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Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

September 20, 2023

DIVISION MEMORANDUM
No. 136 s. 2023

2023 – 2025 SDO VIGAN CITY RESEARCH AGENDA

To: Officer-in-Charge, Office of the Asst. Schools Division Superintendent
Chief Education Supervisors (CID & SGOD)
Public Elementary and Secondary School Heads
All Others Concerned

1. DepEd Order No. 16, s. 2017 or the Department of Education Research Management Guidelines provides that there be a set of guidelines that shall respond to the needs of research undertakings geared towards improving policies and practices in the classroom and across governance levels. Anent this, this Office adopts the enclosed 2023 – 2025 SDO Vigan City Research Agenda which provides guidance to all personnel and stakeholders in the conduct of education research.
2. The research agenda shall identify research areas that are critical to improving the quality of education and prioritize research topics that are aligned to the MATATAG Agenda.
3. Immediate dissemination of this Memorandum is desired.

VILMA D. EDA, CESO V
Schools Division Superintendent

Encl.: As stated

Reference: 1987 Constitution of the Philippines.
DepEd Order 016, s. 2017
Republic Act No. 9155
Republic Act No. 10533

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

Research Agenda Research Framework MATATAG Agenda



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Enclosure 1, Division Memorandum 136, s. 2023

2023 – 2025 SDO Vigan City Research Agenda

I. Background and Rationale

The Philippine Constitution recognizes the critical role that education plays in the overall development of Filipinos. Article XIV, Section 1 declares that the State shall safeguard and promote the right of all people to quality education at all levels and shall take appropriate measures to ensure that such education is accessible to everyone. In a similar vein, Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, mandates the Department of Education (DepEd) to create and maintain a responsive, effective, and efficient system of governance for basic education institutions. In addition, Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, calls for the improvement of the basic education system in the Philippines, underscoring the role of research in its management and administration. As a result, DepEd strived to strengthen research in the department and now sustains its progressive orientation by guaranteeing that its actions are informed by sound and relevant evidence from research. To ensure, henceforth, that research is a regular and essential component of the educational system, the basic education research agenda was institutionalized via DepEd Order No. 39, s. 2016.

A research agenda outlines the goals, objectives and priorities for researchers to ensure that their efforts are focused, relevant, and impactful. Having a well-defined research agenda helps to identify research areas that are critical to improving the quality of education, prioritize research topics and allocate resources effectively. It provides a concrete framework for guided decision making in terms of future research activities and undertakings. Having this in mind, the Schools Division Office (SDO) of Vigan City Core Research Team conducted the “Building a Strong Foundation: A Workshop on the Crafting of Research Agenda for SDO Vigan City” on June 8, 2023. Although there are many issues to investigate in the field of education, SDO Vigan City cinched that its research priorities are strategically focused towards the achievement of DepEd’s vision, mission, and goals. After the successful conduct of the activity, priority themes emerged as research subjects in the light of the department’s aspirations, purposes and objectives. These emergent priority themes have been translated into questions in order to stimulate scholarly research and provide important results that would enhance the division's basic education program's quality and effectiveness.

As a result, the Research Agenda of SDO Vigan City for years 2023 to 2025 outlines the particular study areas to address urgent issues and close significant knowledge gaps. However, it does not restrict research questions; instead, it encourages researchers to go beyond, particularly for new and emerging educational challenges.



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II. SDO Vigan City Research Framework

Anchored on the United Nations' Sustainable Development Goals 2030, Philippine Development Plan 2023-2028, AmBisyon Natin 2040, Department of Education MATATAG Agenda, Basic Education Development Plan 2030, and DepEd Region I Research Agenda, SDO Vigan City Research Framework involves three (3) research themes, and these are: 1) curriculum and teaching, 2) governance, and 3) operations management. It is hoped that research undertakings along these themes would fuel evidence-based actions that would lead to better access to complete basic education, better quality of education, and more effective, transparent, and engaging governance of basic education.

Figure 1. Research Framework of SDO Vigan City



III. SDO Vigan City Research Agenda Aligned with the MATATAG Agenda

In the crafting of SDO Vigan City Research Agenda, of great consideration was the alignment of its research priorities to DepEd's MATATAG Agenda geared towards MAKING the curriculum relevant to produce job-ready, active and responsible citizens; Taking steps to accelerate delivery of basic education facilities and services; Taking good care of learners by promoting learner well-being, inclusive education and positive learning environment; and Giving support to teachers to teach better.



