DEPARTMENT OF EDUCATION
RELEASED
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By: Jesie
DIVISION OF NUEVA VIZCAYA

Republic of the Philippines
Department of Education
Region II – Cagayan Valley
Schools Division of Nueva Vizcaya

11 February 2026

MEMORANDUM
No: **65**, S. 2026

GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION OF RESEARCH AND DEVELOPMENT PROJECTS

To: Assistant Schools Division Superintendent
Chief Education program Supervisor (CID & SGOD)
Education Program Supervisors
Public Schools District Supervisors and District In-Charge
Public Elementary & Secondary School Heads
All Others Concerned

1. The Basic Education Development Plan (BEDP 2030), aligned to the Enhanced-School Improvement Plan (e-SIP), aims to improve and attain its Pillars, namely: Access, Quality, Equity and Well-being. It is evidence-based, results-based, and child or learner-centered and is the basis for the division's and school 's Annual Improvement Plan/Work and Financial Plan.

2. The development of the DEDP and e-SIP requires innovative and systems thinking, and a mindset of a continuous improvement. Implementation of the projects from the DEDP and e-SIP shall involve the active participation of all education stakeholders in the school and community such as the school heads, teachers, parents, community leaders, and the learners themselves, among others.

3. To institutionalize the process in approving permit and acceptance of Research and Development Projects slated in the DEDP and e-SIP, proponents are advised to follow the guidelines set by the Division Office in accordance to **DepEd Order No. 44, s. 2015, DepEd Order No. 16, s. 2017, DepEd Order No.39, s. 2016** and **DepEd Order No. 22, s. 2022.**

4. The Research and Development Project Guidelines, inclusive of the templates to be followed, are attached in the enclosures of this Memorandum.

5. For technical assistance and further inquiries, please visit SGOD-Planning & Research through Rommel S. de Gracia, SEPS – Planning and Research Section.

6. Immediate dissemination of and strict compliance with this Division Memorandum is directed.

ORLANDO E. MANUEL PhD, CESO V
Schools Division Superintendent

02-2026-103

Inclosure: As stated
Reference: DO No. 44, s. 2015, DO No. 16, s. 2017, DO no. 39, s. 2016, DO Np. 22, s. 2022
To be indicated in the perpetual index under the following subjects:
Research and Development Projects

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Enclosure 1 to DM No. *65*, S. 2026. GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION RESEARCH AND DEVELOPMENT PROJECTS

GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION OF RESEARCH AND DEVELOPMENT PROJECTS

I. Rationale

In accordance to the Governance of Basic Education Act of 2001 (Republic Act 9155), the Department of Education (DepEd) promotes shared governance through School-Based Management (SBM). Under this mandate, school heads are tasked to formulate the Enhanced-School Improvement Plan capturing the school improvement projects.

The Enhanced-School Improvement Plan (E-SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. It seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it envisions to help schools reach the goal of providing access to quality education.

In like manner, the schools are envisioned to be a better and effective vehicle for change with its goal to improve Access, Retention, Completion and Achievement (ARCA) for A^2LL^2 (Advanced, Average, Least, Lost and Last) learners. In order for the E-SIP to be more functional, school improvement projects must be put into action.

Development projects maybe conceptualized along the different areas of education, namely, learners' development, teachers' development, physical plant development, instructional materials development, among others. Development Projects should be derived based on the processes of the E-SIP making which is the Assess-Plan-Act (APA) Phases. These projects should answer the root causes of a certain priority improvement area (PIA) (simple the problem). Also, development projects must be reflected in the E-SIP following the Annex 9 (Project Work Plan and Budget Matrix) and the Annual Implementation Plan (Annex 10) of DepEd Order No. 44, s. 2015.

A particular development project or school improvement project may be categorized as an **innovation** if it is **a newly-developed method, idea, and/or an innovative product** that addresses priority improvement area(s) of the School, District, Division or in the Department of Education in general. An illustrative example maybe the Project Online Travel Order Processing System (OTOPS), Development of Intervention Materials, Contextualized/Indigenized Instructional Materials, Development of an Innovative Teaching Strategies, Establishment of Schools and the like.

