



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

May 9, 2023

OFFICE MEMORANDUM

PPRD-2023- 268

**REQUEST FOR COMMENTS ON THE FINAL DRAFT OF
2023 REGIONAL RESEARCH AGENDA**

To: Director III
Functional Division Chiefs
Education Program Supervisors and Specialists
Supervising Administrative Officers
Project Development Officers
Unit and Section Heads
All Others Concerned

1. With reference to Office Memorandum Nos. 122 and 205, s. 2023, this Office, through the Regional Research Committee (RRC) and Policy, Planning, and Research Division (PPRD), enjoins the Regional Functional Division Chiefs, Supervising Administrative Officers, all Education Program Supervisors and Specialists, and concerned Unit/Section Heads and personnel to provide comment/feedback on the enclosed 2nd/final draft of the proposed 2023 Regional Research Agenda on or before May 12, 2023, thru the link: ***bit.ly/RRAWT***.
2. For inquiries and other concerns, Dr. Teodorico C. Pelino Jr., Education Program Supervisor of PPRD and Chairperson of the Technical Working Committee, can be reached at email address: teodorico.pelino@deped.gov.ph.
3. Immediate dissemination of and compliance with this Memorandum are desired.


EVELYN R. FETALVERO, CESO IV
Regional Director *rk*

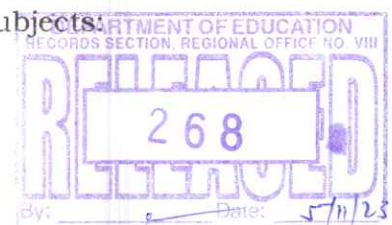
Enclosures: As stated

References: As stated

To be indicated in the Perpetual Index under the following subjects:

AGENDA
BERA
RESEARCH

PPRD-TCPJ





Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

PROPOSED 2023 REGIONAL RESEARCH AGENDA (FINAL DRAFT)

BERA Themes/ Sub-themes	Areas of Concern	Proposed Research Topic/Agenda	Guide Questions or Possible Research Questions	Proposed Research Design
Teaching and Learning (Quality)	Instruction	<p>A Multi-case Analysis on Out-of-field Teaching in MAPEH: Inputs for a Development Program</p> <p>Teachers' Capacity in the Teaching and Integration of Literacy and Numeracy Across Subject Areas</p> <p>Evaluation of TLE Teachers' Innovations Promoting Quality Teaching and Learning</p> <p>Competence of Teachers Handling Filipino in Teaching and Conducting Research (<i>Kakayahan at Kahandaan ng mga Gurong Nagtuturo ng Filipino sa Pagtuturo at Pagsulat ng Kilos Pananaliksik</i>)</p> <p>Lived Experiences of Out-of-field Teachers Teaching Different Specializations in the Special Program in the Arts: Its Implication to Learners Outputs</p>	<p>1. What are the challenges and opportunities of non-MAPEH specialists in the delivery of the curriculum?</p> <p>2. What teacher development program can be proposed?</p> <p>How do teachers teach and integrate literacy and numeracy in teaching?</p> <p>To be identified by the researchers</p> <p>To be identified by the researchers</p> <p>1. How do the out-of-field teachers teach the different specializations in the Special Program in the Arts as to content knowledge, strategy, use of instructional materials, and assessment?</p>	<p>Qualitative Multi-case Analysis</p> <p>Cross Case Analysis</p> <p>Mixed Methods</p> <p>Mixed Methods</p> <p>Qualitative</p>



