

### COMMENTS AND SUGGESTIONS FROM THE REGIONS

REGIONS	DepEd Order re: Amendment to DepEd Order No. 51, s. 2004 (Standard Curriculum for Elementary Public Schools and Private Madaris)
I	<ul style="list-style-type: none"> <li>• Recommended its APPROVAL</li> </ul>
II	<ul style="list-style-type: none"> <li>• Recommended its APPROVAL</li> </ul>
III	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>• The curriculum is age appropriate, developmentally appropriate and culturally relevant.</li> <li>• The needs of the Muslim children are clearly addressed specifically in the study of Islamic Studies and Arabic Language.</li> </ul> <p>SUGGESTIONS:</p> <ul style="list-style-type: none"> <li>• An orientation is set before the implementation to aid all involved not only in understanding the curriculum but in the guidelines and implementation.</li> <li>• Trainings and seminars to be conducted to train Asatidz as most do not have enough pedagogical skills which are needed in the successful implementation of the said curriculum.</li> </ul>
IV-A	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>• Islamic Values Education is allotted 40 minutes per session twice a week while Arabic Language is also allotted 40 minutes per session three times a week. There is a deficit of 40 minutes allotted time for Islamic Values Education.</li> </ul> <p>SUGGESTION:</p> <ul style="list-style-type: none"> <li>• Considering the importance of Islamic Values Education and Arabic Language in Madrasah Education, it is suggested that both be given equal time per week.</li> </ul>
IV-B	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>• Paragraph 2, sentence no. 2 – since it is a general truth, would it be proper to say <b>This has</b> been monitored; sentence 2 and 3 are lengthy.</li> <li>• Paragraph 4, objective letter a – could objective <b>a</b> be accurately measured once the REMC is implemented?</li> <li>• Paragraph 4, objective letter b – how can objective <b>b</b> be measured as to the degree of accomplishment as well as objective <b>c</b>?</li> <li>• Paragraph 4, objective letter c – change <b>identify</b> to <b>identity</b>.</li> </ul> <p>SUGGESTIONS:</p> <ul style="list-style-type: none"> <li>• Copies of REMC be sent to every region, allocate funding for reproduction so that field people have clear directions in the implementation of the program.</li> <li>• Add another paragraph stating that <b>provisions in previous DepEd issuances inconsistent with this Order and its enclosures are hereby modified accordingly.</b></li> </ul>

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V	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>No problems with the REMC, except that the additional 40 minute-Arabic subject would mean an additional 40 minutes stay of elementary pupils and teachers in the school every day. This may not be possible to school holding emergency classes due to lack of classrooms.</li> </ul>
VI	<ul style="list-style-type: none"> <li>Ok for approval.</li> </ul>
VII	<p>SUGGESTIONS:</p> <ul style="list-style-type: none"> <li>Include a unified performance-based assessment of the Muslim pupils which will be included in their individual Progress report.</li> <li>Budget of work to be revised accordingly.</li> </ul>
VIII	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>Islamic Values Education is a duplication of EP. These 2 subjects should be taught as one so as not to over-burden the students and give them more time to reflect on the virtues and to facilitate a child-friendly curriculum.</li> <li>These 2 subjects should not be taught separately in order to bridge the gap between Christians and Muslims since over arching objective of this curriculum is to promote unconditional peace and harmony.</li> <li>Teachers who will be teaching this subject should be properly trained and well-versed so that s/he can unify the concept of UNITY OF FAITH, and would not create disadvantage to any of these 2 beliefs and that teachers must be versatile to promote oneness and openness between religious beliefs and orientations.</li> <li>The REMC should serve as a venue for understanding other beliefs by not restricting the focus of learning and confining to only one religious orientation in the context of Education for all.</li> </ul>
IX	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>Curriculum should suit the level of the learners especially on the Arabic Language.</li> </ul>
X	<p>COMMENTS:</p> <p>A. <i>Refined Elementary Curriculum for Public Schools</i></p> <ul style="list-style-type: none"> <li>Agrees on the time allotment which is 40 minutes, 3x a week for Arabic Language and 40 minutes, 2x a week for the Islamic Values Education.</li> <li>The refined curriculum addresses the situation in the field that Muslim students need more time to stay in the schools for the ALIVE classes with 60 minutes Arabic Language and 40 minutes Islamic Values Education. Hence, the refinement that lessens the time allotment is worth pursuing.</li> </ul>

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X	<p>COMMENTS:</p> <p><i>B. Refined Standard Madrasah Curriculum for Private Madaris</i></p> <ul style="list-style-type: none"> <li>• There was no negative reaction from the operators of Private Madaris since they implemented the Standard Madrasah Curriculum. Therefore, the idea of integrating the five core subjects as well as the identified Islamic Education is a welcome curriculum for the operators including the time allotment.</li> <li>• DepEd Order No. 51, s. 2004 was immediately implemented in the public schools while most of the Private Madaris implemented the curriculum just recently, in some of the regions in the country. In as much as there is no complaint from the Private School Operators regarding time allotment in Standard Madrasah Curriculum for Private Madaris, there is no need for the refinement of the curriculum.</li> <li>• DepEd Order No. 51, s. 2004 was implemented in 2005 but there was feedback from the field that ALIVE Program could hardly be accommodated due to the numerous activities in public schools. Therefore, decreasing the time allotment in the public school will make the program more acceptable and attractive to the Muslim pupils. However, the change in time allotment of ALIVE Program in public schools should not be automatically applied in the Private Madaris.</li> <li>• If Arabic Language is considered a mother tongue to Muslim Filipinos, SMC for Private Madaris should allot more time for Arabic Language compared to Filipino and English.</li> </ul>
XI	<p>COMMENTS:</p> <ul style="list-style-type: none"> <li>• The integration of ALIVE subjects in the BEC is one intervention that can increase the participation and completion rates.</li> <li>• It's a language doctrine conflict and language barriers.</li> <li>• The integration of ALIVE subjects in the BEC does not distract, shorten or affect the time allotment of the BEC subjects. However, time scheduling could be a problem during the three-day period for the ISAL. It's an additional burden for Muslim pupils receiving too much academic input/learning experiences in a day.</li> <li>• The daily time allotment of 490 minutes or eight (8) hours and 10 minutes is too long for pupils in Grade IV to VI to stay focused on their lessons.</li> </ul> <p>SUGGESTIONS:</p> <ul style="list-style-type: none"> <li>• Provision of qualified ALIVE teachers to handle ALIVE classes.</li> <li>• Strengthened the immersion of school heads to make them more knowledgeable on the REMC.</li> <li>• Provision of adequate and appropriate teaching aids and devices.</li> </ul>