Another school improvement project which will be accredited in the Division office is the **Feasibility Study** which is a systematic evaluation of a proposed project's practicality, viability, and potential for success before it begins. It involves analyzing various factors such as financial, technical, market, and legal aspects to identify potential risks and determine if the project is worth pursuing. Examples of which are establishment, integration, separation and conversion of schools which requires feasibility study (DepEd Order No. 40, s. 2014).

Educational research in the Department of Education (DepEd) is driven by a **Basic Education Research Agenda**, established by DepEd Order No. 39, s. 2016, to guide evidence-based decision-making in areas like **Teaching and Learning, Child Protection, Human Resource Development, and Governance** and the cross-cutting themes such as **Gender and Development (GAD), Disaster Risk Reduction Management (DRRM) and Inclusive Education (IE)**. The department supports this through the Research Management Guidelines (DepEd Order No. 16, s. 2017) and the Basic Education Research Fund (BERF), which encourages teachers to conduct action research to improve teaching and learning processes.

Basic Education Research are categorized into **Basic and Applied**. **Basic Research** seeks to expand knowledge, and applied research, which aims to solve practical problems within the education system while, **Applied Research** aims to solve specific, practical problems in the education system a specific example is an **Action Research** which focuses on practical solutions to improve teaching and learning. It involves a cycle of identifying a problem, planning, collecting data, and implementing changes (DepEd Order No. 16, s. 2017).

II. Scope

These guidelines shall govern the entire process from the preparation of the proposal, implementation, completion and utilization and dissemination of Research and Development Projects.

The guidelines are applicable only to the following:

1. Basic and Applied Researches (Including Action Research); and,
2. Innovative Development Projects (Including Feasibility Studies).

III. Procedures

The table below outlines the process in the approval and acceptance of Research and Development Projects.

Activity	Persons Responsible/ Activity Details/ Interface
Preparation of Research and Development Projects	Proponent prepares the project proposal using the template in Enclosure 2, or 3 or 4.

<table>
<tr><th>Activity</th><th>Persons Responsible/ Activity Details/ Interface</th></tr>
<tr><td></td><td>All project proposals shall be based on the Research and Development Project Agenda (Enclosure 5).</td></tr>
<tr><td>Initial Assessment</td><td>The schools or districts are advised to create their Quality Assurance Committee (School/District Research Committee) to ensure compliance of required documents before submitting to the Division Office.

Structure of School Research Committee (SRC) for Secondary School:
Chairman: PSDS/DICs
Co-Chairman: School Head
Member: (1-2) Head Teachers and/or
(1-2) Master Teachers

Structure of District Research Committee (DRC) for Elementary School/District:
Chairman: PSDS/DICs
Co-Chairman: Principal (School Head)
Member: (1-2) Principal/Head Teachers
(1-2) Master Teachers

The S/DRC is advised to review compliance of the required documents stipulated in enclosures 3 and 4.</td></tr>
<tr><td>Submission</td><td>Implementation Date:
Submission must be at least 1-2 Months Workings Days prior to the date/s implementation</td></tr>
<tr><td>Evaluation through the Quality Control Checklist (QCC)</td><td>The Schools Division Research Committee through the Planning and Research Section and Technical Working Group Members shall appraise the submitted project proposal based on the Quality Control Checklist.

Indicators/Items in the QCC are identified as:
<table>
<tr><th>Evaluation Criteria</th><th>Description</th></tr>
<tr><td>Evident (E)</td><td>Indicated Item(s) need no revision</td></tr>
<tr><td>Partially Evident (PE)</td><td>Indicated Item(s) need enhancement</td></tr>
<tr><td>Not Evident (NE)</td><td>Indicated Item(s) need total revision or inclusion</td></tr>
</table>

Documents with PE and NE will be returned to the proponents through the records section to address the lacking documents/requirements.</td></tr>
</table>

<table>
<tr><th>Activity</th><th>Persons Responsible/ Activity Details/ Interface</th></tr>
<tr><td>Issuance of Permit to Conduct</td><td>The Planning and Research Section shall issue permit to conduct to the proposals adhering to the standards and shall be release in the Records Section upon approval of the SDRC Chairman and Adviser, ASDS and SDS respectively.</td></tr>
<tr><td>Implementation and Monitoring</td><td>Research and Development proponents shall implement the project based on the timelines provided and, on the procedures, stipulated in the proposal.

