



Republic of the Philippines  
**Department of Education**  
Region VI – Western Visayas  
**SCHOOLS DIVISION OF CAPIZ**

14 June 2023

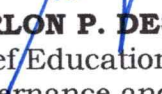
DIVISION MEMORANDUM  
NO. **273** s. 2023

**ADOPTION OF THE REGIONAL EDUCATION RESEARCH AGENDA**

To: OIC, Office of the Assistant Schools Division Superintendent  
Chief Education Supervisors  
Curriculum Implementation Division  
School Governance and Operations Division  
Education Program Supervisors  
Public Schools District Supervisors/OIC of the Districts  
Heads of Public Elementary, Secondary and Integrated Schools  
All Others Concerned

1. This office, through the Research and Planning Section of the School Governance and Operations Division (SGOD), adopts the attached Regional Education Research Agenda. This agenda will serve as a guide for all DepEd researchers and interested external partners in conducting relevant research that can support evidence-based planning and program development in the division.
2. The adoption of this Regional Research Agenda will guarantee that research outcomes are in line with the department's vision, mission and goals, MATATAG Education Agenda, and the national, regional and division education development plans. Likewise, maximize available resources, strengthen the culture of research and improve decision-making process.
3. The Schools Division Research Committee (SDRC) of this office shall use this research agenda in the approval of incoming research proposals to be funded by the Basic Education Research Fund (BERF) and other sources of funds.
4. All existing memoranda inconsistent with the above research agenda are repealed, rescinded or modified accordingly.
5. Immediate dissemination of and compliance with this Memorandum are desired.

**FOR THE SCHOOLS DIVISION SUPERINTENDENT:**

  
**MARLON P. DESTREZA EdD**  
Chief Education Supervisor  
School Governance and Operations Division  
In-charge of the Division

Encl.: As stated  
Reference: As stated  
To be indicated in the Perpetual Index  
under the following subjects:

RESEARCH OR STUDIES

POLICY



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Republic of the Philippines  
**Department of Education**  
REGION VI – WESTERN VISAYAS

Enclosure No. 1

## Regional Education Research Agenda

### 1. Teaching & Learning

This theme ensures that learning outcomes are achieved by maximizing the competencies of teachers and potential of all types of learners. It covers the activities and fundamental aspects of teaching and learning in various contexts. It specifically considers strategies, best practices, and facilitating and hindering factors relative to sub-themes, namely: Curriculum Delivery, Learning Resource Management, Access to Learning, Learning Assessment, Technology in Education, Disaster Risk Reduction & Management, Inclusive Education, and Gender and Development.

#### 1.1 Curriculum Delivery

1.1.1 Curriculum Analysis	<ul style="list-style-type: none"><li>○ Responsiveness of curriculum to the needs of the community</li><li>○ Curriculum contextualization</li><li>○ Implementation issues and challenges</li><li>○ Employability skills of K-12 graduates</li><li>○ Values integration in curriculum</li><li>○ Engagement of related agencies in addressing skills mismatch</li></ul>
1.1.2 Numeracy and Literacy	<ul style="list-style-type: none"><li>○ Reading comprehension per key stage</li><li>○ Strategies in teaching reading</li><li>○ Development of learners' social skills</li><li>○ Issues in teaching beginning reading</li><li>○ Implementation of Enhanced Regional Unified Numeracy Test (ERUNT)</li><li>○ Implementation of Literacy and Numeracy Excellence (LINE)</li><li>○ Challenges in the implementation of reading literacy and numeracy programs</li></ul>
1.1.3 Teaching and Learning Strategies	<ul style="list-style-type: none"><li>○ Blended Learning</li><li>○ Best practices in teaching reading</li></ul>
1.1.4 Acquisition of 21 <sup>st</sup> Century Skills	<ul style="list-style-type: none"><li>○ Development of 21st century skills through the MELC</li><li>○ Decongestion of learning competencies</li><li>○ Reading and proficiency level</li></ul>
1.1.5 Scientific literacy	<ul style="list-style-type: none"><li>○ Level of science literacy of K-12 graduates</li><li>○ Development of scientific skills of learners through blended learning</li></ul>
1.1.6 Teaching and Learning Gaps	<ul style="list-style-type: none"><li>○ Extent of learning losses/deficit in every key stage</li></ul>



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Republic of the Philippines  
**Department of Education**  
 REGION VI – WESTERN VISAYAS

