



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**DIVISION OF BAGUIO CITY**  
#82 Military Cut-off Road, Baguio City



DIVISION MEMORANDUM

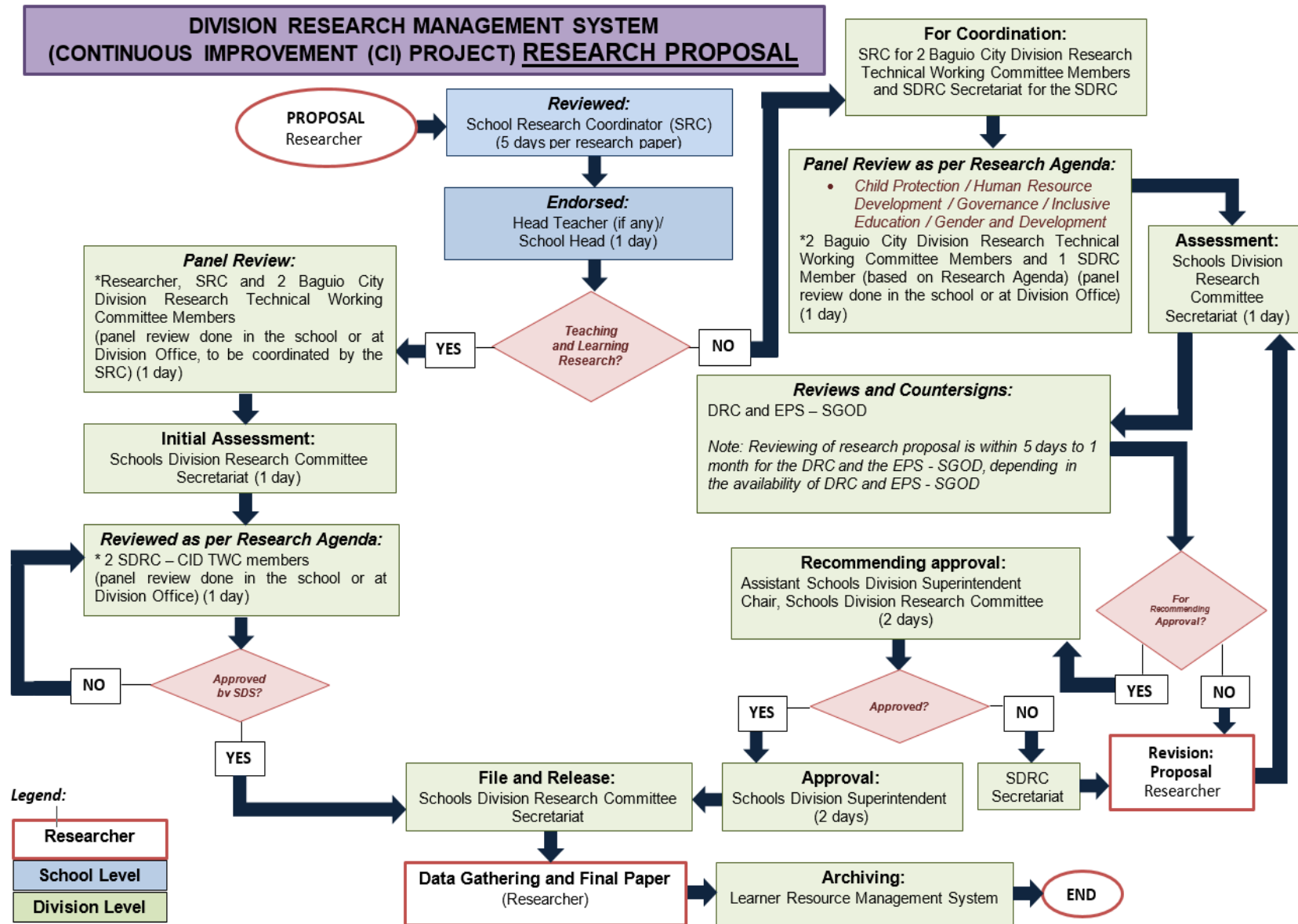
No. 254, s. 2019

**Research Management System as of July 2019**

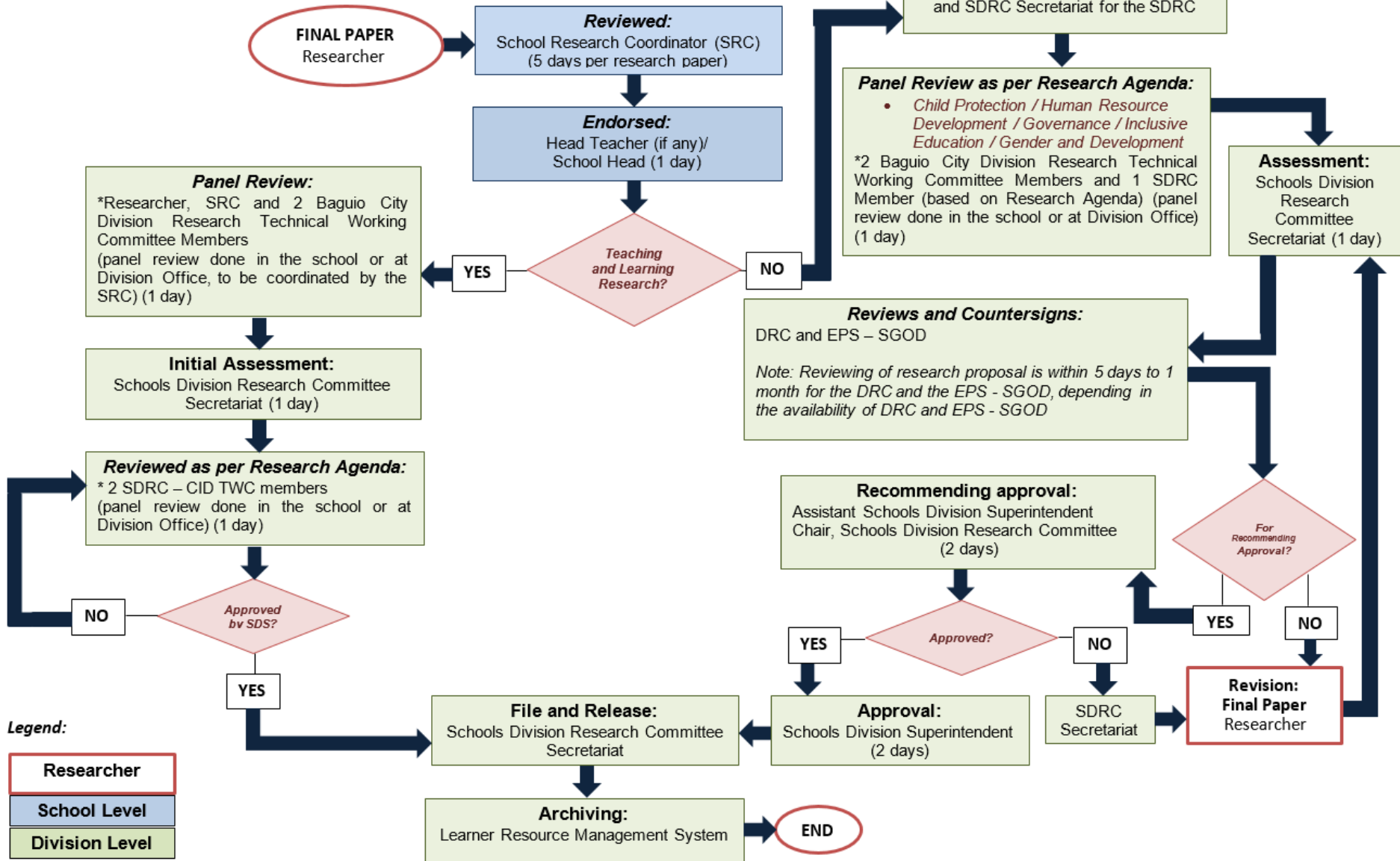
To : **All Public Schools District Supervisors**  
**Public School Heads**  
**School Research Coordinators**  
**Others Concerned**

