Basic Education Research Agenda 2016-2022

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Basic Education Research Agenda

- DepEd Order No. 39, s. 2016
- June 10, 2016
- Adoption of the Basic Education Research Agenda
Rationale

• Learning is the core of the Department of Education’s (DepEd) mandate.
• However, DepEd is not only a learner-centered government institution; it is also an organization that constantly incorporates the learning process in implementing education policies and programs consistent with its vision, *to wit*: 
“We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.”
Rationale

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.”
Rationale

- The Department sustains its progressive orientation by ensuring that its actions are informed by sound and relevant evidence from research.
• Evaluation research can draw lessons from past and existing education programs and identify ways to improve them.
• Policy studies can define problems and generate possible solutions.
• Social experiments can compare the effects of school interventions, and weed out ineffective from promising ones.
While there are a myriad of topics to probe in the education sector, the Department’s research thrusts are strategically geared towards supporting its mission “to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:
Rationale

• **Students** learn in a child-friendly, gender-sensitive, safe, and motivating environment.
Rationale

• **Teachers** facilitate learning and constantly nurture every learner.
Rationale

• Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.
Rationale

• Family, community, and other stakeholders are actively engaged and share responsibility for developing lifelong learners.”
Research Agenda: Objectives

• (1) Build on gains from existing research;
(2) Generate new knowledge on less explored but priority fields of basic education;
(3) Systematically focus DepEd’s attention on relevant education issues; and
(4) Maximize available resources for research within and outside the Department.
Scope

• The Basic Education Research Agenda will guide all DepEd researchers from schools, divisions, regions, and central office. In the same way, the Agenda will also be shared for consideration of external partners.
Definition of Terms

1. **Research** – a systematic process of collecting and analyzing data to increase the understanding of a topic

2. **Research Agenda** – a document containing a list of priority education research areas to guide DepEd and its stakeholders in the conduct of research
Principles in the Conduct of Basic Education Research

• **Excellence**
  Given the influence of research on education decisions and actions, quality research is expected. Excellence demands that the inquiry is relevant and researchable; methods applied are appropriate; and findings are logical, coherent, and supported by data.
Principles in the Conduct of Basic Education Research

• **Integrity**
  The highest ethical standards shall be applied to basic education research. Whether or not human subjects are involved, researchers must ensure that the study will not cause people harm.
Principles in the Conduct of Basic Education Research

• **Openness**
  DepEd acknowledges the importance of collaboration in its work, including in research. Openness emphasizes the need to engage more partners in basic education research and to employ multi-disciplinary perspectives.
Research Themes & Questions

**VISION**
We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

**MISSION**
To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- **STUDENTS** learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- **TEACHERS** facilitate learning and constantly nurture every learner.
- **ADMINISTRATORS & STAFF**, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.
- **FAMILY, COMMUNITY, AND OTHER STAKEHOLDERS** are actively engaged and share responsibility for developing life-long learners.

**TARGET OUTCOMES**
Every Filipino has ACCESS to complete basic education. Complete basic education is QUALITY education. Effective, transparent, and engaging GOVERNANCE of basic education.

**DepEd’s ACTIONS**
Evidence-based policies, plans, programs, projects, and activities.

**BASIC EDUCATION RESEARCH AGENDA**
- **TEACHING AND LEARNING**
- **CHILD PROTECTION**
- **HUMAN RESOURCE DEVELOPMENT**
- **GOVERNANCE**
- **DISASTER RISK REDUCTION MANAGEMENT**
- **INCLUSIVE EDUCATION**
- **GENDER AND DEVELOPMENT**
Theme 1

Teaching & Learning
Theme 1: Teaching & Learning

- **Instruction** incorporates strategies to enhance the teaching-learning process. Particular attention is given to teaching various subjects in light of reforms under the K to 12 Program, and the growing importance of honing well-rounded learners able to compete in the current as well as future economies.
Theme 1: Teaching & Learning

What factors affect the teacher’s delivery of the curriculum?

- Class size
- Contact time
- Materials and resources
- Information and Communication Technology (ICT) in Education
- Language
  - Medium of instruction
  - MTB-MLE
- Continuing professional development and support (e.g. coaching and mentoring, Learning Action Cell [LAC])
- Classroom management (e.g. positive discipline)
- Learning space/environment
- Lesson planning and creation of Instructional Materials (IMs)
- Teacher’s profile (e.g. background, specialization, knowledge, motivation)
Theme 1: Teaching & Learning

What teaching and learning strategies can teachers apply to ensure inclusive and learner-centered education?

