



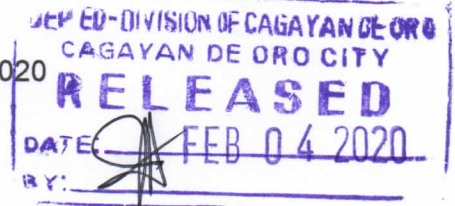
Republic of the Philippines
Department of Education
REGION X

SCHOOLS DIVISION OF CAGAYAN DE ORO CITY

Curriculum Implementation Division

February 4, 2020

Division Memorandum
No. 92, s. 2020



DIVISION RESEARCH MANUAL (REVISED 2020)

To: All Personnel of the Office of the Schools Division Superintendent
All Personnel of the Curriculum and Implementation Division
All Personnel of the School Governance and Operations Division
All Public Elementary and Secondary School Heads
All Public Elementary and Secondary Teachers
All Non-teaching Personnel
This Division

1. To strengthen the culture of multidisciplinary research through the 5Ps (Planning, Processing, Productivity, Presentation and Publication) Funnel Model, this office disseminates the updated Division Research Manual (Revised 2020) which contained the following:
 - a. Research Administration and Organization;
 - b. Basic Education Research Agenda;
 - c. Format on the Types of Research;
 - d. Research Guidelines for Teaching and Nonteaching Personnel;
 - e. Division Research Activities;
 - f. Research Implementation, Monitoring and Evaluation;
 - g. Research, Management Conference Flow Chart; and
 - h. Research Incentives that includes journal publication with ISSN.
2. Enclosed is the full copy of the research manual.
3. For your information and guidance.

CHERRY MAE L. LIMBACO
Schools Division Superintendent

/jdp'20

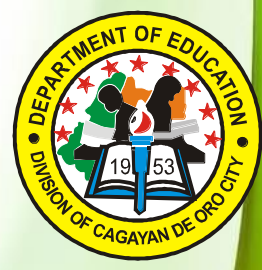


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DEPARTMENT OF EDUCATION
DIVISION OF CAGAYAN DE ORO CITY

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RESEARCH MANUAL

Revised 2020

✚ Reviewed by the Schools Division Research Committee (SDRC) and Stakeholders

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Reference: DO #16, s. 2017



VISION, MISSION, AND MANDATE

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 and 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.

Mandate

The Department of Education was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction under a Chairman. The Education agency underwent many reorganization efforts in the 20th century in order to better define its purpose vis a vis the changing administrations and charters. The present day Department of Education was eventually mandated through Republic Act 9155, otherwise known as the Governance of Basic Education act of 2001 which establishes the mandate of this agency. The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

Reference: DO 36, s. 2013



DEPARTMENT OF EDUCATION DIVISION OF CAGAYAN DE ORO CITY

Strategic Directions of CDO Division

This division has three main goals geared towards addressing the performance gaps in access, quality and governance (DEDP, 2017-2022).

1. Increased Net Enrolment Rate (NER) from 85.09% to 97.00%, Net Intake Rate (NIR) from 66.8% to 97.00% of the 35 elementary and 16 secondary schools and BLP learners from 35.41% to 97%;
2. Increased the National Achievement Test (NAT) performance of the 28 elementary schools from 52.26% to 97.00% and 32 secondary schools per tested subjects from 45.58% to 97.00%; A & E elementary test takers from 16.00% to 97.00%, in the secondary from 44.00% to 97.00%; elementary passers from 61.27% to 97.00%, and 69.37% to 97.00% in the secondary; and
3. Strengthened Public- Private Partnership.

Each strategic goal has corresponding strategies such as:

1. Strengthened the implementation of feeding program thru partnership with external stakeholders;
2. Expanded access to education thru mobile schools, strategic teaching, ICT-based instruction and other mode of delivery in instruction
3. Strengthened school heads and supervisors' capacity to provide instructional supervision and technical assistance;
4. Improved learners' achievement thru the conduct of competency-based action research;
5. Improved delivery of services of teaching and non-teaching through training, seminar/workshop, orientation;
6. Stakeholders' Partnership;
7. Comprehensive DRRRM in Basic Education Framework;
8. Sustained Implementation of Child Protection Policy;
9. National Drug Education Program.

Moreover, it likewise entails the following Interventions:

1. Sulong Edukalidad (K-12 review and update, improving learning environment, Teacher upskilling and reskilling, engagement of stakeholders for support and collaboration)
2. Supervised School-based Feeding (SSF);
3. Mobile Schools (MobS);
4. Functional Approach for Strategic Teaching (FAST);
5. Approaches on Strengthening Supervision in Instruction to Systematize Teaching (ASSIST);
6. Action Research on Curriculum (ARC);
7. Personnel Enhancement Program (PeEP);
8. Establishment of additional secondary schools;
9. Improved provision of equitable physical, human, material and instructional resources; enhanced leadership and management skills among school heads and supervisors; improved teaching skills among teachers; and job performance of non-teaching personnel;
10. Ensured a safe learning facilities; Organized School Disaster Management; integrated DRR in K-12 Curriculum; strengthened information-dissemination activities and in-service training for teachers on the protection of children in school.



DEPARTMENT OF EDUCATION DIVISION OF CAGAYAN DE ORO CITY

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DEPARTMENT OF EDUCATION DIVISION OF CAGAYAN DE ORO CITY

Preface

The Department of Education strives for evidenced-based policy, thus all personnel are encouraged to conduct action and basic researches (DO 16, s. 2017). The Division of Cagayan de Oro City envisions for better schools thereby enhancing learning outcomes through the conduct of qualitative and quantitative type of research which is anchored on 3As (Assess, Analyze and Act), 5As (Assess the situation, Ask a question, Act to seek answers, Acquire information, Analyze and reflect), UP-KUMILOS (University of the Philippines- Kilalanin ang Kakayahan, Usisain ang Kalagayan, Magplano, Isagawa, Linangin of ayusin, Organisahin ang Tunguhin, at iSalaysay) and Lesson Study frameworks. The conduct of research is one of the tools in unveiling the deepest issues encountered by the curriculum implementers in the delivery of quality education.

This research manual will facilitate all the teaching and non-teaching personnel in the planning, processing, presenting and publishing their research papers. The contents of the manual will enhance the understanding of each personnel in working both basic and action researches toward a goal of continuous improved school performance. As stipulated in DO #39, s. 2016, all research papers are anchored to the key thematic areas of the Department's research agenda such as Teaching-Learning Process, Child Protection, Human Resource Development, Governance, Inclusive Education, Gender and Development and Disaster Readiness and Risk Reduction Management.

It is hoped that this manual will ultimately guide instructional leaders and teachers in the quest of improving multidisciplinary research that will eventually lead to address pressing educational issues and gaps.



DEPARTMENT OF EDUCATION DIVISION OF CAGAYAN DE ORO CITY

Definition of Terms

<i>Action research</i>	- is a process of systematic, reflective inquiry to improve educational practices or resolve problems in any operating unit.
<i>Basic research</i>	-is often purely theoretical with the intent of increasing our Understanding of certain phenomena or behavior but does not seek to solve or treat these problems
Fraud	- is a deliberate form of deception intended to result in financial or personal gain
Grant	- an amount provided by DepEd or any organization/government agency for the purpose of conducting research
Grantee	- refers to an individual or group who has received a research grant and is conducting research project
KUMILOS	- refers to an action research framework of UP College of Education, Diliman Campus which means Kilalanin ang Kakayahan, Usisain and Kalagayan, Magplano, Isagawa, Linangin of ayusin, Organizahin ang tunguhin at iSalaysay
Lead proponent	- refers to an individual who will directly coordinate with the secretariat on administrative and financial matters of the approved research
Plagiarism	- refers to intellectual theft i.e. presenting and/or claiming another's work as your own without proper recognition by way of referencing and citation
Proponent/s	- refers to an individual or group that submitted a proposal for research grant
Referencing	- is citing the authors or documents used in the research proposal/report
<i>Innovation</i> introducing	- a new idea, device, or method, or the act or process of new ideas, devices, or methods.
Intervention problem	-The systematic process of assessment and planning employed to remediate or prevent a social, educational, or developmental

Source: DO #16, s. 2017



Acronyms

BERA	Basic Education Research Agenda
BERF	Basic Education Research Funds
DRC	District Research Coordinators
DRO	District Research Officers
LACs	Learning Action Cells
NRC	National Research Committee
RRC	Regional Research Committee
SDRC	Schools Division Research Committee
SRC	School Research Coordinators

Source: DO #16, s. 2017



Research Administration and Organization

- A. *For Funded and non-funded research, the Schools Division Research Committee will assume the responsibilities of research management at the schools division level. These are the duties and responsibilities of the SRDC:*
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 cost estimates fall under the existing accounting and auditing rules and regulations; and
 8. Endorse approved school level proposals to the Regional Office for confirmation and release of funds under BERF.

