



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CEBU PROVINCE
IPHO, Sudlon, Lahug, Cebu City



October 6, 2017

Division Memorandum
No. 659 s. 2017

**POLICY GUIDELEINES ON MADRASAH EDUCATION IN THE
K TO 12 BASIC EDUCATION PROGRAM**

To: Assistant Superintendents
CID and SGOD Chiefs
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary and Secondary School Heads

1. Attached is Regional Memorandum No. 0672 dated September 27, 2017 re: Policy Guidelines on Madrasah Education in the K to 12 Basic Education for the information for the guidance of all concern.
2. For details, read attached Regional Memorandum. and DepEd Order No. 41, s. 2017 dated August 11, 2017.
4. Immediate dissemination of this Memorandum is desired.


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REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



SEP 27 2017

REGIONAL MEMORANDUM
NO. 0672, s. 2017

**POLICY GUIDELINES ON MADRASAH EDUCATION IN THE K TO 12 BASIC
EDUCATION PROGRAM**

To: **Schools Division Superintendents**
All Others Concerned

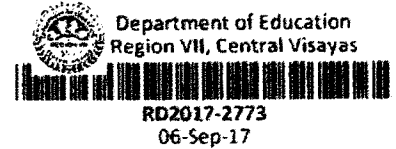
1. Pursuant to the 1987 Philippine Constitution and Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) issues the enclosed Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program.
2. The Program aims to:
 - a. provide Muslim learners with appropriate and relevant educational opportunities while recognizing their cultural context and unique purposes for participating in the Program offerings;
 - b. integrate content and competencies which are relevant and of interest to Muslim learners.
3. For further details, see enclosed DepEd Order No. 41, s. 2017.
4. Immediate dissemination of and compliance with this Memorandum is directed.

JULIET A. JERUTA
Director III
OIC- Regional Director

JAJ/EBE/m³

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“ ESA 2015: Karapatan ng Lahat, Pananagutan ng Lahat ”



Republic of the Philippines
Department of Education

11 AUG 2017

DepEd ORDER
No. 41, s. 2017

**POLICY GUIDELINES ON MADRASAH EDUCATION
IN THE K TO 12 BASIC EDUCATION PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. Pursuant to the 1987 Philippine Constitution and Republic Act No. 10533, otherwise known as the *Enhanced Basic Education Act of 2013*, the Department of Education (DepEd) issues the enclosed **Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program**.
2. The Program aims to:
 - a. provide Muslim learners with appropriate and relevant educational opportunities while recognizing their cultural context and unique purposes for participating in the Program offerings; and
 - b. integrate content and competencies which are relevant and of interest to Muslim learners.
3. This policy seeks to harmonize existing DepEd issuances on Muslim education, with new provisions for more effective and efficient program development, implementation and evaluation. Moreover, this shall also serve as the basis for the development of the Manual of Operations for the Governance and Administration of the Madrasah Education Program (MEP).
4. These policy guidelines will remain in force and in effect for the duration of the program, unless otherwise repealed, amended, or rescinded. All existing DepEd Orders and related issuances which are inconsistent with this Order are rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

I. RATIONALE

1. Pursuant to the 1987 Philippine Constitution, and Republic Act (RA) 10533, or the *Enhanced Basic Education Act of 2013*, basic education shall be made "learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools, and communities." It shall also recognize the purposes and aspirations of learners for their personal development and participation in national development.
2. In accordance with Presidential Decree (PD) 1083, or the *Code of Muslim Personal Laws of the Philippines*, which provides that "the State shall consider the customs, traditions, beliefs and interests of national cultural communities in the formulation and implementation of state policies," and in support of RA 6734, *An Act Providing for an Organic Act for the Autonomous Region in Muslim Mindanao*, which provides the need to establish, maintain and support a complete and integrated system of quality education and adopt an educational framework that is meaningful, relevant and responsive to the needs, ideals and aspirations of the people in the region," and of the *1996 Peace Agreement with the Moro National Liberation Front*, the Department implements the Madrasah Education Program (MEP).
3. The program aims to provide Muslim learners with appropriate and relevant educational opportunities while recognizing their cultural contexts and unique purposes for participating in the program offerings. It also aims to integrate content and competencies which are relevant and of interest to Muslim learners.
4. In order to continuously improve these programs and services for all learners, this policy seeks to harmonize existing DepEd issuances on Muslim education, with new provisions for more effective and efficient program development, implementation and evaluation. Additionally, this policy shall also serve as the basis for the contextualization of educational frameworks and the development of the manual of operations for the governance and administration of the MEP.

II. SCOPE

This DepEd Order (DO) specifies the programs of the Department of Education (DepEd) for Muslim learners in basic education. It covers standards and guidelines for the implementation of the Madrasah Education programs in both public and private madaris. This policy provides implementers and stakeholders with provisions on policy formulation and contextualization; operationalization of the curriculum support system; program management; and monitoring and evaluation that are unique to the implementation of the MEP.