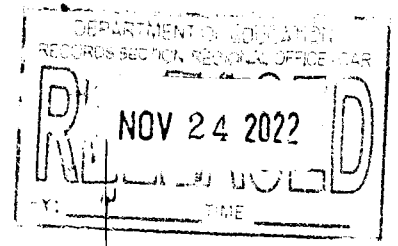




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



November 18, 2022

REGIONAL MEMORANDUM

No. 574 · 2022

2023 DepEd-CAR BASIC EDUCATION RESEARCH AGENDA (BERA)

To: Regional Office Division Chiefs
Schools Division Superintendents
Senior Education Program Specialists (Planning and Research)
All Schools Divisions
Others Concerned

1. Relative to strengthening the culture of research in basic education, the Office adopts the 2023 DepEd-CAR Basic Education Research Agenda (BERA). The research agenda seeks to address the region's identified key challenges and gaps during the monitoring and evaluation, and reports of program implementers. Overall, the agenda deals with the current challenge in the country's education, the learning poverty.
2. The research agenda is aligned with the region and divisions' education development plans to provide guidance in the conduct and utilization of research.
3. For more inquiries, please contact the PPRD at telephone no. 422-1318 or email address car.pprd@deped.gov.ph.
4. Immediate and wide dissemination of this Memorandum is desired.


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

Enclosure 2023 DepEd-CAR BERA
PPRD/ALP/CPD





Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

2023 DepEd-CAR BASIC EDUCATION REGIONAL RESEARCH AGENDA (BERA)

The DepEd CAR continuously promotes and strengthens the culture of research in basic education to address the current challenge besetting our country specifically in education, the learning poverty. The agenda is consistent with the “*Sulong EduKalidad*”; and aligned with the Basic Education Research Agenda (DO No. 39, s. 2016) and Regional Education Development Plan (REDP) 2023-2028 which 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.

Moreover, the agenda seeks to address the key challenges and gaps in the region’s basic education.

- Low proficiency level in both elementary and secondary levels.
- Regional Achievement Test result for Grade 6 and 10 is below the standard.
- Poor reading comprehension level of learners-based on Phil-IRI result in all grade levels.
- 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.
- 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.

I. ACCESS TO QUALITY EDUCATION

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

Strategies	Research Topics
Improve access to universal kindergarten education	<ul style="list-style-type: none"> • School, Stakeholders, and Parental engagement at the K level • Tripartite Partnership with Stakeholders, Pre-school Centers, and Public Schools • Catchup program for 5-year-old children and above not attending K • Stakeholders' involvement in strengthening K program
Improve learners' access to quality and rights-upholding, learning environment	<ul style="list-style-type: none"> • Development of accessible digital materials for all learning areas • School feeding program implementation • Health and teaching personnel competency and implementation of health and nutrition standards • DepEd Computerization Program (DCP) • Integration of technology in teaching ALS
Improve capacity to retain learners in schools	<ul style="list-style-type: none"> • School-initiated interventions programs • Remediation programs for struggling learners • Counseling services
Strengthen schools' capacity to ensure learners' continuity to next stage	<ul style="list-style-type: none"> • Establishment of integrated schools, new elementary or secondary schools, and new or additional SHS programs • SHS course offerings • Scheme for tracing learners' completing basic education • Trace studies for ALS learners • Bridging strategies in secondary schools • Counseling services <ul style="list-style-type: none"> ▪ JDVP Implementation ▪ Performance Task in EPP, TLE, TVL ▪ National Certification of Learners and Teachers ▪ Special Program in TVE or STVEP
Strengthen mechanisms for providing access to relevant basic opportunities for OSC, OSY, and OSA	<ul style="list-style-type: none"> • ALS literacy mapping strategy • ALS teachers, community ALS implementors, and learning facilitators' competency and implementation in online teaching platforms • Print and Non-print Learning Resources • ALS external stakeholders' involvement

II. EQUITY

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

Strategies	Research Topics
Improve program management and service delivery	<ul style="list-style-type: none"> • Partnership programs with LGUs and barangay officials • Ten-year program assessment of IPEd • Program approaches and strategies for various typologies of IPEd • Needs, challenges, and culture of Muslim learners • Implementation of inclusive and special education programs such as ALS, ALIVE, IPEd, LWDs and MEP
Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to situations of disadvantage	<ul style="list-style-type: none"> • Cultural standards for learning environments and learners support services for schools implementing IPEd • Customized learner support services for LWDs, Last Mile School learners, Muslim learners (experiencing marginalization), learners who experience calamities, children in conflict areas • Learners support services to out-of-school children in special cases, out-of-school youth, and adults
Improve gender-sensitive contextualized curriculum and learning delivery	<ul style="list-style-type: none"> • 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) • Learning delivery modality and learning resources • Learning resources for MTB-MLE of local languages • Programs to address gender disparities and children's rights among children
Enhance DepEd platforms for learning resources	<ul style="list-style-type: none"> • Learning resources standards for LWDs, ALIVE • Contextualization of learning resources for IPEd (for both formal and ALS) • ADM LR standards for different learning modalities