Source: DO #16, s. 2017



B. Duties and Responsibilities of District Research Officers

1. Develop initiatives in improving the culture of research in the district (i.e. Cascade the insights gained from the research training/conference to your own colleagues);
2. Monitor the progress of research activities in the district (i. e. develop and maintain online/offline records of research activities in the district)
3. Ensure the smooth and efficient day-to-day operation of research and data collection activities in the district;
4. Initiate the conduct of inter-district research congress/research training/forum/summit;
5. Develop district research newsletter/district research journal;
6. Conduct a regular meeting relative to all district research activities;
7. Coordinate with the immediate supervisors in all district research activities; &
8. Indorse high performing schools in research (basic/action).

C. Duties and Responsibilities of School Research Coordinators

1. Provide technical inputs in refining the research papers of the teaching and nonteaching personnel in the school (refer to DO #16, s. 2017);
2. Lead in the formulation of School Research Committee;
3. Conduct initial screening of submitted research proposals and final papers with the members of SRC (refer to the annexes of D.O. #16, s.2017);
4. Develop strategies in managing school-based researches;
5. Monitor the progress of the basic and action research activities (online/offline monitoring);
6. facilitate the conduct of school-based research congress/ conference/training/ seminar-workshop/ forum
7. Coordinate with the school heads relative to the school/district/division/regional/national/international conferences

Source: DM #279, s. 2017

D. Duties and Responsibilities of BERF Advisers

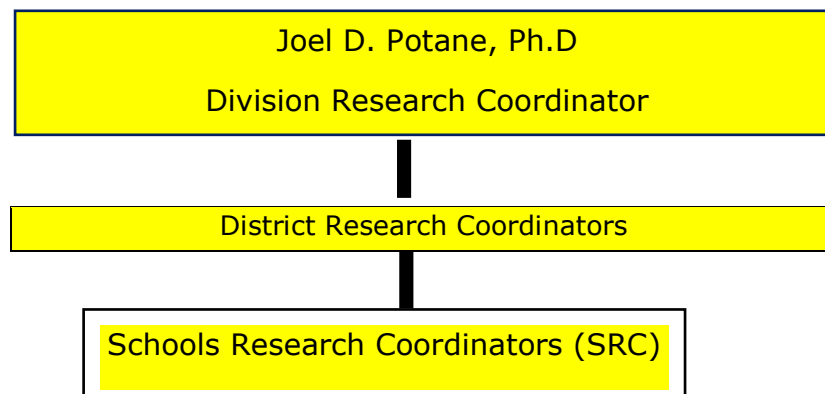
1. Review the deliverables of the researchers prior to its submission to the regional office;
2. Provide guidance and assistance in the liquidation process among researchers prior to the release of the next tranches. Meeting deadlines based on the required timeline by the regional office shall be met; and
3. Referee the initial and the revised versions of the research papers. For each of them, provide, as necessary: suggestions for revision, correcting spelling, grammar, word usage, etc., overall content assessment (i.e, Is there a clear statement of the research question? Is the research method or approach relevant? Was it properly executed? Are there mistakes, unclarified, lacks or problems? Are the results consistent with the research design?).

E. Duties and Responsibilities of the External and Internal Reviewers prior Publication

1. Correcting spelling, grammar, and word usage.
2. Overall content assessment (i.e, Is there a clear statement of the research question? Is the research method or approach relevant? Was it properly executed? Are there mistakes, unclarified, lacks or problems? Are the results consistent with the research design?).

Organizational Structure of Research Coordinators

SY. 2017-2018 onward



Basic Education Research Agenda Key Thematic Areas

(Source: DepEd Order No. 39, 2016)

Theme 1: Teaching and Learning

DepEd seeks to ensure that learning outcomes are achieved by maximizing the competencies of teachers and potentials of all types of learners. This theme covers the actors, activities, and fundamental aspects of teaching and learning in various contexts. The Research Agenda looks into the strategies, best practices, and facilitating and hindering factors relative to five sub-themes, namely: instruction, curriculum, learners, assessment, and learning outcomes.

- a. Instruction** incorporates strategies to enhance the teaching-learning process. The topics include, but are not limited to the following:

General Research Questions	Topics
What factors affect the teacher's delivery of the curriculum?	<ul style="list-style-type: none"> * Class size * Contact time * Materials and Resources * ICT in Education * Language <ul style="list-style-type: none"> - 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 IMs * Teacher's profile (e.g. background, specialization, knowledge motivation)
What teaching and learning strategies can teachers apply to ensure inclusive and learner-centered education?	<ul style="list-style-type: none"> * Inclusive education <ul style="list-style-type: none"> - Special Education (SPED) - Indigenous peoples Education (IPEd) - Madrasah Education - Alternative Learning System - Alternative Delivery Modes * 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)

b. Curriculum will focus on the contribution of the new K to 12 Curriculum on improving learning outcomes.

General Research Questions	Topics
How is the curriculum able to contribute in achieving learning outcomes?	<ul style="list-style-type: none"> • Contextualization (Localization and Indigenization) • Critical Content • Spiral progression in the curriculum • Higher Order Thinking Skills and Cognitive Process Dimension • Integration (e.g. DRR and Climate Change Adaptation (CCA/Government Thrusts-Drug, Sex Ed.) • Inclusive Education (ALS, SPED, IPED, ALIVE)
How is the curriculum responsive and relevant to learners?	<ul style="list-style-type: none"> • Contextualization <ul style="list-style-type: none"> - Localization - Indigenization

a. The Agenda will study the developmental, social, and behavioral effects of the teaching-learning process on **Learners**, who are the primary clients of basic education. Key topics are:

General Research Questions	Topics
What factors affect the learning behavior of the learners?	<ul style="list-style-type: none"> • Child Development • External and internal Environment • Teaching Strategies • Multiple intelligences
What contributes to the values formation of learners?	<ul style="list-style-type: none"> • School influence • Community • Extra-and-co-curricular activities • Culture
What makes a well-rounded, happy, and smart learner?	<ul style="list-style-type: none"> • School influence • Community • Culture • Extra-and-co-curricular activities

c. Assessment

As the key component of the teaching-learning process, Assessment requires further study to refine the details of the K to 12 Assessment Framework.

General Research Questions	Topics
What factors affect the implementation of classroom assessment?	<ul style="list-style-type: none"> • 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)
How is assessment conducted and utilized in	<ul style="list-style-type: none"> • Levels <ul style="list-style-type: none"> - Classroom assessment - National assessment

the Philippine education system?	<ul style="list-style-type: none"> - International assessment - System assessments
How effective is Recognition of Prior learning (RPL) in determining students to special programs?	<ul style="list-style-type: none"> • Basic literacy program • A & E • PEPT (Grade Level Placement) • Special Programs

The Agenda further examines the **Learning Outcomes** by understanding what drives achievement, and by assessing and comparing the progress of learners across subjects, grade levels, and geographical regions.

General Research Questions	Topics
What factors affect the achievement of learning outcomes?	<ul style="list-style-type: none"> • Teacher’s profile (e.g. specialization, training, experience) • Learning environment • Learning resources • Language • Assessment • Governance
How does achievement of expected learning outcomes vary in terms of practices per region, division, and or/school?	<ul style="list-style-type: none"> • Regional, division, and school variation • School typology • Role of leaders • Geographic, political, and economic factors • Partnerships (i.e. LGUs, other private and public organizations and institutions)

Theme 2: Child Protection

DepEd’s learner-centered approach recognizes that a child’s condition can significantly affect the achievement of learning outcomes. While the Department may not have the direct mandate and resources to address many of the social, economic, and personal issues of learners, it is committed to ensuring their well-being, particularly in situations where harm can occur in school or disrupt their studies.

General Research Questions	Specific Topics	General Topics
How can DepED best address the following child protection concerns:		<ul style="list-style-type: none"> • History of problem • Prevalence • Factors contributing to the problem (e.g. access to technology, environment)
Bullying	<ul style="list-style-type: none"> • Physical Bullying (*hitting, kicking, or threatening to do it, stealing, hiding or ruining someone’s things, hazing, harassment, humiliation, making someone do things he wants or he doesn’t want to do) • Emotional Bullying 	<ul style="list-style-type: none"> • Vulnerable segments (e.g. gender, location, economic status, persons with disabilities, children in conflict with the law, children at risk)

	<ul style="list-style-type: none"> • Cyber Bullying 	<ul style="list-style-type: none"> • Effects (e.g. physical, mental, emotional, social) • Policies/programs/interventions • Learning interventions • Monitoring and evaluations of interventions • Partnerships
Teenage pregnancy	<ul style="list-style-type: none"> • Reproductive Health Education 	
Child Abuse	<ul style="list-style-type: none"> • Grave Child Rights • SHS Work immersion 	
Addiction	<ul style="list-style-type: none"> • Substance Abuse • On line Gaming • Social Media 	
Media Consumption	<ul style="list-style-type: none"> • Internet • TV and Film • Magazines • Radio 	

Theme 3: Human Resource Development

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: teaching and non-teaching qualifications and hiring; (2) career development; and (3) employee welfare.

a. Teaching and non-teaching qualifications and hiring

Research questions probe into teachers’ existing qualifications and competency requirements vis-avis the needs of the K to 12 and special education programs. 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 non-teaching personnel is an important area of inquiry.

