



Republika ng Pilipinas  
**Kagawaran ng Edukasyon**  
REHIYON V (BIKOL)

**TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES**


July 16, 2025

DIVISION MEMORANDUM  
No. 615, s. 2025

**ADOPTION OF THE REVISED DIVISION RESEARCH  
MANAGEMENT GUIDELINES**

To: OIC - Assistant Schools Division Superintendent  
Chief Education Supervisors  
Public School District Supervisors  
Schools Division Research Committee  
Public School Heads  
School Research Coordinators  
All Others Concerned

1. In support of the commitment of the Department of Education to deliver quality service through evidence-based practice as stipulated in DepEd Order (DO) No. 13, s. 2015 (*Establishment of a Policy Development Process at the Department of Education*), this Office provides the framework for an evidence-based policymaking cycle at the division level to support DepEd researchers in the conduct of research to further improve learning delivery and governance in the Division.
2. The Revised Division Research Management Guidelines aim to:
  - a. provide support and directions for the research initiatives of the Schools Division;
  - b. provide clarity on the steps to be undertaken by the Schools Division Research Committee (SDRC), School Research Coordinators, and local researchers; and
  - c. ensure the quality of the produced research.
3. The implementing guidelines are anchored on DepEd's Research Management Guidelines (RMG) contained in DepEd Order No. 16, s. 2017 and DepEd Order No. 26, s. 2021 and will revise some provisions in the Division Memorandum 559, s. 2021. The guidelines are envisioned to facilitate the conduct of research, improve the fund-sourcing mechanisms, and reinforce the link of research to education processes through research dissemination, utilization, and advocacy.
4. The templates and other supplemental research guides and materials are available for download at <https://bit.ly/SDOCATRESEARCHLIBRARY>.
5. For information, guidance, and compliance.

  
**MA. JEANY T. ABAYON**  
Asst. Schools Division Superintendent  
OIC – Office of the Schools Division Superintendent



San Roque, Virao, Catanduanes  
052-6114063  
catanduanes@depd.gov.ph  
[www.depedcatanduanes.com](http://www.depedcatanduanes.com) / [www.catanduanes.deped.gov.ph](http://www.catanduanes.deped.gov.ph)



## REVISED DIVISION RESEARCH MANAGEMENT GUIDELINES

### I. Rationale

In support of the commitment of the Department of Education to deliver quality service through evidence-based practice as stipulated in DepEd Order (DO) No. 13, s. 2015, it is necessary to provide an avenue to use research studies to be used as sources of quality and reliable information for local policymaking, improvement of practice, and further research.

DepEd Order (DO) No. 16, s. 2017, titled "Research Management Guidelines" and DO No. 26, s. 2021, titled "Amendment to DepEd Order No. 016, s. 2017", provides a comprehensive guide in the production of local studies. Both issuances were used as the foundations of the Division Research Management Guidelines.

This Research Management Guidelines (RMG) is issued to provide guidance in the management and conduct of research initiatives in the schools division office and schools in Schools Division Office of Catanduanes, to further promote and strengthen the culture of research in basic education. This also covers instructions for eligible DepEd employees in availing of research funds.

The Schools Division Office of Catanduanes upholds its commitment to research and data-driven decision-making that can lead to more targeted interventions, improved educational outcomes, and greater accountability for both the teachers and education leaders. Thus, crafting contextualized research management guidelines while adopting the provisions of the abovementioned issuances will strengthen the thrust of the Division to institutionalize research.

### II. Definition of Terms

The following terminologies are defined and understood as follows:

1. **Action Research** is a process of systematic, reflective inquiry to improve educational practices or resolve problems in any operating unit (i.e. school, classroom, office).
2. **Basic Education Research Fund (BERF)** is a grant provided by the Department of Education to support education research aid of evidence-based policy formulation.
3. **Certificate of Adoption** refers to official communication from the head of the office certifying the adoption of a research.
4. **Certificate of Dissemination** refers to official communication from the head of office certifying the dissemination of the research results.
5. **Completed Research Report** refers to the document that provides the details of implementation and completion of the research.
6. **Education Research** is the scientific field of study that examines education and learning processes and the human attributes, interactions, organization, and institutions that shape educational outcomes.
7. **Head of Office** refers to highest authority within each governance level.
8. **Lead Proponent** refers to the individual who will directly coordinate with the secretariat on the administrative matters of the research.
9. **Plagiarism** refers to the unauthorized use, modification, or alteration of concepts, ideas, crafts, and the like without written permission from the author. It is taking someone else's work or ideas and passing them off as one's own.
10. **Proponent/s** refers to an individual, or group who submitted a research project proposal.



11. **Research Managers** is an individual/ office that oversees research initiatives (i.e. call for proposals, evaluation, tracking of progress) at their respective governance levels.
12. **Research Proposal** refers to the document that provides the details of a proposed research project.

### III. Implementation Arrangements

#### A. Schools Division Research Committee (SDRC)

The Schools Division Research Committee (SDRC) assumes the responsibilities of research management at the schools division level and shall be composed of the following:

	Permanent Members	Alternates
Chairperson:	Assistant Schools Division Superintendent	
Co-Chairpersons:	Chief Education Supervisor – SGOD	EPS – SGOD
	Chief Education Supervisor – CID	EPS – CID
Adviser:	Schools Division Superintendent	
Members:	SEPS for Planning and Research	
	Administrative Officer V (Budget)	Accountant III
	CID Representative/s based on the requirement for the evaluation	
By Invitation:	Focal Person of concerned division/ learning area/ section/ program	
Secretariat:	SGOD personnel, preferably with a background in research	

The designated alternates may represent the permanent members during SDRC meetings in case of their unavailability.

The SDRC have the following roles and responsibilities:

1. Provide directions on research initiatives through the national and local Basic Education Research Agenda and other identified priority research areas in the division;
2. Evaluate and approve research proposals and other related research initiatives from the schools and community learning centers (CLCs) to be funded under BERF;
3. Evaluate and approve research proposals and other related research initiatives within the schools division to be funded by other fund sources;
4. Forge partnerships with academic and research institutions, government agencies, and other DepEd offices on education research initiatives and projects;
5. Prepare and submit reports to the RRC on all research initiatives conducted in the division from all fund sources;
6. Resolve emerging issues on the management and conduct of research
7. Ensure that cost estimates fall under the existing accounting and auditing rules and regulations; and
8. Endorse approved school-level proposals to the Regional Office for confirmation and release of funds under BERF.

The SDRC Secretariat are expected to:

1. Organize, coordinate, and document meetings of the Committee;
2. Conduct initial screening of submitted proposals for compliance with submission guidelines;
3. Aid SDRC members in recommending proposals for approval as per the criteria and scoring template;
4. Liaise with academic and research institutions government agencies, and other DepEd offices in the conduct of the research;



5. Provide technical assistance to researchers on the conduct of their studies;
6. Conduct periodic monitoring of research initiatives in schools and community learning centers (CLCs) within the division;
7. Prepare periodic reports on accomplishments related to division research initiatives; and
8. Prepare complete staff work in support of the Committee's functions as needed.

**B. School Research Coordinator**

Pursuant to DepEd Order No. 5, s. 2024 (*Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload*), school heads may designate a school research coordinator with the following considerations:

- a. The coordinatorship will be considered as a teaching-related assignment;
- b. The research coordinator must be a teacher preferably with a background in research;
- c. Teacher with less than six hours of teaching load shall be prioritized in the designation;
- d. The assignment must be reflected in the electronic School Form 7 (eSF7); and
- e. The designated teacher performing beyond regular work hours, whether within or outside the school premises, shall be granted with VSC subject to the guidelines provided in the DepEd Order or as defined by other DepEd issuances.

School research coordinators shall perform the following functions:

- a. Be familiar with the DepEd policies and guidelines on research management;
- b. Serve as the official focal person for all school research activities and concerns;
- c. Prepare school reports and related communications related to research;
- d. Attend meetings, workshops and other research related activities, and cascade the information to their respective schools;
- e. Coordinate with the Schools Division Research Committee (SDRC) and provide feedback if necessary;
- f. Encourage and assist teaching, teaching-related, and non-teaching personnel in conducting research for submission to SDRC;
- g. Work closely with the school head in planning research program, projects, and activities in school;
- h. Provide technical assistance to colleagues in writing research following DepEd prescribed format and guidelines;
- i. Perform other tasks related to research programs, projects, and activities of DepEd.