	<ul style="list-style-type: none"> <li>○ Adoption of strategies in addressing learning gaps</li> <li>○ Indicators in determining the academic readiness of the learners</li> <li>○ Programs and projects for learning deficits</li> </ul>
1.1.6 Learning Recovery Program	<ul style="list-style-type: none"> <li>○ Implementation of learning recovery and continuity plan</li> <li>○ Remediation strategies and approaches</li> </ul>
1.1.8 MTB-MLE	<ul style="list-style-type: none"> <li>○ Policy analysis on the implementation of MTB-MLE</li> <li>○ Mother Tongue proficiency of learners</li> </ul>
<b>1.2 Learning Resource Management</b>	<ul style="list-style-type: none"> <li>○ Development process of learning resources</li> <li>○ Contextualization of learning materials</li> <li>○ Quality control standards for learning resources</li> <li>○ Learning Modules in Alternative Delivery Mode (ADM)</li> <li>○ Utilization of LRMS in teaching and learning</li> <li>○ Inventory of necessary learning resources</li> <li>○ Improvements on reading and numeracy resources</li> <li>○ Establishment of functional library hubs</li> </ul>
<b>1.3 Access to Learning</b>	<ul style="list-style-type: none"> <li>○ Participation of school-age children, out-of-school youth, and adults</li> <li>○ Analysis on Net Enrollment Rate, Cohort Survival Rate, School Leaver Rate, Retention Rate, and Transition Rate</li> <li>○ Factors affecting Net Intake Rate</li> <li>○ ALS enrollment</li> </ul>
<b>1.4 Learning Assessment</b>	<ul style="list-style-type: none"> <li>○ Implementation of classroom assessment in schools</li> <li>○ Standardization of assessment tool development</li> <li>○ Capability of teachers in assessment tool construction</li> <li>○ Institutionalization of learning assessment</li> <li>○ Certification of ALS learners</li> <li>○ Digitization of assessments</li> </ul>
<b>1.5 Technology in Education</b>	<ul style="list-style-type: none"> <li>○ Utilization of digital learning</li> <li>○ Acquisition of ICT skills</li> <li>○ Alignment of learners' digital skills to industrial trends and workplace needs</li> </ul>
<b>1.6 Disaster Risk Reduction &amp; Management</b>	<ul style="list-style-type: none"> <li>○ Integration of DRRM across learning areas</li> <li>○ Approaches in teaching DRRM</li> </ul>





Republic of the Philippines  
**Department of Education**  
 REGION VI – WESTERN VISAYAS

<b>1.7 Inclusive Education</b>	<ul style="list-style-type: none"> <li>○ Teachers' competence in DRRM</li> <li>○ Effect of distance learning on disadvantaged learners</li> <li>○ Administrative, societal, political, and environmental issues and concerns in inclusive education</li> <li>○ Accessibility of learning resources to specific group of learners</li> <li>○ Extent of implementation of inclusion programs across governance levels</li> <li>○ Availability of inclusive learning resource centers</li> </ul>
<b>1.8 Gender and Development</b>	<ul style="list-style-type: none"> <li>○ Level of fund utilization for GAD related activities</li> <li>○ Integration of GAD in teaching and learning</li> <li>○ Gender responsiveness of school and office facility and personnel</li> </ul>
<p><b>2. Child Protection</b></p> <p>This theme recognizes that a child's condition can significantly affect the achievement of learning outcomes. Research should focus on ensuring learners' well-being particularly in situations where harm can occur in school. It covers sub-topics on Learners' Well-Being in School, Learners at Risk of Being Left Behind, Rights-Based Education, Guidance Program, Displaced Learners, Health and Nutrition, Disaster Risk Reduction &amp; Management, Inclusive Digital Education, Gender and Development. Moreover, the research shall assess the effectiveness of previous interventions and the potential of new approaches to better protect learners in schools.</p>	
<b>2.1 Learners' Well-Being in School</b>	<ul style="list-style-type: none"> <li>○ Initiatives in addressing Psychosocial health issues</li> <li>○ Measures in reducing bullying cases</li> <li>○ Extent of child abuse</li> <li>○ Implementation of Child Protection Policy</li> <li>○ Competence of focal persons and related personnel in ensuring learners' well-being</li> <li>○ Significance of Psychosocial Interventions</li> </ul>
<b>2.2 Learners at Risk of Being Left Behind</b>	<ul style="list-style-type: none"> <li>○ Profile of learners at risk of being left behind</li> <li>○ Best practices in handling learners at risk of being left behind</li> </ul>
<b>2.3 Rights-Based Education</b>	<ul style="list-style-type: none"> <li>○ Integration of children's rights across learning areas</li> <li>○ Level of learners' awareness of their rights</li> <li>○ Extent of learners' satisfaction with basic education experience</li> <li>○ Schools' compliance to RBE</li> <li>○ Proficiency of personnel on RBE</li> </ul>





