



Republic of the Philippines
Department of Education
 REGION II - CAGAYAN VALLEY
 SCHOOLS DIVISION OF BATANES

19 November 2024

DIVISION MEMORANDUM

No. **305**, s. 2024

**CALL FOR SUBMISSION OF BATCH 11 BASIC
 EDUCATION RESEARCH PROPOSALS**

To: Assistant Schools Division Superintendent
 Chief Education Supervisors
 SDO Section/Unit Heads
 Elementary and Secondary School Heads
 This Schools Division

1. This Office, through SGOD-Research Unit, announces the call for the submission of research proposals for FY 2025, **both for action and basic research**. Schedule of submission of proposals and target implementation are as follows:

Funding	Period of Submission	Expected Implementation Period	Mode of Submission
BERF Batch 11	November 25, 2024 to January 17, 2025	Action Research: Between February - July 2025 Basic Research: Between February - December 2025	via Project ORACLE Platform (bit.ly/ProjectORACLE)
Non- BERF		Action Research: Between February - July 2025 Basic Research: Between February - December 2025	

2. All research proposals must be aligned with the **Contextualized Schools Division Basic Research Agenda** (see enclosure). Hence, all School Heads/Immediate Head must only endorse proposal that is aligned with the contextualized agenda.

3. Concerned personnel specified on the table below are **EXPECTED** to submit their research proposal, while teachers and other non-teaching personnel are **highly encouraged** to submit their research proposals:

Schools Division Research Agenda	Concerned Division Coordinator / Personnel / Office / SDO Section/Unit
Impact evaluation of the different major PAPs	Division Program Coordinators/ Division Section Heads/Unit Heads/School Coordinators
Level of Involvement of Partners and Stakeholders	Division Coordinator of SMN and/or SMN Specialist/ School Coordinator
Health Intervention Practices	Schools Division Medical Officer/ Nurses/ Dentist/ School Nurse/ Designated Clinic Teachers
Human Resources and Development	EPS – SGOD /Division HRD Senior Education Program Specialist/ Education Program Specialist/ School Heads
Instructional Supervision	CID Chief and/or CID EPSs/School Heads/Master Teachers/Head Teachers
Emerging issues on access and quality	CID Chief and/or SGOD Chief
Inclusive Education and Special Programs	CID Chief/ EPSs/Division Coordinator in Inclusive Education and Special Programs
Disaster Risk Reduction Management	Division Disaster Risk Reduction Management Officer/ Project Development Officer II for DRRM and/or SGOD Chief
Governance	SGOD Chief/SGOD EPS/SMME Coordinator/Planning Officer/ School Heads
Effectiveness of learning and teaching process	CID Chief/EPSs
Effectiveness of interventions/innovations/strategies	Division Program Coordinators /SMME Specialists/ School Heads/ Master Teachers/ School Coordinators

4. Please be advised that **NO RESEARCH shall be implemented until approval** of such is officially communicated to the proponent/s by this Office or the SDRC Secretariat. As such, division memorandum, individualized official letter and approval sheet will be released/given to the proponents to notify them of approval of their research. Nevertheless, the SDRC Secretariat will be allowed to give an early notification to the proponent/s through text message or any other available communication platform.

5. **School Research Committees** from each school through their Research Focal Persons are encouraged to utilize the **Project ORACLE Research Platform** by accessing it through: bit.ly/ProjectORACLE to submit/upload research proposals, request online technical assistance, download the latest forms and toolkit. Also, school research committees are requested to **conduct an initial evaluation of research proposals** before forwarding them to the Schools Division Office.

6. As per standards for research process, the following updated prescribed controlled templates must be submitted:

- FM-SGO-RES-001 Rev. 00 (Annex 1: Research Proposal Application & Endorsement)
- FM-SGO-RES-002 Rev. 00 (Annex 3: Declaration of Anti-Plagiarism and Absence of Conflict of Interest)
- FM-SGO-RES-003 Rev. 00 (Action Research Proposal Template) or FM-SGO-RES-004 Rev. 00 (Basic Research Proposal Template)

7. For your information, dissemination, and compliance.

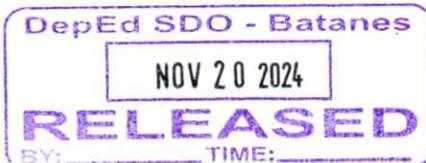
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ALFREDO B. GUMARU JR. EdD, CESO V
Schools Division Superintendent *19*

Encl: as stated
Reference: DepED Order No. 16, s. 2017

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

POLICY
RESEARCH or STUDIES

SGOD/myn/kchm/Batch11ResearchProposals
November 19, 2024



Contextualized Schools Division Basic Education Research Agenda aligned to the MATATAG Agenda

