct of their roles and responsibilities shall be charged against **Division MEP PSF/GAS-CID** for the division personnel while for cluster MEP heads, PSDSs, PICDs, District MEP Coordinators, School heads and ALIVE teachers shall be charged on **Division MEP PSF/School MOOE** subject to the usual government accounting and auditing rules and procedures. *(Please refer to the attached Core Roles, Functions & Responsibilities of MEMT)*
7. The teams are to perform other tasks as may be delegated by the higher authorities with expenses chargeable to the Division MEP PSF provided that incurred expenditure shall not jeopardize with the intended/expected budget for the mandatory MEP activities. It is expected that these delegated tasks are indicated in their Monthly Supervisory Plan and Accomplishment report to be submitted to the Division MEP Focal.
8. The teams shall be under the direct supervision of the **Division MEP Task Force**.
9. For more information and inquires, all concerned may contact Yusoph A. Dauh, EPS II-ALS / Division MEP Focal Person on Mobile Number 09355134291 or through email address: yusoph.dauh001@deped.gov.ph.
10. For widest dissemination and compliance.

YAD/Creation of MEP/ALIVE in ALS Monitoring Team/CID-MEP/DM003-2021/101421





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**CORE ROLES, FUNCTIONS AND RESPONSIBILITIES OF MADRASAH EDUCATION
PROGRAM TASK FORCE (MTF)**

RATIONALE

In any organization, the teachers and members form as a team for a definite purpose towards a common goal, and which will ultimately generate successful and productive outcomes.

The Madrasah Education Program (MEP) is working for an authentic and a genuine Islamic-friendly curriculum that will develop its pupils/students to be more compassionate and open-minded citizens in dealing with the challenges of life. The program emphasizes the teaching of Arabic Language and Islamic Values but not pertaining to religious instruction only and is open to all Muslim learners and non-Muslims who are involved in the basic education. It aims to develop their level of understanding and tolerance for a more peaceful community in the future.

A **Madrasah Education Program Task Force (MTF)** is organized to manage all the activities to be undertaken. This collegial group composed of DepEd Officials and other stakeholders are tasked with specific roles/functions to guarantee the successful implementation of the program.

MADRASAH EDUCATION PROGRAM TASK FORCE (MTF)

Division MEP Task Force (DMTF)

- Assistant Schools Superintendent Incharge of the Curriculum
- CID Chief
- Division ALS Focal
- Division MEP Focal
- Division Planning Officer
- ALIVE Representative

District MEP Task Force (DsMTF)

- Public Schools District Supervisor
- Cluster MEP Head
- District MEP Coordinator
- ALIVE Representative

School MEP Task Force (SMTF)

- School Head
- School ALIVE Coordinator/Master Teacher
- ALIVE Representative





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The Division MEP Task Force is responsible for:

- conducting of instructional supervision and monitoring on the overall implementation of Madrasah Education Program (MEP) every quarter of the school year.

The District MEP Task Force is responsible for:

- conducting of monitoring supervision on the advocacy activities and dissemination information of the MEP implementing schools to stakeholders regarding the details of the program in the district;
- working with the Public Schools District Supervisors, Principal In-Charge of the District, Cluster MEP heads and District MEP coordinators on the conduct of monitoring of MEP implementing schools using the contextualized Monitoring Checklist for implementation of the program every month of the school year;
- facilitating the conduct of orientation, training, writeshop, launching of division-based programs, release of honoraria and procurement of relevant instructional materials in the district;
- providing technical assistance to all concerned in the conduct of school operation and needs assessment in the identified areas where MEP is feasible;
- recommending for approval in the opening of ALIVE classes and hiring of qualified teachers & Asatidz and in assisting the organization of MEP classes in the implementing schools in the district;
- leading the development of strategies in engaging and maintaining partnerships with local and external stakeholders to support continuous improvement of MEP implementation in the district;
- Ensuring the tagging of ALIVE learners' data in the LIS/EBEIS per MEP implementing schools in the district.