Integrated schools may designate coordinators for elementary and secondary to accommodate different concerns.



## C. Research Management Cycle

### 1. **Schedule of Research Management Cycle**

The schedule of research management cycle shall be as follows:

Activity	Schedule	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Call for Research Project Proposals	1 <sup>st</sup> week of December (previous year)	1 <sup>st</sup> week of June
Deadline of Submission of Research Proposals	2 <sup>nd</sup> week of January	2 <sup>nd</sup> week of July
Initial Screening	Until 3 <sup>rd</sup> week of January	Until 3 <sup>rd</sup> week of July
Committee Evaluation	4 <sup>th</sup> week of January	4 <sup>th</sup> week of July
Notification of Results to the Proponents	Until 2 <sup>nd</sup> week of February	Until 2 <sup>nd</sup> week of August
Implementation of the Research/ Progress Monitoring/ TA Provision/ Submission and Acceptance of Research Completed Report	Within 6 months upon approval (Action Research)  Within 1 year upon approval (Basic Research)	
Dissemination and Utilization of Innovation Project Results	Upon acceptance of the completed research report, onwards	

### 2. **Call for Research Proposals**

Proponents shall be given one month after the call was posted/ disseminated to submit their proposed study. The topic of the research must be within the research priorities across four identified themes and three cross-cutting themes stipulated in DO No. 39, s. 2016, and the 4 pillars of Basic Education Development Plan (BEDP): access, quality, equity and inclusion, resiliency and well-being, and enabling mechanism: school governance. It is highly encouraged to consider the Division Research Agenda which is also anchored on the national and regional research agenda and division's priority research areas.

The research proposal shall be submitted in printed copies and must adhere to the required template provided in DO 16, s. 2017.

### 3. **Initial Screening**

The secretariat will initially screen submitted proposals against the eligibility requirements. Proposals falling under the following conditions will not be further evaluated, and will immediately be returned, with technical inputs, to the proponents:

- Incomplete documentary requirements as prescribed during the call for proposals;
- Conflict of interest in personal and professional aspects, which may influence the impartiality of the parties concerned, whether the proponent or the research committee members;
- Non-conformance to research ethics;
- Exceeding the maximum amount of research grant with no provision for cost-sharing;
- Non-alignment of the research topic with the national and local Basic Education Research Agenda; and
- Cost estimates not within the existing accounting and auditing rules and regulations.



The Secretariat shall duly inform in writing the proponent of the results from the initial screening. The proponents who passed the initial screening shall then be endorsed to the respective research committees for a more rigorous evaluation.

For research that will involve Indigenous Peoples (IP) learners, Indigenous Cultural Communities (ICCs), Indigenous Knowledge Systems and Practices (IKSPs), and Indigenous Learning Systems (ILSs), the Secretariat shall conduct a discussion with the recognized community representatives or elders in IPed implementation from the community/ies to be involved in the research to validate the proposal's compliance with the ethical requirements discussed in Section VI.C of DepEd Order No. 16, s. 2017.

#### **4. Committee Evaluation**

The secretariat shall prepare the completed staff work for the research committees before the evaluation of the proposals.

The research committee shall evaluate the proposals through an oral presentation using the criteria and scoring template.

For research that will involve IP learners, ICCs, IKSPs, and ILSs, the committee may contact recognized community representatives or elders from the communities to be involved in the research to clarify any concerns related to the conduct of the research.

#### Guidelines for Oral Presentation

1. The research proposals which underwent initial screening will be notified for oral presentation through a division memorandum.
2. The prescribed template for the visual presentation is downloadable through this link: <https://bit.ly/SDOCATRESEARCHLIBRARY>.
3. The visual material should not be more than 15 slides, and include the title of the study, name of author/s, school/ office, and email address. Succeeding slides will be composed of Background, Research Questions, and comprehensive methodology.
4. Each presenter is given 15 minutes for an oral presentation. There will be 15 minutes of academic exchange after each presentation.
5. The secretariat will prepare minutes of the oral presentation and provide the researcher with a copy upon the validation of the SDRC.
6. The secretariat will conduct orientation to the proponents as to the way forward or the next steps of the proponents.

To qualify for approval, the proponent must have a minimum score of 70% of the standards guidelines and criteria. The research committee shall provide comments, if any, to the proposals, for consideration of the proponent before the implementation of the research.

Proposals which were not approved during the evaluation of the research committees can be resubmitted after addressing the feedback from the previous evaluation. The secretariat may offer technical assistance.

#### **5. Notification of Results**

Once the research committee has evaluated the proposal, the secretariat will notify the proponent of the results utmost a week after the committee evaluation.

The secretariat will conduct an orientation to brief the proponents on the requirements, roles, and responsibilities of both the researcher and the concerned committees.



For disapproved proposals, proponents are encouraged to resubmit their proposals for consideration once they incorporate the comments from the previous evaluation. The secretariat may provide technical assistance.

## **6. Progress Monitoring**

The Secretariat shall monitor the progress of all approved research based on the approved work plan and provide technical assistance (TA) as needed. TA report shall be submitted to the SDRC as basis of TA provisions. The SDRC will conduct random visits to the locations of research and discuss with the researchers the status of their studies.

School heads and Division ALS Focal Person will monitor the progress of approved research in their respective schools and CLCs.

## **7. Technical Assistance**

Technical assistance will be provided by the SDRC to the researchers based on the feedback from the progress monitoring. The SGOD will assist the researchers, if needed or as requested, at any point during the research implementation.

## **8. Provision on Changes and Extension**

Request for Changes in the Research – Changes to the approved research proposal must be communicated to the secretariat.

Any modifications to any part of the approved research proposal require a letter to the relevant research committee detailing the changes made. The research committee will evaluate the changes for their approval. The approved research topic cannot be changed by the researcher at any point during the study.

Cost implications due to changes will not be granted with additional DepEd funds unless another funding source is available for this purpose. Cost-sharing arrangements, if applicable, should be explicitly indicated in the proposal.

Request for Extension – If the grantee needs an extension, he/ she must submit a formal request with justification to the chair of the relevant research committee. Valid reasons for extension such as, but not limited to, illness of the researcher, occurrence of disasters, and other extenuating circumstances. The committee will decide whether to approve the extension request without additional cost to DepEd, and the extension duration will not exceed 1 year.

In cases where unforeseen circumstances force the cessation of the research implementation, a letter should be written to the SDRC with justification and documentary support.

## **9. Quality Control Checklist (QCC)**

As stipulated in DepEd Memorandum No. 28, s. 2022, the SDRC will adopt the QCC as a tool in identifying comments/recommendations, and areas for technical assistance to grantees/researchers as the latter complete / finalize their research.

The following guidelines shall be observed in using the QCC for both the acceptance and archiving of research:

- a. While the SDRC have the accountability in accomplishing the tool, they may engage one or more evaluators of completed research. If two or more evaluators will be engaged, evaluators shall deliberate towards a



consensus regarding the comments/inputs to be and record their comments/inputs on each checklist item for the researcher's reference. "Consensus" shall be construed as a decision arrived at by all evaluators deciding together. They may establish their own rules of procedure by which the single checklist shall be accomplished, on the condition that these rules are disseminated to all stakeholders concerned. Also, no evaluator with conflict of interest relative to the research for evaluation shall be engaged.