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	Curriculum	Quality of Self-Learning Modules (SLMs) in Alternative Delivery Mode and Distance Learning	<p>2. What are the challenges encountered by the out-of-field teachers teaching the different specializations in SPA?</p> <p>3. How do out-of-field teachers cope with the challenges of teaching the different specializations in SPA?</p> <p>1. Are the self-learning modules compliant with intellectual property rights?</p> <p>2. Is there consistency in the content of SLMs with the target DepEd Learning Competencies (MELCs) intended for the learning area and grade level?</p> <p>3. Do the contents of the SLMs reinforce, enrich, and/or lead to the mastery of the targeted learning competencies intended for the learning area and grade level?</p> <p>4. Do the SLMs contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another?</p> <p>5. Do the SLMs develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem-solving) and 21st-century skills?</p> <p>6. Are the SLMs free from any social content violations, factual errors, computational errors, and grammatical errors?</p> <p>7. Do the SLMs provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies?</p> <p>8. What recommendations can be made from the findings of the study?</p>	Qualitative
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DEPARTMENT OF EDUCATION REGION VIII - EASTERN VISAYAS

		Case Study on Curriculum Standards, Learning Management, and Learning Resources and Services	How do SDOs implement the curriculum standards, learning management, and learning resources and services?	Quantitate or Qualitative
		Status/Evaluation of the Different Special Curricular Programs	What is the status of the implementation of schools' Special Curricular Programs?	Mixed Methods
Learners		Effects of Student Workloads, Deadlines, and Other Learning Activities	What is the effect of workloads, deadlines, and other learning activities on students?	Quantitate or Qualitative
Learners in Frustration Level		Making Every Child a Reader: A Critical Evaluation of the Efficacy of School Reading Programs	To be identified by the researchers	To be identified by the researchers
Assessment		Leveraging Students' Performance Output via Portfolio Day: An Evaluative-Comparative Study	To be identified by the researchers	To be identified by the researchers
		Content Analysis of Teacher-made Summative Tests in Science, Math, and English Administered from 2018 to 2022	To be identified by the researchers	To be identified by the researchers
		Evaluative Study on the Utilization of the Regional Unified Numeracy Assessment Tool: Basis for Enhancement	<ol style="list-style-type: none"> 1. What are the learners' numeracy profiles per grade level/stage? 2. What intervention is provided to the learners based on the results of the RUNT? 3. Is there an impact on the utilization of the RUNT per grade level after the provision of intervention? 4. Is there a significant relationship between numerate learners and their performance in mathematics? 	Qualitative



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<p>Inclusive Education (Equity)</p>	<p>Multigrade Program</p>	<p>School-in-a-Bag (SIAB) Program: Its Impact on the Reading Performance of Multigrade Learners in Key Stage 1</p>	<p>1. What is the demographic profile of Multigrade learners in terms of age, gender, household size, household income, and geographical location? 2. What are the effects of the SIAB on the reading performance of the Multigrade learners in the MG schools in key stage 1? 3. Is there a significant relationship between the SIAB and the reading performance of the multigrade learners in key stage 1? 4. Is there a significant relationship between the demographic profile of learners and their reading performance in key stage 1?</p>	<p>Mixed Methods</p>
<p>MADRASAH Education</p>	<p>MADRASAH Education Program in Region 8: Its Prospects, Problems, and Future Directions</p>	<p>Validation Using Olweus Bully/Victim Questionnaire: An Assessment on the Effectiveness of School-based Interventions and Programs</p>	<p>To be identified by the researchers</p>	<p>Mixed Methods</p>
<p>Child Protection or Learner Rights and Protection (Resiliency and Well-being)</p>	<p>Child Protection</p>	<p>Diffusing Accountability: A Case Analysis of Child Abuse by Teachers</p>	<p>1. Is there any significant decrease in bullying incidents amongst learners under the current child protection policies and intervention programs? 2. What amendments/revisions to programs must be made using the OBVQ-R test as the basis for determining bullying-related attributes? 1. What factors and circumstances could have affected perpetrators in committing child abuse? 2. What interventions were made by the school in addressing the students' traumatic experiences?</p>	<p>Quantitative</p>
				<p>Qualitative</p>