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Alignment of the SDO Vigan City Research Agenda with DepEd's MATATAG Agenda

MAke the curriculum relevant to produce job-ready, active and responsible citizens			
Key Strands	SDO Vigan City Research Agenda		
	Focus	Research Themes and Sub-Themes	Research Area and Possible Research Topics
1. Revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation	<ul style="list-style-type: none"> ▪ Evaluation of the curricular programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered in the implementation of the curricular programs in SDO Vigan City ▪ Recommendations for the improvement of curricular programs in SDO Vigan City 	Curriculum and Teaching <ul style="list-style-type: none"> ▪ Curriculum Implementation 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Alignment of STEM Curriculum to College Degrees ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Graduate Tracer Study ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Joint Delivery Voucher Program ✓ Work Immersion ▪ Homeroom Guidance



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	<ul style="list-style-type: none"> Assessment of the readiness of SDO Vigan City in the offering of special programs 		<ul style="list-style-type: none"> ✓ Practices in Reducing PARDO/SARDO Special Program for Sports / Special Science for Elementary Schools / Science High School / Special Program for Tech-Voc Education ✓ Feasibility Study
<p>2. Strengthen our literacy and numeracy programs</p>	<ul style="list-style-type: none"> Evaluation of the literacy and numeracy programs in SDO Vigan City Assessment of the issues, problems, and challenges encountered in the implementation of the literacy and numeracy programs in SDO Vigan City Recommendations for the improvement of literacy and 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> Curriculum Implementation 	<ul style="list-style-type: none"> STEM Education <ul style="list-style-type: none"> ✓ Laboratory Inventory Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Graduate Tracer Study Special Education <ul style="list-style-type: none"> ✓ Program Evaluation Senior High School (SHS) <ul style="list-style-type: none"> ✓ Teacher Competence Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation



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	<p>numeracy programs in SDO Vigan City</p> <ul style="list-style-type: none"> ▪ Assessment of teaching strategies employed in SDO Vigan City in order to improve literacy and numeracy among learners ▪ Examination of the assessment tools and techniques used to improve literacy and numeracy 	<ul style="list-style-type: none"> ▪ Teaching Delivery ▪ Classroom Assessment 	<ul style="list-style-type: none"> ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Differentiated Instruction ▪ Classroom Management <ul style="list-style-type: none"> ✓ Classroom Structures ▪ Integration of Technology <ul style="list-style-type: none"> ✓ ICT-Enabled Instruction ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Recognition of Learners Achievement ▪ Teacher – Student Interaction <ul style="list-style-type: none"> ✓ Journal Writing ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Portfolio / Scrapbook ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Emerging Practices
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	<ul style="list-style-type: none"> Investigation on the utilization of learning resources along literacy and numeracy. Examination of the factors that affect learning development 	<ul style="list-style-type: none"> Learning Resources Learner Development 	<ul style="list-style-type: none"> Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Strategic Intervention Materials Learning Behavior <ul style="list-style-type: none"> ✓ Multiple Intelligences ✓ Internal and External Environment School and Community Impact <ul style="list-style-type: none"> ✓ Culture and Traditions
3. Revitalize our Reading, Science and Technology and Math Programs	<ul style="list-style-type: none"> Evaluation of the reading, science, technology and math programs in SDO Vigan City Assessment of the issues, problems, and challenges encountered 	Curriculum and Teaching <ul style="list-style-type: none"> Curriculum Implementation 	<ul style="list-style-type: none"> STEM Education <ul style="list-style-type: none"> ✓ Needs Assessment Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Impact Study Special Education <ul style="list-style-type: none"> ✓ Program Evaluation Senior High School (SHS) <ul style="list-style-type: none"> ✓ Teacher Competence Homeroom Guidance