1. In view of the continuous improvement of the research management in the Division, this Office through the Schools Division Research Committee (SDRC) informs the field for the updated research management system. This is to guide researchers on the research proposal and final paper processes (see Enclosure No. 1 of this Memorandum). The updated research management system shall be adopted across level of governance starting July 1, 2019 until further improvement.
2. Documentation of research proposal and final manuscript shall be as follows:
  - a) for Teaching and Learning researches, follow the template presented in Enclosure No. 2 of this Memorandum or available for download at <https://tinyurl.com/coverapprovalpageTL>; and
  - b) for Child Protection, Human Resource Development, Governance, Inclusive Education, and Gender and Development researches, follow the same template as per Division Memorandum No. 428, s. 2018, p.19-20 or available for download at <https://tinyurl.com/coverapprovalpage1>.
3. The field is thereby encouraged to anchor their research topics under the Basic Education Research Agenda (BERA) in compliance with DepEd Order No. 039, s. 2016 entitled "The Adoption of the Basic Education Research Agenda", refer to Enclosure No. 3 of this Memorandum.
4. For the new members of the Schools Division Research Committee (SDRC), see Enclosure No. 4.
5. Immediate and wide dissemination of this Memorandum is required.

**FEDERICO P. MARTIN, EdD, CEEd, CESO V**  
Schools Division Superintendent *Jim*



**DIVISION RESEARCH MANAGEMENT SYSTEM  
(CONTINUOUS IMPROVEMENT (CI) PROJECT) FINAL PAPER**



Legend:

Researcher
School Level
Division Level

**COVER PAGE FOR TEACHING AND LEARNING**



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**DIVISION OF BAGUIO CITY**  
82 Military Cut-off Road, Baguio City



No. \_\_\_\_\_

**NAME OF RESEARCHER:** \_\_\_\_\_

**IMMEDIATE SUPERVISOR'S CONFORME**

I hereby endorse the attached research proposal. I certify that the proponent/s has/have the capacity to implement a research study without compromising his/her functions.

**COVER PAGE FOR TEACHING AND LEARNING**

**School Committee**

Reviewed by:

\_\_\_\_\_  
*School Research Coordinator*  
Date: \_\_\_\_\_

Endorsed by:

\_\_\_\_\_  
*Department Head (if any)*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*School Head*  
Date: \_\_\_\_\_

**Division Research Technical Committee**

Reviewed by:

\_\_\_\_\_  
*Baguio City Division Research TWC*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*Baguio City Division Research TWC*  
Date: \_\_\_\_\_

**Schools Division Research Committee  
Teaching and Learning Related Research Studies**

\_\_\_\_\_  
*Member, CID TWC*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*Member, CID TWC*  
Date: \_\_\_\_\_

Reviewed by:

**JULIET C. SANNAD, EdD**  
*Chief Education Supervisor, CID*  
*Co-Chair, Schools Division Research Committee (SDRC)*  
Date : \_\_\_\_\_

*Recommending approval:*

**SORAYA T. FACULO, PhD**  
*OIC - Assistant Schools Division Superintendent*  
*Chair, Schools Division Research Committee (SDRC)*  
Date: \_\_\_\_\_

*Approved:*

**FEDERICO P. MARTIN, EdD, CEEd, CESO V**  
*Schools Division Superintendent*  
*Adviser*  
Date : \_\_\_\_\_

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*School Research Coordinator*  
Date: \_\_\_\_\_

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*Department Head (if any)*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*School Head*  
Date: \_\_\_\_\_

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Reviewed by:

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*Baguio City Division Research TWC*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*Baguio City Division Research TWC*  
Date: \_\_\_\_\_

**Schools Division Research Committee  
Teaching and Learning Related Research Studies**

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*Member, CID TWC*  
Date: \_\_\_\_\_

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Date: \_\_\_\_\_

Reviewed by:

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*Chief Education Supervisor, CID*  
*Co-Chair, Schools Division Research Committee (SDRC)*  
Date: \_\_\_\_\_

*Recommending approval:*

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*OIC - Assistant Schools Division Superintendent*  
*Chair, Schools Division Research Committee (SDRC)*  
Date: \_\_\_\_\_

*Approved:*

**FEDERICO P. MARTIN, EdD, CEEd, CESO V**  
*Schools Division Superintendent*  
*Adviser*  
Date: \_\_\_\_\_

# APPROVAL PAGE FOR TEACHING AND LEARNING



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**DIVISION OF BAGUIO CITY**  
82 Military Cut-off Road, Baguio City



No. \_\_\_\_\_

NAME OF RESEARCHER: \_\_\_\_\_

## IMMEDIATE SUPERVISOR'S CONFORME

I hereby endorse the attached final research manuscript. I certify that the proponent/s has/have conducted the research study without compromising his/her functions.

## APPROVAL PAGE FOR TEACHING AND LEARNING

### School Committee

Reviewed by:

\_\_\_\_\_  
*School Research Coordinator*  
Date: \_\_\_\_\_

Endorsed by:

\_\_\_\_\_  
*Department Head (if any)*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*School Head*  
Date: \_\_\_\_\_

### Division Research Technical Committee

Reviewed by:

\_\_\_\_\_  
*Baguio City Division Research TWC*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*Baguio City Division Research TWC*  
Date: \_\_\_\_\_

### Schools Division Research Committee Teaching and Learning Related Research Studies

\_\_\_\_\_  
*Member, CID TWC*  
Date: \_\_\_\_\_

\_\_\_\_\_  
*Member, CID TWC*  
Date: \_\_\_\_\_

Reviewed by:

**JULIET C. SANNAD, EdD**  
*Chief Education Supervisor, CID*  
*Co-Chair, Schools Division Research Committee (SDRC)*  
Date: \_\_\_\_\_

Recommending approval:

**SORAYA T. FACULO, PhD**  
*OIC - Assistant Schools Division Superintendent*  
*Chair, Schools Division Research Committee (SDRC)*  
Date: \_\_\_\_\_

Approved:

**FEDERICO P. MARTIN, EdD, CEEd, CESO V**  
*Schools Division Superintendent*  
*Adviser*  
Date: \_\_\_\_\_



Republic of the Philippines  
**Department of Education**

10 JUN 2016

DepEd ORDER  
No. **39**, s. 2016

**ADOPTION OF THE BASIC EDUCATION RESEARCH AGENDA**

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. The Department of Education (DepEd) adopts the enclosed **Basic Education Research Agenda** which provides guidance to DepEd and its stakeholders in the conduct of education research and in the utilization of research results to inform the Department's planning, policy, and program development aligned with its vision, mission, and core values.
2. The Research Agenda shall build on gains from existing research, generate new knowledge on priority research areas, focus DepEd's attention on relevant education issues, and maximize available resources for research within and outside the Department.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions which are inconsistent with this policy are hereby repealed, rescinded or modified accordingly.
4. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.: As stated

References: DepEd Order Nos.: 4, s. 2016 and 43 and 13, s. 2015

To be indicated in the Perpetual Index under the following subjects:

BASIC EDUCATION  
BUREAUS AND OFFICES  
POLICY  
RESEARCH OR STUDIES  
STRAND: Strategic Management

SMA, DO Adoption of the Basic Education Research Agenda  
0388, June 1, 2016

## **Adoption of the Basic Education Research Agenda**

### **I. Rationale**

Learning is the core of the Department of Education's (DepEd) mandate. However, DepEd is not only a learner-centered government institution; it is also an organization that constantly incorporates the learning process in implementing education policies and programs consistent with its vision, *to wit*:

“We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.”<sup>1</sup>

The Department sustains its progressive orientation by ensuring that its actions are informed by sound and relevant evidence from research. Evaluation research can draw lessons from past and existing education programs and identify ways to improve them. Policy studies can define problems and generate possible solutions. Social experiments can compare the effects of school interventions, and weed out ineffective from promising ones.

The Basic Education Governance Act of 2001 underscored the role of research in the management and administration of the basic education system.<sup>2</sup> With this mandate, DepEd has strived to strengthen research in the Department. Such efforts include various research initiatives under the Basic Education System Reform Agenda (BESRA) as well as the establishment of the Research, Innovation, and Policy Evaluation Secretariat (RIPES) in 2003. Building on these gains, the Department created the Policy Research and Development (PRD) Division under the Rationalization Plan as a mechanism to promote and oversee the vertical and horizontal conduct of education research. PRD is tasked, among others, to conduct, support, and manage empirical studies, and thereby promote evidence-based decision- and policy-making at various levels of the Department.<sup>3</sup> In addition, the established policy development process (DepEd Order 13, s. 2015) within the Agency leverages the use of evidence.

While there are a myriad of topics to probe in the education sector, the Department's research thrusts are strategically geared towards supporting its mission “to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

**Students** learn in a child-friendly, gender-sensitive, safe, and motivating environment.

**Teachers** facilitate learning and constantly nurture every learner.

**Administrators and staff**, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

**Family, community, and other stakeholders** are actively engaged and share responsibility for developing lifelong learners.”<sup>2</sup>

Accordingly, priority themes surfaced as research areas that are most necessary and practical in light of the Department's vision and mission, as well as local and international

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<sup>1</sup> Department of Education's Vision (2013). <sup>2</sup> Chapter 1, Sec. 7 (5) Rep. Act No. 9155 <sup>3</sup> Department Order No. 13, series of 2015.

<sup>2</sup> Department of Education's Mission (2013).



developments in the sector. It is important to note that 2015 marked the transition from the *Millennium Development Goals and Education For All* initiative to the *Sustainable Development Goals and Education 2030*. DepEd implemented major reforms in the basic education system through the K to 12 Program, and is gearing up for the first nationwide batch of Senior High School (SHS) students this 2016.

These emergent priority themes are captured in the Research Agenda. In this document, the themes have been translated into questions to prompt scientific inquiry and yield significant findings that can improve the quality and delivery of basic education in the Philippines.

The Research Agenda identifies research topics that will fill in critical knowledge gaps and respond to pressing concerns in Philippine basic education, consistent with the Department's vision, mission, and target outcomes and in line with local and international developments in the sector. By articulating specific study areas, this document seeks to:

- (1) Build on gains from existing research;
- (2) Generate new knowledge on less explored but priority fields of basic education;
- (3) Systematically focus DepEd's attention on relevant education issues; and
- (4) Maximize available resources for research within and outside the Department.

## **II. Scope**

The Basic Education Research Agenda will guide all DepEd researchers from schools, divisions, regions, and central office. In the same way, the Agenda will also be shared for consideration of external partners, such as research institutions, other government agencies, higher education institutions, teacher education institutions, and non-government organizations, among others. However, this document will not limit research inquiries. Rather, it will encourage researchers to go beyond, especially for pressing and emerging education issues not covered by the Agenda.

This will be a six-year Research Agenda and will be subject to annual, mid-, and end-term review.

## **III. Definition of Terms**

1. **Research** – a systematic process of collecting and analyzing data to increase the understanding of a topic
2. **Research Agenda** – a document containing a list of priority education research areas to guide DepEd and its stakeholders in the conduct of research

## **IV. Policy Statement**

This policy provides guidance in the conduct of basic education research to ensure its alignment with DepEd's vision, mission, and goals, maximize existing resources, and set up platforms for the sharing and use of results.

The Research Agenda shall guide DepEd and its stakeholders, both at the national and local levels, in gathering and examining evidence that can inform the Department's planning, policy, and program development. The creation of regional and division research agendas is encouraged to echo local concerns that fit seamlessly into the national agenda.

## **V. The Basic Education Research Agenda**

The consultation process for the preparation of this agenda was conducted in two phases. First, a comprehensive problem tree analysis was done by key DepEd offices to identify challenges in the education system. This was later transformed into a solution tree to match existing DepEd policies and programs already addressing the identified challenges. Executive pronouncements, official documents, and professional expertise influenced the initial prioritization and analysis of the items in the Agenda. The resulting tree was at first uneven in terms of depth, as can be expected, but it provided distinct directions for the Research Agenda.

External partners have supported this initiative in synthesizing the outputs.<sup>3</sup> With this, key clusters of solutions were identified and studied for appropriateness and completeness. After the key solution clusters were agreed upon, the depth of knowledge on these areas were assessed. Topics such as the impact of education programs that are already focus of prior or ongoing studies were set aside. For areas where knowledge is insufficient, research questions were formulated. The questions were then assessed to determine if these were purely informational in nature or represent genuine opportunities for deeper study.

The second phase was the consultation and validation of the thematically clustered draft research questions. This phase included purposively-selected but nationally-representative group of key informants consisting of internal stakeholders from different DepEd offices across all governance levels, as well as external partners. Two major activities<sup>4</sup> were conducted to ensure that the draft agenda is relevant, timely, and aligned with the mission, vision, values, and the mandates of the Department. Representatives from the regional, division, and school levels participated in the first activity, where the research themes and questions were subjected to review and revision. A more thematic approach was highlighted in the second activity, where DepEd offices working within the research themes further enhanced the research questions. These activities yielded numerous comments at various levels of implementation and sophistication, which were later synthesized to finalize the contents of the Basic Education Research Agenda.

Overall, DepEd adheres to the following principles in the conduct of basic education research:

### **Excellence**

Given the influence of research on education decisions and actions, quality research is expected. Excellence demands that the inquiry is relevant and researchable; methods applied are appropriate; and findings are logical, coherent, and supported by data. Although the research design may vary depending on the nature of the study, researchers must apply rigorous and empirical methods grounded on scientific inquiry.