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	<p>Status of Implementation of Comprehensive Sexuality Education (CSE): A Cross-sectional Inquiry</p>	<p>To be identified by the researchers</p>	<p>Cross-sectional Design</p>
	<p>Implementation Status of Child Protection Program Before, During, and After the COVID-19 Pandemic</p>	<p>To be identified by the researchers</p>	<p>Mixed Methods</p>
	<p>Teachers' Awareness and School's Responsiveness to the Child Protection Policy: Basis for a Development Plan</p>	<p>1. What is the level of awareness of the teachers on the Child Protection Policy (DO 40, s. 2012)? 2. What is the level of implementation of the Child Protection Policy in schools?</p>	<p>Mixed Methods</p>
	<p>Effectiveness and Equity of Partnerships in Education: A Quasi-Experimental Evaluation of Schools Divisions</p>	<p>To be identified by the researchers</p>	<p>To be identified by the researchers</p>
<p>Disaster Risk Reduction Management</p>	<p>Partnership Program</p>	<p>1. What is the current level of disaster preparedness among learners with disabilities in schools and what are the gaps that need to be addressed? 2. What is the impact of mandatory unannounced earthquake and fire drills on the disaster preparedness of learners with disabilities in schools?</p>	<p>Qualitative (Case Study)</p>
	<p>Prevention and Mitigation Preparedness Response Rehabilitation and Recovery</p>	<p>3. How do learners with disabilities perceive the effectiveness of mandatory unannounced earthquake and fire drills in promoting disaster preparedness in their schools? 4. What are the challenges and barriers to implementing mandatory unannounced earthquake and fire</p>	



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	<p>drills in schools for learners with disabilities? 5. What are the best practices for implementing mandatory earthquake and fire drills in schools to promote disaster preparedness among learners with disabilities?</p>			
<p>Human Resource Development</p>	<p>1. What is the profile of the Education Program Specialist in terms of age, sex, position before the EPS II position, and number of years in the position, and salary grade? 2. What help does the EPS II expect from top officials for promotion? 3. What are the challenges and opportunities of the Education Program Specialist II in the region? 4. What recommendations can be made from the findings of the study regarding career progression?</p>	<p>Professional Growth of Education Program Specialist II in the Department of Education</p>	<p>Career Development</p>	<p>Qualitative Research Design</p>
	<p>To be identified by the researchers</p>	<p>Supervisory Tool for Instructional Leaders in the Changing Educational Landscape</p>		<p>To be identified by the researchers</p>
	<p>To be identified by the researchers</p>	<p>Towards an Enhanced Situational Leadership: The Case of Instructional Leaders in the New Normal</p>		<p>To be identified by the researchers</p>
	<p>To be identified by the researchers</p>	<p>Non-major Teachers' Preparation Program in Junior and Senior High Schools</p>	<p>Teaching Qualifications and Hiring</p>	<p>To be identified by the researchers</p>
	<p>To be identified by the researchers</p>	<p>What it's like to teach a nonmajor subject: Your teacher, my story</p>		<p>To be identified by the researchers</p>



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	To be identified by the researchers	To be identified by the researchers	To be identified by the researchers
<p>Pedagogical Preparation and the Teaching Field Demand: The Case of Non-major Teachers</p>	<p>The Perceived Impact of Flexible Work Arrangement on the Performance of Non-Teaching Personnel of DepEd Regional Office VIII</p>	<p>1. What is the existing CSC and DepEd policy on flexible work arrangements? 2. What is the performance level of the Non-teaching Personnel of DepEd RO VIII adopting the flexible-work arrangement? 3. Is there any significant difference in the performance of those who adopted the flexible-work arrangement and those who did not? 4. What is the Impact of the Flexible Work Arrangement among Non-Teaching Personnel of DepEd RO VIII? Does it have an impact on their work-life balance? 5. What recommendations can be made on the existing DepEd Flexible Work Arrangement policy?</p>	<p>Mixed Methods</p>
<p>Employee Welfare</p>	<p>Harmonizing the Mind and Body: Health and Wellness Journey of the Department of Education Regional Office VIII</p>	<p>To be identified by the researchers</p>	<p>Qualitative/Mixed Methods</p>



