



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Schools Division of Tabuk City



March 5, 2024

DIVISION MEMORANDUM

No. 08 s. 2024

DIVISION RESEARCH AND POLICY AGENDA FOR CY 2024

TO: Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Senior Education Program Specialists
Teachers and School Heads (Elementary and Secondary)
All others concerned

1. In order to offer essential direction to researchers, educators, program administrators, and stakeholders in pinpointing key research areas, soliciting input, and gathering feedback on DepEd policies that are aligned with the MATATAG initiatives in relation to DO 13, s. 2015 (*Establishment of a Policy Development Process at the Department of Education*), this Office adopts the attached Division Research and Policy Agenda for CY 2024.

2. The agenda aims to strengthen evidence-based program and policy development and decision-making by:

- a. addressing issues and development areas identified during the conduct of monitoring and evaluation and program implementation reviews;
- b. gathering of feedback regarding the implementation of DepEd policies;
- c. providing a framework for collaborative research efforts among educators, researchers, and stakeholders; and
- d. preparing resources and providing support mechanisms for research initiatives, and
- e. providing guidance in the conduct and utilization of research.

3. This agenda is in reference RM 094, s. 2024 and provides an update to DM 35, s. 2023 (*SDO Tabuk City Research Agenda*).

4. Immediate dissemination of this memorandum is desired.


BENEDICTA B. GAMATERO PhD, CESO V
Schools Division Superintendent 

Enclosure: Research and Policy Agenda CY 2024
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Division Research and Policy Agenda 2024

A. RESEARCH AGENDA

MATATAG AGENDA	Research Agenda
MA ke the curriculum relevant to produce job-ready, active, and responsible citizens	▪ Development of contextualized curriculum on Robotics as an elective ▪ Effective practices in Blended Learning Delivery Modalities ▪ Implementation of National Learning Camp (NLC) ▪ Implementation of Catch-up Fridays ▪ Impact assessment of Literacy and Numeracy Programs ▪ Impact evaluation of the Mother Tongue-based Multilingual Education (MTB-MLE) Policy ▪ Academic performance of learners in Reading, Science and Math ▪ English Proficiency of Key Stage 1 learners ▪ Values formation program enriching Cordilleran and Filipino values ▪ Integration of peace education in the curriculum ▪ Implementation of career guidance program to facilitate learners' career choices <i>* Practices in the implementation of Work immersion for SHS learners</i> <i>* Instructional supervision practices of instructional leaders</i> <i>* Implementation of School Learning Action Cell</i> <i>* Impact of school interventions in Science, Mathematics and English</i> <i>* Higher Order Thinking Skills in classroom assessment</i>
TA ke steps to accelerate delivery of basic education facilities and services	▪ Impact of SBFP in the school performance of the beneficiaries ▪ Impact evaluation of Wash in Schools (WINS) program ▪ Impact of government subsidy to learners ▪ Functionality of library hubs ▪ Utilization of ICT systems in the workplace ▪ Implementation of DepEd Computerization Program (DCP) in schools ▪ ICT integration in teaching and learning ▪ Accreditation and Equivalency program for Alternative Learning System ▪ Impact analysis of: - ALS - Special Needs Education

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	- Madrasah Education Program ▪ Effectiveness of teacher-made learning resources ▪ <i>School Plan focus/priorities vis-à-vis learning outcomes</i>
TA ke good care of learners by promoting learner well-being, inclusive education, and positive learning	▪ Effectiveness of assistive mechanisms to students with disabilities ▪ Implementation of existing laws and policies against cyber-bullying, child labor, etc. ▪ Implementation of community literacy program interventions ▪ Assessment practices in ALS, formal education, non-graded ▪ Implementation of psycho-social (mental health) interventions to learners ▪ Readiness of SHS graduates for work, entrepreneurship, and/or college education ▪ Bridging distance learning for learners with special education needs ▪ Enhancing the 21st century skills of learners (Critical thinking, Problem solving, etc.) * <i>Traffic laws vis-à-vis road safety and vehicular accidents involving learners</i> * <i>Implementation of IPed curriculum</i> * <i>Effectiveness of alternative delivery mode (ADM)</i>
GI ve support for teachers to teach better	▪ Impact evaluation of Learning and Development Programs and interventions for school leaders, teachers, and non-teaching personnel ▪ QATAME of learning and development programs ▪ Impact analysis of scholarship grants and reward and recognition programs ▪ Implementation of DO 7, s. 2023 (Guidelines on Recruitment, Selection and Appointment in DepEd) ▪ Administration of personnel benefits and welfare; personnel benefits and privileges, ERF ▪ Competencies of Instructional Leaders in managing and supervising teaching and learning ▪ Learning and development interventions for school leaders ▪ Issues affecting the net-take home pay of teachers



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	▪ Legal assistance facility * <i>Mental health, stress debriefing/management</i> * <i>Rewards and recognition</i> * <i>Performance management</i>
Others	▪ Development and implementation of M&E: Learning delivery mode, instructional supervision, curricular programs, special interest programs ▪ Implementation of recommendations/findings from BERF research ▪ Surveying and titling of existing school sites ▪ Registration of special patents ▪ Extent of stakeholders' engagement in DepEd programs ▪ Provision of technical assistance ▪ Efficient and effective management of GAD PPAs ▪ Disaster

B. POLICY AGENDA

Gathering of Feedback/ Implementation Review on the following DepEd policies

1. Immediate Removal of Administrative Tasks of Public School Teachers (DepEd Order 2, s. 2024)
2. K to 12 Curriculum
3. Policy recommendation on Continuous Improvement, Learning and Development, and Learning Resource Management (ORD Compendium 2.b.1)
4. Implementation of MTB-MLE (DepEd Order 74, s. 2009)
5. Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program (DepEd Order 44, s. 2021)

** Amendment to DepEd Order No. 022, s. 2023 (Implementing Guidelines on the School Calendar and Activities for the School Year 2023–2024)*



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