### **Integrity**

The highest ethical standards shall be applied to basic education research. Whether or not human subjects are involved, researchers must ensure that the study will not cause people harm. Research participants should have informed consent, must be cognizant about the general purpose of the study and should not be exposed to unusual risk. Consistent with the principle of excellence, integrity also requires honesty and accuracy in the collection, analysis, and reporting of data.

### **Openness**

DepEd acknowledges the importance of collaboration in its work, including in research. Openness emphasizes the need to engage more partners in basic education research and to

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<sup>3</sup> A team from the World Bank led the agenda development process with the support of colleagues from the Australia Department of Foreign Affairs and Trade (BEST, ACTRC, RCTQ).

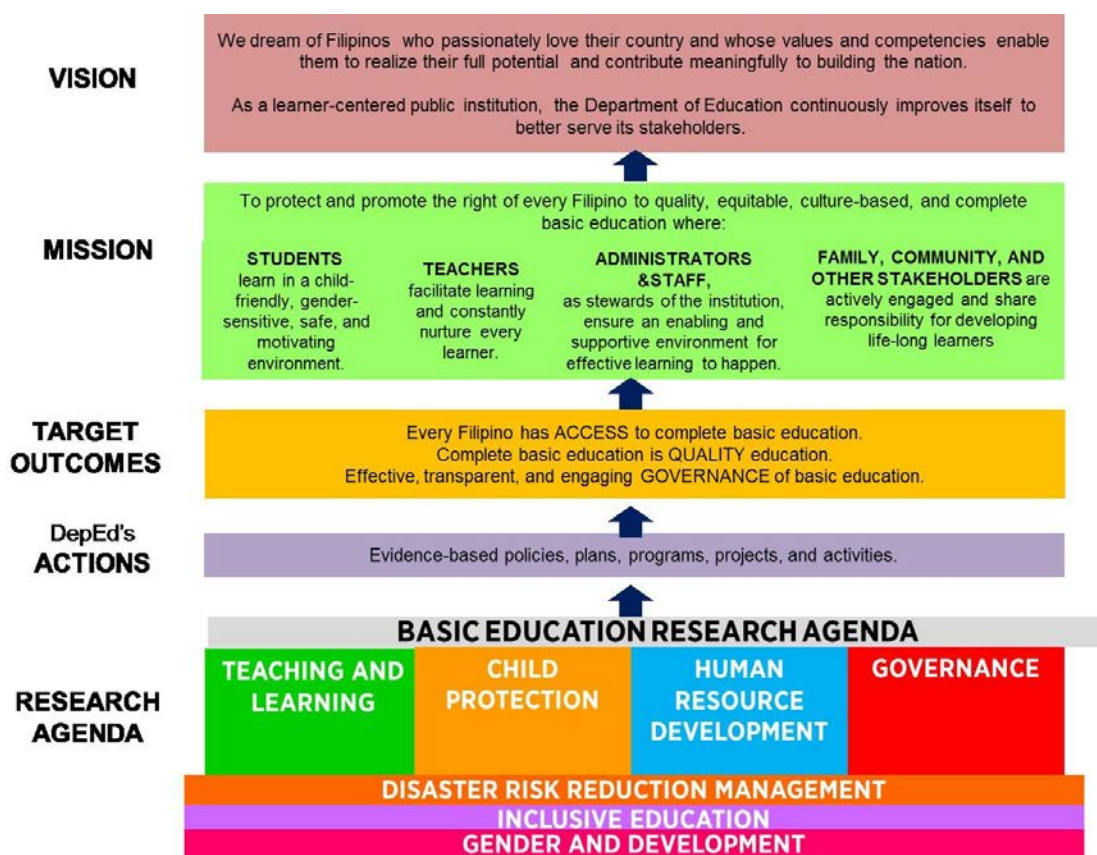
<sup>4</sup> The second phase was facilitated through the Basic Education Sector Transformation (BEST), Philippines-Australia six-year basic education program.

employ multi-disciplinary perspectives. The same likewise ensures truthful and timely dissemination of research results and data sets within the bounds of confidentiality to DepEd and other stakeholders for appreciation and application, as well as peer evaluation.

## RESEARCH THEMES & QUESTIONS

Based on a review of the Agency’s policies and programs, survey of literature, and nationwide consultations with representatives of DepEd central and field offices, four research themes or basic education topics were identified. It is expected that the findings generated from each theme will fuel evidence-based actions that strategically support the attainment of the Department’s vision and mission, as well as target outcomes of ensuring: (1) access to complete basic education; (2) quality education; and (3) effective, transparent, and engaging governance of basic education.

Figure 1: Conceptual Framework of the Basic Education Research Agenda



While the themes generally support DepEd’s overall mandate, each theme has unique contributions to the Department’s target outcomes and mission. For instance, *Child Protection* directly enhances the access outcome, while *Teaching and Learning* squarely impacts on the quality of education.

In the same manner, the identified themes dovetail with the Department’s mission, particularly its four key stakeholders. *Teaching and Learning* responds to students’ and teachers’ needs, *Child Protection* focuses on the students, *Human Resource Development* addresses concerns of teaching and non-teaching staff, while *Governance* centers on administration and stakeholder engagement.

Each of the research themes is described below with a brief discussion of its general background and coverage. The themes have been expanded into research questions to focus

the investigation and shape the design of a study. All questions are illustrative and need not be phrased verbatim to allow flexibility in the research design. The stated research questions serve as concrete starting points for discussion and may evolve upon further analysis. It is thus possible to combine or reformulate research questions.

Each research theme contains sub-themes that have been broken down into general research questions. Topics under each general research question have been identified to highlight more specific areas of interest, and not necessarily to limit its scope. Researchers are welcome to explore other topics that likewise address the identified sub-themes. Explanation is provided to offer context to the intention of the research questions and topics.

While the themes and questions appear as stand-alone areas of inquiry, the Research Agenda recognizes that many of the listed topics relate to each other. Moreover, the Department recognizes that the following cut across the four themes of the Agenda: **(1) Disaster Risk Reduction and Management (DRRM); (2) Gender and Development;** and **(3) Inclusive Education**. Some questions and sub-topics expressly cover these areas of concern. Also, as necessary, separate research questions under these areas have been identified to cater to more specific concerns.

**THEME 1: TEACHING AND LEARNING**

As the national institution mandated to provide quality basic education to all Filipinos, DepEd seeks to ensure that learning outcomes are achieved by maximizing the competencies of teachers and potentials of all types of learners. This theme thus covers the actors, activities, and fundamental aspects of teaching and learning in various contexts. Specifically, the Research Agenda looks into the strategies, best practices, and facilitating and hindering factors relative to five sub-themes, namely: instruction, curriculum, learners, assessment, and learning outcomes.