- b. In accomplishing the Remarks section, evaluator shall provide comments/inputs/recommendations as comprehensive as possible and specify the concerned section/part and page of the manuscript, as applicable.
  - c. The checklist shall be used alongside the instruction guide. As they familiarize themselves with its use and gain confidence in their assessment abilities, evaluators may eventually be able to use the checklist without the aid of the instruction guide.
- Evaluating research for acceptance starting FY 2022:  
Consistent with Section V-B-vii of the RMG (DepEd Order No. 16, s. 2017), the SDRC shall use the QCC in the technical evaluation of completed research for acceptance, to wit:
    1. For completed research under FY 2022 and onwards, the Secretariat and evaluators shall use and accomplish the appropriate QCC in the technical evaluation of completed basic or action research.
    2. On the decision in the score sheet, they shall accomplish both "FOR ACCEPTANCE" and "FOR ARCHIVING". Completed research reports submitted for acceptance shall pass the technical evaluation only if they are marked as "Fully Evident" across all criteria. In accomplishing the decision box "FOR ARCHIVING", evaluators shall refer to the tiers of disclosure, namely: General Public Disclosure and Limited Public Disclosure, in DepEd Order 14 s. 2022.
    3. Accordingly, the Secretariat shall endorse the completed research which passed the technical evaluation with the accomplished QCC to the SDRC for their review and acceptance. The Research Committee may use the minimum quality standards of the QCC in evaluating the completed research. If it has no other inputs/comments/recommendations, the committee shall accept the research. Otherwise, the completed research shall be returned to the researcher / grantee for revision.
    4. If the completed research did not meet all the criteria of the QCC, the Secretariat shall return the completed research and accomplished QCC to the researcher/ grantees for revision and resubmission until such time the completed research meets the minimum quality standards as per the QCC. To this end, the Secretariat, in coordination with the concerned research coordinator, is encouraged to provide the necessary technical assistance to researchers/grantees.
    5. All completed research which was accepted by the Research Committee shall be appropriately archived consistent with the DepEd Orders 14 s. 2022 and 16 s. 2017.

For accepted research using the QCC, there is no need for another quality control using the similar tools and standards for its archival.



- Quality control of researches prior to FY 2022

Consistent with Sections VI and VII of DepEd Order 14 s. 2022, researches can be archived when their authors/owners gave consent and upon compliance with the quality standards of DepEd. Hence, the SDRC shall use the QCC in evaluating the quality of researches for archiving in the manner described to wit:

1. The SDRC shall use and accomplish the QCC in the quality control of research for archiving.
2. On the decision in the score sheet, they shall accomplish both the decision "FOR ACCEPTANCE" and "FOR ARCHIVING". For this type of research, "FOR ACCEPTANCE" pertains to the acceptance of the research for archiving, while "FOR ARCHIVING" pertains to the archiving.
3. The SDRC may also coordinate with the researcher/ grantee if the latter is willing to revise and resubmit the completed research considering the findings of the QCC. The committee shall review the revised research using the QCC for archiving. Research reports shall be accepted only if they are marked as "Fully Evident" across all criteria. Upon acceptance, evaluators shall determine the appropriate tier of disclosure consistent with DepEd Order 14 s. 2022. Accordingly, the SDRC shall request the appropriate archival of the research. The full report/paper of research that is classified for Limited Public Disclosure shall be archived through other established mechanisms.
4. If the completed research did not meet all the criteria of the QCC, the SDRC shall return the completed research and accomplished QCC to the researcher/s for the possible revision and resubmission.

#### **10. Submission and Acceptance**

- a. The completed research must be submitted to the SDRC. The Secretariat will conduct a technical evaluation to determine the acceptability of the output.
- b. Outputs with additional requirements, comments, and recommendations will be returned for revision. This will be outside the research work plan.
- c. The deliverables to be submitted for acceptance are the following:
  - Hardbound copy of the completed research report
  - PDF file of the completed research report
  - Narrative report of the dissemination or utilization of the research with approved activity proposal
  - Memorandum of Agreement (for research funded by BERF or other funding organizations)
  - Pamphlet containing the summary of the completed research
- d. After submission, Certificate of Completion and Acceptance signed by the Head of Office will be provided to the researcher.

#### **11. Dissemination and Utilization**

The researchers and the research committees will take measures to ensure the dissemination and utilization of research results in various settings across governance levels. Further, researchers will disseminate and discuss their research results and recommendations in the area/office/governance level where the study was conducted, preferably attended by the respondents. Research committees will provide a venue to actively disseminate results from completed research studies, and encourage everyone to analyze, consider, and incorporate these results in their practices.



The SDRC may organize an annual research conference, research forum, or policy forum to gather education researchers to share their research findings, gather new inputs and research ideas, and discuss policy options based on research results. Further, respective research committees may also publish research journals and bulletins for wider dissemination, and as a potential archival mechanism for completed research.

In addition, the SDRC shall utilize completed research to improve learning outcomes and governance processes in their respective areas. Evidence should be heavily used in the development of policies, frameworks, programs, and projects; strategic, operational, and mid-term plans; training programs; and instructional materials, to mention a few governance strategies.

With the full support of school heads, teachers will disseminate and utilize their research through existing mechanisms such as but not limited to, the following venues:

- **Learning Action Cells (LACs).** The LAC sessions may be maximized by sharing the results of ongoing and/or completed research. These may serve as input for teachers in their respective teaching-learning strategies.
- **In-Service Training (INSET).** The training design may include discussions on research results and how these can be utilized.
- **School Governing Council (SGC).** Research results and proposed actions can be presented during school planning and monitoring activities.
- **School Improvement Plan (SIP) / Annual Implementation Plan (AIP).** Research results may be incorporated into the SIP. School planning activities may bring forth possible research topics. These may also be plotted as research initiatives in the SIP and AIP.
- **School Report Card (SRC).** Interventions made because of action results may be included in the SRC.

## 12. Archival

The SGOD through the PRS, will set up mechanisms to archive all completed education research, along with other relevant documents, such as the data sets used during the study.

The archival of the completed education research shall undergo evaluation through the QCC following the provisions of DM No. 28, s. 2022.

The Division Library may be utilized for the archival of the hard bound copy of the completed researches.

### D. Additional Provisions

Ensuing from policy monitoring as well as the changes brought about by the COVID-19 pandemic, the following provisions are added as to DO No. 26, s. 2021:

1. Virtual conduct of research-related activities and initiatives – Research-related activities and initiatives such as call for proposals, committee evaluation, progress monitoring, and other support activities may be conducted virtually and/ or remotely. Face to face activities shall only be allowed in consideration of the risk severity of the area with strict observance of the minimum health standards. In addition, online submission of requirements shall be allowed. For those who have no internet access, proponents may use courier services to submit the required documents. The



cost for the service delivery fee may be charged to the approved budget of research proposals.

2. Online/ remote data gathering methods – As part of the initial screening, proposals with online/ remote data gathering shall be prioritized. For proposals with face-to-face data collection, the concerned Research Committee shall ensure its appropriateness with the research questions and design. Face-to-face data collection shall only be implemented if it is relevant to the research design in consideration of the risk severity of the area and implemented upon strict observance of minimum health standards.

#### **IV. Fund Sources**

1. Basic Education Research Fund or BERF

This fund will support education research initiatives in the Department such as, but not limited to, funding for approved education research proposals of DepEd employees, capacity building, research dissemination and utilization, policy development, technical support, and monitoring and evaluation.

2. Other Fund Sources

Research initiatives using other fund sources will follow the research management procedures in evaluating and approving research proposals. This will follow the usual government accounting and auditing rules and regulations. Other fund sources include, but are not limited to, local funds and the Special Education Fund (SEF), as stipulated in Section 4.1.4.1 of the Joint Circular (JC) No. 1, s. 2017 of DepEd, DBM, and DILG.

For fund sources outside the SEF and BERF, special concerns and provisions may arise depending on the stipulations in the agreement between DepEd and the funding institution.

#### **V. EVALUATION OF RESEARCH FOR PERFORMANCE EVALUATION AND AS AN OUTSTANDING ACCOMPLISHMENT FOR A VACANT POSITION OR PROMOTION**

Research may be submitted as one of the components of outstanding accomplishment for vacant positions or promotion per DepEd Order No. 7, s. 2023.

#### **VI. Special Provisions**

- A. EXECUTION OF MEMORANDUM OF AGREEMENT

To ensure accountability, all researches receiving funding from DepEd or other sources must execute a Memorandum of Agreement (MOA) which contains the conditions and details of the grant as agreed between the grantee and the funding source/s. The costs for travel for such appearances may be charged to the approved budget for the research proposal.

- B. OWNERSHIP AND AUTHORSHIP OF THE RESEARCH PAPER

The grantee/s will be the sole author of the research. However, the study funded under BERF will be co-owned by the author/s and DepEd. Written permission from the National and Regional Research Committees is required if the research will be presented in research conferences, forums, and other related events, or be published in research journals and bulletins. Also, in these presentations or publications, the researchers must duly acknowledge the funding source/s for the study.