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	<ul style="list-style-type: none"> ▪ Assessment of teaching strategies employed along reading, science, technology and math ▪ Examination of the assessment tools and techniques used ▪ Investigation on the utilization of learning resources 	<ul style="list-style-type: none"> ▪ Teaching Delivery ▪ Classroom Assessment ▪ Learning Resources 	<ul style="list-style-type: none"> ✓ Program Evaluation ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Gamification ✓ Flipped Classroom ▪ Classroom Management <ul style="list-style-type: none"> ✓ Grouping Techniques ▪ Integration of Technology <ul style="list-style-type: none"> ✓ Blended Learning ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Recognition of Learner Achievement ▪ Teacher-Student Interaction <ul style="list-style-type: none"> ✓ Group Activities ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Group Dynamics ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Game-Based Assessment ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Video Lessons
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	<ul style="list-style-type: none"> ▪ Examination of the factors that affect learning development 	<ul style="list-style-type: none"> ▪ Learner Development 	<ul style="list-style-type: none"> ▪ Learning Behavior <ul style="list-style-type: none"> ✓ Multiple Intelligences ✓ Internal and External Environment ▪ School and Community Impact <ul style="list-style-type: none"> ✓ School Influence
<p>4. Improve English proficiency while recognizing linguistic diversity</p>	<ul style="list-style-type: none"> ▪ Evaluation of the English proficiency levels of learners in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered in the development of English proficiency ▪ Assessment of teaching strategies 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Curriculum Implementation ▪ Teaching Delivery 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Curriculum Audit ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Advocacy and Social Mobilization ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Teacher Competence ▪ Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Differentiated Instruction



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	<p>used to improve English proficiency</p> <ul style="list-style-type: none"> ▪ Examination of the assessment tools and techniques used ▪ Investigation on the utilization of learning resources on improving English Proficiency 	<ul style="list-style-type: none"> ▪ Classroom Assessment ▪ Learning Resources 	<ul style="list-style-type: none"> ▪ Classroom Management <ul style="list-style-type: none"> ✓ Learner Interest ▪ Integration of Technology <ul style="list-style-type: none"> ✓ ICT-Enabled Instruction ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Experiences and Engagement in Digital Contexts ▪ Teacher-Student Interaction <ul style="list-style-type: none"> ✓ Journal Writing ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Role Playing ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Content-Based Assessment ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Video-Mediated Instruction
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	<ul style="list-style-type: none"> ▪ Examination of the factors that affect learning development 	<ul style="list-style-type: none"> ▪ Learner Development 	<ul style="list-style-type: none"> ▪ Learning Behavior <ul style="list-style-type: none"> ✓ Multiple Intelligences ✓ Internal and External Environment ▪ School and Community Impact <ul style="list-style-type: none"> ✓ Culture and Traditions
<p>5. Review the implementation of the Mother Tongue-based Multilingual Education Policy</p>	<ul style="list-style-type: none"> ▪ Evaluation of the implementation of MTB-MLE in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Curriculum Implementation <p>Governance</p> <ul style="list-style-type: none"> ▪ Program Management 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Graduate Tracer Study ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Advocacy and Social Mobilization ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Teacher Competence ▪ Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Program Implementation



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	<ul style="list-style-type: none"> ▪ Assessment of teaching strategies used to improve English proficiency ▪ Examination of the assessment tools and techniques used 	<ul style="list-style-type: none"> ▪ Evaluation ▪ Teaching Delivery ▪ Classroom Assessment 	<ul style="list-style-type: none"> ✓ Provision of Technical Assistance ▪ Impact Assessment <ul style="list-style-type: none"> ✓ Issues and Concerns ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Differentiated Instruction ▪ Classroom Management <ul style="list-style-type: none"> ✓ Grouping Techniques ▪ Integration of Technology <ul style="list-style-type: none"> ✓ Teachers' Technological Competence ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Recognition of Learner Achievement ▪ Teacher-Student Interaction <ul style="list-style-type: none"> ✓ Group Activities ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Role Playing ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Mastery Level
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	<ul style="list-style-type: none"> ▪ Investigation on the utilization of learning resources on improving English Proficiency ▪ Examination of the factors that affect learning development 	<ul style="list-style-type: none"> ▪ Learning Resources ▪ Learner Development 	<ul style="list-style-type: none"> ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Big Books ✓ Supplementary Learning Materials ▪ Learning Behavior <ul style="list-style-type: none"> ✓ Internal and External Environment ▪ School and Community Impact <ul style="list-style-type: none"> ✓ Culture and Traditions
<p>6. Intensify the values formation of learners in curriculum and teaching</p>	<ul style="list-style-type: none"> ▪ Evaluation of the integration of values in the curricular programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Curriculum Implementation 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Graduate Tracer Study ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Advocacy and Social Mobilization ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Curriculum Exits