- Inclusive education
  - Special Education (SPED)
  - Indigenous Peoples Education (IPEd)
  - Madrasah Education
  - Alternative Learning System (ALS)
  - Alternative Delivery Modes (ADMs)
- Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA)
- Child-centered approach
- Emerging good practices
- ICT in Education
- Differentiated instruction
- Individual learning styles and multiple intelligences
- Collaborative learning
- Classroom management (e.g. positive discipline)
Theme 1: Teaching & Learning

- Curriculum will focus on the contribution of the new K to 12 curriculum on improving learning outcomes. With the integration of skills and competencies such as DRR and CCA in the delivery of the new curriculum, looking at effectiveness is crucial.
# Theme 1: Teaching & Learning

## General Research Questions

<table>
<thead>
<tr>
<th>How is the curriculum able to contribute in achieving learning outcomes?</th>
<th>Topics</th>
</tr>
</thead>
</table>
| How is the curriculum responsive and relevant to learners? | Contextualization  
Various subjects  
Spiral progression in the curriculum  
Higher order thinking skills  
Integration (e.g. DRR and CCA) |
|   |   |

- Contextualization
- Various subjects
- Spiral progression in the curriculum
- Higher order thinking skills
- Integration (e.g. DRR and CCA)

- Contextualization
  - Localization
  - Indigenization
Theme 1: Teaching & Learning

- This Agenda will study the developmental, social, and behavioural effects of the teaching-learning process on Learners, who are the primary clients of basic education.
## Theme 1: Teaching & Learning

<table>
<thead>
<tr>
<th>General Research Questions</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>What factors affect the learning behaviours of learners?</td>
<td>• Child development</td>
</tr>
<tr>
<td></td>
<td>• External and internal environment</td>
</tr>
<tr>
<td></td>
<td>• Teaching strategies</td>
</tr>
<tr>
<td></td>
<td>• Multiple intelligences</td>
</tr>
<tr>
<td>What contributes to the values formation of learners?</td>
<td>• School influence</td>
</tr>
<tr>
<td></td>
<td>• Community</td>
</tr>
<tr>
<td></td>
<td>• Culture</td>
</tr>
<tr>
<td></td>
<td>• Extra- and co-curricular activities</td>
</tr>
<tr>
<td>What makes a well-rounded, happy, and smart learner?</td>
<td>• School influence</td>
</tr>
<tr>
<td></td>
<td>• Community</td>
</tr>
<tr>
<td></td>
<td>• Culture</td>
</tr>
<tr>
<td></td>
<td>• Extra- and co-curricular activities</td>
</tr>
</tbody>
</table>
Theme 1: Teaching & Learning

• DepEd has defined the official K to12 Assessment Framework, which lays out current policies and shows the current thinking on the matter. As a key component of the teaching-learning process, **Assessment** requires further study to refine the details of the framework.
# Theme 1: Teaching & Learning

<table>
<thead>
<tr>
<th>General Research Questions</th>
<th>Topics</th>
<th>Additional Explanation</th>
</tr>
</thead>
</table>
| What factors affect the implementation of classroom assessment? | • Classroom assessment (i.e. formative and summative)  
• Emerging good practices  
• Teachers’ expertise in constructing various types of assessments  
• Availability of assessment tools and resources (e.g. materials, manpower, environment, portfolio assessment) | |
## Theme 1: Teaching & Learning

<table>
<thead>
<tr>
<th>How is assessment conducted and utilized in the Philippine education system?</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom assessments</td>
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<tr>
<td></td>
<td>National assessments</td>
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<tr>
<td></td>
<td>International assessments</td>
</tr>
<tr>
<td></td>
<td>System assessments</td>
</tr>
</tbody>
</table>

This question refers to the process of conducting assessments, as well as its utilization in terms of:

- Policy formulation and implementation
- Resource allocation
- Training of teachers and personnel
- Review and improvement of curriculum and instruction
- Progress tracking of learners
<table>
<thead>
<tr>
<th>How effective is Recognition of Prior Learning (RPL) in determining students to special programs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Basic Literacy Program</td>
</tr>
<tr>
<td>- A&amp;E</td>
</tr>
<tr>
<td>- PEPT (Grade Level Placement)</td>
</tr>
<tr>
<td>- Special Programs</td>
</tr>
</tbody>
</table>
Theme 1: Teaching & Learning

- The Research Agenda further examines **Learning Outcomes** by understanding what drives achievement, and by assessing and comparing the progress of learners across subjects, grade levels, and geographical regions.
# Theme 1: Teaching & Learning

