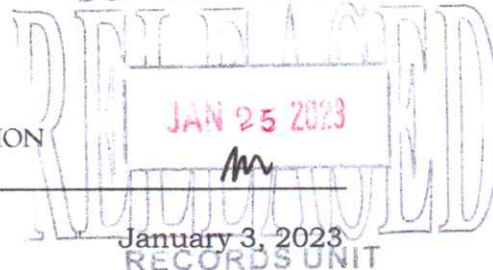




Republic of the Philippines  
Department of Education  
CORDILLERA ADMINISTRATIVE REGION  
Schools Division of Tabuk City

DEP-ED - TABUK CITY



DIVISION MEMORANDUM

No. 31 s. 2023

**SDO TABUK CITY BASIC EDUCATION RESEARCH AGENDA**

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. Relative to strengthening the culture of research in basic education, the Office adopts the SDO Tabuk City Basic Education Research Agenda which was presented and discussed during the Management Committee Meeting held on December 20, 2022. The research agenda seeks to address significant issues and gaps identified in the Division and the Region as well as those discovered during monitoring, assessment, and reporting from program implementers. In addition, the Basic Education Sector Analysis (BESA) provides references to several topics and areas of research that are relevant to our context.

2. The agenda, as a whole, addresses the learning poverty which is currently the nation's biggest educational concern. It is aligned with the educational development plans of the division, the region and DepEd Central Office to provide guidance in the conduct and utilization of research.

3. Immediate dissemination of this memorandum is desired.

  
**IRENE S. ANGWAY, PhD, CESO VI**  
Schools Division Superintendent 

Enclosure: SDO Tabuk City Basic Education Research Agenda  
sgod-p&r-dbb2023



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### **SDO Tabuk City Basic Education Research Agenda**

SDO Tabuk City continuously promotes the strengthening and the advancement of the culture of research in basic education to help address the learning poverty which is currently the nation's biggest educational concern. The agenda is consistent with the "*Sulong EduKalidad*"; and aligned with the Basic Education Research Agenda (DO No. 39, s. 2016), the Basic Education Development Plan 2030 (BEDP), and Regional Education Development Plan (REDP) 2023-2028, the DepEd CAR Basic Education Research Agenda in which it is hereby articulated to provide guidance to Schools Division Offices (SDOs), schools, and other stakeholders in the conduct and utilization of educational research in evidence-based policy development, planning, and program development aligned with the Department's vision, mission, and core values.

The initial BERA was designed for a period of six years (2017–2022) and was based on four themes and three cross-cutting areas that dovetail closely with the structure of the BEDP 2030. The four themes in the BERA are Teaching and Learning, Child Protection, Human Resource Development, and Governance, with the three cross-cutting concerns of Disaster Risk Reduction and Management, Inclusive Education, and Gender and Development. The BERA is undertaking some research topics that have not yet been completed. Initial analysis of the research produced under the BERA shows that more attention was given to the teaching and learning aspect than the other themes. The positive trend that emerged from the analysis was a strong focus on literacy and problem-solving, which are both fundamental skills that cut across disciplines. Hence, the nature of research in DepEd including SDO Tabuk City is about knowledge creation in schools, for schools. Teachers based in schools initiate research that subsequently benefits the school. Moving forward, SDO Tabuk City recognizes the need to broaden the research scope and explore the following topics further:

- System-level research;
- Programmatic approaches more than piecemeal interventions;
- Scalability of best practices; and
- Longitudinal patterns and trajectories.

The research agenda is expected to build on gains from existing research, generate new knowledge on priority research areas, focus DepEd's attention on relevant education issues, and maximize available resources for research within and outside the Department. It seeks to address the key challenges and gaps in basic education in our region and in our division which include the following:

- Low proficiency level in both elementary and secondary levels

- Regional Achievement Test and Division Achievement Test results for Grade 6 and 10 is below the standard.
- Poor reading comprehension level of learners-based on Phil-IRI result and reading assessment.
- Insufficient standardized assessment tools to assess learning outcomes.
- Insufficient digitalized and contextualized learning materials for teaching-learning delivery in all learning areas.
- Low percentage of ALS learners who pass the A & E test
- Insufficient materials for learners with disabilities/ difficulties
- Lack of tracking and information system for SHS; system for accessing ALS information; and data management system for mental health.
- Poor M & E on the implementation of curriculum implementation, learning resource utilization, and policy guidelines.
- School Mental Health Program mechanisms.

In addition, the Basic Education Sector Analysis (BESA) contains references to a number of topics and areas of interest which are applicable in our context. Hence, some of those topics that lacked data and might provide some focus areas for further research in order to fully understand their impact on the education sector in our Division are included in the list below.

