



Republic of the Philippines  
**Department of Education**  
REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Office of the Schools Division Superintendent

RECORDS SECTION	
DepED, Division of Zambo. Norte	
No: 2024	By: [Signature]
Date: 01-27-2024	
RELEASED	

February 27, 2024

Division Memorandum  
No. 141, s. 2024

**DESIGNATION OF THE MADRASAH EDUCATION PROGRAM (MEP) TASK FORCE**

TO: Public Schools District Supervisors  
Principals In-Charge of the District  
Elementary and Secondary School Heads  
Cluster MEP Heads  
District MEP Coordinators  
All Others Concerned

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)**. A strengthened and expanded MEP is identified as one of the major enhancements of the **Curriculum Implementation Division (CID)** of this division.
2. 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 TASK FORCE (MTF)** is hereby created for the division, district and school levels.
3. The teams listed in Enclosure No. 1 of this Memorandum, shall act as focal point for the monitoring, supervision, coordination, and integration of the range of MEP activities, in their respective areas of responsibilities.
4. Enclosure No. 2 are the teams core roles, functions and responsibilities.
5. Widest dissemination of this memorandum is desired.

**ROY C. TUBALLA EMD, JD, CESO V**  
Schools Division Superintendent

Encl: As Stated  
Reference/s: RA 10533 & DO No. 41, s.2017  
YAD/Composition of MEP Task Force/CID-MEP/DM004-2024/02272024



Address: Capitol Drive, Estaka, Dipolog City 7100  
Email: [zn.division@deped.gov.ph](mailto:zn.division@deped.gov.ph)  
FB: DepEd Tayo- Schools Division of Zamboanga del Norte

Tel. No.: (065) 212- 5843  
Website: [www.depedzn.net](http://www.depedzn.net)



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Enclosure 1 to Division Memorandum No. 141 s. 2024

**ZAMBOANGA DEL NORTE MADRASAH EDUCATION PROGRAM  
TASK FORCE (MEPTF)**

Name	Designation	Station/District
<b>DR. LEYNIE BOY G. BELLINO</b>	Division IE Focal	SDO-ZN ALS Office
<b>YUSOPH A. DAUH</b>	EPS II-ALS/DMF	SDO-ALS/Salug I District
<b>DR. LECITA F. TUBAL</b>	ADMF /Cluster 4 Head Supervisor	Salug I District Office
<b>DR. MA. THERESA M. IMEPRIAL</b>	Cluster 3 Head Supervisor	Sindangan Central District Office
<b>DR. MARY JEAN P. ACEDO</b>	Cluster 5 Head Supervisor	Labason District Office
<b>ARACELI TOMBOC</b>	Cluster 6 Head Supervisor	Siocon District Office
<b>ARIEL B. CRAMPATANTA</b>	CMH/ESP III	Sindangan Pilot DS, Sindangan Central
<b>EVRO NASIR M. MULOC</b>	CMH/ESHT IV	Mucas ES, Salug I
<b>JOHAYRE S. BESE</b>	CMH/ESHT II	San Isidro ES, Labason
<b>JAOLANA S. BICA</b>	CMH/ESHT III	Lakiki ES, Sibuco
<b>HALARON B. NABUA</b>	CAH/ALS-ALIVE Teacher	Siocon ALS District Office
<b>DURONG UTOALI</b>	DsMC/ESP I	Puliran ES, Sibuco District
<b>JANODI H. DAPII</b>	DsMC/DALSC	Sirawai ALS District Office
<b>UMBRA L. JUHARA</b>	DsMC/ESHT I	Maharadja Asim IS, Siocon
<b>HJA. MILAGROSA B. HADJAL</b>	DsMC/ESHT II	Nonoyan ES, Baliguian
<b>DR. ARGIE ALCALA</b>	DsMC/ESP III	Kalawit ES, Kalawit
<b>MA. GRACELYN L. FOLGO</b>	DsMC/ESHT II	New Salvacion ES, Labason
<b>CESAR P. BORGONIA</b>	DsMC/ESHT II	Candelaria ES, Liloy II
<b>VICTOR C. GAMIL</b>	DsMC/ESHT II	Sta. Cruz ES, Liloy I
<b>CERAD C. BANGGOT</b>	DsMC/ESP I	Banuangan ES, Godod
<b>SEJOR B. TAMALA</b>	DsMC/ESHT II	Lanawan ES, Salug I
<b>NEMIA E. PILADAS</b>	DsMC/ESP II	Caracol ES, Salug II
<b>RHAMAWIA H. YUSOP</b>	DsMC/ESHT III	Palandok ES, Bacungan
<b>MINDALYN M. ARIP</b>	DsMC/T III	Sindangan PDS, Sindangan Central



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Enclosure 2 to Division Memorandum No. 141 s. 2024

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

**I- 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 (MEPTF)** 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.

**II- SCOPE**

This division memorandum specifies the composition, core roles, functions and responsibilities of Division Madrasah Education Program Task Force. The team are to provide a coordinated leadership and to ensure the continuity in the delivery of inclusive, quality, accessible, relevant, and liberating learning opportunities to muslim and non-muslim learners enrolled in the program.

**III- DEFINITION OF TERMS**

For purposes of this memorandum, the following terms are defined as follows:

- a. **AIP** refers to Annual Implementation Plan. It is a plan of projects that would only attain on a year.
- b. **ALIVE** refers to Arabic Language and Islamic Values Education. It 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.
- c. **ADMF** refers to Alternate Division MEP Focal Person.