**Instruction** incorporates strategies to enhance the teaching-learning process. Particular attention is given to teaching various subjects in light of reforms under the K to 12 Program, and the growing importance of honing well-rounded learners able to compete in the current as well as future economies. Key topics under **Instruction** include, but are not limited to, the following:

General Research Questions	Topics
<p><b>What factors affect the teacher’s delivery of the curriculum?</b></p>	<ul style="list-style-type: none"> <li>• Class size</li> <li>• Contact time</li> <li>• Materials and resources</li> <li>• Information and Communication Technology (ICT) in Education</li> <li>• Language               <ul style="list-style-type: none"> <li>○ Medium of instruction</li> <li>○ MTB-MLE</li> </ul> </li> <li>• Continuing professional development and support (e.g. coaching and mentoring, Learning Action Cell [LAC])</li> <li>• Classroom management (e.g. positive discipline)</li> <li>• Learning space/environment</li> <li>• Lesson planning and creation of Instructional Materials (IMs)</li> <li>• Teacher’s profile (e.g. background, specialization, knowledge, motivation)</li> </ul>

<b>What teaching and learning strategies can teachers apply to ensure inclusive and learner-centered education?</b>	<input type="checkbox"/> Inclusive education <ul style="list-style-type: none"> <li>○ Special Education (SPED)</li> <li>○ Indigenous Peoples Education (IPEd)</li> <li>○ Madrasah Education</li> </ul>
	<ul style="list-style-type: none"> <li>○ Alternative Learning System (ALS)</li> <li>○ Alternative Delivery Modes (ADMs)</li> <li>• Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA)</li> <li>• Child-centered approach</li> <li>• Emerging good practices</li> <li>• ICT in Education</li> <li>• Differentiated instruction</li> <li>• Individual learning styles and multiple intelligences</li> <li>• Collaborative learning</li> <li>• Classroom management (e.g. positive discipline)</li> </ul>

On the other hand, **Curriculum** will focus on the contribution of the new K to 12 curriculum on improving learning outcomes. With the integration of skills and competencies such as DRR and CCA in the delivery of the new curriculum, looking at effectiveness is crucial. Key topics under **Curriculum** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>How is the curriculum able to contribute in achieving learning outcomes?</b>	<ul style="list-style-type: none"> <li>• Contextualization</li> <li>• Various subjects</li> <li>• Spiral progression in the curriculum</li> <li>• Higher order thinking skills</li> <li>• Integration (e.g. DRR and CCA)</li> </ul>
<b>How is the curriculum responsive and relevant to learners?</b>	<input type="checkbox"/> Contextualization <ul style="list-style-type: none"> <li>○ Localization</li> <li>○ Indigenization</li> </ul>

This Agenda will study the developmental, social, and behavioural effects of the teaching-learning process on **Learners**, who are the primary clients of basic education. Key topics under **Learners** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>What factors affect the learning behaviours of learners?</b>	<ul style="list-style-type: none"> <li>• Child development</li> <li>• External and internal environment</li> <li>• Teaching strategies</li> <li>• Multiple intelligences</li> </ul>
<b>What contributes to the values formation of learners?</b>	<ul style="list-style-type: none"> <li>• School influence</li> <li>• Community</li> <li>• Culture</li> <li>• Extra- and co-curricular activities</li> </ul>

<b>What makes a well-rounded, happy, and smart learner?</b>	<ul style="list-style-type: none"> <li>• School influence</li> <li>• Community</li> <li>• Culture</li> <li>• Extra- and co-curricular activities</li> </ul>
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DepEd has defined the official K to12 Assessment Framework<sup>5</sup>, which lays out current policies and shows the current thinking on the matter. As a key component of the teaching-learning process, **Assessment** requires further study to refine the details of the framework. Key topics under **Assessment** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>	<b>Additional Explanation</b>
<b>What factors affect the implementation of classroom assessment?</b>	<ul style="list-style-type: none"> <li>• Classroom assessment (i.e. formative and summative)</li> <li>• Emerging good practices</li> <li>• Teachers' expertise in constructing various types of assessments</li> <li>• Availability of assessment tools and resources (e.g. materials, manpower, environment, portfolio assessment)</li> </ul>	
<b>How is assessment conducted and utilized in the Philippine education system?</b>	<ul style="list-style-type: none"> <li>□ Levels <ul style="list-style-type: none"> <li>○ Classroom assessments</li> <li>○ National assessments</li> <li>○ International assessments</li> <li>○ System assessments</li> </ul> </li> </ul>	<p>This question refers to the process of conducting assessments, as well as its utilization in terms of:</p> <ul style="list-style-type: none"> <li>• Policy formulation and implementation</li> <li>• Resource allocation</li> <li>• Training of teachers and personnel</li> <li>• Review and improvement of curriculum and instruction</li> <li>• Progress tracking of learners</li> </ul>
<b>How effective is Recognition of Prior Learning (RPL) in determining students to special programs?</b>	<ul style="list-style-type: none"> <li>• Basic Literacy Program</li> <li>• A&amp;E</li> <li>• PEPT (Grade Level Placement)</li> <li>• Special Programs</li> </ul>	

The Research Agenda further examines **Learning Outcomes** by understanding what

<sup>5</sup> Department Order No. 8, series of 2015.

drives achievement, and by assessing and comparing the progress of learners across subjects, grade levels, and geographical regions. Key topics under **Learning Outcomes** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>What factors affect the achievement of learning outcomes?</b>	<ul style="list-style-type: none"> <li>• Teacher’s profile (e.g. specialization, training, experience)</li> <li>• Learning environment</li> <li>• Learning resources</li> <li>• Language</li> <li>• Assessment</li> <li>• Governance</li> </ul>
<b>How does achievement of expected learning outcomes vary in terms of practices per region, division, and/or school?</b>	<ul style="list-style-type: none"> <li>• Regional, division, and school variation</li> <li>• School typology</li> <li>• Role of leaders</li> <li>• Geographic, political, and economic factors</li> <li>• Partnerships (i.e. LGUs, other private and public organizations and institutions)</li> </ul>

## **THEME 2: CHILD PROTECTION**

DepEd’s learner-centered approach recognizes that a child’s condition can significantly affect the achievement of learning outcomes. While the Department may not have the direct mandate and resources to address many of the social, economic, and personal issues of learners, it is committed to ensuring their well-being, particularly in situations where harm can occur in school or disrupt their studies.

The Department’s commitment warrants a separate section on **Child Protection**, particularly to address reported incidents of bullying, teen-age pregnancy, addictive behaviours, and child labour. While laws and policies are in place to address these, there is a need for in-depth studies on their prevalence and effects. There is also a need to assess the effectiveness of previous interventions, and the potential of new approaches to better protect learners in schools. Main topics under **Child Protection** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Specific Topics</b>	<b>General Topics</b>
How can DepEd best address the following child protection concerns:		<ul style="list-style-type: none"> <li>• History of problem</li> <li>• Prevalence</li> <li>• Factors contributing to the problem (e.g. access to technology, environment)</li> <li>• Vulnerable</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>• Physical Bullying</li> <li>• Emotional Bullying</li> <li>• Cyber Bullying</li> </ul>	
Teenage Pregnancy	<input type="checkbox"/> Reproductive Health Education	

Child Abuse	<ul style="list-style-type: none"> <li>• Grave Child Rights Violations (GCRVs)</li> <li>• SHS Work Immersion Context</li> </ul>	<p>segments (e.g. gender, location, economic status, persons with disabilities, children in conflict with the law, children at risk)</p> <ul style="list-style-type: none"> <li>• Effects (e.g. physical, mental, emotional, social)</li> <li>• Policies/ programs/ interventions</li> <li>• Learning interventions</li> <li>• Monitoring and evaluation of interventions</li> <li>• Partnerships</li> </ul>
Addiction	<ul style="list-style-type: none"> <li>• Substance Abuse</li> <li>• Online Gaming</li> <li>• Social Media</li> </ul>	
Media Consumption	<ul style="list-style-type: none"> <li>• Internet</li> <li>• TV and film</li> <li>• Magazines</li> <li>• Radio</li> </ul>	

### THEME 3: HUMAN RESOURCE DEVELOPMENT

As DepEd is the nation’s largest bureaucracy, it is imperative that various strategies are developed to nurture the vast human capital involved in delivering basic education. Research questions will delve into three subthemes: (1) teaching and non-teaching qualifications and hiring; (2) career development; and (3) employee welfare.