Republic of the Philippines  
**Department of Education**  
 REGION VI – WESTERN VISAYAS

<b>2.4 Guidance Program</b>	<ul style="list-style-type: none"> <li>○ Competence of guidance staff</li> <li>○ Issues and concerns in implementing guidance program</li> <li>○ Implementation of guidance-related activities</li> </ul>
<b>2.5 Displaced Learners</b>	<ul style="list-style-type: none"> <li>○ Learning management for displaced learners</li> <li>○ Learning performance and needs</li> </ul>
<b>2.6 Health and Nutrition</b>	<ul style="list-style-type: none"> <li>○ Status of feeding program implementation</li> <li>○ Implications of learners' nutrition to learning performance</li> <li>○ Health issues among learners</li> </ul>
<b>2.7 Disaster Risk Reduction &amp; Management</b>	<ul style="list-style-type: none"> <li>○ Learners' safety in school</li> <li>○ Proficiency of learners in disaster management and preparedness skills</li> </ul>
<b>2.8 Inclusive Education</b>	<ul style="list-style-type: none"> <li>○ Access to inclusive learning resources</li> <li>○ Digital learning proficiency of disadvantaged learners</li> </ul>
<b>2.9 Gender and Development</b>	<ul style="list-style-type: none"> <li>○ Gender parity index among out-of-school youths and disadvantaged learners</li> <li>○ Gender-based violence among learners</li> <li>○ Measures in reducing gender norms and inequality</li> </ul>
<p><b>3. Human Resource Development</b>          This theme shall examine the Hiring and Promotion, Learning and Development Management, School Heads Academy, Pool of Scholars, Performance Management, Employee Welfare and Support Services, Disaster Risk Reduction &amp; Management, Inclusive Education, and Gender and Development.</p>	
<b>3.1 Hiring and Promotion</b>	<ul style="list-style-type: none"> <li>○ Issues and challenges in hiring public school Personnel</li> <li>○ Promotion trend among personnel</li> <li>○ Awareness of personnel on the hiring and promotion policy</li> <li>○ Implementation of Teachers induction program</li> </ul>
<b>3.2. Learning and Development Management</b>	<ul style="list-style-type: none"> <li>○ Implementation of school-based INSET and SLAC sessions</li> <li>○ Impact of learning &amp; development initiatives undertaken by the SDOs</li> <li>○ Strengthening the L&amp;D interventions</li> <li>○ Teachers' Workplace Retention</li> <li>○ Analysis of career progression</li> <li>○ Implementation of induction program</li> <li>○ Training needs of teachers in teaching 21<sup>st</sup> century skills</li> </ul>
<b>3.3. School Heads Academy</b>	<ul style="list-style-type: none"> <li>○ Issues and gaps in the implementation of</li> </ul>





Republic of the Philippines  
**Department of Education**  
 REGION VI – WESTERN VISAYAS

	School Heads Academy ○ Implementation of Re-entry application Projects (REAP) of SHA scholars ○ Completion of scholars in the SHA program ○ Leadership competence of SHA scholars
<b>3.4 Pool of Scholars</b>	○ Scholarship programs and teaching Competence ○ Job-embedded learning of scholars ○ Scholars L&D exposure and career progression ○ Implementation status of pool of scholars
<b>3.5 Performance Management</b>	○ Gaps in the PPST and PPSSH implementation ○ Compliance of schools to RPMS policy ○ Strengths and weaknesses of performance appraisal in schools ○ Interrelatedness of performance management and learning and development ○ Employee rewards and recognition program
<b>3.6 Employee Welfare and Support Services</b>	○ Employees' protection program ○ Employees' job satisfaction level ○ Personnel exit program
<b>3.7 Disaster Risk Reduction &amp; Management</b>	○ Competence of personnel on disaster management and preparedness ○ Training needs of teachers and support staff in school
<b>3.8 Inclusive Education</b>	○ Teachers' preparedness and competence in handling learners with special educational needs ○ Effectiveness of training programs for teachers teaching inclusive education ○ Issues and concerns of personnel in implementing inclusion programs
<b>3.9 Gender and Development</b>	○ Prevention of gender-based violence among personnel ○ Competence of personnel in implementing the gender-responsive education ○ Gender related issues and concerns ○ Impact of gender and development training programs





Republic of the Philippines  
**Department of Education**  
 REGION VI – WESTERN VISAYAS

#### 4. Governance

This theme covers Basic Education Development Planning, Resources Management, Policy Development, PPA Management, Home Gardening Program, Research Management, Institutionalization of Educational Innovation, Institutionalization of PRIME-HRM, Monitoring and Evaluation (M&E), Information Management, Farm School, Private School Management, Disaster Risk and Reduction Management, Inclusive Education, and Gender and Development. It underscores DepEd's commitment to ensure that its structure, systems, and processes contribute to the achievement of basic education outcomes. Research shall also focus on the implementation of various policies and programs. Furthermore, this theme deals with standards and policies that ensure the achievement of the Department's goals.