The SDRC through the Planning and Research Section shall conduct monitoring and evaluation of the project implementation.</td></tr>
<tr><td>Submission of Completed R&D Project</td><td>Completed R&D projects shall be subjected to initial evaluation of the S/DRC before submitting/endorsing them to the Division Office.

Evaluation shall focus on the completeness of the required documents as seen in Enclosures 2 or 3 or 4.

The SDRC shall review the documents using the QCC.</td></tr>
<tr><td>Issuance of Acceptance of the R&D Project</td><td>The SDRC shall issue Acceptance of R&D Project if and only if the project has complied the required standards as set in DepEd Order No. 16, s. 2025 and DepEd Order No. 44, s. 2015.</td></tr>
<tr><td>Issuance of Certificate of Utilization and Dissemination</td><td>The R&D Project will be issued a certificate of the Utilization and Dissemination if it complies with the requirements on the following:
<table>
<tr><th>Basic Research</th><th>Action Research</th></tr>
<tr><td>Utilization of Research Findings</td><td>Novelty of Intervention</td></tr>
<tr><td>Dissemination of Research Findings</td><td>Utilization of Research Findings</td></tr>
<tr><td>Partnership to Internal and External Linkages</td><td>Dissemination of Research Findings</td></tr>
<tr><td>Capacity to Address Problems</td><td>Partnership to Internal and External Linkages</td></tr>
<tr><td></td><td>Capacity to Address Problems</td></tr>
</table>
*NOTE: same document requirements for innovation and basic research

Refer to DM No. 293, S. 2025 SUBMISSION OF RESEARCH UTILIZATION AND DISSEMINATION REPORTS for complete document-requirements.</td></tr>
</table>

Note: Development of Instructional Learning Materials will not be covered in this Guideline including L&D, Income Generating and YFP Projects.

IV. Schools Division Research Committee (SDRC)

Pursuant to DO No. 16, s. 2017 titled "Research Management Guidelines", the Schools Division Research Committee (SDRC) will provide guidance on research directions, particularly in aligning such initiatives with the national and local Basic Education Research Agenda. The committee will spearhead the call for proposals, evaluation, approval, and grant of available funds for research proposals, partnerships, and dissemination of results.

The Schools Division Research Committee (SDRC) will assume the responsibilities of research management at the Schools Division level. The SDRC will have the roles and responsibilities:

1. Provide directions on research initiatives through the national and local Basic Education Research Agenda, and other identified priority research areas in the division.
2. Evaluate and approve research proposals and other related research initiatives from the schools and community learning centers (CLCs) to be funded under BERF.
3. Evaluate and approve research proposals and other related research initiatives within the Schools Division to be funded by other fund sources.
4. Forge partnerships with academic and research institutions, government agencies, and other DepEd offices on education research initiatives and projects.
5. Prepare and submit reports to the RRC on all research initiatives conducted in the division from all fund sources.
6. Resolve emerging issues on the management and conduct of research.
7. Ensure that all cost estimates fall under the existing accounting and auditing rules and regulations. 8. Endorse approved school level proposals to the Regional Office for confirmation and release of funds under BERF.

The SDRC Secretariat will deliver the following:

1. Organize, coordinate, and document meetings of the Committee.
2. Provide technical assistance to researchers on the conduct of their studies.
3. Aid SDRC members in recommending proposals for approval as per criteria and scoring template.
4. Liaise with academic and research institutions, government agencies, and other DepEd offices in the conduct of the research.
5. Conduct periodic monitoring on research initiatives in schools, and community learning centers (CLCS) within the division.
7. Prepare periodic report on accomplishments related to division research initiatives.
8. Prepare complete staff work in support of the Committee's functions as needed.