General Research Questions	Specific Topics	General Topics
How effective is the professional development framework in the delivery of the K to 12 curriculum?	<ul style="list-style-type: none"> * Specialization * Quality of Years of Experience * Language Proficiency (Mother Tongue) *Academic Skills *Psycho-social Skills *ICT Integration in Teaching 	This research questions intends to examines the responsiveness of the Department’s existing professional development framework
What qualifications and competencies are required for teaching in an inclusive learning environment	<ul style="list-style-type: none"> *Skills for: <ul style="list-style-type: none"> - Inclusive education - DRR and CCA - Teaching Beginning Reading - Qualification Standards and criteria for Hiring - Psychosocial skills - Interpersonal Skills 	
How can pre-service teacher education be improved to develop teachers who can effectively deliver the K to 12 curriculum?	<ul style="list-style-type: none"> • Teacher education institutions • Core courses • Relevant non-core courses • New courses • Preparation on: <ul style="list-style-type: none"> -Contextualization of curriculum 	

	<ul style="list-style-type: none"> -Integration (e.g. DRR and CCA) -Teaching Beginning Reading -Inclusive Education 	
What qualification and competencies are required of non-teaching staff to support the effective delivery of the K to 12 curriculum?	<ul style="list-style-type: none"> • Qualification Standards and Criteria for Hiring • Psychosocial skills • Interpersonal Skills • Technical Skills 	
What are the issues and challenges in hiring public school teachers, and how can these be addressed?	<ul style="list-style-type: none"> • 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 	

b. Career Development

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.

General Research Questions	Topics
How can selection, retention, assessment, development, promotion, and recognition be enhanced to support DepEd employees in different career stages?	<ul style="list-style-type: none"> • Career path and progression • Personal considerations (*gender, age, Net Take home pay/Net family income, work station, health condition) • Quota system • Item reclassification (*ERF, Step increment) • Mentoring (*LAC Session) • Training and Development (*Prof. Development, Induction) • Patronage and corruption • Results-Based Performance Management System (RPMS) • Scholarships and grants • Succession Planning

<p>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?</p>	<ul style="list-style-type: none"> • Over-all training program • Specialized training program • Process of capacity-building • Training strategy • Selection process • Practical application • Monitoring and Evaluation • Other development options <ul style="list-style-type: none"> -Classroom training -Coaching and mentoring Experience
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c. Employee Welfare

The Department seeks to explore monetary and non-monetary strategies as well as non-traditional mechanisms to keep its personnel, especially teachers, motivated to perform well.

General Research Questions	Topics
<p>What mechanisms are the most appropriate to promote the welfare of all DepEd employees?</p>	<ul style="list-style-type: none"> • 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 • Monetization program • Gender and Development
<p>What motivates teaching and non-teaching personnel to sustain commitment and passion to high-quality teaching, learning, and work performance?</p>	<ul style="list-style-type: none"> • Intrinsic and extrinsic motivation

Theme 4: Governance

The theme 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.

a. Planning

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.

General Research Questions	Topics
<p>How can DepEd determine effective and efficient standards for critical education resources for schools, community learning centers, and other delivery units?</p>	<ul style="list-style-type: none"> • Process Tools <ul style="list-style-type: none"> -Typologies and classifications -Planning considerations for non-formal education -Comprehensive school safety or Disaster Risk Reduction and Management in Education • Critical Resources <ul style="list-style-type: none"> -Teachers, teaching-related, and non-teaching personnel -Education facilities (e.g. laboratories) -Tools and equipment -Water, Sanitation, and Hygiene (WASH) -School Sites -Health and Nutrition -Operating Budget
<p>How can DepEd improve its planning process across levels?</p>	<ul style="list-style-type: none"> • Strategic Planning (e.g. contingency planning) • Operations planning • Data management • Monitoring and Evaluation • Policy Research

b. Finance

Financial management is a critical component in the governance of basic education. This highlights the need to closely examine the effects of financial management not just on program managers, but also on the intended beneficiaries.

General Research Questions	Topics
<p>How can DepEd improve its process in the sourcing, acquisition, disbursement, recording, and reporting of program and project funds, consistent with applicable laws, policies, rules, and regulations?</p>	<ul style="list-style-type: none"> • Policies and Practices • Issues and challenges • Timeframe • Budget deliberation and complete staff work • Budget execution • Evaluation and Policy amendment • Computation of Maintenance and Other Operating Expenses (MOOE) to provide implementing units with accurate funding needs
<p>How does financial performance affect key stakeholders in DepEd?</p>	<ul style="list-style-type: none"> • Fund managers • Target beneficiaries • Community • DepEd internal stakeholders

c. Program Management

Program Management, one of the crucial functions of DepEd, focuses on how DepEd can best develop, implement, monitor, and evaluate programs, projects, and activities.

General Research Questions	Topics	Additional Explanation
How effective is DepEd's overall program management system?	<ul style="list-style-type: none"> • Program and project development • Operational efficiency • Coordination and provision of technical assistance • Monitoring and feedback • Capability-building • Personnel selection • Support structures and process • Sustainability and mainstreaming • Networking and Linkages 	
How can we maximize external partnerships locally and abroad to facilitate the delivery of basic education?	<ul style="list-style-type: none"> • Bilateral and multi-lateral agreements • Public-Private Partnership (e.g. Build-Operate-Transfer, Build Transfer) 	One area of interest from this research question is the delivery of basic education to undocumented Filipino learners abroad

d. Transparency and Accountability

The Governance theme encompasses Transparency and Accountability in various levels of DepEd's operations. Studies can delve into how mechanisms such as transparency board and grievance procedures promote transparency and accountability in schools.

General Research Questions	Topics
What factors affect transparency and accountability in DepEd operations?	<ul style="list-style-type: none"> • Accounting and auditing rules and regulations • Procurement law • Transparency reporting • Implementing units • Fiscal autonomy • Manpower and resource requirements • Process audit • Engagement of stakeholders
How effective are internal business processes in allowing the public to monitor and document the performance of DepEd?	<ul style="list-style-type: none"> • Compliance to laws, policies, rules and regulations • Government Accounting and Auditing Manual (GAAM) • R.A. 9184 (Procurement Law) • DepEd Order/Memorandum • Recording and Reporting of implementing units • Fiscal control, Audit, Manpower • Penal clause/accountability • Engagement of stakeholders

<p>How can schools effectively respond to grievances from teachers, learners, parents, and the community?</p>	<ul style="list-style-type: none"> • Policies and practices • School structures (e.g. School Governing Council, Child protection Committee) • Nature/types • Issues and challenges • Resolution
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e. **Evaluation** aims to determine if the undertaking produced its intended result in the best way possible so that decisions can be made to continue, discontinue, or revise the said undertaking at the appropriate stages of the cycle

General Research Questions	Topics
<p>How effective have DepEd policies, programs, and projects been in meeting their stated objectives?</p> <p>What are the unintended consequences?</p>	<ul style="list-style-type: none"> • Decentralization of basic education governance • Private schools regulations • Private sector partnerships • Community engagement and participation • Civil society organization (CSO) engagement in governance • Human Resource Training and Development • Early language, Literacy and Numeracy (formerly Every Child a Reader Program) • Multi-grade schools • Regional Science High Schools • Special Science Elementary Schools • Science, Technology, Engineering, and math Program • Strengthened Technical-Vocational Education Program • Adopt-a-School Program • Library Hub • MTB-MLE • ADMs • School-Based initiatives implemented in various versions • Temporary Learning Spaces (TLS)
<p>How can DepEd improve its evaluation process</p>	<ul style="list-style-type: none"> • Evaluation standards • Professionalizing evaluation discipline • External accreditation of schools and other units
<p>How can DepEd maximize the benefits gained from the evaluation outputs and expertise from within and outside the department?</p>	<ul style="list-style-type: none"> • Research utilization • Partnerships and joint undertakings • Issues and concerns • Roles and responsibilities • Capability-building • Incentives

Cross-cutting and emerging education social concerns will be considered in developing research questions under all of the four themes. To inform policies and

programs on these concerns, also listed are research questions specific to each crosscutting theme:

1. Disaster Risk Reduction Management (DRRM)

General Research Questions	Topics
<p>a. Prevention and Mitigation How effective are current prevention and mitigation measures in DepEd offices and schools?</p>	<ul style="list-style-type: none"> • DepEd system and structures (e.g. organizational structure, DRRM Committee) • Current prevention and mitigation practices in schools • DRRM plans • Structural designs • Natural hazards and conflict • CLC considerations
<p>How are prevention and mitigation practices integrated in the curriculum?</p>	<ul style="list-style-type: none"> • Curriculum integration • Capacity of implementers • Learning materials • Implementation strategies
<p>b. Preparedness How are prevention and mitigation practices being translated into disaster preparedness and awareness in DepEd offices and schools?</p>	<ul style="list-style-type: none"> • Curriculum integration • Learning materials • Structural designs • DRRM plans • Plan implementation (e.g. evacuation drills, trainings, inspection) • Natural Hazards and conflict
<p>What are the factors that contribute to risk reduction and preparedness?</p>	<ul style="list-style-type: none"> • Structural resilience • Construction protocols, practices, and monitoring • Community integration • Contextualization of DRRM concepts • Capacity for response • Risk information • Early warning
<p>c. Response How do education response practices ensure the protection of our students, teachers, and non-teaching personnel?</p>	<ul style="list-style-type: none"> • Types of response • Capacity for response • External practices of LGU's, barangays, and other external stakeholders • Institutional analysis • Provision for affected personnel • Emerging best practices • Coordination and support mechanisms • Monitoring • Natural hazards and conflict
<p>How do we address gender considerations during disasters?</p>	<ul style="list-style-type: none"> • Gender and conflict studies • Response protocols • Natural hazards and conflict • Rehabilitation and recovery programs
<p>d. Rehabilitation and recovery What are the factors affecting the effective delivery of learning continuity in schools?</p>	<ul style="list-style-type: none"> • DepEd systems and structures • Implementation strategies • Assessment and mechanisms • Capacity of implementers • Coordination mechanisms

	<ul style="list-style-type: none"> • Partnerships/Stakeholder engagement • Temporary Learning Spaces (TLS) • ADM Implementation • Assessment • Other rehabilitation/recovery/repair initiatives and programs
How effective are rehabilitation and recovery intervention of the Department in delivering learning continuity in schools	<ul style="list-style-type: none"> • Psychosocial support for teachers and learners • Classroom construction • Temporary Learning Spaces (TLS) • Learning Materials • Support from partners

2. 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.

3. Inclusive Education

General Research Questions	Topics
How ready is DepEd in providing an inclusive learning environment?	<ul style="list-style-type: none"> • Inclusive education programs • Teaching strategies • Assessment • Capacity building programs • Instructional materials
What are the perceptions of internal and external stakeholders on inclusive education in the Philippine education system?	<ul style="list-style-type: none"> • Internal and external stakeholders • Inclusive education in the Philippines



Format on the Types of Research

A. Minimum Requirements of the Research Proposal for funded and non-funded Research

A-1 BASIC RESEARCH PROPOSAL TEMPLATE

- I. Introduction and Rationale
- II. Literature Review
- III. Research Questions
- IV. Scope and Limitation
- V. Research Methodology
 - a. Sampling
 - b. Data Collection
 - c. Ethical Issues
 - d. Plan for Data Analysis
- VI. Timetable / Gantt Chart
- VII. Cost Estimates
- VIII. Plans for Dissemination and Advocacy
- IX. References

A-2 ACTION RESEARCH TEMPLATE

- I. Context and Rationale
- II. Action Research Questions
- III. Proposed Innovation, Intervention, and Strategy
- IV. Action Research Methods
 - a. Participants and/or other Sources of Data
 - b. Data Gathering Methods
 - c. Data Analysis Plan
- V. Action Research Work Plan and Timelines
- VI. Cost Estimates
- VII. Plans for Dissemination and Utilization
- VIII. References

Appendices for A-1 & A-2:

Appendix 1: Research Proposal Application Form and Endorsement of Immediate Supervisor

Appendix 2: Declaration of Absence of Conflict of Interest

(Source: DepEd Order No. 16, 2017)



B. Minimum Requirements of Completed Research Report for funded and non-funded Research

B-1 COMPLETED BASIC RESEARCH TEMPLATE

- I. Title Page
- II. Abstract
- III. Acknowledgment
- IV. Introduction of the Research
- V. Literature Review
- VI. Research Questions
- VII. Scope and Limitation
- VIII. Research Methodology
 - a. Sampling
 - b. Data Collection
- IX. Discussion of Results and Recommendations
- X. Dissemination and Advocacy Plans
- XI. References
- XII. Financial Report

B-2 COMPLETED ACTION RESEARCH TEMPLATE

- I. Title Page
- II. Abstract
- III. Acknowledgment
- IV. Context and Rationale
- V. Innovation, Intervention, and Strategy
- VI. Action Research Questions
- VII. Action Research Methods
 - a. Participants and/or other Sources of Data and Information
 - b. Data Gathering Methods
- VIII. Discussion of Results and Reflection
- IX. Action Plan
- X. References
- XI. Financial Report

Appendices shall contain the following:

(Time Table/Gantt Chart, Cost Estimates, Plans for Advocacy, summarized raw data, statistical results, a sample copy of Signed Consent Form or other documents relevant to the conduct of the study and a copy of the result of the evaluation (from the School/District Research Team).

(Source: DepEd Order No. 16, 2017)

C. Continuous Improvement (CI)

C-1 CI Full Paper

19 Division of Cagayan de Oro City- Research Manual



DEPARTMENT OF EDUCATION DIVISION OF CAGAYAN DE ORO CITY

Title Page (CI Title, Proponent/s, School/ District)

Approved Form (Proposal)

Abstract (consisted of 250 words or less if CI is completed)

Contents

Stage 1 – Assess

- Step 1 Get Organized
- Step 2 : Talk with the Customer
- Step 3: Walk the process
- Step 4: Identify Priority Improvement Areas/
Focus Problem Statement

Stage 2- Analyze

- Step 5: Do Root Cause Analysis
- Step 6: Develop Solution
- Step 7: Finalize Improvement Plan

Stage 3 : Act

- Step 8: Pilot Solution
- Step 9: Roll Out Solution
- Step 10: Check Progress

References Cited

Appendices

- CI Structure (if any)
- Instruments Used
- Approved Request Letters
- CI Implementation Plan
- Gantt Chart
- Sample of Informed Consent Form

Formatting: Paper Size: A4, Font Style: Arial, Font Size: 12, Spacing : Double Space
Margins: Left: 1.25", Top, Right & bottom (1.00"); Cover Page title: Arial,
16, bold, Proponent/s Name: Arial, 14; School/Division: Arial, 12

Note: *CI proposal shall contain Steps 1-7 only*

C-2 School CI Project Proposal Template

Project Title:			
Proponents:	Contact Person:		
Name of School:			
Objective:			
Indicative Project Schedule	Stage	Schedule	Resources Needed
	1.Assess		
	2.Analyze		
	3.Act		
Funding Sources			
Internal			
Other Stakeholders			
Prepared by: _____ - (Proponent/s)	Endorsed by: _____ (School CI Team Leader)	Reviewed: _____ (Div. CI Coach) Recommended by: _____ (Div. CI Master Coach)	Approved by: _____ (Div. CI Team Leader) _____ ASDS (Division Research Committee Chairman)

C-3 School CI Team Charter

Project Title												
School Name												
School Head												
Team Composition	Role: Team Leader- Asst. Team Leader- Documenter- Records Keeper- IT Specialist-	Name:										
Key Customers												
Key Process												
Objectives												
Brief Background												
Regular Meeting Schedule												
Project Schedule	Activity	Output	Target Date	1	2	3	4	5	6	7	8	9
Assess	1. Get organized											
	2. Talk with Customers											
	3. Walk the Process											
	4. Identify Improvement Areas											
Analyze	5. Do Root Cause Analysis											
	6. Develop Solutions											
	7. Finalize Improvement Plans											
Act	8. Pilot Solutions											
	9. Roll Out Solutions											
	10. Check Progress											



Research Guidelines for Teaching and Non-Teaching Personnel

A-1 For Education Program Supervisor (EPS) and Public Schools District Supervisor (PSDS)

- ✓ All Education Program Supervisors (EPS) and Public School District Supervisors (PSDS) are encouraged to conduct researches on their respective area of specialization or assigned programs and projects (PAPs).

A-2 For Senior Education Program Specialists (SEPS), Education Program Specialist II (EPS II), Division Office Personnel and Non-Teaching Personnel

- ✓ Senior Education Program Specialists (SEPS), Education Program Specialist II (EPSII), Division Office Personnel and Non-Teaching Personnel are also encouraged to conduct action research addressing problems in their respective workplace/section.
- ✓ Before conducting the research, the EPS, PSDS, SEPS, EPS II, Division Office Personnel/Non-Teaching) are advised to seek approval of their research proposal.
Please refer to the enclosed Approval Sheet.
- ✓ When the proposal is approved whether funded or non-funded, the proponent/s can then proceed to the conduct of the study.
- ✓ When the research is completed, the proponent/s are encouraged to join in the division/region/region/national/international conference subject for endorsements from the immediate supervisors.

A-3 For School Heads

1. School Heads are encouraged to do research in line with either SIP's Priority Improvement Areas (PIAs) or under the themes: Child Protection, Human Resource Development, Governance and other cross cutting themes as stipulated in DepEd Order 39, s. 2016.
2. Before conducting a research, the school heads are advised to coordinate with the School Research Coordinator.
3. When the research proposal is approved, the school heads can then continue with the conduct of the study with the PSDS which will serve as mentor.