	<ul style="list-style-type: none"> • ALS text and non-text-based learning resources • Inclusive teaching and accessible learning resources • Integration of technology in teaching and learning
Promote partnerships to benefit education for learners in situations of disadvantage	<ul style="list-style-type: none"> • Advocacy and communication plans for Inclusive Education Programs • Engagement with non-DepEd providers of education for LWDs • Involvement of professionals and partners in health, nutrition, and psycho-social support

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

Strategies	Research Topics
Align curriculum and instruction methods in all subjects	<ul style="list-style-type: none"> • 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
Strengthen the competence of teachers and instructional leaders in curriculum, instruction, and assessment	<ul style="list-style-type: none"> • Teachers' competencies and implementation of: <ul style="list-style-type: none"> □ 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 □ learning approaches, methods, and strategies across all stages in various learning delivery modalities (face-to-face, distance learning - modules and online, and blended learning) □ 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 • Coaching and mentoring programs
Assess learning outcomes at each key stage transition and for learners in situations of disadvantage	<ul style="list-style-type: none"> • Predictive models using assessment results • Assessment programs

Align resource provision with key stage learning standards	<ul style="list-style-type: none"> • Reading and numeracy resource materials • Integration of education equipment, tools and materials, and guidelines for safe use in the teaching and learning process • System of quality assurance of learning modules and digital learning materials
Strengthening consultations on curriculum, instruction, and assessment	<ul style="list-style-type: none"> • Implementation of LMS • Assessment of learning outcomes • System for using results of achievement test • Integration of artificial intelligence, machine learning, and analytics in the curriculum

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.

Strategies	Research Topics
Integrating children's rights in the design of all DepEd policies, plans, programs, projects, processes, and systems	<ul style="list-style-type: none"> • Policies, plans, as well as programs, activities, and projects (PAPs) containing commitments towards children's rights and related policies and agreements
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	<ul style="list-style-type: none"> • Integration of Childs Right Education (CRE) • Child Protection issues
Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards	<ul style="list-style-type: none"> • Provision of Mental Health and Psychosocial Services (MHPSS) to learners and DepEd personnel • Learners, personnel, and stakeholders' knowledge, skills, attitudes, and values (KSAV) on MHPSS, DRRM, CCAM, and peacebuilding • Integration of DRRM, CCAM, and peacebuilding competencies in the curriculum
Ensure learning continuity in the aftermath of a disaster or emergency	<ul style="list-style-type: none"> • Internal and external partnerships for strengthening resilience – response, rehabilitation, and recovery

	<ul style="list-style-type: none"> • MPHSS interventions for learners and personnel affected by disasters and emergencies
Protect education investments from the impacts of natural and human-induced hazards	<ul style="list-style-type: none"> • Health personnel and program coordinators' competencies in the management of risky behavior and child protection issues • School-community coordination mechanisms for the health and safety of learners
Nurture and protect learners' mental and psychosocial health	<ul style="list-style-type: none"> • Effects of student workloads, deadlines, and other activities • Teachers' capacity/competency in handling students suffering from mental and psychosocial health issues <ul style="list-style-type: none"> ▪ Anxiety and depression among learners
Promote learners' physical and socio-emotional skills development	<ul style="list-style-type: none"> • School sports and fitness development program • Engagement of learners in various co-curricular, extra-curricular activities, or After-School Program <ul style="list-style-type: none"> ▪ WinS Program implementation

ENABLING MECHANISM – GOVERNANCE

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"> • Higher SBM Level of Practice • Implementation of PAPs
Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving	<ul style="list-style-type: none"> • Employee welfare and benefits standards <ul style="list-style-type: none"> - Health and Wellness Program - Salamat Mabuhay Program - Gender and Development (GAD) - Rewards and Recognition • Professional and learning development opportunities for non-teaching personnel
Ensure ideal learning environments are in place and adequate and appropriate learning	<ul style="list-style-type: none"> • Integration of educational technology in teaching and learning • Eco-friendly sustainable schools' implementation

resources for learners are provided	
Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services	<ul style="list-style-type: none"> • Modern financial and procurement systems • Performance management and quality assurance systems • Human Resource Information System (HRIS) • Inspection and Acceptance Mechanisms • Supplies Tagging and Inventory Control System • Procurement Professionalization Program • Knowledge Management Information System (KMIS) • ICT solutions and technical assistance • Policy tracking and feedback mechanism and implementation program • Procurement Tracking System • Internal systems for the provision of prompt, judicious, and efficient legal services
Strengthen active collaboration with key stakeholders	<ul style="list-style-type: none"> • Stakeholders' engagement and shared governance
Enhance and strengthen Public and private education complementarity	<ul style="list-style-type: none"> • Manual of regulations for private schools • Organizational and human resource support to qualified personnel in private schools

References:


Basic Education Development Plan (BEDP) 2023 – 2028

DepEd-CAR Regional Education Development Plan (REDP) 2023 – 2028 (Draft)


Division Education Development Plans 2023 -2028

RMEA Reports

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