V. Types of Research and Development Projects for Accreditation in SDO

Research and Development Projects	Examples	Approval Mechanism
1. Learning Resource Development	• Strategic Intervention Materials (SIM) • Development of Handbook/Manuals/ Books, and other IMs • Development of Innovative Instructional Materials	c/o LRMDC (See separate Guidelines)
2. Professional Learning and Development Activities	• Seminars • Training-Workshops • Job-Embedded Learning • Performance Coaching and Mentoring • Re-Entry Action Plan (REAP) • Application of Education	c/o HRDS (See separate Guidelines)
3. Basic and Action Researches	• Researches Anchored on Enclosure 5 of this Memorandum	c/o SDRC through Planning and Research
4. Development Projects	• Feasibility Study (Establishment of Schools, Integration, Separation and Additional Curricular Offerings)* • Development of Operating Systems, Frameworks, Procedural Guidelines, Manuals for the Improvement of Processes and Operations anchored on Enclosure 5 of this Memorandum	c/o SDRC through Planning and Research

Note:
***Student Activities such as Festivals, Sports, Acquaintances, Promenade and among others are not included as Research and Development Projects.*
**Feasibility Studies such as Establishment of Schools, Integration, Separation and Additional Curricular Offerings have to be approved prior to its application for submission to the SGOD-SMME.*

VI. Monitoring and Evaluation

The Schools Division Research Committee (SDRC) in coordination with the Technical Working Group (TWG) members will conduct monitoring of the Research and Development Projects in the schools, districts and division level. The SDRC-TWG will provide feedback and technical assistance to the R&D proponents.

Further, the SGOD-PAR with the SRDC-TWG will conduct annual review of the effectiveness and efficiency of the policy in achieving its objectives. Feedback and results if monitoring and evaluation will be reported during the Program Implementation Review (PIR).

VII. Effectivity

Immediate dissemination and compliance with this Division Order is directed.

References:

DepEd Order No. 24, s. 2022. Adoption of the Basic Education Development Plan 2030.

DepEd Order No. 44, s. 2015. Guidelines on the Enhanced School Improvement Planning (E-STP) Process and the School Report Card (SRO).

DepEd Order No. 16, s. 2017. Research Management Guidelines.

DepEd Order No. 39, s. 2016. Adoption of the Basic Education Research Agenda.

Division Memorandum No. 265, s. 2017. Guidelines in Preparing Basic Education Research.

Enclosure 2 of DM No. 64, s. 2026, GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION RESEARCH AND DEVELOPMENT PROJECTS

DEVELOPMENT PROJECT AS AN INNOVATION

<table>
<tr><td>I. Project Title</td><td>Title of the R&D as an Innovation</td></tr>
<tr><td>II. Background and Rationale</td><td>Capture the priority improvement areas (PIAs) or problems or GAPS in the chosen locale. Include the context or situation of the locale.

Support with legal bases/policies/studies on the effect/impact if PIA will not be addressed.

Identify the strands or KRAs to which the proposed R&D is applicable (PPSSH, PPST, PPSS, etc)</td></tr>
<tr><td>III. Objectives, Expected Output and Outcome</td><td>General Objectives
State in one paragraph the encompassing objectives of the project.

Specific Objectives
State the specific objectives with baseline and end line targets in SMART FORM.
(1-3 Specific Targets)

Expected Output and Outcomes
<table>
<tr><td>Inputs</td><td>The resources, efforts, and raw materials needed to start and complete an activity or project.</td></tr>
<tr><td>Output</td><td>The direct, tangible products or services delivered by a project's activities. It's often a measure of "how much" was accomplished.</td></tr>
<tr><td>Outcomes</td><td>The effect or benefit that the outputs produce. It represents the actual value created for the user or organization. Outcomes are often harder to measure and show the "why" behind the work.
The short-to-medium term changes, effects, or benefits that result from the outputs.</td></tr>
<tr><td>Impact</td><td>The long-term, broad, and often indirect results or effects of the project.</td></tr>
</table></td></tr>
<tr><td>IV. Target Beneficiaries</td><td>Specify the targeted recipients/ reason out the importance to the project to them (one paragraph)
Recipients may be presented in table</td></tr>
</table>