A-4 For Master Teachers/Teachers

1. Align action/basic research with the school **e-SIPs** Priority Improvement Areas (PIAs) or refer to some research topics contained in DepEd Order 39, s. 2016.
2. Have the proposal **evaluated** by the School Research Committee using the Evaluation Tool for Basic Research, Action Research (appendix).
3. Submit one (1) hard copy of the proposal with the Approval Sheet (enclosed) and result of the Evaluation in a transparent folder following the prescribed format.
4. The Chairman of the Research Team is responsible for facilitating the submission of the proposal to the Division Office through SGOD Planning and Research Section.
5. When the proposal is approved, the proponent can then proceed to conduct the study whether funded or non-funded.
6. After conducting the study, have the full paper evaluated by the School/District Research Committee who will facilitate the submission of the full paper with the result of the evaluation.

B. For all researchers

1. The maximum research team members for Basic/Action research shall not exceed to three (3).
2. To address the problem of plagiarism, all researches submitted shall be Subjected to plagiarism test by the Schools Division Research Committee (SRDC).
3. Only research papers that are presented in DepEd or with approval from DepEd Officials (either in the Division, Region, National, International level) will be credited in any ranking process in the division. A Notice of Acceptance of Basic Research/Action Research/ CI paper with the full copy of the research and Certificate of Presentation are proofs to be presented during the selection/ranking process.

APPROVAL SHEET TEMPLATES

APPROVAL SHEET
 (for Elementary Teachers/Master Teachers)

This research proposal/full paper entitled “ _____,” prepared and submitted by _____ of _____ has been reviewed/evaluated and recommended for acceptance and approval.

District Research Team:
 Chairman: Public School District Supervisor (PSDS)
 Co-Chairman: Central School Principal (for Elementary)

Members: Principal (at least 3 as designated by the PSDS and must have already conducted and presented action research at least in the division level)

Rechecked: SEPS (Planning and Research)
 Approved: ASDS

APPROVAL SHEET
 (For Secondary Teachers/Master Teachers)

This research proposal/full paper entitled “ _____,” prepared and submitted by _____ of _____ has been examined and recommended for acceptance and approval.

School Research Team:
 Chairman: Secondary School Head
 Co-Chairman: Master Teacher (at least in English but must have conducted and presented his/her research output at least in the division level)

Members: Master Teachers (at least 3 as designated by School Head)
 T1-T2 for schools without MT’s (but must have conducted Action Research and presented at least in the Division)

Rechecked: SEPS (Planning and Research)
 Approved: ASDS

APPROVAL SHEET
 (For School Heads)

This research proposal/full paper entitled “ _____,” prepared and submitted by _____ of _____ has been reviewed and recommended for acceptance and approval.

Reviewed by: PSDS (for Elementary School Head)
 EPS (for Secondary School Head)
 SEPS-Planning and Research

Recommending Approval: CID Chief (If Curriculum Related)
 SGOD Chief (If Governance Related)

Approved: ASDS

APPROVAL SHEET
 (For EPSvr/PSDS/SEPS, EPS II, Division Office Personnel/ Non-Teaching)

This research proposal/full paper entitled “ _____,” prepared and submitted by _____ of _____ has been reviewed and recommended for acceptance and approval.

Reviewed by: CID Chief (for EPSvr and PSDS)
 SGOD Chief (for SEPS/EPS II and SGOD Staff)
 SEPS-Planning and Research

Recommending Approval: ASDS

Approved: SDS



APPROVAL SHEET for Funded Research (i.e BERF)

(For all teaching and nonteaching personnel)

This research proposal/full paper entitled “ _____,”
prepared and submitted by _____ of _____ has been
reviewed and recommended for acceptance and approval.

Reviewed by: SDRC
BERF Advisers

Recommending Approval: ASDS

Approved: SDS



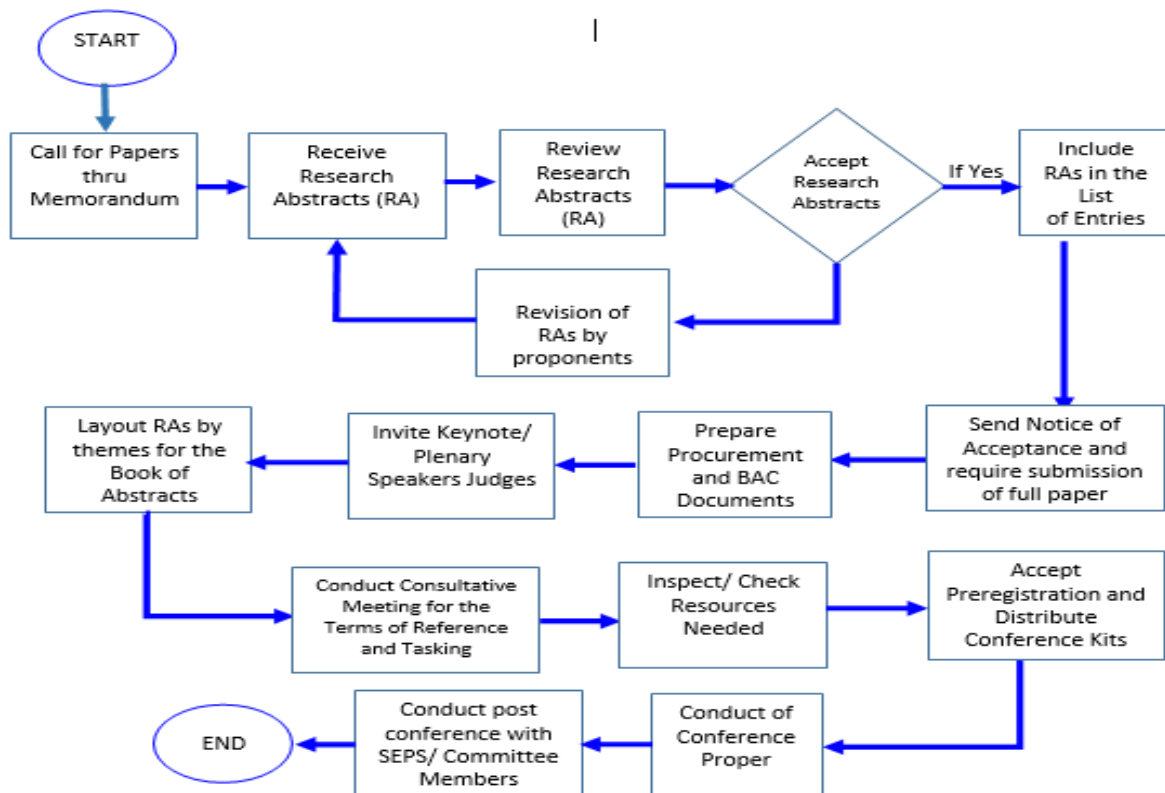
Division Research Activities

Activities	
Finalization on the Journal of Basic Education	
Reproduction of Research Journal	
Pre-service and In-service Teacher Education Research Conference	
Launching of Research Journal	
Research Meeting for BERF Grantees, School Research Coordinators and CI Pilot Schools and Sections	
Call for Research Proposals (BERF/LGU)	
Teacher Education Research Conference	
Deadline for Research Proposals (BERF/LGU) (refer to D.O.#16, s.2017 for the format. Attach the annexes 1-3 in submitting the proposal)	
Online Book of Abstracts	
Research Training for Teaching and Non-Teaching Personnel	
MOA Signing with HEIs & TEIs on Research Partnership	
Final Defense for BERF Grantees (2 nd Batch)	
Final Defense for BERF Grantees (3 rd Batch)	
Research Cliniquing for BERF/LGU Grantees	
Research Caravan	
Division Research Program Conference	
Tracking the Progress of CI Pilot Schools & Sections in their CI Roll-out as well as KUMILOS Pilot Schools	
School Level Research Congress <i>(All teaching and non-teaching personnel are encouraged to participate)</i>	
District Level Research Congress <i>(Participants are 1st Place Winners in the School Level Research Congress both Oral and Poster Presentations)</i>	
Research Congress for Division Personnel <i>(All Division Personnel are encouraged to participate)</i>	
Division Level Research Congress <i>(Participants are 1st Place Winners in the District Research Congress/ Division Personnel both Oral and Poster Presentations)</i>	
Regional Level Research Congress <i>(Participants are 1st Place Winners in the Division Level Research Congress both Oral and Poster Presentations)</i>	
Note: All research papers shall be anchored to the following themes: Theme 1: Teaching and Learning; Theme 2: Child Protection; Theme 3: Human Resource Development; Theme 4: Governance; Theme 5: Gender and Development; Theme 6: Disaster Risk Reduction & Management; and Theme 7: Inclusive Education. All researchers with non-CI-based papers (action/basic) are required to follow the non-CI format as stipulated in Annex 6 of DO #16, s. 2017	
Division Research Colloquium	
Online Book of Abstracts	
Reproduction of Research Journal (Print)	
National/ International Research Conferences	

Research Implementation, Monitoring and Evaluation

- ✓ A funded or non-funded research project proposals which met the criteria using the evaluation research tool will be implemented and constantly monitored by the concerned division personnel (i.e. PSDS, EPS, School Heads) and the utilization of research findings shall be facilitated by the Monitoring & Evaluation Section as well as Planning and Research Section most especially during policy review, policy formulation, budgeting, planning and for other purposes relative on improving schools' performance.
- ✓ For funded research like BERF, the steps in research management cycle flowchart shall be strictly followed with the direct supervision of the SEPS for planning and research.