### C. RESEARCH ETHICS

Conducting research often requires interaction with various people and communities. Education research heavily focuses on learners and their immediate environment. Thus, researchers shall observe the highest ethical standards. Similarly, the SDRC shall uphold ethical principles in evaluating and implementing research proposals to protect our learners and communities. This includes ensuring confidentiality in handling data of respondents and providing consent forms where necessary. Further, anyone found to have violated research ethics will be blacklisted from availing of any other research grant mechanism in the Department.

In support of this, the Department will establish a Research Ethics Committee (REC) and issue a corresponding policy on evaluating compliance to research ethics. This is to ensure protection of respondents to basic education research.

In the interim, researchers will refer to the DepEd Child Protection Policy (DO 40, s. 2012) as reference for interacting with learners. Further, for researches that will involve IP learners, ICCs, IKSPs, and ILSs, researchers will adhere to the rights-based approach and the principles of inclusion, participation, and empowerment as stipulated in the National IPED Policy Framework (DO No. 62, s. 2011). Should the research directly discuss or focus on the IP community's IKSPs and ILS with information directly generated from the community, the study shall properly recognize the community/ies where the research was undertaken as co-author and co-owner of the research. Permission from the concerned community, through its recognized community representatives or elders involved in IPED implementation, needs to be sought if the research will be presented in research conferences, forums, and other related events, or be published in research journals and bulletins. A copy of the study and subsequent publications featuring the study shall be given to the said community representatives.

The principles of free, prior and informed consent, and the recognition and protection of communal intellectual and cultural property rights will also be meaningfully considered and adhered to throughout the research process.

### D. PLAGIARISM AND FRAUD

The research proponents are required to observe the highest standard of ethics during the preparation and implementation of the research proposals. They will ensure that the research proposal and final report submitted are original works. Appropriate referencing and citation must be included in the research proposal and final report.

The proponent is required to submit an anti-plagiarism declaration attesting to the originality of the research study. Any act of fraud and plagiarism will be dealt with accordingly. Further, anyone found to have committed plagiarism will be blacklisted from availing of any other research grant mechanism in the Department.

### E. FAILURE TO COMPLETE THE RESEARCH PROPOSAL

The letter of approval and MOA (for funded research) will include a provision that, if the research proponent/s fail to complete and submit the deliverables, the research proponent/s will be required to return the total amount of the research grant s/he received during the implementation.



If the proponent/s fail to complete and submit the deliverables within the prescribed schedule or upon the approved time frame of extension, the research shall no longer be accepted.

## **VII. Research Partnerships**

To engage external stakeholders in promoting and strengthening the culture of research in the Department, the SDRC will collaborate with research and academic institutions on various research initiatives. It is ensured that mutual benefit and reinforced collaboration shall arise from these partnerships.

### **a. Potential Research Partners**

The SDRC may partner with the following institutions:

- State universities/colleges and other academic institutions – Universities and colleges that would want to work with the Department may be tapped for potential collaborations and research activities. The advantages of these partnerships include access to the institution to our researchers, as well as a deep understanding of the context of the division by the academic institution.
- Development partners – Most development partners with a focus on the basic education sector have research arms that are willing to assist DepEd researchers. Tapping them to cooperate on research initiatives will give researchers different perspectives based on experiences from the field and the development sector.
- Non-Government Organizations (NGOs) and Civil Society Organizations (CSOs) – NGOs and CSOs in the basic education sector are also involved in research initiatives to appropriately target their interventions in schools. DepEd may harvest relevant practices and experiences upon entering a partnership with them.
- Other Government Agencies / Local Government Units (LGUs) – Some government agencies and LGUs have established mechanisms and facilities to promote research within their sector. Forging partnerships with these agencies may help develop best practices for research management and implementation.
- Partnerships with Indigenous Cultural Communities (ICCs). The National IPED Policy Framework (DO 62, s. 2011) encourages ICCs to take the lead in doing research that will inform and guide IPED implementation (e.g., research on IKSPs, ILSs, and community history).

### **b. Areas for Partnerships**

- Capacity building – DepEd may partner with institutions in providing technical assistance and capacity-building activities for research committees, education managers, school heads, teachers, and other DepEd personnel. This may be done through formal training or apprenticeship in the research projects of the institution. DepEd may also share best practices with partner institutions.
- Resource sharing – DepEd and the partner institution may share resources from their respective databases which may help DepEd researchers in completing their research. Research partners may also utilize the research owned by the Department.
- Research grants and funding – Partnerships may also explore the possibility of providing grants for DepEd researchers. This will expand the opportunities for DepEd to conduct research with funding support from external sources.
- Research collaboration – DepEd and partner institutions may embark on research projects together, with team members coming from both DepEd and the partner institution. This will also serve as capacity building for DepEd



personnel. Further, cost-sharing may be explored in the conduct of research by both institutions.

c. Memorandum of Agreement with Partners

To officially engage the identified partner institutions, a Memorandum of Agreement (MOA) will be drafted detailing the terms and conditions of the partnerships, as well as the roles and responsibilities of involved parties. The School Divisions Superintendent, as head of their respective levels, will be the signatories of the MOA, together with the head of the partner institution.

Complete staff work will be prepared by the secretariats of the research committees to ensure that the concerned parties are committed to achieving the goals of the partnership.

### **VIII. Monitoring and Evaluation**

Apart from the progress monitoring of the research being conducted, the SGOD-PRS shall conduct monitoring and evaluation of the entire research management cycle within their respective areas to continuously improve the management of research. Feedback will be communicated through M&E platforms in their respective governance.

### **IX. References**

DepEd Order No. 13, s. 2025, *Establishment of a Policy Development Process at the Department of Education*

DepEd Order No. 14, s. 2022, *Adoption of E-Saliksik: The DepEd Research Portal*

DepEd Order No. 16, s. 2017, *Research Management Guidelines*

DepEd Order No. 26, s. 2021, *Amendment to DepEd Order No. 016, s. 2017 (Research Management Guidelines)*

DepEd Order No. 39, s. 2016, *Adoption of the Basic Education Research Agenda*

DepEd Order No. 40, s. 2012, *DepEd Child Protection Policy*

DepEd Memorandum No. 28, s. 2022, *Adopting Tools to Improve Quality Management of Completed Research at the Department of Education*

DepEd Order No. 62, s. 2011, *Adopting the National Indigenous People (IP) Education Policy Framework*

Division Memorandum 559, s. 2021, *Adoption of the Division Research Management Guidelines*

Office of Ethics and Compliance, University of California, San Francisco, retrieved from <http://coi.ucsf.edu/>



## Annex 1: DETAILED DESCRIPTION OF EACH SECTION

### a. Front matters

- Title Page
  - This page contains the Research Title, the Name of the Researcher/s, Month and Year of completion
  - The research title should be in uppercase, in boldface, centered, and placed in the third line from the heading.
  - If possible, use word substitutes for formulas, symbols, and subscripts/ superscripts
  - The final line of the title page is the month and year in which the research is approved by the SDRC. It is placed in the third line from the bottom of the page.
  - The title page is counted as page i, but unmarked. Pagination is reflected in the Table of Contents.
- Abstract
  - The heading for this page is **ABSTRACT** in uppercase and bold attributes, centered without punctuation
  - The body of the abstract is a general overview of the research. It is a summary of the study, a statement of the experiment or problem, the procedure followed, the results, and the conclusions.
  - It should be a succinct account that allows readers to make accurate decisions as to whether the full contents will be beneficial for them.
- Acknowledgment
  - The work **ACKNOWLEDGMENT** in uppercase and bold attribute should be centered.
  - This part, which should not exceed two pages, expresses the researcher/s recognition of and appreciation for any special assistance made by individuals or institutions that are not mentioned in the manuscript but have made an important contribution to the study.
  - Initials of the researcher/s should be indicated at the lower right-hand of the page.
- Table of Contents
  - The heading for this page is **TABLE OF CONTENTS** in uppercase and bold attribute, centered without punctuation
  - The title of the sections must be listed and worded exactly as they appear in the manuscript
  - Titles for the preliminary pages are in uppercase
  - The page number for the starting page of each part is listed flushed at the right margin
  - Any space between the last word of the title and the page number, which should at least be half an inch, must be filled with a dot leader.
- Tables and Figures
  - Table designates tabulated numerical data used in the body of the manuscript and the appendices. Figure designates all other non-verbal materials such as illustrations, charts, graphs, maps, photographs, drawings, diagrams, and the like.
  - All tables and figures should be located right after the text that is referring to them and if possible, should be located such that they do not run over into the next page. If this happens, subsequent pages of the illustration must include at least the illustration number and the notation that it is continued, e.g., Table 1, contd.