The School MEP Task Force is responsible for:

- ensuring the implementation of MEP Curriculum through the organization of ALIVE classes, and that each MEP class has an adequate number of Muslim learners;
- ensuring the availability of classrooms and prepare the schedules to maximize the allotted time for MEP classes;
- supervising the MEP teachers and monitor the preparation of Weekly Home Learning Plan (WHLP) and Learning Activity Sheets (LAS);
- conducting class observation, instructional supervision and provide technical assistance to MEP teachers with the Master Teacher using the MEP Monitoring Checklist every week of the month;
- including MEP Teachers in the regular INSET/LAC sessions to equip them with teaching strategies, preparation and development of instructional materials, writing of test questions, and other related activities to strengthen the implementation of MEP;
- including Regular and COS MEP teachers expenses in support to eligible activities classified under MOOE;





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- strengthening partnerships with organizations and local communities in the implementation of MEP;
- ensuring MEP are included in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP);
- including 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;
- ensuring that the tagging of ALIVE learner's data in the LIS and EBEIS is done by the concerned teacher, School Planning Officer or School IT;
- adopting mechanisms for the promotion and selection of honor pupils/students, recognizing best performers, and integrating MEP co-curricular activities in the school calendar;

MONITORING & EVALUATION

The Division Office shall monitor and supervise the implementation of the program in consideration of their functions, roles and responsibilities.

The Curriculum Implementation Division (CID) through the Division ALS Focal and Division MEP Focal undertake the progress relative to the implementation of the monitoring teams in the cluster-districts, district and school levels. They shall supervise the personnel involved in the implementation.





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Enclosure 1

**MONITORING CHECKLIST FOR MADRASAH EDUCATION PROGRAM (MEP)
IMPLEMENTING SCHOOL**

District: _____
School: _____

Date of Submission: _____
School ID: _____

ALIVE Grade Level	No. of Muslim Pupils enrolled in MEP SY:			No. of Muslim Pupils tagged in the LIS/EBEIS SY:		
	Male	Female	Total	Male	Female	Total

Directions: Kindly tick (✓) your answer (YES/NO) as to how evident the following areas are during the MEP Monitoring.

AREAS TO BE MONITORED	MOVs	YES	NO	REMARKS
I. Curriculum Implementation and Compliance				
1. Refined Elementary Madrasah Curriculum (REMC) is being followed properly.	REMC/Class schedule/ Learner's output/portfolio			
2. Learning Competencies from the REMC are utilized for MELCs/LAS/ Worksheets.	MEP WLAS/Worksheets/REMC			
3. Arabic Language modules and Islamic Values Education modules are distributed twice a week per month.	Distribution & Retrieval Forms/pictorials/Attendance/ Pictorials			
4. Ensured the implementation of MEP Curriculum through the organization of ALIVE classes, and that each ALIVE class has an adequate number of Muslim learners.	Updated MEP Enrolment per grade level/ Accomplishment Report/Pictorials			

N-avigating
O-pportunities to
R-eengineer for
T-ransformation &
E-mpowerment



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II. School Leadership and Management				
1. Ensured the availability of classrooms and prepare the schedules to maximize the allotted time for ALIVE classes.	Classroom schedule/Teacher loading/Pictorials			
2. Supervised the MEP teachers and monitor the preparation of Weekly Home Learning Plan (WHLP) and Learning Activity Sheets (LAS)	Weekly Home Learning Plan (WHLP)/Weekly Learning Activity Sheets (WLAS)/ REMC/ /Pictorials			
3. Conducted class observation, instructional supervision and provide TA to MEP teachers with the Master Teacher.	COT-RPMS/Result of Post-Conference/ Printed-Out DLLP/DLP /Pictorials			
4. Included MEP Teachers in the regular INSET/LAC sessions to equip them with teaching strategies, preparation and development of instructional materials, writing of test questions, and other related activities to strengthen the implementation of MEP.	Accomplishment Report /AIP/SIP/ Narrative Reports/ Documentation of INSET/LAC sessions/Pictorials			
5. Included Regular and COS MEP teachers expenses in support to eligible activities classified under MOOE.	MOOE Liquidation Report/ Inventory of Supplies & Materials/ AIP/SIP Pictorials			
6. Promoted MEP as a regular school program with internal and external partners.	PTA General Assembly/AIP/SIP/ /Pictorials			
III. Support System Management				
1. Provided Technical Assistance to Contract of Service MEP teachers	DTRs/Form 7/Monthly Accomplishment Report/Pictorials			
2. Ensured that monthly honoraria and allowances are received in accordance with the usual government accounting and auditing rules and regulations.	Form 7/Monthly Accomplishment Reports/Pictorials			
3. Ensured that MEP are included in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP)	SIP/AIP/Monitoring Plans/School Annual School Calendar/ /Pictorials			
4. Ensured MEP are included in the annual school calendar, including activities unique to the program	SIP/AIP/Monitoring Plans/School Annual School Calendar/Monthly			