Research Management Conference Flowchart (School/ District/ Division Level)





Research Incentives

- ✓ Research plays a vital role towards academic development. However, there are only few teaching and non-teaching personnel venture into this very unique and challenging undertaking. Hence, incentives will be given to the researchers whose research papers are commendable and presented even up to the international level.

- 1. Publication in the Online Book of Abstracts with ISSN 2467-6624 and Print Journal with ISSN 2545-9589. All published research papers are carefully reviewed by the internal and external reviewers with the use of the standard rubric for publication. All highly publishable papers will be subjected to anti-plagiarism test (at least 90% originality of the research work) prior publication.

- 2. Credits Ranking/Promotion Purposes
- 3. Cash Awards
- 4. Credits for Teaching/Non-Teaching Personnel Performance (IPCRF/OPCRF)
- 5. Free Travel in both domestic and ASEAN Countries when paper is accepted in a reputable/highly recognized conference recognized by DepEd Central Office.
- 6. Findings of the commendable papers will be included in the Division Online Directory of Research Finding

References

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

DepEd Order No. 39, s. 2016 Basic Education Research Agenda (BERA)

DO 36, s. 2013 - Our Department of Education Vision, Mission and Core Values (DepEd, VMV)

DepEd Order No. 4, s. 2016 Amendment to DepEd Order No. 43, s. 2015 (Revised Guidelines for the Basic Education Research Fund [BERF])

DepEd Order No. 43, s. 2015 Revised Guidelines for the Basic Education Research Fund

DM #279, s. 2017 Duties and Responsibilities of the District Research Officer and School Research Coordinators



Appendices

Appendix A Research Proposal Application Form and Endorsement of Immediate Supervisor (For Funded & non-funded research)

A. RESEARCH INFORMATION

RESEARCH TITLE	
SHORT DESCRIPTION OF THE RESEARCH	
RESEARCH CATEGORY (check <u>only one</u>) <input type="radio"/> National <input type="radio"/> Region <input type="radio"/> Schools Division <input type="radio"/> District <input type="radio"/> School (check <u>only one</u>) <input type="radio"/> Action Research <input type="radio"/> Basic Research	RESEARCH AGENDA CATEGORY (check <u>only one</u> main research theme) <input type="radio"/> Teaching and Learning <input type="radio"/> Child Protection <input type="radio"/> Human Resource Development <input type="radio"/> Governance (check up to one cross-cutting theme, if applicable) <input type="radio"/> DRRM <input type="radio"/> Gender and Development <input type="radio"/> Inclusive Education <input type="radio"/> Others (please specify): _____
FUND SOURCE (e.g. BERF, SEF, others)*	AMOUNT
TOTAL AMOUNT	

** indicate also if proponent will use personal funds*

B. PROPONENT INFORMATION

LEAD PROPONENT/ INDIVIDUAL PROPONENT

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION/ DESIGNATION:
REGION / DIVISION / SCHOOL (whichever is applicable)		

CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATION ATTAINMENT (DEGREE TITLE) (enumerate from bachelor's degree up to doctorate degree)	TITLE OF THESIS / RELATED RESEARCH PROJECT	
SIGNATURE OF PROPONENT:		

PROPONENT 2

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION/ DESIGNATION:
SCHOOL / OFFICE ADDRESS:		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATION ATTAINMENT (DEGREE TITLE) (enumerate from bachelor's degree up to doctorate degree)	TITLE OF THESIS / RELATED RESEARCH PROJECT	
SIGNATURE OF PROPONENT:		

PROPONENT 3

LAST NAME:	FIRST NAME:	MIDDLE NAME:



BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION/ DESIGNATION:
SCHOOL / OFFICE ADDRESS:		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATION ATTAINMENT (DEGREE TITLE) (enumerate from bachelor's degree up to doctorate degree)	TITLE OF THESIS / RELATED RESEARCH PROJECT	
SIGNATURE OF PROPONENT:		

IMMEDIATE SUPERVISOR'S CONFORME

I hereby endorse the attached research proposal. I certify that the proponent/s has/have the capacity to implement a research study without compromising his/her office functions.

 Name and Signature of Immediate Supervisor

Position / Designation: _____

Date: _____

 Name and Signature of Immediate Supervisor

Position / Designation: _____

Date: _____

 Name and Signature of Immediate Supervisor

Position / Designation: _____



Date: _____

Appendix B Declaration of Anti-Plagiarism and Absence of Conflict of Interest for Funded and Non-funded Research

DECLARATION OF ANTI-PLAGIARISM

1. I, _____, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgment and referencing.
2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education and (insert grant mechanism).

PROPONENT: _____

SIGNATURE: _____

DATE: _____

PROPONENT: _____

SIGNATURE: _____

DATE: _____

PROPONENT: _____

SIGNATURE: _____

DATE: _____

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I, _____, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research. ¹
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the



initial screening as per (insert RMG provision).

3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may be held accountable by the Department of Education and (insert grant mechanism) for any conflict of interest which I have intentionally concealed.

PROPONENT: _____

SIGNATURE: _____

DATE: _____

PROPONENT: _____

SIGNATURE: _____

DATE: _____

PROPONENT: _____

SIGNATURE: _____

DATE: _____

APPENDIX C GUIDE FOR APPRAISING BASIC RESEARCH PROPOSALS

Proponents Name :

Research Title:

Name of School/ Office:

Date of Review and Evaluation:

Final Rating:


Main Criteria	Increasing Levels of Quality and their Descriptions Low 	Score
---------------	---	-------

	High				
Rationale of the Research 10 points	Not described (no points)	The research proposal presents a general description of the topic or focus of inquiry. (5 points)	The educational relevance and timeliness of the research topic are shown. It explains the need to conduct research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/ problem. (8 points)	The nature, extent and salience of the research topic are comprehensively discussed. Different aspects of the research setting are elaborated showing in depth and critical analysis of the situation. Policy implications, benefits and limitations of the study are stated. (10 points)	
Research Questions 20 points	Not Stated (no points)	The research proposal has a stated aim, objective, or general research questions. (10 points)	The research questions specify the variable or the focus of inquiry. Key elements of the research questions are reflected in the title of the proposal. (15 points)	The research questions logically proceed from the context of the study. They are formulated to clearly show the extent and different angles of inquiry (ex: different variables of interest, relationships to be probed, geographical and temporal scope). (20 points)	
Use of Related Literature and Proper Citation 10 points	Not provided (no points)	The research proposal cites theories and/ or previous studies related to the present research. Sources are properly acknowledged. (5 points)	Viewpoints and issues underlying the present research are discussed and synthesized. They are critically evaluated to identify inconsistencies or gaps in current knowledge or educational policy that the study intends to address. Constructs are defined and presented in a conceptual framework. Citation of literature sources is consistent. (10 points)		

Main Criteria	Sub-Criteria	Increasing Levels of Quality and their Descriptions			Score
		Low	→		
Research	Participant	Not	The research proposal states	Details are provided about	

Methods 40 points	s and/or other Sources of Data and Information (10)	stated (no points)	the study's target participants and/or other sources of data and information (ex: divisions, districts, offices, schools, learners, teachers, parents, documents, secondary data, others) (5 points)		the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)	
	Data Gathering Method(s) and Research Instruments (20)	Not Described (no points)	The research proposal presents a general description of the methods to be employed for gathering data. (10 points)	Details of data gathering methods are provided: the specific kinds of data, how and when they will be collected. It describes any research instruments (ex: test, scale, survey questionnaire, checklist, interview guide) to be developed or adopted. (15 points)	The proposal explains why the data gathering methods are suited to the nature and purpose of the study. The data gathering methods are aligned with the research questions. Details about research instruments are presented such as their sources or how they will be developed and by whom, and their appropriateness for obtaining the desired kind of data/ information. (20 points)	
	Data Analysis Plan (10)	Not stated (no points)	The research proposal presents a general description of how the gathered data/ information will be analyzed.	Details of the methods of data analysis are given. Techniques (ex: quantitative/ statistical, qualitative, or both methods), as well as tools	The selected methods of data analysis are shown to be appropriate to the nature of the data/ information to be gathered and for addressing the research questions.	

			(5 points)	(ex: software) to be employed are specified. (8 points)	(10 points)	
--	--	--	------------	--	-------------	--

Main Criteria	Increasing Levels of Quality and their Descriptions			Score
	Low		High	
Work Plan and Timelines 10 points	Not included (no points)	The research proposal includes a list of major activities and their timelines. (5 points)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (10 points)	
Cost Estimates 10 points	Not included (no points)	The research proposal includes a list of major items and their estimated cost. The total cost is shown. (5 points)	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the research, and adhere to BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for. (10 points)	
				Total Score
Remarks:				

NOTE: To qualify for approval in the School/District/Division/Region, the proponent/s must have a minimum average score of 70%.

