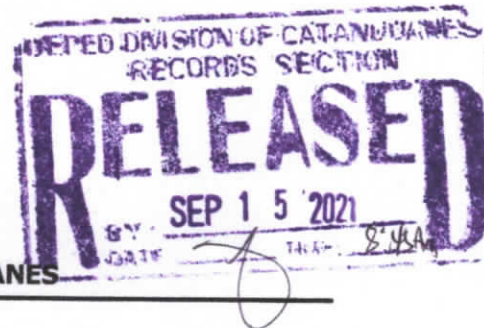




Republic of the Philippines  
**Department of Education**  
REGION V – BICOL  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**



September 9, 2021

DIVISION MEMORANDUM  
OSDS-SGOD-DM- 403 s. 2021

**ADOPTION OF THE DIVISION BASIC EDUCATION RESEARCH AGENDA  
FOR S.Y. 2021-2022**

To: Assistant Schools Division Superintendent  
Chiefs, CID and SGOD  
Education Program Supervisors  
Public Schools District Supervisors/In-Charge of the Districts  
Private and Public Elementary and Secondary School Heads  
District/School Research Coordinators  
All Others Concerned

1. With the current educational set-up amid the pandemic, this Division recognizes the challenges and opportunities including the possible interventions and other actionable mechanisms for innovations that all personnel may implement. Recognizing the importance of research as an academic means in formulating potent plans and to efficiently document these opportunities, this Division hereby adopts the Research Agenda for SY 2021-2022.
2. The Division Research Agenda envisions to improve the research studies from existing research, harmonize research with the Basic Education Learning Continuity Plan, and generate novel studies on the local priority areas and relevant issues.
3. Immediate dissemination and compliance with this memorandum to all concerned is directed.

**SUSAN S. COLLANO**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

Encl: as stated

References:

DO 43, s. 2015; DO 4, s. 2016; DO 39, s. 2016; DO 16, s. 2017; RM 60, s. 2021

To be indicated in the Perpetual Index

under the following subjects:

RESEARCH POLICY BASIC EDUCATION

AGT/DM Adoption of the Division Basic Education Research Agenda for S.Y. 2021-2022  
PRU/September 9, 2021



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**SDO CATANDUANES BASIC EDUCATION RESEARCH AGENDA  
FOR S.Y. 2021-2022**

**I. Rationale**

The Governance of Basic Education Act of 2021 (RA 9155) mandates that the Department of Education enacts policies and mechanisms through which the delivery of quality basic education may be continuously improved. Chapter 1, Section 7 (5) includes, among the responsibilities of DepEd across all governance levels the undertaking of “educational research and studies” that will serve as one of the bases for necessary reforms and policy development.

With this mandate, DepEd has endeavored to strengthen research in the Department. Such efforts include various research initiatives under DO 39, s. 2016 otherwise known as the Adoption of the Basic Education Research Agenda. 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 the 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.

Likewise, DepEd ROV released its Regional Research Agenda dubbed as STARSS (S-tudents, T-eachers, A-dministrators, R-esources, S-takeholders, and S-chool Personnel) purposively developed for the improvement of research studies from existing research, in order to generate novel studies on priority areas, focus on DepEd’s relevant issues, and able to maximize the resources available within and outside the department.

While there are a multitude of concepts 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 learning takes place.

This Division, therefore, hereby adopts its localized basic education research agenda to generate novel studies and gather baseline data and opportunities from the field which will become bases of planning, policy, and program developments. These agenda are congruent to the National and Regional Basic Education Research Agenda to ensure that all levels of governance are catered.

**II. Definition of Terms**

1. Research – a systematic process of collecting and analyzing data to increase the understanding of a topic.





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2. Research Agenda – a document containing a list of priority education research areas to guide DepEd and its stakeholders in the conduct of research.

### III. Policy Statement

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

The Division Research Agenda for S.Y. 2020-2021 shall guide SDO Catanduanes and its stakeholders in the schools, districts, and schools division office in gathering and studying evidence that can update the Department’s planning, policy, and program development.

### IV. Division Basic Education Research Agenda for S.Y. 2021-2022

This contextualized policy provides guidance in the conduct of basic education research to ensure its alignment with the DepEd’s vision, mission, and goals in general, and with the Division’s Learning Continuity Plan in particular. The Division Research Agenda for S.Y. 2021-2022 shall guide all division personnel in gathering and examining evidence that can ease in the Division’s planning, policy, and program development. The creation of these agenda at the division level is to echo local concerns that fit seamlessly into the Regional Basic Education Research Agenda. The Division Research Agenda and the Regional Basic Education Research Agenda dubbed as STARSS (S-tudents, T-eachers, A-dministrators, R-esources, S-takeholders, and S-chool Personnel) interfacing are taken into account.