<b>4.1 Basic Education Development Planning</b>	<ul style="list-style-type: none"> <li>○ Implementation of BE-LRCP</li> <li>○ Implementation of education development plan across governance levels</li> <li>○ Monitoring and evaluation mechanisms</li> <li>○ Challenges in the implementation of plans</li> <li>○ Milestones of the regional mantra</li> <li>○ Capability of program owners in planning and budgeting</li> </ul>
<b>4.2 Resources Management</b>	<ul style="list-style-type: none"> <li>○ Utilization of the school MOOE</li> <li>○ Ideal Interquartile Ratio on teacher deployment</li> <li>○ Prioritization and utilization of program support funds</li> </ul>
<b>4.3 Policy development</b>	<ul style="list-style-type: none"> <li>○ Policy review and analysis</li> <li>○ Monitoring and evaluation of policy implementation</li> <li>○ Awareness level of implemented DepEd policies</li> <li>○ Harmonization of issuances and official documents</li> </ul>
<b>4.4 Programs, Projects, and Activities Management</b>	<ul style="list-style-type: none"> <li>○ Unfinished continuing projects for construction and electrification</li> <li>○ Alternative Learning System (ALS) Pilot Implementation</li> </ul>
<b>4.5 Home Gardening Program</b>	<ul style="list-style-type: none"> <li>○ Effect of home gardening in the realization of national and regional plans</li> <li>○ Implementation challenges of home gardening across governance levels</li> </ul>
<b>4.6 Research Management</b>	<ul style="list-style-type: none"> <li>○ Competence of teachers in conducting action research</li> <li>○ Utilization of research outputs</li> <li>○ Issues and concerns in research management</li> </ul>





Republic of the Philippines  
**Department of Education**  
 REGION VI – WESTERN VISAYAS

<b>4.7 Institutionalization of Educational Innovation</b>	<ul style="list-style-type: none"> <li>○ Research ethics practices and compliance</li> <li>○ Sustainability of educational innovation in across governance levels</li> <li>○ Educational innovation and career development of personnel</li> <li>○ Impact of innovations on learners' performance</li> <li>○ Impact of innovation on school/office operations</li> </ul>
<b>4.8 Institutionalization of PRIME-HRM</b>	<ul style="list-style-type: none"> <li>○ Level of clients' satisfaction on services</li> <li>○ Standardization of processes</li> </ul>
<b>4.9 Monitoring and Evaluation (M&amp;E)</b>	<ul style="list-style-type: none"> <li>○ Effectiveness of MEA in schools</li> <li>○ Emphasis of monitoring, evaluation, and adjustment</li> <li>○ Accomplishment level of PPAs</li> <li>○ Monitoring mechanisms of special programs</li> <li>○ Internal and external client satisfaction level</li> <li>○ QATAME Utilization</li> </ul>
<b>4.10 Information Management</b>	<ul style="list-style-type: none"> <li>○ Protection of Intellectual property rights</li> <li>○ Implementation status of region-initiated Functional Information System</li> <li>○ Website management</li> </ul>
<b>4.11 Farm School</b>	<ul style="list-style-type: none"> <li>○ Resource generation and management</li> <li>○ Financial management capability</li> <li>○ Impact of farm schools to access and participation rate</li> <li>○ Challenges in Farm Schools</li> <li>○ Partnership and linkages of farm schools</li> </ul>
<b>4.12 Private School Management</b>	<ul style="list-style-type: none"> <li>○ Regulation of private schools</li> <li>○ Preparedness of private schools for the government recognition application</li> <li>○ Implementation of E-GASTPE</li> </ul>
<b>4.13 Disaster Risk and Reduction Management</b>	<ul style="list-style-type: none"> <li>○ School compliance to disaster-resilient facilities and equipment</li> <li>○ Implementation of contingency plan</li> <li>○ Extent of DRRM program implementation across governance levels</li> </ul>
<b>4.14 Inclusive Education</b>	<ul style="list-style-type: none"> <li>○ Status of community learning centers</li> <li>○ Management of inclusion programs</li> <li>○ Policy and implementation issues of inclusive education</li> </ul>
<b>4.15 Gender and Development</b>	<ul style="list-style-type: none"> <li>○ Integration of GAD advocacies in education development plans</li> <li>○ Management of GAD programs</li> <li>○ Gender mainstreaming in governance processes</li> </ul>