Primary focus is given to teachers due to their frontline role in reaching out to learners. Research questions probe into the teachers’ existing qualifications and competency requirements *vis-à-vis* the needs of the K to 12 and special education programs such as ALS. The topics extend to teacher education institutions, particularly on ways to upgrade pre-service preparation and DepEd’s role in providing continuous quality training. Similarly, developing the support structure of DepEd through its nonteaching personnel is an important area of inquiry. Key topics under **Teaching and Non-Teaching Qualifications and Hiring** include, but are not limited to, the following:

General Research Questions	Topics	Additional Explanation
<b>How effective is the professional development framework in the delivery of the K to 12 curriculum?</b>	<ul style="list-style-type: none"> <li>• Specialization</li> <li>• Quality of years of experience</li> <li>• Language proficiency (Mother tongue)</li> <li>• Academic skills</li> <li>• Psycho-social skills</li> <li>• ICT integration in teaching</li> </ul>	This research question intends to examine the responsiveness of the Department’s existing professional development framework.
<b>What qualifications and competencies are</b>	□ Skills for:	



<p><b>required for teaching in an inclusive learning environment?</b></p>	<ul style="list-style-type: none"> <li>○ Inclusive education</li> <li>○ DRR and CCA</li> <li>○ Teaching Beginning Reading</li> <li>• Qualification standards and criteria for hiring</li> <li>• Psychosocial skills</li> <li>• Interpersonal skills</li> </ul>	
<p><b>How can pre-service teacher education be improved to develop teachers who can effectively deliver the K to 12 curriculum?</b></p>	<ul style="list-style-type: none"> <li>• Teacher education institutions</li> <li>• Core courses</li> <li>• Relevant non-core courses</li> <li>• New courses</li> <li>• Preparation on: <ul style="list-style-type: none"> <li>○ Contextualization of the curriculum</li> <li>○ Integration (e.g. DRR and CCA)</li> <li>○ Teaching Beginning Reading</li> <li>○ Inclusive education</li> </ul> </li> </ul>	
<p><b>What qualifications and competencies are required of nonteaching staff to support the effective delivery of the K to 12 curriculum?</b></p>	<ul style="list-style-type: none"> <li>• Qualification standards and criteria for hiring</li> <li>• Psychosocial skills</li> <li>• Interpersonal skills</li> <li>• Technical skills</li> </ul>	
<p><b>What are the issues and challenges in hiring public school teachers, and how can these be addressed?</b></p>	<ul style="list-style-type: none"> <li>• Localization law □</li> <li>• Ranking system</li> <li>• Natural vacancies</li> <li>• Planned positions</li> <li>• Notice of Organization, Staffing, and Compensation Action</li> <li>• Political influence</li> <li>• Competition between public and private sector</li> <li>• Emigration and/or foreign contractual work</li> <li>• Entry levels</li> <li>• Qualification standards and criteria for hiring</li> <li>• Allocation of teacher items</li> <li>• Verification of eligibility documents</li> </ul>	

There is likewise a keen interest on the **Career Development** of both teaching and non-teaching personnel in order to surface and address their capacity-building needs, and to examine various dimensions and determinants of their professional growth. Specific

questions attempt to validate reported challenges to personnel movement and progression. Key topics under **Career Development** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>How can selection, retention, assessment, development, promotion, and recognition be enhanced to support DepEd employees in different career stages?</b>	<ul style="list-style-type: none"> <li>• Career path and progression</li> <li>• Personal considerations</li> <li>• Quota system</li> <li>• Item reclassification</li> <li>• Mentoring</li> <li>• Training and development</li> <li>• Patronage and corruption</li> <li>• Results-Based Performance Management System (RPMS)</li> <li>• Scholarships and grants</li> <li>• Succession planning</li> </ul>
<b>What kind of capacitybuilding activities are necessary and most effective in addressing development needs and improving the work performance of teachers and other DepEd personnel?</b>	<ul style="list-style-type: none"> <li>• Overall training program</li> <li>• Specialized training program</li> <li>• Process of capacity-building</li> <li>• Training strategy</li> <li>• Selection process</li> <li>• Practical application</li> <li>• Monitoring and evaluation</li> <li>• Other development options               <ul style="list-style-type: none"> <li>○ Classroom training</li> <li>○ Coaching and mentoring</li> <li>○ Experience</li> </ul> </li> </ul>

Understanding career development also includes studying the nature and effectiveness of existing **Employee Welfare** provisions. The Department seeks to explore monetary and non-monetary strategies as well as nontraditional mechanisms to keep its personnel, especially teachers, motivated to perform well. Key topics under **Employee Welfare** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>What mechanisms are the most appropriate to promote the welfare of all DepEd employees?</b>	<ul style="list-style-type: none"> <li>• Professionalization</li> <li>• Salary</li> <li>• Benefits</li> <li>• Incentives (e.g. awards and recognition, cash and non-cash rewards)</li> <li>• Non-cash compensation (e.g. service credits)</li> <li>• Protection and safeguards</li> <li>• Grievance mechanism</li> <li>• Teaching load and ancillary services</li> <li>• Employee wellness (e.g. physical, emotional, spiritual, mental)</li> <li>• Hazard pay</li> <li>• Risk insurance</li> </ul>
	<ul style="list-style-type: none"> <li>□ Monetization Program</li> <li>□ Gender and Development</li> </ul>

<b>What motivates teaching and non-teaching personnel to sustain commitment and passion to high-quality teaching, learning, and work performance?</b>	<input type="checkbox"/> Intrinsic and extrinsic motivation
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**THEME 4: GOVERNANCE**

Managing the largest bureaucracy towards educating the nation’s future requires efficient and effective operations. The **Governance** theme of the Research Agenda, which covers planning, finance, program management, transparency and accountability, and evaluation, underscores DepEd’s commitment to ensure that its structure, systems, and processes contribute to the achievement of basic education outcomes.