<table>
<thead>
<tr>
<th>General Research Questions</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>What factors affect the achievement of learning outcomes?</td>
<td>• Teacher’s profile (e.g. specialization, training, experience)</td>
</tr>
<tr>
<td></td>
<td>• Learning environment</td>
</tr>
<tr>
<td></td>
<td>• Learning resources</td>
</tr>
<tr>
<td></td>
<td>• Language</td>
</tr>
<tr>
<td></td>
<td>• Assessment</td>
</tr>
<tr>
<td></td>
<td>• Governance</td>
</tr>
<tr>
<td>How does achievement of expected learning outcomes vary in terms of practices per region, division, and/or school?</td>
<td>• Regional, division, and school variation</td>
</tr>
<tr>
<td></td>
<td>• School typology</td>
</tr>
<tr>
<td></td>
<td>• Role of leaders</td>
</tr>
<tr>
<td></td>
<td>• Geographic, political, and economic factors</td>
</tr>
<tr>
<td></td>
<td>• Partnerships (i.e. LGUs, other private and public organizations and institutions)</td>
</tr>
</tbody>
</table>
Theme 2

Child Protection
Theme 2: Child Protection

- The Department’s commitment warrants a separate section on Child Protection, particularly to address reported incidents of bullying, teen-age pregnancy, addictive behaviours, and child labour.
Theme 2: Child Protection

- While laws and policies are in place to address these, there is a need for in-depth studies on their prevalence and effects. There is also a need to assess the effectiveness of previous interventions, and the potential of new approaches to better protect learners in schools.
## Theme 2: Child Protection

<table>
<thead>
<tr>
<th>General Research Questions</th>
<th>Specific Topics</th>
<th>General Topics</th>
</tr>
</thead>
</table>
| How can DepEd best address the following child protection concerns: | - Physical Bullying  
- Emotional Bullying  
- Cyber Bullying                                                      | • History of problem  
• Prevalence  
• Factors contributing to the problem (e.g. access to technology, environment)  
• Vulnerable |
| Bullying                              |                                                                     |                                                                              |
| Teenage Pregnancy                    | - Reproductive Health Education                                    |                                                                              |

![Image of children reading](fppt.com)
## Theme 2: Child Protection

<table>
<thead>
<tr>
<th>Child Abuse</th>
<th>Grave Child Rights Violations (GCRVs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SHS Work Immersion Context</td>
</tr>
<tr>
<td>Addiction</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td></td>
<td>Online Gaming</td>
</tr>
<tr>
<td></td>
<td>Social Media</td>
</tr>
<tr>
<td>Media Consumption</td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td>TV and film</td>
</tr>
<tr>
<td></td>
<td>Magazines</td>
</tr>
<tr>
<td></td>
<td>Radio</td>
</tr>
<tr>
<td>segments (e.g. gender, location, economic status, persons with disabilities, children in conflict with the law, children at risk)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effects (e.g. physical, mental, emotional, social)</td>
</tr>
<tr>
<td></td>
<td>Policies/programs/interventions</td>
</tr>
<tr>
<td></td>
<td>Learning interventions</td>
</tr>
<tr>
<td></td>
<td>Monitoring and evaluation of interventions</td>
</tr>
<tr>
<td></td>
<td>Partnerships</td>
</tr>
</tbody>
</table>
Theme 3

Human Resource Development
Theme 3: Human Resource Dev’t

- As DepEd is the nation’s largest bureaucracy, it is imperative that various strategies are developed to nurture the vast human capital involved in delivering basic education. Research questions will delve into three subthemes: (1) teaching and non-teaching qualifications and hiring; (2) career development; and (3) employee welfare.
Theme 3: Human Resource Dev’t

- Primary focus is given to teachers due to their frontline role in reaching out to learners. Research questions probe into the teachers’ existing qualifications and competency requirements vis-à-vis the needs of the K to 12 and special education programs such as ALS.
The topics extend to teacher education institutions, particularly on ways to upgrade pre-service preparation and DepEd’s role in providing continuous quality training.

Similarly, developing the support structure of DepEd through its nonteaching personnel is an important area of inquiry.