## **I. ACCESS TO QUALITY EDUCATION**

*Intermediate Outcome:* All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.

<b>Strategies</b>	<b>Research Topics</b>
Improve access to universal kindergarten education	<ul style="list-style-type: none"> <li>• School, Stakeholders, and Parental engagement at the K level</li> <li>• Tripartite Partnership with Stakeholders, Pre-school Centers, and Public Schools</li> <li>• Stakeholders' involvement in strengthening K program</li> </ul> <p><i>* Readiness of Kindergarten teachers</i></p> <p><i>* Analysis of parental engagement to support access and quality learning outcomes – includes addressing smooth transition of young children from pre-school/Child Development Center to kindergarten</i></p>

<p>Improve learners' access to quality and rights-upholding, learning environment</p>	<ul style="list-style-type: none"> <li>• Development of accessible digital materials for all learning areas</li> <li>• School feeding program implementation</li> <li>• Health and teaching personnel competency and implementation of health and nutrition standards</li> <li>• DepEd Computerization Program (DCP)</li> <li>• Integration of technology in teaching ALS</li> </ul> <p><i>* Work Immersion of SHS learners and ensuring a safe learning environment</i></p>
<p>Improve capacity to retain learners in schools</p>	<ul style="list-style-type: none"> <li>• School-initiated interventions programs</li> <li>• Remediation programs for struggling learners</li> <li>• Counseling services</li> </ul> <p><i>* Learning loss and learning gains in the time of COVID 19</i></p> <p><i>* Effectiveness of distance learning/ modular learning modality</i></p> <p><i>* Why do learners lose interest in education?</i></p> <p><i>* The learning ecosystem after the COVID 19 pandemic</i></p> <p><i>(*The learning ecosystem consists of the community of individuals, organizations, and institutions, both public and private, that interact to support learning, alongside the resources, tools, and technology for learning.)</i></p>
<p>Strengthen schools' capacity to ensure learners' continuity to next stage</p>	<ul style="list-style-type: none"> <li>• Establishment of integrated schools, new elementary or secondary schools, and new or additional SHS programs</li> <li>• SHS course offerings</li> </ul> <p><i>* Tracer studies of SHS graduates</i></p> <p><i>* Career track and work readiness of SHS graduates</i></p>
<p>Strengthen schools' capacity to ensure learners' continuity to next stage</p>	<ul style="list-style-type: none"> <li>• Tracer studies for ALS learners</li> <li>• Bridging strategies in secondary schools</li> <li>• Counseling services</li> </ul> <ul style="list-style-type: none"> <li>▪ JDVP Implementation</li> <li>▪ Performance Task in EPP, TLE, TVL</li> <li>▪ National Certification of Learners and Teachers</li> <li>▪ Special Program in TVE or STVEP</li> </ul> <p><i>* ALS learners' performance in the formal school setup</i></p>
<p>Strengthen mechanisms for providing access to relevant basic opportunities for OSC, OSY, and OSA</p>	<ul style="list-style-type: none"> <li>• ALS literacy mapping strategy</li> <li>• ALS teachers, community ALS implementors, and learning facilitators' competency and implementation in online teaching platforms.</li> <li>• Print and Non-print Learning Resources</li> <li>• ALS external stakeholders' involvement</li> </ul>

## II. EQUITY

*Intermediate Outcome:* School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives.

Strategies	Research Topics
<p>Improve program management and service delivery</p>	<ul style="list-style-type: none"> <li>• Partnership programs with LGUs and barangay officials</li> <li>• Ten-year program assessment of IPEd</li> <li>• Program approaches and strategies for various typologies of IPEd</li> <li>• Needs, challenges, and culture of Muslim learners</li> <li>• Implementation of inclusive and special education programs such as ALS, ALIVE, IPEd, LWDs and MEP</li> </ul>
<p>Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to situations of disadvantage</p>	<ul style="list-style-type: none"> <li>• Cultural standards for learning environments and learners support services for schools implementing IPEd</li> <li>• Customized learner support services for LWDs, Last Mile School learners, Muslim learners (experiencing marginalization), learners who experience calamities, children in conflict areas</li> <li>• Learners support services to out-of-school children in special cases, out-of-school youth, and adults</li> </ul>
<p>Improve gender-sensitive contextualized curriculum and learning delivery</p>	<ul style="list-style-type: none"> <li>• Learning Delivery Modalities and learning resources to the context of school-age children and youth, and adults in situations of disadvantage; and for IPEd (for both formal and ALS)</li> <li>• Learning delivery modality and learning resources</li> <li>• Learning resources for MTB-MLE of local languages</li> <li>• Programs to address gender disparities and children's rights among children</li> </ul> <p><i>* Effectiveness of MTB-MLE on improving learning outcomes, including a longitudinal analysis of learners' performance (i.e., NAT Grade 6 and Grade 10) by the language of instruction at the early grades;</i></p>