The Department has already provided internal guidance (DepEd Order 13, s. 2015) for the development of effective and efficient policies. With this in place, DepEd’s next concern is to ensure that these policies are implemented and translated into appropriate programs. Because it governs a very large sector with complex interrelationships, the Department often encounters challenges in its **Planning** process. This section deals with standards and policies that ensure the achievement of the Department’s goals. Key topics under **Planning** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>How can DepEd determine effective and efficient standards for critical education resources for schools, community learning centers, and other delivery units?</b>	<ul style="list-style-type: none"> <li>• Process/tools               <ul style="list-style-type: none"> <li>○ Typologies and classifications</li> <li>○ Planning considerations for nonformal education</li> <li>○ Comprehensive School Safety or Disaster Risk Reduction and Management in Education</li> </ul> </li> <li>• Critical resources               <ul style="list-style-type: none"> <li>○ Teachers, teaching-related, and nonteaching personnel</li> <li>○ Education facilities (e.g. laboratories)</li> <li>○ Tools and equipment</li> <li>○ Water, Sanitation, and Hygiene (WASH)</li> <li>○ School sites</li> <li>○ Health and nutrition</li> <li>○ Operating budget</li> </ul> </li> </ul>
<b>How can DepEd improve its planning process across levels?</b>	<ul style="list-style-type: none"> <li>• Strategic planning (e.g. contingency planning)</li> <li>• Operations planning</li> <li>• Data management</li> <li>• Monitoring and evaluation</li> <li>• Policy research and development</li> </ul>

Financial management is a critical component in the governance of basic education. Relevant research areas include meeting government budget, accounting, and auditing requirements without compromising efficiency. This highlights the need to closely examine the effects of financial management not just on program managers, but also on the intended beneficiaries. Key topics under **Finance** include, but are not limited to, the following:

General Research Questions	Topics
<b>How can DepEd improve its process in the sourcing, acquisition, disbursement, recording, and reporting of program and project funds, consistent with applicable laws, policies, rules, and regulations?</b>	<ul style="list-style-type: none"> <li>• Policies and practices</li> <li>• Issues and challenges</li> <li>• Timeframe</li> <li>• Budget deliberation and complete staff work</li> <li>• Budget execution</li> <li>• Evaluation and policy amendment</li> <li>• Computation of Maintenance and Other Operating Expenses (MOOE) to provide implementing units with accurate funding needs</li> </ul>
<b>How does financial performance affect key stakeholders in DepEd?</b>	<ul style="list-style-type: none"> <li>• Fund managers</li> <li>• Target beneficiaries</li> <li>• Community</li> <li>• DepEd internal stakeholders</li> </ul>

**Program Management** focuses on how DepEd can best develop, implement, monitor, and evaluate programs, projects, and activities. While evaluation is discussed separately, this section focuses on the core implementation phases of program management. After the core mandate of teaching, program management is essentially the next most important function of DepEd. Key topics under **Program Management** include, but are not limited to, the following:

General Research Questions	Topics	Additional Explanation
<b>How effective is DepEd’s overall program management system?</b>	<ul style="list-style-type: none"> <li>• Program and project development</li> <li>• Operational efficiency</li> <li>• Coordination and provision of technical assistance</li> <li>• Monitoring and feedback</li> <li>• Capability-building □ Personnel selection</li> <li>• Support structures and processes</li> <li>• Sustainability and mainstreaming</li> <li>• Networking and linkages</li> </ul>	
<b>How can we maximize external partnerships locally and abroad to facilitate the delivery</b>	<ul style="list-style-type: none"> <li>• Bilateral and multilateral agreements</li> <li>• Public-Private Partnerships (e.g.</li> </ul>	One area of interest from this research question is the delivery of basic
<b>of basic education?</b>	Build-OperateTransfer, Build-Lease-Transfer, BuildTransfer)	education services to undocumented Filipino learners abroad.

The Governance theme encompasses **Transparency and Accountability** in various levels of DepEd’s operations. At the central and field offices, the Department aims to consider ways to incorporate accountability in the budget process for the achievement of targets and outcomes. Studies can delve into how mechanisms such as the transparency board and grievance procedures promote transparency and accountability in schools. Key topics under **Transparency and Accountability** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
<b>What factors affect transparency and accountability in DepEd operations?</b>	<ul style="list-style-type: none"> <li>• Accounting and auditing rules and regulations</li> <li>• Procurement law</li> <li>• Transparency reporting</li> <li>• Implementing units</li> <li>• Fiscal autonomy</li> <li>• Manpower and resource requirements</li> <li>• Process audit</li> <li>• Engagement of stakeholders</li> </ul>
<b>How effective are internal business processes in allowing the public to monitor and document the performance of DepEd?</b>	<ul style="list-style-type: none"> <li>• Compliance to laws, policies, rules, and regulations</li> <li>• Government Accounting and Auditing Manual (GAAM)</li> <li>• R.A. 9184 (Procurement Law)</li> <li>• DepEd Order/Memorandum</li> <li>• Recording and reporting of implementing units</li> <li>• Fiscal control</li> <li>• Audit</li> <li>• Manpower</li> <li>• Penal clause/accountability</li> <li>• Engagement of stakeholders</li> </ul>
<b>How can schools effectively respond to grievances from teachers, learners, parents, and the community?</b>	<ul style="list-style-type: none"> <li>• Policies and practices</li> <li>• School structures (e.g. School Governing Council, Child Protection Committee)</li> <li>• Nature/types</li> <li>• Issues and challenges</li> <li>• Resolution</li> </ul>

A separate section is dedicated to **Evaluation**, which by itself offers a multitude of topics. In this document, monitoring is treated as part of management, as it provides timely information for periodic decisions that need to be made while implementing various programs, policies, and activities. Evaluation, on the other hand, aims to determine if the undertaking produced its intended result in the best way possible so that decisions can be made to continue, discontinue, or revise the said undertaking at the appropriate stages of the cycle. Key topics under **Evaluation** include, but are not limited to, the following:

<b>General Research Questions</b>	<b>Topics</b>
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<p><b>How effective have DepEd policies, programs, and projects been in meeting their stated objectives?</b></p> <p><b>What are the unintended consequences?</b></p>	<ul style="list-style-type: none"> <li>• Decentralization of basic education governance</li> <li>• Private school regulations</li> <li>• Private sector partnerships</li> <li>• Community engagement and participation</li> <li>• Civil society organization (CSO) engagement in governance</li> <li>• Human Resource Training and Development</li> <li>• Early Language, Literacy, and Numeracy (formerly Every Child A Reader Program)</li> <li>• Multi-grade schools</li> <li>• Regional Science High Schools</li> <li>• Special Science Elementary Schools</li> <li>• Science, Technology, Engineering, and Math Program</li> <li>• Strengthened Technical-Vocational Education Program</li> <li>• Adopt-a-School Program</li> <li>• Library Hub</li> <li>• MTB-MLE</li> <li>• ADMs</li> <li>• School-based initiatives implemented in various versions in different divisions</li> <li>• Temporary Learning Spaces (TLS)</li> </ul>
<p><b>How can DepEd maximize the benefits gained from the evaluation outputs and expertise from within and outside the department?</b></p>	<ul style="list-style-type: none"> <li>• Research utilization</li> <li>• Partnerships and joint undertakings</li> <li>• Issues and concerns</li> <li>• Roles and responsibilities</li> <li>• Capability-building</li> <li>• Incentives</li> </ul>
<p><b>How can DepEd improve its evaluation process?</b></p>	<ul style="list-style-type: none"> <li>• Evaluation standards</li> <li>• Professionalizing evaluation discipline</li> <li>• External accreditation of schools and other units</li> </ul>

As mentioned, cross-cutting and emerging education social concerns will be considered in developing research questions under all of the four themes. To inform policies and programs on these concerns, also listed below are research questions specific to each crosscutting theme.