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	<ul style="list-style-type: none"> ▪ Assessment of teaching strategies used to intensify values formation ▪ Examination of the assessment tools and techniques used ▪ Investigation on the utilization of learning resources on values formation 	<ul style="list-style-type: none"> ▪ Teaching Delivery ▪ Classroom Assessment ▪ Learning Resources 	<ul style="list-style-type: none"> ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Gamification ▪ Classroom Management <ul style="list-style-type: none"> ✓ Learner Interest ▪ Integration of Technology <ul style="list-style-type: none"> ✓ ICT-Enabled Instruction ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Practices in Giving Feedback ▪ Teacher-Student Interaction <ul style="list-style-type: none"> ✓ Learning Motivation ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Role Playing ✓ Portfolio/Scrapbook ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Interview Assessments ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Localized Worktexts ✓ Video-Mediated Instruction
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	<ul style="list-style-type: none"> ▪ Examination of the factors that affect learning development 	<ul style="list-style-type: none"> ▪ Learner Development 	<ul style="list-style-type: none"> ▪ Learning Behavior <ul style="list-style-type: none"> ✓ Child Development ▪ Values Formation <ul style="list-style-type: none"> ✓ Religious Education Activities ▪ School and Community Impact <ul style="list-style-type: none"> ✓ Culture and Traditions
<p>7. Embed the culture of peace in our curriculum</p>	<ul style="list-style-type: none"> ▪ Evaluation of the integration of culture of peace in the curricular programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered ▪ Assessment of teaching strategies used to embed culture of peace 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Curriculum Implementation ▪ Teaching Delivery 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Curriculum Audit ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Advocacy and Social Mobilization ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Teacher Competence ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Gamification ▪ Classroom Management <ul style="list-style-type: none"> ✓ Learner Interest



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	<ul style="list-style-type: none"> ▪ Examination of the assessment tools and techniques used ▪ Investigation on the utilization of learning resources on values formation ▪ Examination of the factors that affect learning development 	<ul style="list-style-type: none"> ▪ Classroom Assessment ▪ Learning Resources ▪ Learner Development 	<ul style="list-style-type: none"> ▪ Integration of Technology <ul style="list-style-type: none"> ✓ Blended Learning ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Recognition of Learner Achievement ▪ Teacher-Student Interaction <ul style="list-style-type: none"> ✓ Team Building Activities ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Group Dynamics ✓ Portfolio/Scrapbook ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Interview Assessments ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Learning Activity Sheets ✓ Strategic Intervention Materials ▪ Learning Behavior
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			<ul style="list-style-type: none"> ✓ Internal and External Environment ▪ Values Formation <ul style="list-style-type: none"> ✓ Values Integration in Different Learning Areas ▪ School and Community Impact <ul style="list-style-type: none"> ✓ Community Involvement
<p>8. Be transparent with curriculum guides and test scores</p>	<ul style="list-style-type: none"> ▪ Assessment of the accessibility of curriculum guides ▪ Review of the current practices in SDO 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Curriculum Implementation ▪ Classroom Assessment 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Curriculum Audit ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Impact Study ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Work Immersion ▪ Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Formative/ Summative Assessments



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	<p>Vigan City in relation to test score reporting, including the methods of assessment, grading, and feedback provided to students</p> <ul style="list-style-type: none"> ▪ Assessment of the practices of school leaders in providing technical assistance 	<ul style="list-style-type: none"> ▪ Technical Assistance 	<ul style="list-style-type: none"> ✓ Assessment Practices ✓ Expertise in Constructing Assessment Tools ▪ Thematic Assessment <ul style="list-style-type: none"> ✓ Process Evaluation ▪ Assessment of Learning <ul style="list-style-type: none"> ✓ Test Development ✓ Test Analysis and Interpretation ✓ Utilization of Test Results
<p>9. Share test items with schools and teachers to strengthen the use of assessment</p>	<ul style="list-style-type: none"> ▪ Assessment of the use of assessment and sharing of test items with schools and teachers 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Classroom Assessment 	<ul style="list-style-type: none"> ▪ Formative/ Summative Assessments <ul style="list-style-type: none"> ✓ Assessment Practices ✓ Expertise in Constructing Assessment Tools ▪ Thematic Assessment <ul style="list-style-type: none"> ✓ Effectiveness



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	<ul style="list-style-type: none"> Assessment of the practices of school leaders in the provision of technical assistance 	<ul style="list-style-type: none"> Technical Assistance 	<ul style="list-style-type: none"> Assessment of Learning <ul style="list-style-type: none"> ✓ Test Development ✓ Test Analysis and Interpretation ✓ Utilization of Test Results
10. Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch	<ul style="list-style-type: none"> Evaluation of the curricular programs in relation to the issue of skills mismatch Assessment of the issues, problems, and challenges encountered 	Curriculum and Teaching <ul style="list-style-type: none"> Curriculum Implementation 	<ul style="list-style-type: none"> STEM Education <ul style="list-style-type: none"> ✓ Graduate Tracer Study Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Graduate Tracer Study Special Education <ul style="list-style-type: none"> ✓ Program Evaluation Senior High School (SHS) <ul style="list-style-type: none"> ✓ Curriculum Exits
TAke steps to accelerate delivery of basic education facilities and services			
1. Create the School Infrastructure and Facilities Strand	<ul style="list-style-type: none"> Assessment of the effectiveness and efficiency of standards for critical 	Governance <ul style="list-style-type: none"> Planning 	<ul style="list-style-type: none"> Critical Resources