Enhance DepEd platforms for learning resources	<ul style="list-style-type: none"> <li>• Learning resources standards for LWDs, ALIVE</li> <li>• Contextualization of learning resources for IPEd (for both formal and ALS)</li> <li>• ADM LR standards for different learning modalities</li> <li>• ALS text and non-text-based learning resources</li> <li>• Inclusive teaching and accessible learning resources</li> <li>• Integration of technology in teaching and learning</li> </ul>
Promote partnerships to benefit education for learners in situations of disadvantage	<ul style="list-style-type: none"> <li>• Advocacy and communication plans for Inclusive Education Programs</li> <li>• Engagement with non-DepEd providers of education for LWDs</li> <li>• Involvement of professionals and partners in health, nutrition, and psycho-social support</li> </ul>

### III. QUALITY

*Intermediate Outcome:* Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths

<b>Strategies</b>	<b>Research Topics</b>
Align curriculum and instruction methods in all subjects	<ul style="list-style-type: none"> <li>• Learning approaches, methods, and strategies like inquiry and problem-based across all stages in various learning delivery modalities (like face-to-face, distance learning - modular and online, and blended learning) are implemented in schools</li> </ul> <p><i>* Comparison of performance on the language of testing (English) against the language of instruction (Filipino) in high stakes NAT-type tests;</i></p> <p><i>* Effectiveness analysis on integration of 21st century skills in classroom activities/lessons;</i></p>
Strengthen the competence of teachers and instructional leaders in curriculum, instruction, and assessment	<ul style="list-style-type: none"> <li>• Teachers' competencies and implementation of: <ul style="list-style-type: none"> <li>✓ socio-emotional and 21st-century skills of problem-solving, information literacy, and critical thinking in all subjects across all stages using the spiral progression strategy.</li> <li>✓ learning approaches, methods, and strategies across all stages in various</li> </ul> </li> </ul>

	<p>learning delivery modalities (face-to-face, distance learning - modules and online, and blended learning)</p> <ul style="list-style-type: none"> <li>✓ sustainable development goals and human rights, including but not limited to children's rights, are integrated in relevant subjects as early as Stage 1 and until Stage 4</li> <li>• Coaching and mentoring programs</li> </ul> <p><i>* Implementation of Project SIRIB (Mentor-Mentee school heads)</i></p> <p><i>* Trainings and participation to competitions</i></p>
Assess learning outcomes at each key stage transition and for learners in situations of disadvantage	<ul style="list-style-type: none"> <li>• Predictive models using assessment results</li> <li>• Assessment programs</li> </ul>
Align resource provision with key stage learning standards	<ul style="list-style-type: none"> <li>• Reading and numeracy resource materials</li> <li>• Integration of education equipment, tools and materials, and guidelines for safe use in the teaching and learning process</li> <li>• System of quality assurance of learning modules and digital learning materials</li> </ul> <p><i>*Evaluation of the quality of learning resources</i></p>
Strengthening consultations on curriculum, instruction, and assessment	<ul style="list-style-type: none"> <li>• Implementation of LMS</li> <li>• Assessment of learning outcomes</li> <li>• System for using results of achievement test</li> <li>• Integration of artificial intelligence, machine learning, and analytics in the curriculum</li> </ul> <p><i>*Maximizing technologies for physical or remote learning spaces</i></p>

#### IV. RESILIENCY AND WELLBEING

*Intermediate Outcome:* Learners are resilient and know their rights, and have the skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.

<b>Strategies</b>	<b>Research Topics</b>
Integrating children's rights in the design of all DepEd policies, plans, programs, projects, processes, and systems	<ul style="list-style-type: none"> <li>• Policies, plans, as well as programs, activities, and projects (PAPs) containing commitments towards children's rights and related policies and agreements</li> </ul>