- The font size in the table entries may be reduced but not smaller than 9 point to accommodate the table in a single page.
- Illustrations may be presented horizontally or vertically. In either case, illustrations must fit within the required margins and page numbers must be placed consistently throughout the entire manuscript.
- Table captions are typed above the table, and figure captions are typed below the figure. If an illustration is rotated, the coordinating caption must also be rotated.
- For tables and figures copied from other sources, the caption of such should include the source.
- Illustrations must be numbered consecutively throughout the entire manuscript. A straight sequence (1, 2, 3, 4, etc.) or a decimal approach (1.1, 1.2, 1.3, etc.), where the first digit is the section number and the digit after the decimal point is the illustration number may be used.
- Photographs, as figures, must be scanned and converted into an electronic format for simultaneous printing with the page.
- Oversized illustrations should be reduced; however, legibility must be maintained. If it is not possible, a folded oversized page may be included, which may be accordion folded, so that it may be bound with the rest of the document. In this case, the page number must appear in a manner consistent with the rest of the document.
- If color is used for presenting data, sharply contrasting colors are preferred.

**b. Text**

The text of the manuscript is divided into sections and is numbered continuously using Roman Numerals and should be written in English or Filipino.

**c. Back matters**

**a. List of References (per APA, 7<sup>th</sup> Edition)**

- List all references used in the study and the documentation style must follow the American Psychology Association (APA) citation style for documenting sources (including in-text citations).
- References may be cited by giving the last name(s) of the author(s) and the year of publication of the reference.
- References cited in the text of a research paper must appear in a Reference List. This list provides the information necessary to identify and retrieve each source.
- REFERENCES is used instead of BIBLIOGRAPHY for the list of works cited.
- This must be in the same font style and font size as the rest of the manuscript.
- Entries are listed alphabetically by the author's last name or by the title of the article book if there is no author or editor given
- All entries are in single-spaced/hanging indented. There must be an additional space between entries.
- Use the latest publishing date for the book or encyclopedia and the complete date for newspapers, magazines, or the internet.

**d. Appendix/ Appendices**

- The appendix provides a place for supplementary material that is not necessary for inclusion in any of the major sections. Tables too



detailed for the text presentation, figures, technical notes, raw data, computer programs, musical scores, sample questionnaires, schedules, and case studies are common appendix materials.

- Appendices, presented in alphabetical order (A, B, C, D, ...), and may be single-spaced, appear at the end of the manuscript only; they do not appear at the end of each chapter. If the material appended has more than one-page, subsequent pages of the appendix must include at least the appendix letter and the notation that is continued (e.g., APPENDIX A continued)
- The font style and font size for the main heading, sub-headings, and illustration captions of an appendix must match that of the text, but the font style and size of the materials in the body of the appendix may be different.



## Annex 2: TECHNICAL SPECIFICATIONS

### Paper Size and Quality

- 8" x 11" white, substance 20 bond paper must be used.
- Manuscripts printed on better quality paper will look more professional and will archive better.

### Paper Layout

- Paper must be printed/typed in portrait mode. Landscape mode is not allowed except to accommodate unusually large tables, illustrations, and the like.

### Margins

- To provide an allowance for trimmings during binding, every page of the manuscript must meet these maximum margin standards.
- Top and Bottom: 1.0"
- Right: 1.0"
- Left: 1.5" (binding edge)
- All manuscript materials must fit within these margin requirements (including page numbers, tables, figures, and graphs).

### Fonts and Font Size

- 12-point size Arial should be used.
- A consistent font style and size must be observed throughout all sections of the manuscript.
- Italics may be used for quotations and words in a foreign language and scientific terms.
- Number of Lines per page: 22 to 23 lines

### Pagination

- Each page of the entire manuscript must be numbered except for the Title Page, Research Proposal Application Form and Endorsement of Immediate Supervisor, and Declaration of Anti-Plagiarism and Absence of Conflict of Interest.
- Preliminary pages are numbered consecutively in lower case Roman numerals.
- The text and back matters are numbered consecutively in Arabic numerals, beginning with 1 on the first page of the text.
- Page numbers must appear in the same location (upper right-hand corner) on each page.
- Page numbers must be consistent with the text in font size and style. It must also fit within the margin requirement.

### Binding and Labelling

- The manuscript is bound using a hardcover, wrapped in transparent plastic with the color specified as follows:

Research Category	Color of Hard Cover	Color of Text in the Hard Cover
Non-BERF Funded Action Research	Green	Gold
Non-BERF Funded Basic Research	Yellow	Gold
BERF-Funded Action and Basic Research	Varies depending on the requirements from the regional office.	
Research Funded by other Sources	Varies depending on the requirements from Funding Institutions	



- Fourteen (14) point Arial font in boldface should be used for the title and name.
- The spine of the bound copies should bear the title, the name of the researcher/s (last name and initials of the first name), and the month and year of approval.
- Except for the date and the address, all other items are in uppercase.



**Annex 3: TITLE PAGE TEMPLATE FOR ACTION/ BASIC RESEARCH PROPOSAL  
WITH FUND SOURCE**

**TITLE**

An Action/ Basic Research Proposal  
Submitted to the Schools Division Research Committee  
Schools Division Office of Catanduanes  
San Roque, Virac, Catanduanes

Name of the Proponent/s  
Title/ Designation  
School/ Office

**Funding Year**



**Annex 4: TITLE PAGE TEMPLATE FOR PERSONALLY FUNDED ACTION/ BASIC  
RESEARCH PROPOSAL**

**TITLE**

An Action/ Basic Research Proposal  
Presented to the Schools Division Research Committee (SDRC)  
Schools Division Office of Catanduanes  
Virac, Catanduanes

Name of the Proponent/s  
Title/ Designation  
School/ Office

Year



Annex 5: **TITLE PAGE TEMPLATE FOR COMPLETED ACTION/ BASIC  
RESEARCH WITH FUND SOURCE**

**TITLE**

A Completed Action/ Basic Research Report  
Submitted to the Schools Division Research Committee  
Schools Division Office of Catanduanes  
San Roque, Virac, Catanduanes

Name of the Proponent/s  
Title/ Designation  
School/ Office

Funding Year



**Annex 6: TITLE PAGE TEMPLATE FOR COMPLETED PERSONALLY FUNDED  
ACTION/ BASIC RESEARCH REPORT**

**TITLE**

A Completed Action/ Basic Research Report  
Presented to the Schools Division Research Committee (SDRC)  
Schools Division Office of Catanduanes  
Virac, Catanduanes

Name of the Proponent/s  
Title/ Designation  
School/ Office

Year

## Annex 7: RESEARCH PROPOSAL APPLICATION FORM AND ENDORSEMENT OF IMMEDIATE SUPERVISOR

### A. RESEARCH INFORMATION

<b>RESEARCH TITLE</b>	
<b>SHORT DESCRIPTION OF THE RESEARCH</b>	
<b>RESEARCH CATEGORY (check <u>only one</u>)</b> <ul style="list-style-type: none"> <li>• National</li> <li>• Region</li> <li>• Schools Division</li> <li>• District</li> <li>• School</li> </ul> <b>(check <u>only one</u>)</b> <ul style="list-style-type: none"> <li>• Action Research</li> <li>• Basic Research</li> </ul>	<b>RESEARCH AGENDA CATEGORY (check <u>only one</u> main research theme)</b> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Child Protection</li> <li>• Human Resource Development</li> <li>• Governance</li> </ul> <b>(check <u>up to one</u> cross-cutting theme, if applicable)</b> <ul style="list-style-type: none"> <li>• DRRM</li> <li>• Gender and Development</li> <li>• Inclusive Education</li> <li>• Others (please specify):</li> </ul>
<b>FUND SOURCE (e.g. BERF, SEF, others)*</b>	<b>AMOUNT</b>
<b>TOTAL AMOUNT</b>	

\*Indicate also if proponent will use personal funds

### B. PROPONENT INFORMATION

#### LEAD PROPONENT/ INDIVIDUAL PROPONENT

<b>LAST NAME:</b>	<b>FIRST NAME:</b>	<b>MIDDLE NAME:</b>
<b>BIRTHDATE (MM/DD/YYYY):</b>	<b>SEX:</b>	<b>POSITION/ DESIGNATION:</b>
<b>REGION/ DIVISION/ SCHOOL (whichever is applicable):</b>		
<b>CONTACT NUMBER 1:</b>	<b>CONTACT NUMBER 2:</b>	<b>EMAIL ADDRESS:</b>
<b>EDUCATIONAL ATTAINMENT (DEGREE TITLE)</b> <i>Enumerate from bachelor's degree up to doctorate</i>	<b>TITLE OF THESIS/ RELATED RESEARCH PROJECT</b>	
<b>SIGNATURE OF PROPONENT</b>		

#### 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 office functions.

\_\_\_\_\_  
Name and Signature of Immediate Supervisor

Position/ Designation: \_\_\_\_\_

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



**Annex 8: DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST****DECLARATION OF ANTI-PLAGIARISM**

1. I, \_\_\_\_\_, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/ or using some parts of their work without proper acknowledgment and referencing.