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such as MUSABAQA, Eid'l Fitr and Edi'l Adha Festivals.	Accomplishment Reports/Pictorials			
IV. Advocacy and Partnership Management				
1. Strengthen partnerships with organizations and local communities in the implementation of MEP.	Letter of Invitations/Minutes of Meeting/ Attendance/Pictorials			
2. Included 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.	Letter of Invitations/Minutes of Meeting/ Attendance/Advocacy materials/SIP/Pictorials			
3. Submitted report to the SDO the advocacy and partnership management activities for monitoring, documentation for possible basis for best practices in MEP implementation.	M&E Tools/Narrative Report of Best Practices/ Pictorials			
4. Oriented stakeholders on the different & division initiated programs (LEAP, eMOA & ACT) under MEP	Minutes of Meeting/ Attendance/Advocacy materials /Pictorials			
V. Data Management				
1. Ensured that the tagging of ALIVE learner's data in the LIS is done by the concerned teacher, School Planning Officer or School IT.	LIS & EBEIS Tagging of ALIVE learners/LIS Forms/Screenshots LIS/EBEIS Dashboard			
2. Ensured that the learners and teacher's data in the EBEIS is done by the concerned teacher, School Planning Officer or School IT.				
3. Ensured that the MEP teacher and the class adviser of the ALIVE learners are tagged in the LIS.				
4. Kept an updated list of COS MEP teacher/s subsidized by DepEd.	List of COS MEP teachers Report			
VI. Monitoring & Evaluation				
Ensured that the policy is implemented particularly on the provision of:				
1. MEP teachers	SIP/AIP/Narrative Report of Best Practices/Monitoring Tool/Monthly Accomplishment Report/Pictorials			
2. Learning materials				
3. School facilities				
4. MEP Class Programming				





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AREAS	Total Score per Area	Descriptive Rating Range			
		Not Evident (NE)	Least Evident (LE)	Moderately Evident (ME)	Highly Evident (HE)
I. Curriculum Implementation Compliance	4	1	2	3	4
II. School Leadership & Management	6	1	2-3	4-5	6
III. Support System Management	4	1	2	3	4
IV. Advocacy & Partnership Management	4	1	2	3	4
V. Data Management	4	1	2	3	4
VI. Monitoring & Evaluation	4	1	2	3	4

AREAS	Sub-Total score	Descriptive Rating
I. Curriculum Implementation Compliance		
II. School Leadership & Management		
III. Support System Management		
IV. Advocacy & Partnership Management		
V. Data Management		
VI. Monitoring & Evaluation		
TOTAL SCORE		

This certifies that the monitoring and evaluation results have been discussed with us. We understand that our signatures do not necessarily indicate agreement, but acknowledges receipt of the report, and that we may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned monitoring official within 10 working days of date noted below.

School Head:

Signature over printed name

Date

Master/Senior Teacher:

Signature over printed name

Date

School IT:

Signature over printed name

Date

Monitoring Official:

Signature over printed name

Position

YAD/MEP Monitoring Checklist on Modular Learning Delivery Instruction /101821

N-avigating
O-pportunities to
R-eengineer for
T-ransformation &
E-mpowerment



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Enclosure 2

**MADRASAH EDUCATION PROGRAM (MEP) DISTRICT
MONITORING AND EVALUATION TOOL**

District: _____
PSDS/PICD: _____

Date of Submission: _____

Name of School	Total No. of Muslim Pupils enrolled in MEP SY:			Total No. of Muslim Pupils tagged in the LIS/EBEIS SY:		
	Male	Female	Total	Male	Female	Total

Total No. of Regular MEP Teachers in the district	Total No. of Muslim Classroom Adviser teaching MEP subjects in the district	Total No. of Contractual MEP Teachers subsidized by LGU/BLGU/NGOs	Total No. of Contractual MEP nationally paid by DepEd

Total No. of schools with Muslim learners in the District	Total No. of Schools that did not implement the MEP with Muslim learners (State reason/justification for non-implementation)	Total No. of schools that implemented Madrasah Education Program (MEP) in the district	Total No. of MEP Schools Monitored and Evaluated/Observed in the district

N-avigating
O-pportunities to
R-eengineer for
T-ransformation &
E-mpowerment



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AREAS NOT EVIDENT (NE)/LESS EVIDENT (LE) <i>To be filled-up by the Monitor</i>	ACTIONS TO BE TAKEN <i>To be filled-up at the Post-Conference by District MEP Tasks Force with the MEP Implementing School head</i>	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: <i>Indicate whether actions to be taken are <u>implemented</u> or <u>not implemented</u> in the next monitoring</i>

SUMMARY OF RESULTS

Write the total number of checks per area of the MEP schools monitored and identify those are Not Evident (NE) and Least Evident (LE) which merit actions to be taken.