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Gender and Development	Gender Mainstreaming	School Gender Mainstreaming Implementation <i>*using a standard tool which is GMEF</i>	<ol style="list-style-type: none"> 1. What is the profile of the members of the GAD Focal Point System at the school level in terms of age, gender, position, the field of specialization, experience as a GAD implementer, and GAD activities involvement? 2. What is the extent of the GAD mainstreaming in the Schools as to Policy, People, Programs, Projects and Activities, and Enabling Mechanism? 3. What problems are encountered in GAD mainstreaming? 4. What GAD Operations Manual of the school may be developed based on the findings of the study? 	Descriptive Normative Research Design
Governance and Access	Access to quality Universal Kindergarten Education	Lenses of Gender and Development: Towards a More Efficient GAD Implementation Mainstreaming of the Gender and Development Program in the Department of Education Stakeholders' Involvement in the Strengthening Kindergarten Program	<p>To be identified by the researchers</p> <p>To be identified by the researchers</p> <ol style="list-style-type: none"> 1. What is the stakeholders' involvement in the Kindergarten Program implementation? 2. What recommendation can be made from the findings of the study? 	Qualitative/Mixed Methods
	Access to quality and Rights-upholding Learning Environment	Integration and Dissemination School Practices on Children's Rights to Safety and to a Holistic Education	<ol style="list-style-type: none"> 1. What are the schools' practices on the integration and dissemination of Children's rights to safety and to a holistic education? 2. What recommendation can be made from the findings of the study? 	Case Study (Qualitative)
	Learners' Retention	Determinants of school Dropout in DepEd Eastern Visayas	<ol style="list-style-type: none"> 1. What are the factors affecting school dropout? 2. What recommendation can be made from the findings of the study? 	Mixed Methods



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Learners' Continuity to the Next Key Stage	Learning Gaps in Schools Due to COVID-19: Basis for Program Design on Learning Recovery	To be identified by the researchers	Mixed Methods
Technical Assistance	Competence of Division Field Technical Assistance Providers	<ol style="list-style-type: none"> 1. What is the profile of the members of the Division Field Technical Assistance Composite Teams in terms of the number of years as TA providers, trainings attended relative to TA provision, and outstanding performances relevant to TA providers' field of expertise 2. What is the level of competence of TA providers as perceived by the School Heads and TA providers themselves along with skills in data gathering, identifying and providing TA needs, facilitation, giving and receiving feedback, coaching, monitoring and analysis of TA progress, and evaluating TA results? 3. Do respondents differ in their perceptions of the DFTACT's technical assistance competencies? 4. What inputs, suggestions, and lessons learned can be drawn from the experiences in the delivery of technical assistance? 	Mixed Methods
School-based Management	Conflict Management: An Analysis in the Effectiveness of School Grievance Committees	<ol style="list-style-type: none"> 1. Are school grievance committees effective in reducing cases filed between teacher conflicts? 2. What best practices and strategies during committee hearings resolve conflicts effectively? 	Mixed Methods
	Private Schools' Operations in Basic Education	To be identified by the researchers	Mixed Methods



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	Monitoring & Evaluation	Monitoring and Evaluation Practices: Upscaling Organizational Performance	<p>1. What is the extent of M&E practices of RO in terms of:</p> <ol style="list-style-type: none"> 1.1. accomplishing organizational performance; 1.2. addressing the critical resources; 1.3. internal process (quality control plan); and 1.4. stakeholders' satisfaction; 1.5. risk management; and 1.6. flourishing organization climate? <p>2. What are the challenges encountered that hamper the attainment of the organizational targets?</p> <p>3. What policy recommendations may be proposed?</p>	Mixed Methods
	Monitoring and Evaluation Adjustment: Challenges and Opportunities	To be identified by the researchers	Qualitative/Mixed Methods	

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Workshop on the Development of the 2023 Regional Research Agenda
 March 30-31, 2023 | RELC NEAP Training Hall