I. Contextualized Research Agenda

The idea behind for integrating the MATATAG Agenda into the Division Basic Research Agenda of the Schools Division of Batanes is rooted in the desire to enhance the quality and relevance of basic education research. The MATATAG Agenda, with its focus on transparency, accountability, and good governance, aligns with the objectives of DO 39, s. 2016, which aims to promote a culture of research among teachers and school leaders. By integrating these two agendas, the Division seeks to ensure that all research activities are not only academically rigorous but also adhere to the highest standards of integrity and transparency. This integration will guide DepEd researchers and partners in proposing and conducting research that is both relevant to the needs of the Division and aligned with the principles of the MATATAG Agenda. It will foster a research environment that values collaboration, innovation, and ethical conduct, thereby contributing to the improvement of basic education in the Division and the broader educational community.

Moreover, the incorporation of the MATATAG Agenda into the Division Basic Research Agenda signifies the Division's commitment to continuous improvement and innovation in its research practices. It sends a clear message to all stakeholders that the Division values research that is not only academically sound but also socially responsible and ethically conducted. This approach will ultimately lead to more meaningful and impactful research outcomes, benefiting students, teachers, and the wider community. In conclusion, the integration of the MATATAG Agenda into the Division Basic Research Agenda is a strategic move that will enhance the quality, relevance, and impact of basic education research in the Schools Division of Batanes. It is a testament to the Division's commitment to excellence, integrity, and social responsibility in its research practices.

A. MAKING THE CURRICULUM RELEVANT TO PRODUCE COMPETENT AND JOB-READY, ACTIVE, AND RESPONSIBLE CITIZENS

1. Instruction

Study on Enhancing teaching of the K to 12 curriculum, and honing well-rounded learners

- What teaching and learning strategies can teachers apply to ensure inclusive learning?

- (1) *Special Education Program*
- (2) *Indigenous People Education (IPEd) Program*
- (3) *Validation on the effectiveness of the quality assured Learning Resource materials*
- (4) *Effectiveness of the use of Integrated Multi Grade Daily Lesson Plan*

- What factors affect the teacher's delivery of the curriculum?

- (1) Least mastered competencies along the subjects tested under Project CHECK
- (2) Continuing professional development and support
- (3) Classroom management (e.g. positive discipline)
- (4) Information and Communication Technology in Education
- c. How can electronic gadgets and other forms of information and communication technology (ICT) be effectively used to enhance the teaching-learning process?
 - (1) Open Educational Resources
 - (2) Computerization Program
- d. What role does language play in the teaching-learning process?
 - (1) Effects of Mother Tongue education to K to 3 learners and its relationship to the comprehension and proficiency skills in English & Filipino language

2. Assessment

Further study on the details and implementation of the K to 12 Assessment Framework

- a. For students undergoing Alternative Delivery Modes (ADMs), Alternative Learning System (ALS) and other special programs, what role does Recognition of Prior Learning (RPL) play?
 - (1) Alternative Learning System
 - (2) Science and Technology Education
- b. What factors affect the implementation of formative assessment?
 - (1) Alignment of Learning Objectives to Learning Evaluation and Assessment

3. Learning Outcomes

Study to understand what drives achievement of learning outcomes and Assessing and comparing the progress of learners across subjects, grade levels and geographical

- a. How does the achievement of expected learning outcomes vary per school based on assessment conducted under Project CHECK?
- b. What factors within the education system affect the achievement of learning outcomes?
 - (1) Specialization
 - (2) Training
 - (3) Experience
 - (4) Materials
 - (5) Class size
 - (6) Language
 - (7) Assessment
 - (8) Resources
 - (9) Governance

B. TAKE steps to accelerate the delivery of basic education services and provision of facilities

4. Planning

Study on standards and policy

- a. How can DepEd effectively and efficiently determine its requirements for critical education resources for schools, community learning centers, and other special programs?
 - (1) Senior High School (SHS) Teachers
 - (2) Classrooms for SHS
 - (3) Furniture for SHS
 - (4) Textbooks
 - (5) Equipment
 - (6) Water and sanitation for SHS

2. Finance

Study on balance efficiency in the budget releases with government budget and accounting requirements

- a. How can DepEd improve its process for the efficient acquisition and disbursement of program and project funds, consistent with applicable government issuances on budgeting and accounting?
 - (1) Policies and practices
 - (2) Issues and challenges
 - (3) Timeframe
 - (4) Budget defense and Complete Staff Work
 - (5) Budget execution
 - (6) Evaluation and policy amendment

3. Program Management

Study focusing on how to best develop, implement, monitor and evaluate programs, projects and activities

- a. How effective is DepEd's brand of program management and how can it be further improved?
 - (1) Program and project development
 - (2) Operational efficiency
 - (3) Coordination and provision of technical assistance
 - (4) Monitoring and feedback
 - (5) Capability building
 - (6) Personnel selection
 - (7) Support structures and processes

4. Evaluation

Study to determine if the undertaking produced its intended result in the best way possible so that decisions can be made at the appropriate stages of the project cycle.