Evaluated by Division/ District/School Research Com.:



Member

Member

Member

_____ Co- Chair

_____ Chairman

APPENDIX D GUIDE FOR APPRAISING ACTION RESEARCH PROPOSALS

Proponents Name :

Research Title:

Name of School/ Office:

Date of Review and Evaluation:

Final Rating:

Main Criteria	Sub-criteria	Increasing Levels of Quality and their Descriptions				Score
		Low	→			
Rationale of the Action Research 30 points	Context (15)	Not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of	The educational relevance and timeliness of the problem or issue are shown. The need to conduct	The nature, extent and salience of the identified problem or issue are comprehensively discussed. Different	

			inquiry. (8 points)	action research as a way to address or improve the situation is explained. (12 points)	aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15 points)	
	Proposed Intervention, Innovation, Strategy (15)	Not Presented (no points)	The action research proposal mentions an intervention, innovation or strategy to be tried out to address the problem or issue. (8 points)	The proposal outlines when and where the intervention, innovation or strategy to be tried out to address the problem or issue. (12 points)	The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points)	
Action Research Questions(s) 30 points		Not Stated (no points)	The action research proposal has a stated aim, objective, or general research question(s). (15 points)	The research question(s) specifies the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal. (25 points)	The research question(s) logically proceed from the context of the inquiry. It clearly relates to the identified problem or issue, and conveys the desired change or improvement. (30 points)	

Main Criteria	Sub-Criteria	Increasing Levels of Quality and their Descriptions			Score
		Low	—————>	High	
Action Research Methods 30 points	Participants and/or other Sources of Data and Information (10)	Not stated (no points)	The action research proposal states the target participants and/or other sources of data and information (ex: learners, teachers, documents, realia, learner's products, others) (5 points)	Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given.	

					(10 points)	
Data Gathering Method(s) and Research Instruments (10)	Not Described (no points)	The action research proposal presents a general description of the method(s) to be employed for gathering data. (5 points)	Details of data gathering method(s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others). (8 points)	The proposal explains why the selected data gathering method(s) are suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/ information. (10 points)		
Data Analysis Plan (10)	Not stated (no points)	The action research proposal presents a general description of how the gathered data/ information will be analyzed. (5 points)	Details of the method(s) of data analysis are given. Techniques (ex: quantitative/ statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected methods of data analysis are shown to be appropriate to the nature of the data/ information to be gathered and for addressing the research question(s). (10 points)		

Main Criteria	Increasing Levels of Quality and their Descriptions			Score
	Low	→	High	
Action research	Not included	The action research proposal includes a list of major	A detailed work plan is provided covering start to completion of the	

<p>Work Plan and Timelines</p> <p>5 points</p>	<p>(no points)</p>	<p>activities and their timelines. (3 points)</p>	<p>research. Timelines are realistic and show concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent’s capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points)</p>	
<p>Cost Estimates</p> <p>5 points</p>	<p>Not included (no points)</p>	<p>The research proposal includes a list of major items and their estimated cost. The total cost is shown. (3 points)</p>	<p>A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the action research, and adhere to BERF guidelines. The overall plan reflects the proponent’s capacity to project specific expenses that she or he will be accountable for. (10 points)</p>	
<p>Total Score</p>				
<p>Remarks:</p>				

NOTE: To qualify for approval in the School/District/Division/Region, the proponent/s must have a minimum average score of 70%.

Evaluated by Division/ District/School Research Com.:



Member

Member

Member

Co- Chair

Chairman

APPENDIX E GUIDE FOR APPRAISING FULL ACTION/BASIC RESEARCH

(Note that points earned in the proposal will be added to the total points earned in the Final Paper)

Name of Researcher/s:			School:	
Title:			Date of Review/Evaluation:	
VI.Result and Discussion (15pts.)				Score
0	3	5	10	
Not discussed	-Presented a simple summary of the results and demonstrated original thinking.	Highlighted and discussed how the result has reinforced what is already known about the innovation or intervention.	-Discussed how the results extend knowledge about the field by reinforcing current thinking. -Presented a comprehensive and well-structured discussion making clear links of what is already known about the innovation/intervention.	
VII.Conclusion and Recommendation/s (15pts.)				Score
0	2	3	5	
Not included	-Not clearly stated -No recommendations offered.	- Stated in clear, simple language. -Discussed how the findings differ or support those of others and why. -Indicated opportunities for future study/investigation an in-depth awareness of the research problem.	-Provided a synthesis of opinions presented in the paper to show how these converge to address the problem/s and the overall objectives of the innovation/ intervention. -Offered synthesis of key points and recommended new areas for future research.	
VIII.OTHERS: A. Referencing (10 points)				Score
0	1	3	5	
Little or poor use of citation	-Insufficient usage of citations -Used recommended referencing style with minimal errors	Uses recommended referencing style consistently and accurately in text of work and reference list.	-Extensive and appropriate use of citations to reflect use of theory in discussion and argument. -Consistent use of APA referencing (in-text and bibliography)	
Clarity of Expression (5 points)				Score
0	1	3	5	
-Poorly-written (wrong use of language, grammar, ideas not well expressed) -Presence of misspelled words	Poorly-written (correct grammar but ideas are incoherent)	Well-written (correct grammar, use of language, expression and ideas are coherent)	-Superior clarity in presentation and expression with attention to details in all aspects are evident. -Prefect grammar, appropriate use of language.	
Score in the proposal			_____	
Score in the full/final paper			_____	
TOTAL SCORE			_____	

REMARKS:

NOTE: To qualify for approval in the School/District, the proponent must have a minimum average score of 70 points (Proposal + Final Paper).

Evaluated by District/School Research Team:

Member Member Member

Co- Chair Chairman

APPENDIX F Sample Letter of Approval for funded Research (Used by SDRC)

Date:

Mr. / Ms. _____

Dear Mr. / Ms. _____:

Greetings!

This refers to the research proposal you submitted to the **[insert governance level]** for possible funding under **[insert fund source]**.

The Research Committee has carefully evaluated the final research proposal entitled _____ based on the criteria prescribed in the Research Management Guidelines and we are pleased to inform you that the said research proposal was approved for implementation.

In this regard, may we invite you to the **[insert name of office / venue of orientation]** on **[insert orientation date]** for an orientation regarding the implementation of your research proposal. Further, this will also be a venue for the signing of the Memorandum of Agreement (MOA) which will contain the details of your engagement.

For clarifications and any concerns, kindly contact **[insert contact office, focal person, and contact details]**.

We look forward to the successful implementation of your research. Thank you very much!

Very truly yours,

RESEARCH COMMITTEE CHAIR
44 Division of Cagayan de Oro City- Research Manual



APPENDIX G Sample Letter of Disapproval for funded Research (Used by SDRC)

Date:

Mr. / Ms. _____

Dear Mr. / Ms. _____:

Greetings!

This refers to the research proposal you submitted to the **[insert governance level]** for possible funding under **[insert fund source]**.

The Research Committee has carefully evaluated the final research proposal entitled _____ based on the criteria prescribed in the Research Management Guidelines. We regret to inform you that the said research proposal did not pass the evaluation due to the following reasons:

We thank you for your interest in availing of the **[insert research fund]**. Kindly take note that you can still resubmit this research proposal once all the comments and recommendations are incorporated.

For clarifications and any concerns, kindly contact **[insert contact office, focal person, and contact details]**.

We look forward to future collaborations with you. Thank you very much!

Very truly yours,

RESEARCH COMMITTEE CHAIR

45 Division of Cagayan de Oro City- Research Manual



APPENDIX H Sample Template for Memorandum of Agreement (Used by SDRC)

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (MOA) is entered into in the **[insert location]**, Philippines by and between:

[NAME OF GRANTEE) of **[SCHOOL / OFFICE / DIVISION / REGION)** from **[ADDRESS]**, hereinafter referred to as **GRANTEE**.

and

DEPARTMENT OF EDUCATION [INSERT GOVERNANCE LEVEL) with office address at **[INSERT OFFICE ADDRESS]**, represented by the chairman of the Research Committee, **[INSERT NAME AND POSITION OF RESEARCH COMMITTEE CHAIR]**, hereinafter referred to as **DEPED [INSERT GOVERNANCE LEVEL)**.

WITNESSETH

WHEREAS, DEPED aims to promote an environment conducive to the ideal of evidence-based decision-making through the conduct of various research initiatives across all governance levels;

WHEREAS, DEPED has instituted the Basic Education Research Fund (BERF) as a funding facility for potential research studies to be conducted by eligible DepEd personnel;

WHEREAS, DEPED has evaluated and approved all submitted research proposals to ensure the quality and relevance of potential research studies and has informed the research proponents of the results of the evaluation;

WHEREAS, the research proponent, now known as the "GRANTEE", has been oriented on the systems and processes of the BERF facility.