LEGEND: **HE** (Highly Evident), 95%-100% of the total number of schools complied
ME (Moderately Evident), 50%-94% of the total number of schools complied
LE (Least Evident), less than 50% of the total number of schools complied
NE (Not Evident), the area is not applicable / it is not possible to comply

AREAS	Total Score per Area	Descriptive Rating Range			
		Not Evident	Least Evident	Moderately Evident	Highly Evident
I. Curriculum Implementation Compliance	4	1	2	3	4
II. School Leadership & Management	6	1	2-3	4-5	6
III. Support System Management	4	1	2	3	4
IV. Advocacy & Partnership Management	4	1	2	3	4
V. Data Management	4	1	2	3	4
VI. Monitoring & Evaluation	4	1	2	3	4

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O-pportunities to
R-eengineer for
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NAME OF SCHOOLS MONITORED	Total score	Descriptive Rating

Monitoring Official: _____
Signature over printed name Position

NOTED:

YUSOPH A. DAUH
EPS II-ALS / Division MEP Focal

NOTED:

LILIA E. ABELLO, EdD
Chief- CID

YAD/MEP Monitoring Checklist on Modular Learning Delivery Instruction /101821

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Enclosure 3

**MADRASAH EDUCATION PROGRAM (MEP) DIVISION
MONITORING AND EVALUATION TOOL**

District: _____
PSDS/PICD: _____

Date of Submission: _____

Total No. of District	Total No. of Muslim Pupils enrolled in MEP SY: _____			Total No. of Muslim Pupils tagged in the LIS/EBEIS SY: _____		
	Male	Female	Total	Male	Female	Total

Total No. of districts with Muslim learners based on EBEIS Ethnicity	Total No. of Districts that did not implement MEP with Muslim learners (State reason/justification for non-implementation)	Total No. of districts that implemented Madrasah Education Program (MEP)	Total No. of MEP Implementing Districts Monitored and Evaluated/Observed

Total No. of Regular MEP Teachers in the implementing districts	Total No. of Muslim Classroom Adviser teaching MEP subjects in the implementing districts	Total No. of Contractual MEP Teachers subsidized by LGU/BLGU/NGOs	Total No. of Contractual MEP nationally paid by DepEd





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AREAS NOT EVIDENT (NE)/LESS EVIDENT (LE) <i>To be filled-up by the Monitor</i>	ACTIONS TO BE TAKEN <i>To be filled-up at the Post-Conference by District MEP Tasks Force with the MEP Implementing School head</i>	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: <i>Indicate whether actions to be taken are <u>implemented</u> or <u>not implemented</u> in the next monitoring</i>

SUMMARY OF RESULTS

Write the total number of checks per area of the MEP districts monitored and identify those are Not Evident (NE) and Least Evident (LE) which merit actions to be taken.

LEGEND: **HE** (Highly Evident), 95%-100% of the total number of schools complied
 ME (Moderately Evident), 50%-94% of the total number of schools complied
 LE (Least Evident), less than 50% of the total number of schools complied
 NE (Not Evident), the area is not applicable / it is not possible to comply

AREAS	Total Score per Area	Descriptive Rating Range			
		Not Evident	Least Evident	Moderately Evident	Highly Evident
Curriculum Implementation Compliance	4	1	2	3	4
School Leadership & Management	6	1	2-3	4-5	6
Support System Management	4	1	2	3	4
Advocacy & Partnership Management	4	1	2	3	4
Data Management	4	1	2	3	4
Monitoring & Evaluation	4	1	2	3	4





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Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

NAME OF DISTRICTS MONITORED	Total score	Descriptive Rating

Monitoring Official: _____
Signature over printed name Position

NOTED:

LILIA E. ABELLO, EdD
Chief- CID

NOTED:

MA. LIZA R. TABILON, EdD, CESO V
Schools Division Superintendent

