Basic Education Research Agenda

Teaching & Learning

Human Resource Development

Child Protection

Governance

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OVERVIEW OF PRESENTATION

- Rationale and Background
- Objectives
- Guiding Principles
- Conceptual Framework
- Research Themes & Research Questions
- Research Dissemination & Utilization

RATIONALE and BACKGROUND

DepEd Vision and Mission	RA 9155 Basic Education Governance Act of 2001
DO No. 13, s 2015 Policy Development Process in DepEd	DO No. 43, s 2015 / DO No. 4, s 2016 Basic Education Research Fund (BERF) Guide

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RATIONALE and BACKGROUND

The research agenda seeks to:

- Build on gains from existing research;
- Generate new knowledge on less explored but priority fields of basic education;
- Systematically focus the DepEd's attention to relevant education issues; *and*
- Maximize available resources for research within and outside Department

RATIONALE and BACKGROUND

The Process of Drafting the Research Agenda

Problem Analysis

Facilitated by World Bank consultants using previous DepEd Orders and current programs and policies

Synthesis of Outputs

PRD-PS with partners from WB, DFAT, BEST, RCTQ, and ACTRC, synthesized the results of the problem analysis; turned these into research questions; and categorized into themes

RATIONALE and BACKGROUND

The Process of Drafting the Research Agenda

Consultation and Validation

Two consultations and validations were made: (1) field personnel from RO, DO, and schools; (2) CO personnel

Presentation and Approval

Presentation to and final vetting by the ProgCom and ExeCom prior to approval and release

GUIDING PRINCIPLES

in the conduct of research

EXCELLENCE
- Relevant and researchable
- Appropriate research methods
- Logical, coherent, and evidence-based findings

INTEGRITY
- High ethical standards
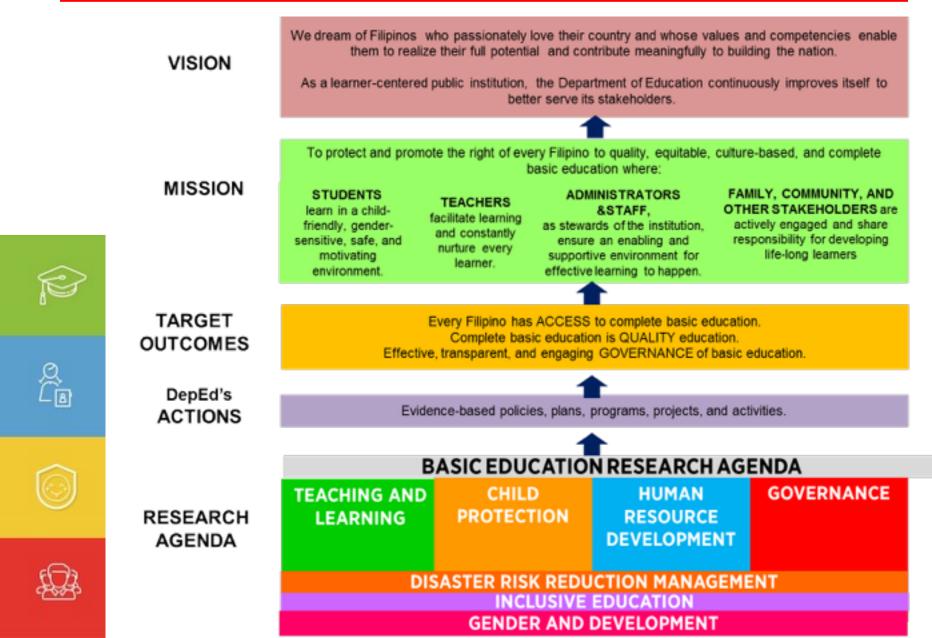- Honest and accurate in the collection, analysis, and reporting of data

OPENNESS
- Collaborative research work
- Multi-disciplinary perspectives
- Truthful and timely dissemination of research results

CONCEPTUAL FRAMEWORK

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.

RESEARCH AGENDA

BASIC EDUCATION RESEARCH AGENDA

TEACHING AND LEARNING | **CHILD PROTECTION** | **HUMAN RESOURCE DEVELOPMENT** | **GOVERNANCE**

DISASTER RISK REDUCTION MANAGEMENT
INCLUSIVE EDUCATION
GENDER AND DEVELOPMENT

RESEARCH THEMES

TEACHING AND LEARNING

CHILD PROTECTION

HUMAN RESOURCE DEVELOPMENT

GOVERNANCE

TEACHING AND LEARNING

Instruction

Curriculum

Learners

Assessment

Learning Outcomes

TEACHING AND LEARNING

Instruction
Strategies to enhance teaching and learning of the K to 12 curriculum to hone well-rounded learners

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

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

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TEACHING AND LEARNING

Curriculum
Implementation and responsiveness of the curriculum of the various subjects

How is the curriculum able to contribute in achieving the learning outcomes?

How is the curriculum responsive and relevant to learners?

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TEACHING AND LEARNING

Learners
Focus on the factors within the learner's external environment that can affect learning outcomes

- What are the factors affecting learning behaviors of a student?

- What contributes to the values formation of a learner?

- What makes a well-rounded, happy, and smart learner?

TEACHING AND LEARNING

Assessment
Further studies on various forms of assessment in the basic education system

- What factors affect the implementation of classroom assessment?

- How is assessment conducted and utilized in the Philippine education system?

- How effective is Recognition of Prior Learning (RPL) in determining students to special programs (i.e. ADMs, ALS)?