### **1. Disaster Risk Reduction and Management (DRRM)**

<b>General Research Questions</b>	<b>Topics</b>
<i>Prevention and Mitigation</i>	

<b>How effective are current prevention and mitigation measures in DepEd offices and schools?</b>	<ul style="list-style-type: none"> <li>• DepEd systems and structures (e.g. organizational structure, DRRM Committee)</li> <li>• Current prevention and mitigation practices in schools</li> <li>• DRRM plans</li> <li>• Structural designs</li> <li>• Natural hazards and conflict</li> <li>• CLC considerations</li> </ul>
<b>How are prevention and mitigation practices integrated in the curriculum?</b>	<ul style="list-style-type: none"> <li>• Curriculum integration</li> <li>• Capacity of implementers</li> <li>• Learning materials</li> <li>• Implementation strategies</li> </ul>
<b><i>Preparedness</i></b>	
<b>How are prevention and mitigation practices being translated into disaster preparedness and awareness in DepEd offices and schools?</b>	<ul style="list-style-type: none"> <li>• Curriculum integration</li> <li>• Learning materials</li> <li>• Structural designs</li> <li>• DRRM plans</li> <li>• Plan implementation (e.g. evacuation drills, trainings, inspection)</li> <li>• Natural hazards and conflict</li> </ul>
<b>What are the factors that contribute to risk reduction and preparedness?</b>	<ul style="list-style-type: none"> <li>• Structural resilience</li> <li>• Construction protocols, practices, and monitoring</li> <li>• Community integration</li> <li>• Contextualization of DRRM concepts</li> <li>• Capacity for response</li> <li>• Risk information</li> <li>• Early warning</li> </ul>
<b><i>Response</i></b>	
<b>How do education response practices ensure the protection of our students, teachers, and non-teaching personnel?</b>	<ul style="list-style-type: none"> <li>• Types of response</li> <li>• Capacity for response</li> <li>• External practices of LGUs, barangays, and other external stakeholders</li> <li>• Institutional analysis</li> <li>• Provision for affected personnel</li> <li>• Emerging best practices</li> <li>• Coordination and support mechanisms</li> <li>• Monitoring</li> <li>• Natural hazards and conflict</li> </ul>
<b>How do we address gender considerations during disasters?</b>	<ul style="list-style-type: none"> <li>• Gender and conflict studies</li> <li>• Response protocols</li> <li>• Natural hazards and conflict</li> <li>• Rehabilitation and recovery programs</li> </ul>
<b><i>Rehabilitation and recovery</i></b>	
<b>What are the factors affecting the effective delivery of learning</b>	<ul style="list-style-type: none"> <li>• DepEd systems and structures</li> <li>• Implementation strategies</li> <li>• Assessment mechanisms</li> </ul>

<b>continuity in schools?</b>	<ul style="list-style-type: none"> <li>• Capacity of implementers</li> <li>• Coordination mechanisms</li> <li>• Partnerships/Stakeholder engagement</li> <li>• Temporary Learning Spaces (TLS)</li> <li>• ADM Implementation</li> <li>• Assessment</li> <li>• Other rehabilitation/recovery/repair initiatives and programs</li> </ul>
<b>How effective are rehabilitation and recovery interventions of the Department in delivering learning continuity in schools?</b>	<ul style="list-style-type: none"> <li>• Psychosocial support for teachers and learners</li> <li>• Classroom construction</li> <li>• Temporary Learning Spaces (TLS)</li> <li>• Learning materials</li> <li>• Support from partners</li> </ul>

## 2. Gender and Development

Research questions under Gender and Development may delve into gender mainstreaming in and gender-responsiveness of DepEd structures, policies, programs, and projects.

## 3. Inclusive Education

<b>General Research Questions</b>	<b>Topics</b>
<b>How ready is DepEd in providing an inclusive learning environment?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive education programs</li> <li><input type="checkbox"/> Teaching strategies</li> <li><input type="checkbox"/> Assessment</li> <li><input type="checkbox"/> Capacity building programs</li> <li><input type="checkbox"/> Instructional materials</li> </ul>
<b>What are the perceptions of internal and external stakeholders on inclusive education in the Philippine education system?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal and external stakeholders</li> <li><input type="checkbox"/> Inclusive education in the Philippines</li> </ul>

## VI. Implementation and Sustainability Strategy

In light of the adoption of the Research Agenda, mechanisms will be set up to support researchers. First, DepEd has established an institutional facility to fund internal and external research studies on basic education through the Basic Education Research Fund (BERF).<sup>6</sup> This Fund may also be used to capacitate DepEd personnel in managing and conducting education research.

Second, DepEd will ensure wide dissemination of the research results through publication, conferences, forums, and other platforms. With this, orientation materials will be prepared and distributed to national and local events. This Research Agenda dissemination will cover DepEd internal and external stakeholders with the intention of getting the active participation

<sup>6</sup> Department Order No. 43, series of 2015 and Department Order No 4, series of 2016.



of research institutions and the academe.

Specifically, for BERF-funded research, DepEd will collect and upload the completed research studies in the website for ready reference. Non-BERF-funded research may also be shared with DepEd relevant offices for the integration of results to policy and/or program development. Research results will be considered in the development of a knowledge management system for the Department.

The Department recognizes that basic education research is not its sole task; hence, it is hoped that the Research Agenda can inspire and guide its external stakeholders to undertake empirical studies to better understand and advance basic education in the country. Academics and researchers can find in the Agenda prospects for scholarly study and discourse. For institution leaders and administrators, the Agenda presents trends and issues that can provoke new insights and practical solutions upon investigation. Importantly, the Research Agenda can orient and advise policy-makers on matters that necessitate policy actions.

Lastly, to ensure full use of the research studies emanating from the Research Agenda, PRD will analyse the findings to come up with recommendations for policy and/or program development.

## **VII. Monitoring and Evaluation**

Overall, PRD will provide recommendations for the review of the Research Agenda and the formulation of its next iteration. In this light, the Agenda will be reviewed periodically against the consolidated research results, new education trends, and emerging education issues.

The Regional Policy, Planning, and Research Divisions (PPRDs) will lead in the local research management and monitoring the progress of the Agenda.

Annual review will be conducted to assess the progress of the Agenda. This will be used to adjust strategies in promoting the conduct of research.

Lastly, mid- and end-term review will be done on the 3<sup>rd</sup> and 6<sup>th</sup> year, respectively, to determine the need for adjustment and/or the development of a new Research Agenda, if any.

## **VIII. References**

- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston: Pearson.
- DepEd Order 13, s. 2015
- DepEd Order 43, s. 2015
- DepEd Order 4, s. 2016

## **IX. Effectivity/Transitory Provision**

Immediate dissemination and compliance with this Order is directed.

**SCHOOLS DIVISION RESEARCH COMMITTEE (SDRC)**

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