Teaching and Non-Teaching Qualifications and Hiring
### Theme 3: Human Resource Dev’t

<table>
<thead>
<tr>
<th>General Research Questions</th>
<th>Topics</th>
<th>Additional Explanation</th>
</tr>
</thead>
</table>
| How effective is the professional development framework in the delivery of the K to 12 curriculum? | • Specialization  
• Quality of years of experience  
• Language proficiency (Mother tongue)  
• Academic skills  
• Psycho-social skills  
• ICT integration in teaching | This research question intends to examine the responsiveness of the Department’s existing professional development framework. |
## Theme 3: Human Resource Dev’t

**What qualifications and competencies are required for teaching in an inclusive learning environment?**

<table>
<thead>
<tr>
<th>Skills for:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Inclusive education</em></td>
</tr>
<tr>
<td><em>DRR and CCA</em></td>
</tr>
<tr>
<td><em>Teaching Beginning Reading</em></td>
</tr>
</tbody>
</table>

- Qualification standards and criteria for hiring
- Psychosocial skills
- Interpersonal skills
# Theme 3: Human Resource Dev’t

## How can pre-service teacher education be improved to develop teachers who can effectively deliver the K to 12 curriculum?

- Teacher education institutions
- Core courses
- Relevant non-core courses
- New courses
- Preparation on:
  - Contextualization of the curriculum
  - Integration (e.g. DRR and CCA)
  - Teaching Beginning Reading
  - Inclusive education

## What qualifications and competencies are required of non-teaching staff to support the effective delivery of the K to 12 curriculum?

- Qualification standards and criteria for hiring
- Psychosocial skills
- Interpersonal skills
- Technical skills
Theme 3: Human Resource Dev’t

In summary:
What are the issues and challenges in hiring public school teachers, and how can these be addressed?

- Localization law
- Ranking system
- Natural vacancies
- Planned positions
- Notice of Organization, Staffing, and Compensation Action
- Political influence
- Competition between public and private sector
- Emigration and/or foreign contractual work
- Entry levels
- Qualification standards and criteria for hiring
- Allocation of teacher items
- Verification of eligibility documents
There is likewise a keen interest on the Career Development of both teaching and non-teaching personnel in order to surface and address their capacity-building needs, and to examine various dimensions and determinants of their professional growth. Specific questions attempt to validate reported challenges to personnel movement and progression.
### General Research Questions

**How can selection, retention, assessment, development, promotion, and recognition be enhanced to support DepEd employees in different career stages?**

### Topics

- Career path and progression
- Personal considerations
- Quota system
- Item reclassification
- Mentoring
- Training and development
- Patronage and corruption
- Results-Based Performance Management System (RPMS)
- Scholarships and grants
- Succession planning
### Theme 3: Human Resource Dev’t

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| What kind of capacity-building activities are necessary and most effective in addressing development needs and improving the work performance of teachers and other DepEd personnel? | Overall training program  
- Specialized training program  
- Process of capacity-building  
- Training strategy  
- Selection process  
- Practical application  
- Monitoring and evaluation  
- Other development options  
  - Classroom training  
  - Coaching and mentoring  
  - Experience |
Understanding career development also includes studying the nature and effectiveness of existing Employee Welfare provisions. The Department seeks to explore monetary and non-monetary strategies as well as nontraditional mechanisms to keep its personnel, especially teachers, motivated to perform well.
## Theme 3: Human Resource Dev’t

<table>
<thead>
<tr>
<th>General Research Questions</th>
<th><strong>Topics</strong></th>
</tr>
</thead>
</table>
| What mechanisms are the most appropriate to promote the welfare of all DepEd employees? |  - Professionalization  
  - Salary  
  - Benefits  
  - Incentives (e.g. awards and recognition, cash and non-cash rewards)  
  - Non-cash compensation (e.g. service credits)  
  - Protection and safeguards  
  - Grievance mechanism  
  - Teaching load and ancillary services  
  - Employee wellness (e.g. physical, emotional, spiritual, mental)  
  - Hazard pay  
  - Risk insurance |
## Theme 3: Human Resource Dev’t

<table>
<thead>
<tr>
<th>What motivates teaching and non-teaching personnel to sustain commitment and passion to high-quality teaching, learning, and work performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetization Program</td>
</tr>
<tr>
<td>Gender and Development</td>
</tr>
<tr>
<td>Intrinsic and extrinsic motivation</td>
</tr>
</tbody>
</table>
Theme 4

Governance
Theme 4: Governance

• Managing the largest bureaucracy towards educating the nation’s future requires efficient and effective operations. The Governance theme of the Research Agenda, which covers planning, finance, program management, transparency and accountability, and evaluation, underscores DepEd’s commitment to ensure that its structure, systems, and processes contribute to the achievement of basic education outcomes.
Theme 4: Governance

• The Department has already provided internal guidance (DepEd Order 13, s.2015) for the development of effective and efficient policies. With this in place, DepEd’s next concern is to ensure that these policies are implemented and translated into appropriate programs. Because it governs a very large sector with complex interrelationships, the Department often encounters challenges in its Planning process. This section deals with standards and policies that ensure the achievement of the Department’s goals.
Guru Nanak Ji