TEACHING AND LEARNING

Learning Outcomes
Focus on what drives achievement of learning outcomes against various factors

What factors affect the achievement of learning outcomes?

How does the achievement of expected learning outcomes vary per region and/or division?

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CHILD PROTECTION

In-depth studies on child protection concerns such as bullying, teenage pregnancy, child abuse, addiction, media consumption, etc.

- Prevalence
- Effectiveness of previous interventions
- Potential of new approaches to protect learners

CHILD PROTECTION

How can DepEd best address child protection concerns?

CHILD PROTECTION CONCERN	GENERAL TOPICS
Bullying	• History of problem • Prevalence • Factors contributing to the problem • Vulnerable Segments (e.g. gender, location, economic status, PWD, CICL, CAR, etc) • Effects (physical, mental, emotional, social, etc) • Policies / programs / interventions • Implementation of policies / programs / interventions • Learning interventions • Partnerships • M&E of intervention
Teenage Pregnancy	
Child Abuse	
Addiction	
Media Consumption	

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CHILD PROTECTION

How can DepEd best address child protection concerns?

CHILD PROTECTION CONCERN	TOPICS
Bullying	• Physical bullying • Emotional bullying • Cyber bullying
Teenage Pregnancy	• Reproductive health education
Child Abuse	• Grave Child Rights Violations (GCRVs) • SHS Work Immersion Context
Addiction	• Substance Abuse • Online Gaming / Social Media
Media Consumption	• Internet • TV and videos • Magazines • Radio

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HUMAN RESOURCE DEVELOPMENT

Teaching and Non-Teaching Qualifications and Hiring

Career Development

Employee Welfare

HUMAN RESOURCE DEVELOPMENT

Teaching and Non-Teaching Qualifications and Hiring

Studies on existing personnel qualifications and competency requirement vis-à-vis the needs of the K to 12 and special education programs

How effective is the professional development framework in the delivery of K to 12 Curriculum?

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

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HUMAN RESOURCE DEVELOPMENT

Teaching and Non-Teaching Qualifications and Hiring

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

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

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HUMAN RESOURCE DEVELOPMENT

Teaching and Non-Teaching Qualifications and Hiring

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

HUMAN RESOURCE DEVELOPMENT

Career Development

Examine various dimensions and determinants of professional growth of DepEd personnel

- How can selection, retention, assessment, development, promotion, and recognition be enhanced to support DepEd employees in different career stages in support of the implementation of the K to 12 Program?

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HUMAN RESOURCE DEVELOPMENT

Career Development

- What kind of capacity-building activities are necessary and most effective in addressing development needs and in improving the work performance of teachers and other DepEd personnel?

HUMAN RESOURCE DEVELOPMENT

Employee Welfare

Nature and effectiveness of existing employee incentives and welfare support

What mechanisms are the most appropriate to promote the welfare of all DepEd employees?

What motivates teaching and non-teaching staff to sustain commitment and passion to high quality teaching, learning, and work performance?

GOVERNANCE

Planning

Finance

Program Management

Transparency & Accountability

Evaluation

GOVERNANCE

Planning
Efficiency and effectiveness of DepEd standards and planning processes

How can DepEd effectively and efficiently determine its requirements for critical education resources for schools, community learning centers, and other delivery units?

How can DepEd improve its planning process across levels?

GOVERNANCE

Finance

How can DepEd improve its process in the sourcing, acquisition, disbursement, recording, and reporting of program & project funds, consistent with applicable laws, policies, rules, and regulations?

How does financial performance affect key stakeholders in DepEd?

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GOVERNANCE

Program Management
Focuses on how to best develop, implement, monitor and evaluate programs, projects and activities

How effective is DepEd's overall program management system?

How can we maximize external partnerships locally and abroad to facilitate the delivery of basic education services?

GOVERNANCE

Transparency & Accountability

Effectiveness of transparency initiatives in all governance levels

What factors affect transparency and accountability in DepEd operations?

How effective are DepEd's internal business processes in allowing the public to monitor and document performance of the organization?

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GOVERNANCE

How can schools effectively respond grievances from teachers, learners, parents, and the community?

GOVERNANCE

Evaluation

Evaluation of DepEd programs and improvement of evaluation processes of DepEd

How effective have DepEd policies, programs, and projects been in meeting their stated objectives? What are the unintended consequences?

How can DepEd maximize the benefits gained from the evaluation outputs from within and outside the department?

GOVERNANCE

Evaluation

Evaluation of DepEd programs and improvement of evaluation processes of DepEd

How can DepEd improve its evaluation process?

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CROSS-CUTTING THEMES

DISASTER RISK REDUCTION & MANAGEMENT

GENDER AND DEVELOPMENT

INCLUSIVE EDUCATION

DISASTER RISK REDUCTION & MANAGEMENT

Research questions will focus on:
- Prevention and Mitigation
- Preparedness
- Response
- Rehabilitation and Recovery

GENDER AND DEVELOPMENT

Research questions under Gender and Development may delve into gender mainstreaming in and gender-responsiveness of DepEd structures, policies, programs, and projects.

INCLUSIVE EDUCATION

Research questions will seek to answer the perception and readiness of the department in providing an inclusive learning environment.

RESEARCH DISSEMINATION

"One way to effectively inform policy-making is to advocate the use of research evidence in crafting policies and programs."

- Philippine Institute of Development Studies

RESEARCH DISSEMINATION

- Towards a culture of research, we encourage everyone to share their research results and provide venues for research dissemination such as:

- Policy Forums

- Research Conferences

- Research Bulletins

- Research Journals

- Policy Briefs

Thank you!

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