2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.

3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

PROPONENT: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**DECLARATION OF ABSENCE OF CONFLICT OF INTEREST**

1. I, \_\_\_\_\_, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.<sup>1</sup>

2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.

3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.

4. I understand that I may held accountable by the Department of Education for any conflict of interest which I have intentionally concealed.

PROPONENT: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

---

<sup>1</sup> Office of Ethics and Compliance, University of California, San Francisco, retrieved from <http://coi.ucsf.edu/>

**Annex 9: SAMPLE LETTER OF APPROVAL**

[Insert Date]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_:

Greetings!

We are pleased to inform you that your research proposal titled, \_\_\_\_\_ which was submitted to the Schools Division Research Committee (SDRC) and was thoroughly evaluated by the Innovation Committee based on the criteria prescribed in the Revised Division Research Management Guidelines, has been approved for implementation. Please be aware that the SDRC Secretariat shall monitor the progress of your research throughout its implementation.

For clarifications and any concerns, kindly contact [insert contact office, focal person, and contact details].

We look forward to the successful implementation of your research.

Congratulations!

Very truly yours,

**SCHOOLS DIVISION RESEARCH COMMITTEE CHAIR**



**Annex 10: SAMPLE LETTER OF DISAPPROVAL**

[Insert Date]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_:

The Schools Division Research Committee (SDRC) has carefully evaluated your research proposal titled \_\_\_\_\_ based on the criteria prescribed in the Revised Schools Division Research Management Guidelines.

We regret to inform you that the said proposal did not pass the evaluation due to the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Kindly take note that you can still re-submit your research proposal once all comments and recommendations are incorporated.

For clarifications and any concerns, kindly contact [insert contact office, focal person, and contact details].

We look forward to future collaboration with you. Thank you very much.

Very truly yours,

**SCHOOLS DIVISION RESEARCH COMMITTEE CHAIR**

**Annex 11: CERTIFICATE OF COMPLETION AND ACCEPTANCE****CERTIFICATE OF COMPLETION AND ACCEPTANCE**

This is to certify that the Action/ Basic Research of \_\_\_\_\_ (position) titled \_\_\_\_\_ has been implemented and completed by the researcher and accepted from the Schools Division Research Committee (SDRC).

Issued this \_\_\_\_ day of \_\_\_\_\_ at Virac, Catanduanes for whatever purposes it may serve.

---

SDS



## Annex 12: GUIDE FOR APPRAISING ACTION RESEARCH PROPOSAL

MAIN CRITERIA	Increasing Levels of Quality and their Descriptions					SCORE
<b>Rationale of the Action Research</b>	<b>Context (15pts)</b>	Not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of inquiry. (8 points)	The educational relevance and timeliness of the problem or issue are shown. The need to conduct action research to address or improve the situation is explained. (12 points)	The nature, extent, and salience of the identified problem or issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15pts)	
	<b>Proposed Intervention, Innovation, Strategy (15pts)</b>	Not presented (no points)	The action research proposal mentions an intervention, innovation, or strategy to be tried out to address the problem or issue. (8 points)		The proposal outlines when and where the intervention, innovation or strategy will be undertaken, and who will be involved. Activities to be undertaken are stated. (12 points)	
<b>Action Research Questions (30pts)</b>		Not Stated (no points)	The action research proposal has a stated aim, objective, or general research question(s). (15 points)	The research question(s) specifies the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal. (25 points)	The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue and conveys the desired change or improvement. (30 points)	
<b>Action Research Methods (30 points)</b>	<b>Participants and/or other sources of Data and Information (10pts)</b>	Not Stated (no points)	The action research proposal states the target participants and/or other sources of data and information (ex: learners, teachers, documents, realia, learners' products, others. (5 points)	Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)		
	<b>Data Gathering Methods(s) (10pts)</b>	Not Described (no points)	The action research proposal presents a general description of the method(s) to be employed for gathering data. (5 points)	Details of the data gathering method(s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others. (8 points)	The proposal explains why the selected data gathering method(s) is suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/information. (10 points)	
	<b>Data Analysis (10pts)</b>	Not Described (no points)	The action research proposal presents a general description of the method(s) to be employed for gathering data. (5 points)	Details of the data gathering method(s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others. (8 points)	The proposal explains why the selected data gathering method(s) is suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research	

					instruments, if any, are appropriate for obtaining the desired kind of data/information. (10 points)	
<b>Action Research Work Plan and Timeliness (5pts)</b>	Not stated (no points)	The action research proposal includes a list of major activities and their timelines. (3 points)	A detailed work plan is provided covering start to completion of the action research. Timelines are realistic and show concretely how the action research will unfold over the allowed period. The plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points)			
<b>Cost Estimates (5pts)</b>	Not Included (no points)	The action research proposal includes a list of major items and their estimated costs. The total cost is shown. (3 points)	A detailed breakdown of items with their corresponding cost is furnished. The items and costs reasonably reflect the funding needs of the action research and adhere to the BERF guidelines. The plan reflects the proponent's capacity to project specific expenses that she or he be accountable for. (5points)			
<b>TOTAL SCORE</b>						
<b>REMARKS/SUGGESTIONS/RECOMMENDATION:</b>						
Prepared by:						



## Annex 13: GUIDE FOR APPRAISING BASIC RESEARCH PROPOSAL

MAIN CRITERIA		Increasing Levels of Quality and their Descriptions				SCORE
<b>Rationale of the Research (10pts.)</b>		Not described (no points)	The research proposal presents to general description of the topic or focus of inquiry. (5pts.)	The educational relevance and timeliness of the research topic are shown. It explains the need to conduct research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/problem. (8pts.)	The nature, extent and salience of the research topic are comprehensively discussed. Different aspects of the research setting are elaborated showing in depth and critical analysis of the situation. Policy implications, benefits and limitations of the study are stated. (10pts.)	
<b>Research Questions (20pts.)</b>		Not stated (no points)	The research proposal has stated aim, objective, or general research questions. (10pts.)	The research question specifies the variables of the focus of inquiry. Key elements of the research questions are reflected in the title of the proposal	The research questions logically proceed from the contest of the study. They are formulated to clearly show the extent and different angles of inquiry (ex.: different variables of interest, relationships to be probed, geographical and temporal scope. (20pts.)	
<b>Use of Related Literature and Proper Citation (10pts.)</b>		Not provided (no points)	The research proposal cites theories and/or previous studies related to the present research. Sources are properly acknowledged. (5pts.)	Viewpoints and issues underlying the present research are discussed and synthesized. They are critically evaluated to identify inconsistencies or gaps in current knowledge or educational policy that the study intends to address. Construct are defined and presented in conceptual framework. Citation of literature source is consistent. (10pts.)		
<b>RESEARCH METHODS (40pts)</b>						
	<b>Participants and Other Sources of Data and Information (10pts)</b>	Not stated (no points)	The research proposal states that the study's target participants and/or other sources of data and information (ex.; divisions, districts, offices schools, learners, teachers, parents, documents, secondary data, and others) (5pts)	Details are provided about the target [participants (ex.; number, characteristics, sampling procedures if any) and /or other sources of data and information. Clear rationale for their inclusion in the study is given. (10pts)		
	<b>Data Gathering Method (s) and Research Instruments (20pts)</b>	Not described (no points)	The research proposal presents to general description of the methods to be employed for the gathering of data. (10pts)	Details of the data gathering methods are provided: the specific kinds of data, how and when they will be collected. It describes any research instrument (ex.: test, scale, survey questionnaire, checklist, interview guide) to be developed or adopted. (15 pts.)	The proposal explains why the data gathering methods are suited to the nature and purpose of the study. The data gathering methods are aligned with the research questions. Details about research instruments are presented such as their sources or how they will be developed and by whom, and their appropriateness for obtaining the desired kind of data/information.	