- A. Theme 1: Teaching and Learning.** The national institution is mandated to provide quality basic education to all Filipinos. Thus, DepEd strives to ensure that learning outcomes are achieved by maximizing the competencies of teachers and the 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. Main topics under Teaching and Learning include, but are not limited to the following:

	Priority Topics
Teaching and Learning	<ol style="list-style-type: none"><li>1. Distance Learning Education</li><li>2. Modular Learning Environment</li><li>3. Parental Involvement in Education</li><li>4. Academic Performance in the New Normal</li><li>5. Assessment Strategies in Distance Learning</li><li>6. Modular Learning</li><li>7. Teaching Strategies in Distance Learning</li><li>8. Teaching Reading/Numeracy</li></ol>





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Human Resource Development	<ol style="list-style-type: none"> <li>2. Upskilling and Reskilling of Teachers</li> <li>3. Change Management and Adaptability of DepEd Personnel</li> <li>4. Challenges and Impact of Work-from-Home Set-Up</li> <li>5. Performance Management System</li> <li>6. Employees' Welfare</li> <li>7. Performance Appraisal System</li> <li>8. Mentoring Support</li> <li>9. Deployment and Reclassification of Teachers</li> <li>10. Analysis of IPCRF vis-à-vis OPCR/Results-Based Performance Management System</li> <li>11. Training Needs Assessment (TNA)</li> <li>12. Succession Planning</li> <li>13. Financial Literacy</li> </ol>
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**D. 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 (DO 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 Governance include, but are not limited to the following:

	Priority Topics
Governance	<ol style="list-style-type: none"> <li>1. Monitoring and Evaluation of School Programs</li> <li>2. Management of Partnerships/Linkages and Networking</li> <li>3. Operational Efficiency</li> <li>4. Leadership and Management of School Heads and Administrators Amid New Normal</li> <li>5. Level of School-Based Management</li> <li>6. Managing Schools in the New Normal</li> <li>7. Crisis Leadership</li> <li>8. Program Sustainability</li> <li>9. Alternative Work Arrangement</li> <li>10. Transparency and Accountability</li> <li>11. Safety and Health Management Systems</li> <li>12. Quality Assurance Systems</li> </ol>





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	9. Contextualizing Learning Strategies and modalities 10. Self-Efficacy 11. Student Retention/Transition
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**B. 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, teenage pregnancy, addictive behaviors, and child labor. While laws and policies are in place to address these, there is a need for in-depth studies on the 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 as prioritized by this Division include, but are not limited to the following:

	Priority Topics
Child Protection	1. Cyberbullying 2. Establishing Safe Learning Environment 3. Positive Discipline at Home 4. Challenges on the Use of Social Media and Online Games 5. Child Labor 6. Education Situation Analysis of Gaps, Issues and Challenges: 1) Gross Enrolment Rate; 2) Net Enrolment Rate; 3) Cohort Survival Rate; 4) Completion Rate; and 5) School Leaver Rate

**C. THEME 3: HUMAN RESOURCE DEVELOPMENT.** As DepEd is the nation’s largest bureaucracy, various strategies must be developed to nurture the vast human capital involved in delivering basic education. Research questions will delve into three sub-themes: (1) teaching and non-teaching qualifications and hiring; (2) career development; and (3) employees’ welfare. The 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 non-teaching personnel is an essential area of inquiry. Key topics under Human Resource Development include, but are not limited to the following:

	Priority Topics
	1. Wellness and well-being of DepEd Personnel





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	13. Innovative Programs/Implementation of Innovations and Interventions 14. Stakeholders' Partnership and Engagement/Impact Study and Analysis on Partnerships and Development 15. Policy Studies/Research Utilization 16. Strategic Planning and Projection of PPAs 17. Review of Division Education Development Plan (DEDP) 18. SMEA and DMEA Results and Findings 19. Impact evaluation of school BE-LCP
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**E. CROSS-CUTTING THEMES**

Disaster Risk Reduction Management	Gender Development	Inclusive Education
1. Disaster Preparedness 2. Mitigation Practices	1. Promotion of Gender Sensitivity 2. Gender Responsive Education 3. Gender Mainstreaming in Education	1. Learning Materials for Learners with Special Needs 2. Instructional Practices in Inclusive Education 3. SPED Teachers Amid Pandemic 4. Inclusive Learning Environment

**V. Implementation and Sustainability Strategy**

Considering the implementation of these agenda, systems will be set up to support the researchers. The Department of Education has established an institutional facility to fund which is the Basic Education Research Fund (BERF). This facility funds may also be used to capacitate DepEd personnel in managing and conducting the grant educational research.

All governance level of this Division can utilize this these agenda as a guide for improving and advocating the different research themes. Teaching and non-teaching personnel will find opportunities to apply research practices and conduct their won inquiries that can contribute to knowledge about the basic education research. In support, the school administrators can refer to the Research Agenda to identify the factors, themes, and questions used by the researchers to investigate and strengthen claim about the importance of education research.





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To ensure full utilization of the research studies arising from the Research Agenda, various information dissemination mechanisms will be utilized and come up with recommendations for policy and/or program development.

**VI. Monitoring and Evaluation**

The School Governance and Operations (SGOD) Planning and Research Unit will lead in the local research management and monitoring progress of the utilization of the research agenda in the action and basic research proposal.

A conduct of review to assess the progress of the agenda will be implemented to make adjustments in the strategies employed in promoting the conduct of action and basic researches.

**VII. References**

- DepEd Order 16, s. 2017
- DepEd Order 39, s. 2016
- DepEd Order 04, s. 2016
- DepEd Order 43, s. 2015
- DepEd Order 13, s. 2015
- Regional Memorandum No. 60, s. 2021