V. Project Descriptions, Methods and Strategies	**Project Description** Content of the project/ Descriptions Design and procedures **Methods/Strategies and Procedures** Steps and processes in the implementation of the project Utility of the project May be presented in a flowchart Roles and duties of Human Resource Involve (Similar to PMT)
VI. Project Implementation Plan	May be presented in Gantt Chart Identify the pre-implementation activities Identify the actual implementation activities Post Implementation activities Map the timeline of the activities in the chart
VII. Budgetary Requirements	Identify activities that require financial resources
VIII. Project Monitoring and Evaluation /Risk Management Plan	Schedule the monitoring of activities in relation to the attainment of the objectives, output and outcome (accomplish during the M&E period) Risks – plausible events or issues that could have adverse effect or impact on the ability of the project/activity to achieve its objectives. *The likelihood is the estimated probability that the risk will happen after taking account of the mitigating measures put in place.
IX. Strategies for Project Sustainability and Replicability	Accomplish during post project implementation Sustainability Plan is drawn from the findings of the M&E
X. References	Cited authors and legal references should be properly referenced using APA manual of Style (7th Ed)
Appendices	Approved WFP/AIP/Supplemental AIP/WFP Proposed Manual Process Flow Chart

INNOVATIVE PROJECT

I. Project Title:

II. Background and Rationale

III. Objectives, Output and Outcome

General Objectives

Specific Objectives

Expected Output and Outcomes

Inputs	
Output	
Outcomes	
Impact	

IV. Target Beneficiaries

V. Project Descriptions, Methods and Strategies

a. Project Description

b. Methods and Strategies

VI. Project Implementation Plan

Activities	Month 1				Month 2				Month 3			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
A. Pre-implementation Activities												
1.												
2.												
3.												
4.												
5.												
B. Actual Implementation												
1.												
2.												
3.												
4.												
5.												
Post-Implementation												
1.												
2.												
3.												
4.												
5.												

VII. Budgetary Requirements

Activities	Item Description (Particulars)	Quantity	Unit	Unit Cost	Total Amount

VIII. A. Project Monitoring and Evaluation

Project Objectives	Activities	Frequency/Date of Monitoring	Accomplishment Status to Date	Facilitating Factors	Hindering Factors	Recommended Actions

(Separate Sheets per monitoring report in the terminal report)

B. Risk Management Plan

Description of Risk	Severity (Low, Medium, High)	Likelihood (Low, Medium, High)	Impact (Effect)	Mitigating Strategies

IX. Strategies for Project Sustainability and Replicability

Results of M&E	Recommendations	Action Steps	Timeline	Resources Needed	Expected Output

X. References

Appendices/Attachments

Republic of the Philippines
Department of Education
Region II – Cagayan Valley
Schools Division of Nueva Vizcaya

COMPLETION REPORT

INNOVATIVE PROJECT/FEASIBILITY STUDY

I. Project Information			
Title			
Proponent			
Position			
Office/Unit/School/ District/Division			
Implementation Dates			
Beneficiaries			
Source of Fund			
II. Executive Summary *(Maximum of 2 Paragraphs w/ 5 Sentences each)*			
Project Objectives	(Specific Objectives)		
III. Actual Results	**Inputs**		
	Outputs		
	Outcomes		
	Impact		
IV. Problems Met and Strategic Solutions Applied	(Based on Item VIII)		
V. Recommendations for Sustainability and Replicability	(Based on Item IX)		
VI. Approvals			
	Printed Name, Position	**Signature**	**Date**
Prepared by:			
Checked and Reviewed by:			

Attachments: *Items VIII – IX plus Documentations and the Approved Proposal*

Enclosure 3 to DM No. 64, S. 2026. GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION RESEARCH AND DEVELOPMENT PROJECTS

FEASIBILITY STUDY TEMPLATE

A. FEASIBILITY STUDY AS A DEVELOPMENT PROJECT

I. INTRODUCTION

A. Legal Basis

B. Study Objective

This feasibility study will provide the decision-makers in the (Approving Office) with sufficient information as basis of the approval of the proposed (project/program) for implementation.

C. Internal and External Assessments

The study will deliver the following data:

1. An assessment of the relevance of the proposed project/program to address the problems identified in the social and economic sectors.
2. A detailed analysis of the technical, economic, financial, and institutional as well as the management, environmental and socio-cultural feasibility of the proposed project.
3. An analysis of the potential sustainability of the project.