1st Draft of 2023 Regional Research Agenda



BERA Theme/ Sub-theme	Areas of Concern	Proposed Research Topic/Agenda	Guide Questions or Possible Research Questions	Proposed Research Design	Proposed Timeline
Teaching and Learning (Quality) (CLMD) Group facilitator: Dr. Villamor	Instruction	Example: A Multi-case Analysis on the Out-of-field Teaching in MAPEH: Inputs for a Development Program Can we propose a study re inquiry on teachers' capacity in teaching and integrating literacy/numeracy across subject areas? - EPS Chud	<ol style="list-style-type: none"> What are the challenges and opportunities of non-MAPEH specializers in the delivery of the curriculum? What teacher development program? 	Qualitative Multi-case Analysis	
		Lived Experiences of Out-of-Field Teachers Teaching Different Specializations in the Special Program in the Arts (SPA): Its Implication to Learners Outputs	<ol style="list-style-type: none"> How do the Out-of-Field Teachers teach the different specializations in the Special Program in the Arts as to: content knowledge, strategy, use of instructional materials, and assessment? 	Qualitative	

	Curriculum	Quality of Self-Learning Modules (SLMs) for Alternative Delivery Mode and Distance Learning	<p>2. What are the challenges encountered by the out-of-field teachers teaching the different specializations in SPA?</p> <p>3. How the out-of-field teachers coped with the problems in teaching the different specializations in SPA?</p>	Qualitative	
			<p>1. Are the self-learning modules compliant to intellectual property rights?</p> <p>2. Are there consistency of the content of SLMs with the target DepEd Learning Competencies (MELCs) intended for the learning area and grade level?</p> <p>3. Are the content of the SLMs reinforces, enriches, and / or leads to the mastery of the targeted learning competencies intended for the learning area and grade level?</p> <p>4. Are the SLMs contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.</p> <p>5. Are the SLMs develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21st century skills.</p> <p>6. Are the SLMs is free from any social content violations, from</p>		

			<p>factual errors, from computational errors, and grammatical errors?</p> <p>7. Are the SLMs provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies?</p> <p>8. What recommendations can be made from the findings of the study?</p>		
Learners					
Assessment	<p>Evaluative Study in the Utilization of the Regional Unified Numeracy Assessment Tool: Basis for Enhancement</p>	<ol style="list-style-type: none"> 1. What are the learners' numeracy profiles per grade level/stages? 2. What intervention is provided to the learners based on the results of the RUNT? 3. Is there an impact in the utilization of the RUNT per grade level after provision of intervention.? 4. Is there a significant relationship between numerate learners and their performance in mathematics? 	Qualitative		
Learning Outcomes					
Literacy					
Numeracy					

	<p>Can we propose an agenda on the different special curricular programs? – EPS Chud P.</p>	<p>Multigrade Program</p>	<p>SCHOOL-IN-A-BAG(SIAB) Program: Its Impact on the Reading Performance of Multigrade Learners in Key Stage 1</p>	<p>Qualitative</p>	
<p>Inclusive Education (Equity) (CLMD) Group facilitator: Dr. Villamor</p>	<p>Can we propose agenda for the other IE programs?</p>	<p>1. What is the demographic profile of Multigrade learners in terms of age, gender, household size, household income, and geographical location? 2. What educational materials are provided by SIAB to Multigrade learners? 3. What are the effects of the SIAB on the reading performance of the Multigrade learners in the MG schools in key stage 1 ? 4. Is there a significant relationship between the SIAB and the reading performance of the multigrade learners in key stage 1? 5. Is there a significant relationship between the demographic profile of learners and their reading performance in key stage 1?</p>			