NOW, THEREFORE, DEPED AND the GRANTEE (collectively known as the PARTIES) agree as follows:

**ARTICLE I
SCOPE AND DURATION OF THE AGREEMENT**

Section 1.1 All the activities in the approved research proposal to be conducted will be [national / regional / division / district / school} in scope. The work plan of the approved research proposal is attached as Annex 1 of this agreement.

Section 1.2 The implementation of the research study will last for **[insert six months to one year depending on the scope and the approved timeline]** as approved.

Section 1.3 Any deviation from the original and approved research proposal will be



immediately communicated to the **[insert Research Committee]** by the GRANTEE All major changes warrant the approval of the Research Committee. The approved research topic cannot be changed by the GRANTEE at any point during the study.

1 This is just a sample MOA. The NRC and RRC may customize this MOA based on agreements between _____ the GRANTEE and DEPED or standards on MOA execution within the office.

Section 1.4 In the event that the GRANTEE sees the need for an extension, a letter of request for extension with justification will be submitted to the **[insert research committee]**. Valid reasons for extension which will be decided by the **[insert research committee]** include illness of the grantee, calamities, disasters, and other extenuating circumstances The request of extension will be approved provided there will be no additional cost to DEPED. The GRANTEE will be allowed **[insert maximum period of extension as per Research Management Guidelines]**.

Section 1.5 In cases where unforeseen circumstances force the cessation of the implementation of the research, the GRANTEE shall write a letter to the Research Committee with justification and documentary support.

ARTICLE II OBLIGATIONS OF THE PARTIES

Section 2.1 The total cost of the approved research proposal is **[insert total cost of research proposal]** DEPED will release payment to the GRANTEE in **[insert number]** tranches provided that the GRANTEE will submit all the expected outputs. The table of deliverables per tranches is outline in Annex____of this MOA.

Section 2.2 The GRANTEE will be responsible for the following:

- (a) conduct the research as approved in his/her research proposal;
- (b) submit all the required outputs to DEPED as per approved timeline;
- (c) ensure that the conduct of research will follow the highest standards of ethics to protect our learners and the community;
- (d) disclose any conflict of interest (possible or actual) that may arise during the conduct of the research;
- (e) ensure that all funds provided will be spent as per approved cost estimates; and
- (f) disseminate completed research on appropriate venues

Section 2.3 DEPED will be responsible for the following:

- (a) ensure the timely release of research funds for the GRANTEE;
- (b) evaluate thoroughly the submitted deliverables of the GRANTEE;
- (c) provide technical assistance to the GRANTEE as per monitoring and evaluation results and as requested by the GRANTEE;
- (d) monitor the progress of the research proposal;
- (e) conduct due diligence in evaluating and approving deliverables; and
- (f) assist in providing venues for dissemination of the completed research

ARTICLE III SPECIAL PROVISIONS



Section 3.1 **Authorship and Ownership.** The GRANTEE will be the sole author of the research. *(The study funded under BERF will be co-owned by the author/s and DepEd)* Written permission from the **[insert Research Committee]** is required when the research will be presented in research conferences, forums, and other related events, or be published in research journals and bulletins Also, in these presentations or publications, the GRANTEE must duly acknowledge the funding source/s for the study.

Section 3.2 **Plagiarism, Fraud, and Conflict of Interest.** The GRANTEE will ensure that the research proposal and final report submitted are original works. Appropriate referencing and citation must be included in the submitted deliverables. Further, the GRANTEE will ensure that there will be no conflict of interest during the conduct of the research. The GRANTEE has submitted declarations of anti-plagiarism and absence of conflict of interest (please see attached).

Any act of fraud and plagiarism will be dealt with accordingly. Further, if the GRANTEE committed plagiarism or any form of fraud s/he will be blacklisted from availing any other research grant mechanism in the Department.

Section 3.3 **Failure to Complete Research Proposal.** In the event that the GRANTEE failed to complete and submit the deliverables, the research proponent will be required to return the total amount of research fund s/he has received during the course of the implementation.

Section 3.4 **Effectivity and Termination of MOA.** The MOA will take effect on the date of signature of both the GRANTEE and DEPED and will end upon the submission of all deliverables and release of the funds. This MOA shall also be terminated under sections 1.5, 3.2, and 3.3 or any circumstances that will lead to the non-completion of the research.

IN WITNESS WHEREOF, the parties have affixed their signatures on **[insert date]** at **[insert location]**

GRANTEE

DEPED



[Position of the grantee]

[Research Committee Chair]

WITNESSED BY:

WITNESSED BY:

[Secretariat member]

[Any Research Committee Member]

Source: DO #16, s.2017

APPENDIX I STANDARD RUBRIC FOR RESEARCH PUBLICATION

Research Title: _____

Researcher: _____

STANDARD RUBRIC FOR RESEARCH PUBLICATION
in *CDO Research Journal*, Volume I, Issue 2, 2017 with ISSN 2545-9589



INDICATORS		
<i>Put a check mark if indicator is satisfactorily met.</i>		
		Remarks
Research Agenda and Policy Recommendations		
• The article is able to address the needs/concerns in education at present		
• Important and timely		
• Value or usefulness of the research to the field or profession or to the existing knowledge in education		
• Connection to concrete national, regional or global significance		
• Inclusion of appropriate implications for practice and/or policy		
Overall Presentation of Research Paper		
• Originality of Work		
• Overall clarity of ideas and expression.		
• Correct grammatical construction and accurate writing style.		
• Relevant and well-presented literature review.		
• Solid connections of theories and concepts in the framework of the study.		
• Clear and well-formulated research questions.		
• Clear and detailed data collection procedures: design, sampling, instruments, and data collection.		
• Concrete and sufficient data analysis procedures.		
• Consistency with and use of relevant literature in presenting analysis of data and results.		
• Strength of argumentation: clarity of concepts, internal logic and organization.		
• Precise and accurate interpretation, presentation, and discussion of findings		
• Adequacy, coherence, and concreteness of tables and figures as used in the interpretation, presentation and discussion of findings.		

Number of Indicators Checked: _____

* 14 – 17 Checked Indicators → Highly Publishable

* 13 and below Checked Indicators → Considerable Publishable

Decision: _____

Rater 1

Rater 2

Rater 3

Source: Modified from DepEd Baguio City Standard Rubric for Evaluation

APPENDIX J Sample of Informed Consent Form (for all researchers)

PART I INFORMATION SHEET

- Title of Research: _____
- Name of author and co-authors (if any): _____
- Indicate the designation and contact address of Researcher/s: _____
- Introduction
 - State briefly who you are and that you are inviting them to participate in research which you are doing.
- Aims of the study
 - use local and simplified words rather than scientific terms.
- Participant Selection
 - Indicate why you have chosen this person to participate in this research.
- Voluntary Participation

- Indicate clearly that they can choose to participate or not.

Part II CERTIFICATE OF CONSENT

Please put your Initial inside the Box

- | | |
|--|---|
| 1. I confirm that I have fully understood the information given to me by the researcher/s for the above study and I have had the opportunity to ask questions to the researcher/s. | <input style="width: 80px; height: 40px;" type="text"/> |
| 2. I understand that my participation in this study is voluntary and that I am free to withdraw at any time without prejudice. | <input style="width: 80px; height: 40px;" type="text"/> |
| 3. I agree to take part in the above study. | <input style="width: 80px; height: 40px;" type="text"/> |
| 4. I agree to the interview / focus group discussion/ consultation being audio recorded (if audio recorded, omit this item if not audio recorded) | <input style="width: 80px; height: 40px;" type="text"/> |
| 5. I agree to the interview / focus group discussion / consultation being video recorded (if video recorded, omit this item if not video recorded) | <input style="width: 80px; height: 40px;" type="text"/> |
| 6. I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential. | <input style="width: 80px; height: 40px;" type="text"/> |

Name of Participant	Date	Signature
---------------------	------	-----------

Name of Researcher	Date	Signature
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If interviewed pupils/students, consider the parents' presence and consent:

Name of Parent/Guardian	Date	Signature
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Note:

1. The **signed consent forms** shall be stored securely by the researcher/s.)
2. If the researchers will conduct interview with pupils/students below 18 years old, the language used shall be at a level appropriate to the child's age and development.



**Appendix K CDO Basic Education Research Journal (CDOBERJ) with ISSN
2545-9589**

EDITORIAL POLICY

A. Copyright Policy

Copyrights for journal articles are retained by the authors and co-authors, with first publication rights granted to the publisher. Authors have rights to republish and distribute their own articles provided that the publisher is not responsible for subsequent uses of the work. Authors shall permit the publisher to apply a DOI (Digital Object Identifier) to their articles and to archive them in databases and indexes provider.

B. Submission Policy

Submission of an article implies that the research work described has not been published previously in the regional, national and international publishing journals. BERF and award winning research articles (division, regional and national) will be prioritized in the review process prior publication.

C. Peer Review System Policy

Peer Review System is a process of subjecting an author's scholarly research work to the scrutiny of others who are experts in the same field. The double blind review process is adopted for this journal. The reviewer/s and the author/s do not know each other's identity.