II. PROJECT DESCRIPTION

A. Geographical, Economic and Socio-Cultural Profile of the Project site (May Include map and statistics for emphasis).

1. Projected Production/Target Beneficiaries.
2. Physical Facilities/Equipment.
3. Management and institutional Feasibility of the project (Manpower of human resources, organizational set-up or profile of manpower)

B. Sustainability of the Project/program.

III. Date of Implementation

IV. Implementation Arrangement (Gantt Chart)

Project Implementation Plan	Month			
	1st Week	2nd Week	3rd Week	4th Week
A. Pre- Implementation Activity				
B. Actual Implementation				
C. Post-Implementation Activity (Monitoring, Evaluation & Sustainability)				

(Add particular activities in the pre, actual and post implementation, you may add columns for the implementation month/period)

V. Budgetary Requirement and Source of funding (Materials, food, honoraria, operational expenses, etc.)

Activities	Item Description/ Particular	Quantity	Unit	Unit Cost	Total Amount
(Enumerate activities here)					
				Total	
				Source of Fund	

VI. A. Project Monitoring and Evaluation

Project Objectives	Activities	Frequency/Date of Monitoring	Accomplishment Status to Date	Facilitating Factors	Hindering Factors	Recommended Actions

(Separate Sheets per monitoring report in the terminal report)

B. Risk Management Plan

Description of Risk	Severity (Low, Medium, High)	Likelihood (Low, Medium, High)	Impact (Effect)	Mitigating Strategies

VII. Strategies for Project Sustainability or Replicability

Results of M&E	Recommendations	Action Steps	Timeline	Resources Needed	Expected Output

VIII. References

Appendices/Attachments

Enclosure 4 of DM No. 64, s. 2026. GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION RESEARCH AND DEVELOPMENT PROJECTS

BASIC AND ACTION RESEARCH PROPOSAL TEMPLATES

Action Research	Basic Research
I. Context and Rationale II. Action Research Questions III. Proposed Intervention, Innovation and Strategy IV. Action Research Methods a. Research Design b. Respondents/ Sampling Procedure c. Data Gathering Procedures and Research Instruments d. Plan for data analysis e. Research Ethics V. Workplan and Gantt Chart VI. Cost Estimates VII. Advocacy Plan for Dissemination and Utilization VIII. References	I. Introduction II. Related Literature III. Research Questions IV. Scope and Limitations of the study V. Research Methods a. Research Design b. Respondents/ Sampling Procedure c. Data Gathering Procedures and Research Instruments d. Plan for data analysis e. Research Ethics VI. Workplan and Gantt Chart VII. Cost Estimates VIII. Plan for Research Dissemination and Utilization IX. References
Attachments 1. Research Profile 2. Certificate of Absence of Conflict of Interest and Anti-Plagiarism 3. Informed Consent/Assent Forms 4. Instrument Validation Sheets (3 from Experts – Duly Signed: SDO Form) 5. Edited Research Questionnaire (Pre/Post test w TOS) 6. Quality Assurance from the School/District 7. DLL or DLP using the Intervention/Strategy 8. Sample Activities of the Intervention	**Attachments** 1. Research Profile 2. Certificate of Absence of Conflict of Interest and Anti-Plagiarism 3. Informed Consent/Assent Forms 4. Instrument Validation Sheets (3 from Experts – Duly Signed: SDO Form) 5. Edited Research Questionnaire 6. Quality Assurance from the School/District