Child Protection/Learner Rights and Protection (Resiliency and Well-being) (ESSD and Legal)	Child protection concerns such as bullying, teenage pregnancy, child abuse, addiction, media consumption, etc	Validation using Olweus Bully/Victim Questionnaire: An assessment on the effectiveness of school-based interventions and programs. (Legal)	Diffusing accountability: A case analysis of child abuse by teachers (Legal)	Teachers' Awareness and School's Responsiveness to the Child Protection Policy: Basis for a Development Plan ESSD	Effectiveness and Equity of Partnerships in Education: A Quasi-Experimental Evaluation of 13 Schools Divisions	Legal Unit, can we include an agenda re Advocacy or information-sharing of SDOs to schools re school titling?	Partnership Program	
		1. Is there any significant decrease of bullying incidents amongst learners under the current child protection policies and intervention programs? 2. What amendment/ revisions to programs must be made using the OBVQ-R test as basis of determining bullying related attributes?	1. What factors and circumstances could have affected perpetrators in committing child abuse? 2. What interventions were made by the school in addressing the students' traumatic experiences?	1. What is the level of awareness of the teachers on the Child Protection Policy (DO 40, s. 2012)? 2. What is the level of implementation of the Child Protection Policy on schools?	1.			Quantitative
								Qualitative
								Mixed Method

		<p>- EPS Chud P. ICT Unit, can we include a research agenda re DCP utilization of schools? - EPS Chud P.</p>			
<p>Disaster Risk Reduction Management, Health, Partnership, Infrastructure (ESSD) Group facilitator: Ms. Dadap</p>	<p>DRMM may focus on the Prevention and Mitigation Preparedness Response Rehabilitation and Recovery</p>	<p>Thematic Area: preparedness Mandatory Unannounced Earthquake and Fire Drills in Schools on Promoting Disaster Preparedness among DepEd Learners with Disability: A Case Study</p>	<ol style="list-style-type: none"> 1. What is the current level of disaster preparedness among learners with disabilities in DepEd schools, and what are the gaps that need to be addressed? 2. What is the impact of mandatory unannounced earthquake and fire drills on the disaster preparedness of learners with disabilities in DepEd schools? 3. How do learners with disabilities perceive the effectiveness of mandatory unannounced earthquake and fire drills in promoting disaster preparedness in their schools? 4. What are the challenges and barriers to implementing mandatory unannounced earthquake and fire drills in schools for learners with disabilities? 5. What are the best practices for implementing mandatory unannounced earthquake and fire drills in schools to promote disaster preparedness among learners with disabilities? 	<p>Quali (Case Study)</p>	

<p>(HRDD, AD) Group facilitator: Dr. Lagumbay</p>	<p>Qualifications and Hiring Career Development</p>	<p>Professional Growth of Education Program Specialist II in Department of Education</p>	<p>What is the profile of the Education Program Specialist in terms of age, sex, position before the EPS II position, number of years in the position, salary grade? What help does the EPS II expect from top officials for promotion? What are the challenges and opportunities of the Education Program Specialist II in the region? What recommendations can be made from the findings of the study re career progression?</p>	<p>Qualitative Research Design</p>	
	<p>Employee Welfare</p>	<p>The Perceived Impact of Flexible Work Arrangement on the Performance of Non-Teaching Personnel of DepEd Regional Office VIII</p>	<p>What are the existing CSC and DepEd policy on flexible work arrangement? What is the performance level of the Non-teaching Personnel of DepEd RO VIII adopting the flexi-work arrangement? Is there any significant difference in the performance of those who adopted the flexi work arrangement and those who did not? What is the Impact of the Flexible Work Arrangement among Non-Teaching Personnel of DepEd RO</p>	<p>Qualitative and Quantitative Research</p>	

<p>Gender and Development (HRDD)</p> <p>Group facilitator: Dr. Lagumbay</p>	<p>GAD may delve on gender mainstreaming in and gender-responsiveness of DepEd structures, policies, programs, and projects</p>	<p>School Gender Mainstreaming Implementation</p>	<p>VIII? Does it have an impact on their work-life balance?</p> <p>What recommendations can be made on the existing DepEd's Flexible Work Arrangement policy?</p>	
			<p>What is the profile of the members of the GAD Focal Point System at the school level in terms of age, gender, position, field of specialization, experience as GAD implementer, GAD Activities Involvement?</p> <p>What is the extent of the GAD mainstreaming in the Schools as to Policy, People, Programs, Projects and Activities, and Enabling Mechanism?</p> <p>What problems are encountered in GAD mainstreaming?</p> <p>What GAD Operations Manual of the school may be developed based on the findings of the study?</p>	<p>Descriptive Normative Research Design (Use a standard tool which is GMEF)</p>

