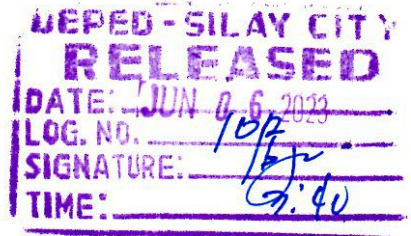




Republic of the Philippines  
**Department of Education**  
REGION VI – WESTERN VISAYAS  
SCHOOLS DIVISION OFFICE OF SILAY CITY



June 6, 2023

DIVISION MEMORANDUM  
No. 212 s.2023

**DIVISION EDUCATION RESEARCH AGENDA**

To: OIC-Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
All Others Concerned

1. The Schools Division of Silay City informs the field on the enclosed **Division Education Research Agenda**.
2. This research agenda is anchored on the Regional Education Research Agenda (RM No. 329, s. 2023) and Division Education Development Plan and serves as a guide for the division teaching, teaching-related and non-teaching personnel, and interested external partners in conducting relevant and evidence-based planning and program development in the SDO Silay City.
3. The Schools Division Research Committee (SDRC) shall use this division research agenda in approving the incoming research proposals for BERF and other sources of funds and Non-BERF proposals.
4. For more inquiries, contact Rofely M. Napoles, PhD. SEPS -Planning and Research through cellphone no. 09398366222 or kindly visit the School Governance and Operations Division (SGOD).
5. Immediate dissemination of this Memorandum is desired.

**SALVADOR O. OCHAVO JR. EdD, CESO V**  
Schools Division Superintendent

Incl: as stated  
Reference: RM No. 329, s. 2023  
To be included in the Perpetual Index  
Under the following subjects:

POLICY

RESEARCH AGENDA

RESEARCH MANAGEMENT



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## 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> <li>• <b>Implementation of the National Reading Program</b></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> <li>• <b>Best Practices in teaching all learning areas.</b></li> <li>• <b>Classroom Management</b></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> <li>• <b>Readiness of the learners to the 21<sup>st</sup> Century Skills</b></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> <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>
1.1.7 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> <li>• <b>MTB-MLE as a subject</b></li> </ul>

1.2 Learning Resource Management	<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 LRMDs 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> <li>• <b>Digitization of Learning Resources</b></li> <li>• <b>Accessibility and Utilization of LRMDs Portal</b></li> </ul>
1.3 Access to Learning	<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> <li>• <b>Tracking System of ALS</b></li> <li>• <b>ALS Skills Training</b></li> <li>• <b>Pilot Implementation of Senior High School ALS</b></li> </ul>
1.4 Learning Assessment	<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> <li>• <b>Utilization of National Assessment</b></li> <li>• <b>Readiness of the learners to the 21<sup>st</sup> Century Assessment</b></li> </ul>
1.5 Technology in Education	<ul style="list-style-type: none"> <li>• Utilization of digital learning</li> <li>• Acquisition of JCT skills</li> <li>• Alignment of learners' digital skills to industrial trends and workplace needs</li> </ul>
1.6 Disaster Risk Reduction & Management	<ul style="list-style-type: none"> <li>• Integration of DRRM across learning areas</li> <li>• Approaches in teaching DRRM</li> <li>• Teachers' competence in DRRM</li> </ul>
1.7 Inclusive Education	<ul style="list-style-type: none"> <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 availability of inclusive learning resource centers</li> </ul>
1.8 Gender and Development	<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</p>	

the effectiveness of previous interventions and the potential of new approaches to better protect learners in schools.	
2.1 Learners' Well-Being in School	<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>
2.2 Learners at Risk of Being Left Behind	<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> <li>• <b>Interventions to learners at risk of being left behind</b></li> </ul>
2.3 Rights-Based Education	<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>
2.4 Guidance Program	<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>
2.5 Displaced Learners	<ul style="list-style-type: none"> <li>• Learning management for displaced learners</li> <li>• Learning performance and needs</li> </ul>
2.6 Health and Nutrition	<ul style="list-style-type: none"> <li>• Status of feeding program implementation Implications of learners' nutrition to learning performance</li> <li>• Health issues among learners</li> <li>• <b>Factors influencing cigarette smoking among non-teaching personnel</b></li> <li>• <b>Wash in School: Reducing sickness among learners</b></li> </ul>
2.7 Disaster Risk Reduction & Management	<ul style="list-style-type: none"> <li>• Learners' safety in school</li> <li>• Proficiency of learners in disaster management and preparedness skills</li> <li>• <b>Level of Disaster Preparedness</b></li> </ul>
2.8 Inclusive Education	<ul style="list-style-type: none"> <li>• Access to inclusive learning resources</li> <li>• Digital learning proficiency of disadvantaged learners</li> </ul>
2.9 Gender and Development	<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>
<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 & Management, Inclusive Education, and Gender and Development.	
3.1 Hiring and Promotion	<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>
3.2. Learning and Development Management	<ul style="list-style-type: none"> <li>• Implementation of school-based INSET and SLAC sessions</li> </ul>