****Other documents as required by the SDRC for validation purposes*

COMPLETED BASIC AND ACTION RESEARCH TEMPLATES

Action Research	**Basic Research**
I. Title Page II. Abstract III. Acknowledgement IV. Context and Rationale V. Intervention, Innovation and Strategy III. Action Research Questions IV. Action Research Methods a. Research Design b. Respondents/ Sampling Procedure c. Data Gathering Procedures and Research Instruments d. Data Analysis Procedures e. Research Ethics IX. Discussion of Results and Reflection a. Discussion of Results b. Reflection X. Conclusions and Recommendations XI. Dissemination and Advocacy Plans XII. References **Attachments** 1. Research Profile 2. Certificate of Absence of Conflict of Interest and Anti-Plagiarism 3. Informed Consent/Assent Forms 4. Instrument Validation Sheets (3 from Experts – Duly Signed: SDO Form) 5. Edited Research Questionnaire (Pre/Post-test w TOS) 6. Quality Assurance from the School/District 7. DLL or DLP using the Intervention/Strategy 8. Sample Activities of the Intervention 9. Approved Proposals with QCC***	I. Title Page Il. Abstract Ill. Acknowledgement IV. Introduction of Research V. Literature Review VI. Research Questions VII. Scope and Limitations VIII. Research Methodology a. Research Design b. Sampling Procedures c. Data Gathering Procedures and Research Instruments d. Data Analysis Procedures e. Research Ethics IX. Discussion of Results and Reflection a. Discussion of Results X. Conclusions and Recommendations XI. Dissemination and Advocacy Plans XII. References **Attachments** 1. Research Profile 2. Certificate of Absence of Conflict of Interest and Anti-Plagiarism 3. Informed Consent/Assent Forms 4. Instrument Validation Sheets (3 from Experts – Duly Signed: SDO Form) 5. Edited Research Questionnaire 6. Quality Assurance from the School/District 7. Approved Proposals with QCC***

****Other documents as required by the SDRC for validation purposes*

Enclosure 5 to DM No. 64, S. 2026. GUIDELINES IN THE DEVELOPMENT AND IMPLEMENTATION RESEARCH AND DEVELOPMENT PROJECTS

BASIC EDUCATION RESEARCH AND DEVELOPMENT AGENDA

THEMES	TOPICS	PRIORITY AREAS
Teaching and Learning	• Curriculum Development and Delivery • Learning Resource Management • Admission, Assessment, Retention and Promotion of Learners • ICT Integration in Education • Inclusive Education • K-to-12 Curricular Review	• Curriculum, Numeracy and Literacy, Teaching and Learning Strategies, 21st Century Skills, learning outcomes • Learning Resource Material Development, LRS Management • Classroom Assessment Strategies • Digital learning, Learning Recovery Strategies • Inclusive Education Practices
Leaners' Development (Child Protection)	• Child and Learner Protection • Learner's Welfare and Support Services • Inclusive Education	• Protection Measures, Health and Safety Standards in Schools and Mental Well-Being of Learners • Rights-based approach in Basic Education
Human Resource Development	• Recruiting, Selection, Placement and Induction • Learning and Development • Performance Management • Rewards and Recognition • Employee Welfare and Support Services	• Hiring and Recruitment Policy Processes • Effectiveness of Learning and Development • Implementation, Challenges and Policy Enhancement of RPMS, PPSS, PPSH, PPST, PRAISE in DepEd • Wage and Benefits, Protection and Promotion of Employee's Rights, Support Mechanisms for Personnel
Governance and Cross-Cutting Themes	• Basic Education Strategic and Operational Planning and Management • Fiscal and Resource Management • Procurement Management • Policy Development, Implementation and Enhancement • Program and Project Management • Research and Development Management • School Governance and Operations • Information System and Knowledge management • Establishment and Management of Facilities of Public/Private Schools and Learning Centers • Regulation of Support to Private Schools and Learning Institutions • Records Management • Gender and Development • Disaster Risk Reduction Management • Partnership and Linkaging	• Planning process and procedures, Procurement Processes, Standards and Procedures, SEF Support, Fund Allocation to Operating Units • Policy development and enhancement processes, feedback mechanisms • Management of PPAs • Research Management Practices, Sustainability and Capacity Building • Utilization of M&E Results • Data Information and Management Systems • Implementation of School-Based Management • Establishment, Conversion, Separation of Schools, Acquisition of School Sites and Titling • Regulation of Non-DepEd Schools and Learning Institutions • Gender Mainstreaming, public relations and administrative management • DCP Program Implementation • DRRM Implementation (DRRM Programs, Teachers' Capacity in managing disaster-risk related activities) • Mental Health Advocacies • Coordination and Partnership mechanisms (BRIGADA ESKWELA, Partnership Mechanisms, Adopt-a-School Program, School to School Partnership)

Source: Basic Education Development Plan (BEDP) 2030 – Policy Research Agenda