- a. How effective have selected DepEd policies been in meeting their stated objectives?
 - (1) Private school engagement
 - (2) Private sector partnerships
- b. How effective have key DepEd programs, projects, and activities been in meeting their stated objectives?

- (1) Adopt-a School Program
- (2) MTB-MLE Program
- (3) Multi-grade Program
- (4) Special Program on Journalism
- (5) Division and schools initiated Programs and Projects
- c. How can DepEd fully benefit from the abundance of evaluation outputs and expertise from within and outside the Department?
 - (1) Research utilization
 - (2) Partnerships and joint undertakings
 - (3) Capability building evaluation

C. Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

5. Child Protection

In-depth studies on bullying, teen-age pregnancy, addictive behaviors, and child labor

- a. How can DepEd best prevent bullying?
 - (1) Types
 - (2) Prevalence
 - (3) Effects
 - (4) Policies
 - (5) Programs
 - (6) Implementation
- b. How can DepEd help reduce the incidence of teenage pregnancy and still provide attractive learning options for those involved?
 - (1) Factors
 - (2) Reproductive health education
 - (3) Supportive environment
 - (4) Policies
 - (5) Programs
 - (6) Implementation
- c. How can DepEd effectively help reduce addiction among its students and staff?
 - (1) Smoking
 - (2) Drugs
 - (3) Alcohol
 - (4) Gambling
 - (5) Gaming
 - (6) Policies
 - (7) Programs
 - (8) Implementation
- d. How can DepEd address concerns in media consumption?
 - (1) Types
 - (2) Prevalence
 - (3) Effect
 - (4) Interventions

D. Give support for teachers to teach better

6. Teacher Qualification and Hiring

Study on teachers' existing qualifications and competency requirement vis-a vis-needs of the K to 12 and special education programs, and Ways to upgrade pre-service preparation DepEd's role in providing continuous quality training

- a. What teacher qualifications and competencies are required to effectively deliver each of the subjects of the K to 12 Curriculum?

- (1) RPMS PPST
- (2) Specialization
- (3) Academic skills
- (4) Interpersonal skills

- b. What qualifications and competencies are required for teaching in specialized basic education programs?

- (1) Multi Grade Education
- (2) Special Education
- (3) Indigenous People Education

7. Career Development

Study to examine various dimensions of and determinants of professional growth of teaching and non-teaching personnel, and validate challenges to personnel movement and progression

- a. How can public sector hiring, retention, assessment, development, promotion, and recognition be enhanced to support DepEd employees in different career stages in support of the implementation of the K to 12 Program?

- (1) Career path
- (2) Personal considerations
- (3) Item reclassification
- (4) Mentoring
- (5) Training
- (6) Further study

- b. What kind of capacity building activities are necessary and most effective in improving the work performance of teachers and other DepEd personnel?

- (1) Based on RPMS PPST assessment tools
- (2) Based on other learning and development needs assessments

8. Incentives

Study on the nature and effectiveness of existing employee incentives, and monetary and non-monetary strategies e.g. non-traditional mechanisms to keep personnel motivated to perform well

- a. What is the most appropriate incentive structure for all kinds of DepEd employees?

- (1) Professionalization
- (2) Salary
- (3) Benefits and incentives
- (4) Non-cash compensation

- (5) Protection and safeguards
- (6) Grievance

II. Further Provisions

2. While the themes and questions appear as stand-alone areas of inquiry, the Research Agenda recognizes that many of the listed topics may relate to any of these three cut-across themes, namely: **(1) Disaster Risk Reduction and Management (DRRM); (2) Gender and Development; and (3) Inclusive Education**. Hence, any research proposal which are directly and indirectly in consonance with these cut-across sub-agenda which is covered in the prior slated research focus under the four main themes will also be considered.
3. Pressing and emerging education issues of the Schools Division that may arise anytime during the calendar year as communicated by the Schools Division Management may be covered by this Agenda.
4. These contextualized research agenda **are subject to amendments and additional provisions** upon notification of research priorities issued by higher DepEd authorities from the Regional Office and Central Office.

III. References

Department Education (2016). *Basic Education Research Agenda. PPT*

DepEd Order No. 39, s. 2016. *Adoption of Basic Education Research Agenda.*
Pasig City, Philippines