					(20pts)	
	<b>Data Analysis Plan (10 pts)</b>	Not stated (no points)	The research proposal presents a general description of how the gathered data/information will be analyzed.	Details of the methods of data analysis are given. Techniques (ex. Quantitative, statistical, qualitative, or both methods), as well as tools (ex.: software) to be employed are specified. (8pts)	The selected methods of data analysis are shown to be appropriate to the nature of the data/information to be gathered and for addressing the research questions. (10pts)	
<b>WORK PLAN AND TIMELINES (10 pts)</b>		Not included (10pts)	The research proposal includes a list of major activities and their timelines. (5pts)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and shows concretely how the research will unfold over the allowed period. The over plan reflects the proponent's capacity to concretize ideas into clear and sequential step to be undertaken. (10pts)		
<b>COST ESTIMATES (10 pts)</b>		Not included (no points)	The research proposal includes a list of major items and their estimated costs. The total cost is shown. (5pts)	A detailed item with their corresponding costs is furnished. The items and costs are reasonably reflecting the funding needs f the research and adhere to BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for. (10pts)		
<b>TOTAL SCORE</b>						
<b>REMARKS/SUGGESTIONS/RECOMMENDATIONS:</b>						
<p><b>Evaluated by:</b></p>						



## Annex 14: QUALITY CONTROL CHECKLIST FOR COMPLETED ACTION RESEARCH

### INFORMATION SHEET

**Instructions:** Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: \_\_\_\_\_

Funding Year: \_\_\_\_\_

Region: \_\_\_\_\_

Schools Division Office: \_\_\_\_\_

School and/or Functional Division Conducted: \_\_\_\_\_

Authors: \_\_\_\_\_

[Lead Proponent] Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Details: \_\_\_\_\_

[Author 2] Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Details: \_\_\_\_\_

[Author 3] Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact details: \_\_\_\_\_

### SCORE SHEET

**Instructions:** Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received ALL Fully Evident "FE" marks; check the "Return to Proponent" box otherwise.

For research for archiving, check the "General public disclosure" box only if the completed research has received ALL "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: \_\_\_\_\_ No. of Times Evaluated: ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup> ☐ Other: \_\_\_\_\_

### DECISION:

(a) For Acceptance: ☐ **ACCEPT** ☐ **RETURN TO PROPONENT**

(b) For Archiving: ☐ **GENERAL PUBLIC DISCLOSURE** ☐ **LIMITED PUBLIC DISCLOSURE**

	Full Score	NE (Not Evident)	PE (Partially Evident)	FE (Fully Evident)
Credible	6			
Contributory	3			
Communicable	2			
Conforming	3			
<b>TOTAL</b>	<b>14</b>			

**COMMENTS:** \_\_\_\_\_

Prepared by: \_\_\_\_\_ Approved by: \_\_\_\_\_

(Name/Position/Office) (Name/Position/Office)

### CHECKLIST Completed Action Research

**Directions:** Put a check (☑) mark in the box under the appropriate column (NE = "not evident"; PE = "partially evident"; and FE = "fully evident") if the conditions indicated in each criterion below were satisfied by the completed action research. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. **(IMPORTANT: The completed action research must receive all FE marks to be eligible for acceptance.)**

#### A. Credible The completed action research:

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Uses personal reflection to make a compelling case for investigation and intervention.	Check entire paper but especially the Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue.	Action Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work.	Action Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Shows that the researcher/s have followed the Reflect Plan-Act-Observe approach in their research.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the problem/issue and research design to analyze data.	Action Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6	Reflects on its own findings in a manner that is accurate and consistent with the results of the researcher/s' data analysis and engages with the researcher/s' understanding of the area of focus.	Discussion of Results and Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
---	---	--------------------------------------	--------------------------	--------------------------	--------------------------	--

**B. Contributory***The completed action research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses "real" and "existing" issues and challenges identified by its stakeholders.	Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, and Context and Rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Reports results that contribute to the professional development of its proponents/researchers or their peers; decision-makers; or the welfare of stakeholders.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, Context and Rationale, and Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**C. Communicable***The completed action research...*

No.	Criterion	Sections to Consider	NE	PE	FE	Remarks
10	Documents the research process and results in accordance with the prescribed rules.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**D. Conforming***The completed action research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
12	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Action Research Methods; Consent forms in supporting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Includes a clear and feasible action plan (only for IBERF-funded research), and points to opportunities for future interventions and studies.	Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## Annex 15: QUALITY CONTROL CHECKLIST FOR COMPLETED BASIC RESEARCH

### INFORMATION SHEET

**Instructions:** Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: \_\_\_\_\_

Funding Year: \_\_\_\_\_

Region: \_\_\_\_\_

Schools Division Office: \_\_\_\_\_

School and/or Functional Division Conducted: \_\_\_\_\_

Authors:

[Lead Proponent] Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Details: \_\_\_\_\_

[Author 2] Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact Details: \_\_\_\_\_

[Author 3] Name: \_\_\_\_\_

Position: \_\_\_\_\_

Contact details: \_\_\_\_\_

### SCORE SHEET

**Instructions:** Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received ALL Fully Evident "FE" marks; check the "Return to Proponent" box otherwise.

For research for archiving, check the "General public disclosure" box only if the completed research has received ALL "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: \_\_\_\_\_ No. of Times Evaluated: ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup> ☐ Other: \_\_\_\_\_

#### DECISION:

(a) For Acceptance: ☐ **ACCEPT** ☐ **RETURN TO PROPONENT**

(b) For Archiving: ☐ **GENERAL PUBLIC DISCLOSURE** ☐ **LIMITED PUBLIC DISCLOSURE**

	Full Score	NE (Not Evident)	PE (Partially Evident)	FE (Fully Evident)
Credible	6			
Contributory	5			
Communicable	2			
Conforming	3			
<b>TOTAL</b>	<b>16</b>			

**COMMENTS:** \_\_\_\_\_

Prepared by: \_\_\_\_\_ Approved by: \_\_\_\_\_

(Name/Position/Office) (Name/Position/Office)

### CHECKLIST

#### Completed Basic Research

**Directions:** Put a check (✓) mark in the box under the appropriate column (NE = "not evident"; PE = "partially evident"; and FE = "fully evident") if the conditions indicated in each criterion below were satisfied by the completed basic research report. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. **(IMPORTANT: The completed basic research must receive all FE marks to be eligible for acceptance/archiving.)**

#### A. Credible

The completed basic research

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Participates in a scholarly and/or policy discussion by citing relevant theories and/or studies.	Check entire paper but especially the Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Utilizes a research design that is correct and appropriate for the research questions and context.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Is written in a way that is indicative of coherent research planning	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Uses quantitative (statistical) and/or qualitative (thematic / content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Presents its findings in a manner that is accurate and in line with the results of its data analysis and is situated with the reviewed and cited literature and studies	Discussion of Results and Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**B. Contributory***The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses issues and challenges that are interesting, novel, and current to the group being studied.	Introduction of the Research and Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Reports results that can be utilized by at least one of the following groups: decision makers, practitioners, and members of the group being studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Contributes to theory and/or the knowledge base for enhancing future practice.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**C. Communicable***The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
12	Documents the research process and results in accordance with the prescribed rules.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**D. Conforming***The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
14	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Research Methodology; Also check consent forms in supporting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Includes a clear and feasible advocacy plan (only for BERF-funded research), a discussion of recommendations for future research, and a set of policy and/or program recommendations.	Dissemination and Advocacy Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Annex 16: PREPARATION AND INCLUSION FOR RESEARCH PAPER PROPOSAL****Action Research Proposal**

