Republic of the Philippines
Department of Education
Cordillera administrative region

DEPARTMENT OF EDUCATION
RECORDS SECTION REGIONAL OFFICE - CAR
RECEIVED
FEB 16 2024
BY: TIME 9:25

16 February 2024

REGIONAL MEMORANDUM
No. 094 . 2024

REGIONAL RESEARCH AND POLICY AGENDA FOR FY 2024

To: Schools Division Superintendents
Chiefs (Regional and Schools Division Offices)
School Heads
All Others Concerned

1. The Department of Education Cordillera Administrative Region (DepEd-CAR) adopts the Regional Research and Policy Agenda (RRPA) for FY 2024. This agenda offers essential direction to researchers, educators, program administrators, and stakeholders in pinpointing key research areas, soliciting input, and gathering feedback on DepEd policies that align with the **MATATAG** initiatives.

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

   a. Addressing issues and development areas identified in the monitoring and evaluation, and program implementation review;

   b. Gathering of feedback on the implementation of DepEd policies;

   c. Providing a framework for collaborative research efforts among educators, researchers, and stakeholders; and,

   d. Preparing resources and support mechanisms for research initiatives.

3. Immediate dissemination of this memorandum is desired.

ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV/ Regional Director

For the Regional Director:

RONALD B. CASTILLO, CESO V
Assistant Regional Director

PPRD/CDB/rmf/Research & Policy Agenda
2-16-2024

Address: DepEd-CAR Complex, Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 – 1318
Email Address: car@deped.gov.ph
DepEd Tayo Cordillera https://depedcar.ph

Enclosure 1 of RM (094 . 2024)

REGIONAL RESEARCH AND POLICY AGENDA

A. RESEARCH AGENDA

MATATAG Agenda	Research Agenda
MAke the curriculum relevant to produce job-ready, active, and responsible citizens	▪ Implementation of IPEd curriculum ▪ Development of contextualized curriculum on Robotics as an elective ▪ Effective practices in Blended Learning Delivery Modalities ▪ Implementation of National Learning Camp ▪ Implementation of Catch-up Fridays ▪ Impact assessment of Literacy and Numeracy Programs ▪ Impact Evaluation of the Mother Tongue-based Multilingual Education 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 ▪ Analysis of Division/Regional Assessment Test (DAT, RAT) results ▪ Analysis of ELLN, NAT results ▪ Implementation of career guidance program to facilitate learner's career choices
TAke 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 programs for ALS ▪ Impact analysis of the following programs: ALS, SNED, MEP ▪ Effectiveness of Teacher-made learning resources
TAke 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, et.)
Give support for teachers to teach better	▪ Impact evaluation of Learning and Development Programs and Interventions for school leaders, teachers and non-teaching personnel ▪ Effectiveness of alternative delivery mode (ADM) ▪ QATAME of learning and development programs ▪ Impact Analysis of scholarship grants and reward and recognition programs ▪ Implementation of the merit selection policy ▪ Administration of personnel benefits and welfare: personnel benefits and privileges, ERF ▪ Competencies of Instructional Leaders in managing and supervising teaching-learning ▪ Learning and development interventions for school leaders ▪ Issues affecting the net-take home pay of teachers ▪ Legal assistance facility
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 stakeholder's engagement in DepEd programs ▪ Provision of technical assistance ▪ Efficient and effective management of GAD PPAs

B. POLICY AGENDA

A. 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 (D. O 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 (D.O 44, s. 2021)

B. Regional Guidelines Development

1. Enhanced Guidelines on Employee Welfare (5.b)
2. Guidelines on the Implementation of PAPs (1.d)
3. Localized Policies/Guidelines on Partnership (ORD compendium 4.b)
4. Guidelines on the utilization of QAME Results (ORD Compendium 3.b.)