<p>Ensure that learners know their rights and have the life skills to claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being</p>	<ul style="list-style-type: none"> <li>• Integration of Childs Right Education (CRE)</li> <li>• Child Protection issues</li> </ul> <p><i>* Analysis of the school system's and/or learners' resilience to environmental changes and shocks</i></p>
<p>Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards</p>	<ul style="list-style-type: none"> <li>• Provision of Mental Health and Psychosocial Services (MHPS) to learners and DepEd personnel</li> <li>• Learners, personnel, and stakeholders' knowledge, skills, attitudes, and values (KSAV) on MHPSS, DRRM, CCAM, and peacebuilding</li> <li>• Integration of DRRM, CCAM, and peacebuilding competencies in the curriculum</li> </ul> <p><i>* Bullying in schools</i></p> <p><i>* Why do learners join gangs, fraternities?</i></p> <p><i>* Learners and Vehicular accidents</i></p>
<p>Ensure learning continuity in the aftermath of a disaster or emergency</p>	<ul style="list-style-type: none"> <li>• Internal and external partnerships for strengthening resilience – response, rehabilitation, and recovery.</li> <li>• MPHSS interventions for learners and personnel affected by disasters and emergencies.</li> </ul> <p><i>* Teenage Pregnancy and continuing education programs in schools</i></p>
<p>Protect education investments from the impacts of natural and human-induced hazards</p>	<ul style="list-style-type: none"> <li>• Health personnel and program coordinators' competencies in the management of risky behavior and child protection issues</li> <li>• School-community coordination mechanisms for the health and safety of learners</li> </ul> <p><i>* Early warning and information systems in schools</i></p>
<p>Nurture and protect learners' mental and psychosocial health</p>	<ul style="list-style-type: none"> <li>• Effects of student workloads, deadlines, and other activities</li> <li>• Teachers' capacity/competency in handling students suffering from mental and psychosocial health issues <ul style="list-style-type: none"> <li>▪ Anxiety and depression among learners</li> </ul> </li> </ul> <p><i>* Causes of learners' stress and their coping mechanisms</i></p>
<p>Promote learners' physical and socio-emotional skills development</p>	<ul style="list-style-type: none"> <li>• School sports and fitness development program</li> <li>• Engagement of learners in various co-curricular, extra-curricular activities, or</li> </ul>



	<p>After-School Program</p> <ul style="list-style-type: none"> <li>• WinS Program Implementation</li> </ul> <p><i>* Mapping and analysis of the integration of socio-emotional learning in classroom activities/lessons;</i></p> <p><i>* School-Based Feeding Program Implementation and its effect on learning outcomes</i></p>
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## ENABLING MECHANISM- GOVERNANCE

*Intermediate Outcome: Intermediate Outcome: Efficient, agile, and resilient governance and management processes*

Strategies	Research Topics
Ensure all education leaders and managers practice participative, ethical, and inclusive management processes	<ul style="list-style-type: none"> <li>• Higher SBM Level of Practice</li> <li>• Implementation of PAPs</li> </ul> <p><i>* Do School Improvement Plans have any impact on learning outcomes?</i></p> <p><i>* Does a higher SBM level translate to better learning outcomes?</i></p> <p><i>* Evaluation of SIP focus: improving physical facilities versus improving learners' and teachers' performance</i></p>
Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving	<ul style="list-style-type: none"> <li>• Employee welfare and benefits standards               <ul style="list-style-type: none"> <li>- Health and Wellness Program</li> <li>- Gender and Development (GAD)</li> <li>- Rewards and Recognition</li> </ul> </li> <li>• Professional and learning development opportunities for non-teaching personnel</li> </ul>
Ensure ideal learning environments are in place and adequate and appropriate learning resources for learners are provided	<ul style="list-style-type: none"> <li>• Integration of educational technology in teaching and learning</li> <li>• Eco-friendly sustainable schools' implementation</li> <li>• WinS Program implementation</li> </ul>
Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services	<ul style="list-style-type: none"> <li>• Modern financial and procurement systems</li> <li>• Performance management and quality assurance systems</li> <li>• Human Resource Information System (HRIS)</li> <li>• Inspection and Acceptance Mechanisms</li> <li>• Supplies Tagging and Inventory Control System</li> <li>• Procurement Professionalization Program</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge Management Information System (KMIS)</li> <li>• ICT solutions and technical assistance</li> <li>• Policy tracking and feedback mechanism and implementation program</li> <li>• Procurement Tracking System</li> <li>• Internal systems for the provision of prompt, judicious, and efficient legal services</li> </ul> <p><i>* Public Expenditure Review – to determine efficiency and effectiveness of education delivery (of schools)</i></p> <p><i>* Harmonization of the Planning, Budgeting and Procurement systems</i></p> <p><i>* Evaluation of the Program Management Information System and its effect on the implementation of PAPs</i></p>
Strengthen active collaboration with key stakeholders	<ul style="list-style-type: none"> <li>• Stakeholders' engagement and shared governance</li> </ul> <p><i>* Implementation of DepEd Order 49 s 2022 (Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services) and its effect on partnership and collaboration with stakeholders</i></p>
Enhance and strengthen Public and private education complementarity	<ul style="list-style-type: none"> <li>• Manual of regulations for private schools</li> <li>• Organizational and human resource support to qualified personnel in private schools</li> </ul>

References:

Basic Education Research Agenda (DO No. 39, s. 2016)  
 Basic Education Development Plan 2030 (BEDP)  
 2023 DepEd CAR Basic Education Research Agenda  
 DMEA Reports