English	Filipino
I. Title Page	I. Pahina ng Pamagat
II. Research Proposal Application Form and Endorsement of Immediate Supervisor	II. Research Proposal Application Form and Endorsement of Immediate Supervisor
III. Declaration of Anti-Plagiarism and Absence of Conflict of Interest	III. Declaration of Anti-Plagiarism and Absence of Conflict of Interest
IV. Context and Rationale	IV. Konteksto at Rasyonal
V. Action Research Questions	V. Paglalahad ng mga Suliranin
VI. Proposed Innovation, Intervention, and Strategy	VI. Mungkahing Interbensiyon, Inobasyon, at Estratehiya
VII. Action Research Methods A. Participants and/ or other Sources of Data and Information B. Data Gathering Methods C. Data Analysis Plan	VII. Pamamaraan/ Metodolohiya A. Mga Kalahok ng Pag-aaral at Iba pang Batayan ng Datos at Impormasyon B. Paraan ng Pangangalap ng Datos C. Plano sa Pagsusuri ng Datos
VIII. Action Research Work Plan and Timelines	VIII. Plano at Talatakdaan ng Gawain
IX. Cost Estimates	IX. Mga Tinatayang Gastos
X. Plans for Dissemination and Utilization	X. Plano sa Pagpapalaganap at Paggamit ng Resulta
XI. References	XI. Mga Sanggunian

**Basic Research Proposal**

English	Filipino
I. Introduction and Rationale	I. Introduksiyon at Rasyonal
II. Literature Review	II. Kaugnay na Literatura
III. Research Questions	III. Paglalahad ng Suliranin
IV. Scope and Limitation	IV. Saklaw at Limitasyon
V. Research Methodology A. Sampling B. Data Collection C. Ethical Issues D. Plan for Data Analysis	V. Pamamaraan/ Metodolohiya A. Sampling B. Paraan ng Pangangalap ng Datos C. Isyung Etikal D. Pagsusuri ng mga Datos
VI. Timetable/ Gantt Chart	VI. Talatakdaan ng Gawain
VII. Cost Estimates	VII. Mga Tinatayang Gastos
VIII. Plans for Dissemination and Advocacy	VIII. Plano para sa Pagpapalaganap at Adbokasiya
IX. References	IX. Mga Sanggunian

## Annex 17: **FORMAT FOR THE COST ESTIMATES AND FINANCIAL REPORT**

### **A. COST ESTIMATE FORMAT**

ACTIVITY	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL AMOUNT

#### **Descriptions:**

1. **ACTIVITY:** List of specific activities to conduct in the entire duration of the research activity implementation as reflected in the Work Plan/Gnatt Chart/Timeline.
2. **DESCRIPTION:** Write/list the actual purchase/s (supplies and materials, foods, fare for domestic travel etc.)
3. **QUANTITY:** Refers to the needed actual number of purchase/s
4. **UNIT PRICE:** The actual market price per piece of the purchased item/s
5. **TRAVEL:** Support with Travel Order (TO), Certificates of Appearance (CA) and RERs
6. **MEALS:** Support with Official Receipts and Attendance Sheet from the end-users/participants and respondents.

### **B. FINANCIAL REPORT FORMAT**

ACTIVITY	CASH-OUT	BALANCE
<b>Sample Computation</b>		
<b>ACTION RESEARCH</b>		<b>Php 15,000.00</b>
1. Crafting and preparation of the research paper proposal	Php 2,500.00	Php 12, 500.00
2. Travel to RO for the submission of a revised research paper for evaluation	Php 1,000.00	Php 11,500.00



## Annex 18: PREPARATION AND INCLUSION FOR COMPLETED RESEARCH REPORT

### Action Research Completed Research Report

English	Filipino
I. Title Page	I. Pahina ng Pamagat
II. Abstract	II. Abstrak
III. Acknowledgment	III. Pasasalamat
IV. Table of Contents	IV. Talaan ng Nilalaman
V. List of Tables	V. Talaan ng Talahanayan
VI. List of Figures	VI. Talaan ng Pigura
VII. Context and Rationale	VII. Konteksto at Rasyonal
VIII. Innovation, Intervention, and Strategy	VIII. Inobasyon, Interbensiyon, at Istratehiya
IX. Action Research Questions	IX. Paglalahad ng mga Suliranin
X. Action Research Methods	X. Pamamaraan/ Metodolohiya
A. Participants and/ or other Sources of Data and Information	A. Mga Kalahok ng Pag-aaral at Iba pang Batayan ng Datos at Impormasyon
B. Data Gathering Methods	B. Paraan ng Pangangalap ng Datos
XI. Discussion of Results and Reflection	XI. Pagtalakay ng Resulta at Repleksiyon
XII. Action Plan	XII. Gawaing Plano
XIII. References	XIII. Mga Sanggunian
XIV. Financial Report (if funded by BERF or other Fund Source, photocopy of receipts must be attached)	XIV. Ulat Pinansiyal (if funded by BERF or other Fund Source, photocopy of receipts must be attached)
XV. Appendices	XV. Mga Karagdagan
A. Letter of Approval	A. Letter of Approval
B. Research Proposal Application Form and Endorsement of Immediate Supervisor	B. Research Proposal Application Form and Endorsement of Immediate Supervisor
C. Declaration of Anti-Plagiarism and Absence of Conflict of Interest	C. Declaration of Anti-Plagiarism and Absence of Conflict of Interest
D. Other supplementary material that is not necessary for inclusion in any of the major sections	D. Other supplementary material that is not necessary for inclusion in any of the major sections

### Basic Research Completed Research Report

English	Filipino
I. Title Page	I. Pahina ng Pamagat
II. Abstract	II. Abstrak
III. Acknowledgment	III. Pasasalamat
IV. Table of Contents	IV. Talaan ng Nilalaman
V. List of Tables	V. Talaan ng Talahanayan
VI. List of Figures	VI. Talaan ng Pigura
VII. Introduction of the Research	VII. Introduksiyon/ Panimula
VIII. Literature Review	VIII. Kaugnay na Literatura
IX. Research Questions	IX. Paglalahad ng mga Suliranin
X. Scope and Limitasyon	X. Saklaw at Limitasyon
XI. Research Methodology	XI. Pamamaraan/ Metodolohiya
A. Sampling	A. Sampling
B. Data Collection	B. Paraan ng Pangangalap ng Datos
C. Ethical Issues	C. Isyung Etikal
D. Data Analysis	D. Pagsusuri ng mga Datos
XII. Discussion of Results and Recommendations	XII. Pagtatalakay ng Resulta at Rekomendasyon
XIII. Dissemination and Advocacy Plans	XIII. Plano ng Pagpapalaganap at Adbokasiya
XIV. References	XIV. Mga Sanggunian
XV. Financial Report (if funded by BERF or other Fund Source, photocopy of receipts must be attached)	XV. Ulat Pinansiyal (if funded by BERF or other Fund Source, photocopy of receipts must be attached)
XVI. Appendices	XVI. Mga Karagdagan

<ul style="list-style-type: none"><li>i. Letter of Approval</li><li>ii. Research Proposal Application Form and Endorsement of Immediate Supervisor</li><li>iii. Declaration of Anti-Plagiarism and Absence of Conflict of Interest</li><li>iv. Other supplementary material that is not necessary for inclusion in any of the major sections</li></ul>	<ul style="list-style-type: none"><li>i. Letter of Approval</li><li>ii. Research Proposal Application Form and Endorsement of Immediate Supervisor</li><li>iii. Declaration of Anti-Plagiarism and Absence of Conflict of Interest</li><li>iv. Other supplementary material that is not necessary for inclusion in any of the major sections</li></ul>
--	--



**Annex 19: DESIGN OF THE UTILIZATION, DISSEMINATION, AND ADVOCACY**

- I. Title Page
- II. Endorsement Letter signed by the Head of Office (*for BERF-Funded Research shall be signed by the SDS*)
- III. Copy of the Approved documents for the conduct of the activities for the proposed utilization, dissemination, and advocacy as reflected in the Research Proposal. These are not limited to:
  - A. Training Design
  - B. Project Proposal
  - C. Work and Financial Plan
  - D. Others
- IV. A comprehensive Narrative Report of the journey in the conduct of the utilization, dissemination, and advocacy must be supported with testimonials and pictures

*Note: The preparation of the Utilization, Dissemination, and Advocacy must be prepared in an organized portfolio. The abovementioned listed items must be submitted in order and sturdy fastened in a short white folder.*