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- d. **Asaatidz** 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.
  - e. **COS MEP Teacher** refers to contract in service ustadz or ustadza who handled ALIVE classes.
  - f. **COT** refers to Class Observation Tool. It is a tool or template use to observe the teachers.
  - g. **CMH** refers to Cluster MEP Head.
  - h. **DISLAC** refers to District Learning Action Cell. It is conducted for the training of all teachers in the district.
  - i. **DLP** refers to Daily Lesson Plans. It is the lessons taught daily.
  - j. **DMF** refers to Division MEP Focal Person.
  - k. **EBEIS** refers to Enhanced Basic Education Information System. It is a web-based system and maintains a database of education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers.
  - l. **INSET** refers to In Service Training. It is the periodic training usually conducted during off season of classes.
  - m. **LAC** refers to Learning Action Cell. It is for the training of teachers conducted during Fridays.
  - n. **LIS** refer to Learner Information System. It is an online facility that provides for the registration of learners enrolled in schools.
  - o. **Madaaris** is the plural form of the Arabic word “madrasah” which means school.
  - p. **MEP Coordinator** refers to School Head and Teacher who are designated as coordinators at cluster districts, district, and school levels to oversee the MEP implementation.
  - q. **MEP** refers to Madrasah Education Program. It is a comprehensive program in public and private schools that aims to provide appropriate and relevant educational opportunities within the context of Muslim culture, customs, traditions, and interests through the integration of the ALIVE in the basic education curriculum.
  - r. **MEP Teacher** refer to Regular and Contractual teacher who handled ALIVE classes.
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- s. **MOOE** refers to Maintenance and Other Operating Expenses or the money downloaded use for the supplemental budget of the school.
- t. **PPMP** refers to Project Procurement and Management Plan. It is an allocation of budget that utilize in the completion of a certain project.
- u. **PTA** refers to Parents Teachers Association. It is a group exclusive for parents and teachers in the school.
- v. **Regular MEP Teacher** refers to permanent position in Deped who handled ALIVE classes.
- w. **REMC** refers to Refined Elementary Madrasah Curriculum. A curriculum developed and implemented specifically for ALIVE classes in public elementary school
- x. **RPMS** refers to Result Based Performance Management System. It is a weighted adjectival and numerical performance rating of the teachers.
- y. **SIP** refers to School Improvement Plan. It is a school programs & projects that is to be engaged on a certain time and duration.
- z. **TA** refers to Technical Assistance. It is a technical assistance given by the school heads to the teachers.

#### **IV- COMPOSITION OF MADRASAH EDUCATION PROGRAM TASK FORCE**

##### ***Division MEP Task Force (DMTF)***

- Division Inclusive Program Focal
- Division MEP Focal
- Division Planning Officer
- Cluster Head Supervisor
- Cluster MEP Head

##### ***District MEP Task Force (DsMTF)***

- Public Schools District Supervisor
- District MEP Coordinator
- MEP Implementing School Head
- ALIVE Representative

##### ***School MEP Task Force (SMTF)***

- MEP Implementing School Head
- School MEP Coordinator
- Master Teacher
- ALIVE Representative



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**V- CORE ROLES, FUNCTIONS AND RESPONSIBILITIES**

***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



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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;
- 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;

***Other functions and accountabilities:***

- The program emphasizes on the teaching of Arabic Language and Islamic Values 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.
- The Madrasah Education Program Task Force (MEPTF) is directed to work closely with the Division Inclusive Education Focal 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.
- The teams shall use the Monitoring Checklist and M & E Tools (*on a separate memorandum*) designed for MEP in conducting their monitoring and supervision for submission to the Division MEP Focal Person for consolidation and policy recommendations.
- If the designated teams are occupying a school head or a regular item position, their roles and responsibilities will be reflected on their **OPCRF/IPCRF as SPECIAL TASK**. The teams shall be under the direct supervision of the Division MEP Focal Person.
- The PSDS shall release a Designation order for the identified School MEP Coordinator duly recommended and endorsed by their school heads.



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## VI- CLUSTERING OF DISTRICTS

For an efficient MEP program implementation and considering the geographical location, distance and number of MEP teachers of the 13 MEP Implementing districts, the clusters MEP districts shall be identified as follows:

**Cluster MEP A-** Sindangan Central, Bacungan and Salug II districts

**Cluster MEP B-** Salug I, Liloy I, Liloy II and Godod districts

**Cluster MEP C-** Labason, Kalawit, Gotalac I and Gotalac II districts

**Cluster MEP D-** Baliguian, Siocon, Sirawai and Sibuco districts

## VII- CHARGED OF FUNDS FOR MEPTF

The teams are to perform other tasks as may be delegated by the higher authorities with expenses chargeable to the **Division Local Funds/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 Person.

Accommodations, Daily Travel Expenses (DTE) and incidental Expenses of the Division personnel, PSDSs, Cluster MEP Heads and ALS teachers relative to the conduct of their roles and responsibilities shall be charged against **Division Local Funds/MEP PSF** while for select school heads and teachers shall be charged on **School MOOE/LSF** subject to the usual government accounting and auditing rules and procedures.

## VIII- 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 Inclusive Education Focal Person 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.

YAD/Composition of MEP Task Force/CID-MEP/DM004-2024/02272024