	<ul style="list-style-type: none"> <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 21st century skills</li> </ul>
3.3. School Heads Academy	<ul style="list-style-type: none"> <li>• Issues and gaps in the implementation of School Heads Academy</li> <li>• Implementation of Re-entry application Projects (REAP) of SHA scholars</li> <li>• Completion of scholars in the SHA program</li> <li>• Leadership competence of SHA scholars</li> <li>• <b>Support of stakeholders in the implementation of School Heads Academy</b></li> </ul>
3.4 Pool of Scholars	<ul style="list-style-type: none"> <li>• Scholarship programs and teaching Competence</li> <li>• Job-embedded learning of scholars</li> <li>• Scholars L&amp;D exposure and career progression</li> <li>• Implementation status of pool of scholars</li> <li>• <b>Effectiveness of the Pool of Scholars Program</b></li> <li>• <b>Utilization of the Pool of Scholars in various Program Development Programs</b></li> </ul>
3.5 Performance Management	<ul style="list-style-type: none"> <li>• Gaps in the PPST and PPSSH implementation</li> <li>• Compliance of schools to RPMS policy</li> <li>• Strengths and weaknesses of performance appraisal in schools</li> <li>• Interrelatedness of performance management and learning and development</li> <li>• Employee rewards and recognition program</li> <li>• <b>Process of capacity-building</b></li> </ul>
3.6 Employee Welfare and o Support Services	<ul style="list-style-type: none"> <li>• Employees' protection program</li> <li>• Employees' job satisfaction level</li> <li>• Personnel exit program</li> <li>• <b>Grievance Mechanism</b></li> <li>• <b>Teaching load and ancillary services</b></li> <li>• <b>Employee wellness (e.g. physical, emotional, spiritual, mental)</b></li> </ul>
3. 7 Disaster Risk Reduction & Management	<ul style="list-style-type: none"> <li>• Competence of personnel on disaster management and preparedness</li> <li>• Training needs of teachers and support staff in school</li> <li>• <b>Challenges in the implementation of DRRM PPAs</b></li> <li>• <b>Plan implementation (e.g. evacuation drills, trainings, inspection)</b></li> </ul>
3.8 Inclusive Education	<ul style="list-style-type: none"> <li>• Teachers' preparedness and competence in m handling learners with special educational needs</li> <li>• Effectiveness of training programs for teachers teaching inclusive education</li> <li>• Issues and concerns of personnel m implementing inclusion programs</li> <li>• Readiness of Receiving Teachers for the Inclusion Program</li> </ul>
3.9 Gender and Development	<ul style="list-style-type: none"> <li>• Prevention of gender-based violence among personnel</li> </ul>

	<ul style="list-style-type: none"> <li>• Competence of personnel in implementing the gender-responsive education</li> <li>• Gender related issues and concerns</li> <li>• Impact of gender and development training programs</li> </ul>
<p><b>4. Governance</b></p> <p>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&amp;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.</p>	
4.1 Basic Education Development Planning	<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> <li>• <b>Data Management</b></li> <li>• <b>Program Management System</b></li> </ul>
4.2 Resources Management	<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> <li>• <b>Transparency and Accountability</b></li> <li>• <b>Engagement of Stakeholders</b></li> </ul>
4.3 Policy development	<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>
4.4 Programs, Projects, and Activities Management	<ul style="list-style-type: none"> <li>• Unfinished continuing projects for construction and electrification</li> <li>• Alternative Learning System (ALS) Pilot Implementation</li> <li>• <b>Maximize external partnerships locally and abroad</b></li> </ul>
4.5 Home Gardening Program	<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>
4.6 Research Management	<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> <li>• <b>Dissemination of research outputs</b></li> <li>• <b>Challenges and Difficulties of teachers in conducting action research.</b></li> <li>• <b>Competence of Supervisors in providing TA to School Heads in conducting research.</b></li> </ul>
4.7 Institutionalization of Educational Innovation	<ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <li>• Impact of innovation on school/ office operations</li> <li>• Challenges in conducting school and office innovations.</li> </ul>
4.8 Institutionalization of PRIME-HRM	<ul style="list-style-type: none"> <li>• Level of clients' satisfaction on services</li> <li>• Standardization of processes</li> <li>• <b>Sustainability of PRIME-HRM</b></li> </ul>
4.9 Monitoring and Evaluation (M&E)	<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 Internal and external client satisfaction level QATAME Utilization</li> </ul>
4.11 Farm School	<ul style="list-style-type: none"> <li>• Resource generation and management financial management capability</li> <li>• Impact of farm schools to access and participation rate.</li> <li>• Challenges in Farm Schools Partnership and linkages of farm schools</li> <li>• <b>Sustainability of the farm school (crop production, facilities and equipment, etc.)</b></li> </ul>
4.12 Private School Management	<ul style="list-style-type: none"> <li>• Regulation of private schools Preparedness of private schools for the government recognition application Implementation of E-GASTPE</li> </ul>
4.13 Disaster Risk and Reduction Management	<ul style="list-style-type: none"> <li>• School compliance to disaster-resilient facilities and equipment</li> <li>• Implementation of contingency plan Extent of DRRM program implementation across governance levels</li> </ul>
4.14 Inclusive Education	<ul style="list-style-type: none"> <li>• Status of community learning centers Management of inclusion programs</li> <li>• Policy and implementation issues of inclusive education</li> </ul>
4.15 Gender and Development	<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>