				<p>Stakeholders' Involvement in Strengthening the Kindergarten Program (PPRD)</p>	<p>Access to universal kindergarten education</p>	<p>Access to universal kindergarten education</p>	<p>Access to universal kindergarten education</p>	<p>Governance and Access (QAD, FD, PPRD, ICTU, FTAD)</p>
			<p>Children's rights to safety and to a holistic education integration and dissemination (PPRD)</p>	<p>Access to quality and rights-upholding learning environment</p>	<p>Access to quality and rights-upholding learning environment</p>	<p>Access to quality and rights-upholding learning environment</p>	<p>Access to quality and rights-upholding learning environment</p>	<p>Group facilitators: Dr. Dimakiling Ms. Sarmiento Mr. Verunque Ms. Suyom</p>
			<p>Determinants of school dropout in DepEd Eastern Visayas (PPRD)</p>	<p>Learners' Retention</p>	<p>Learners' Retention</p>	<p>Learners' Retention</p>	<p>Learners' Retention</p>	
			<p>Learning gaps in schools due to COVID-19: Basis for program design on learning recovery (PPRD)</p>	<p>Learners' continuity to the next key stage</p>	<p>Learners' continuity to the next key stage</p>	<p>Learners' continuity to the next key stage</p>	<p>Program Management</p>	

	<p>Implementation on Finance Planning Technical Assistance</p>	<p>Competence of Division Field Technical Assistance Providers: Bases for Planning of DepEd Region VIII</p>	<p>1. What is the profile of the members of the Division Field Technical Assistance Composite Teams in terms of the following?</p> <ul style="list-style-type: none"> a. Number of years as TA provider b. Trainings attended relative to TA provision c. Outstanding performances relevant to TA providers' field of expertise <p>2. What is the level of competence of TA providers as perceived by the School Heads and TA providers themselves along these skills:</p> <ul style="list-style-type: none"> a. Data Gathering Skills b. Skills on Identifying and Providing TA Needs c. Facilitation Skills d. Skills in Giving and Receiving Feedback e. Coaching Skills f. Monitoring and Analysis of TA Progress g. Evaluating Technical Assistance Results <p>3. Do respondents differ in their perceptions of the DFTACT's technical assistance competencies?</p>	<p>Mixed-Methods Research</p>	
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	<p>4. What inputs, suggestions, and lessons learned can be drawn from the experiences in the delivery of technical assistance?</p> <ol style="list-style-type: none"> 1. Are school grievance committees effective in reducing cases filed between teacher conflicts? 2. What best practices and strategies during committee hearings resolve conflicts effectively? 		<p>Quantitative and Qualitative</p>
<p>School-based Management</p>	<p>Conflict management: An analysis in the effectiveness of School Grievance Committees (Legal)</p>		
<p>Monitoring & Evaluation</p>	<p>Monitoring and Evaluation Practices: Upscaling Organizational Performance</p> <p><i>Organizational performance is a term used to measure the collective and collaborative achievements considering the efficiency in achieving its goals with limited resources and without placing an excessive burden on its people. It's about how well the organization can meet the targets, how effective its processes are, and how much waste is controlled.</i></p>		<p>Qualitative and Quantitative</p> <ol style="list-style-type: none"> 1. What is the extent of M&E practices of RO in terms of : <ol style="list-style-type: none"> 1.1. accomplishing organizational performance ; 1.2. addressing the critical resources; 1.3. internal process (<i>quality control plan</i>) 1.4. stakeholders satisfaction 1.5. risk management and; 1.6 flourishing organization climate 2. What are the challenges encountered that hamper the attainment of the organizational targets? 3. What policy recommendations may be proposed for policy redirections?