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	<p>resources and process tools in schools and community learning centers in SDO Vigan City</p> <ul style="list-style-type: none"> ▪ Evaluation of the effectiveness of program management and partnerships in SDO Vigan City 	<ul style="list-style-type: none"> ▪ Program Management 	<ul style="list-style-type: none"> ✓ Status of Education Facilities, Tools and Equipment ✓ Water Sanitation and Hygiene ✓ School Sites ▪ Process Tools <ul style="list-style-type: none"> ✓ School and Workplace Safety ▪ Planning Process <ul style="list-style-type: none"> ✓ Strategic Planning ✓ Operations Planning ✓ Monitoring and Evaluation ✓ Financial Management ▪ Program Implementation <ul style="list-style-type: none"> ✓ Program and Project Development ✓ Operational Efficiency ✓ Monitoring and Feedback ✓ Support Structures and Processes ✓ Networking and Linkages ▪ Public and Private Partnerships
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	<ul style="list-style-type: none"> ▪ Assessment of the transparency and accountability in the operations of SDO Vigan City ▪ Assessment of the utilization of 	<ul style="list-style-type: none"> ▪ Transparency and Accountability <p>Operations Management</p> <ul style="list-style-type: none"> ▪ Technology 	<ul style="list-style-type: none"> ✓ Community Engagement ▪ Plan of Actions <ul style="list-style-type: none"> ✓ Program Governance ✓ Resource Allocation ▪ Compliance to Transparency and Accountability <ul style="list-style-type: none"> ✓ Procurement Law ✓ Transparency Reporting ✓ Fiscal Autonomy ✓ Process Audit ▪ Internal Business Processes <ul style="list-style-type: none"> ✓ Procurement Law ✓ Fiscal Control ✓ Recording and Reporting ✓ Penal Cause/Accountability ▪ Response to Grievances <ul style="list-style-type: none"> ✓ Issues and Challenges ✓ Resolutions
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<p>3. Close the remaining gaps in school infrastructure with policies to eliminate corruption</p>	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources and process tools in schools and community learning centers in SDO Vigan City ▪ Evaluation of the effectiveness of program Management and partnerships in SDO Vigan City ▪ Assessment of the transparency and 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Planning ▪ Program Management 	<ul style="list-style-type: none"> ▪ Planning Process <ul style="list-style-type: none"> ✓ Strategic Planning ✓ Operations Planning ✓ Monitoring and Evaluation ✓ Financial Management ▪ Program Implementation <ul style="list-style-type: none"> ✓ Program and Project Development ✓ Operational Efficiency ✓ Monitoring and Feedback ✓ Support Structures and Processes ✓ Networking and Linkages ▪ Compliance to Transparency and Accountability
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	<p>accountability in the operations of SDO Vigan City</p>	<ul style="list-style-type: none"> ▪ Transparency and Accountability 	<ul style="list-style-type: none"> ✓ Procurement Law ✓ Transparency Reporting ✓ Fiscal Autonomy ✓ Process Audit ▪ Internal Business Processes <ul style="list-style-type: none"> ✓ Procurement Law ✓ Fiscal Control ✓ Recording and Reporting ✓ Penal Cause/Accountability ▪ Response to Grievances <ul style="list-style-type: none"> ✓ Issues and Challenges ✓ Resolutions
<p>4. Establish fully-functional library hubs</p>	<ul style="list-style-type: none"> ▪ Assessment of the specific requirements related to establishing fully-functional library hub 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Learning Resources 	<ul style="list-style-type: none"> ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Requirements Specification of Learning Resources ✓ DepEd Commons ✓ Learning Resource Information System ✓ Virtual Laboratory Manuals ✓ e-Library



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	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources and process tools in schools and community learning centers in SDO Vigan City ▪ Evaluation of the services rendered by schools ▪ Assessment of the utilization of technology in SDO Vigan City 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Planning <p>Operations Management</p> <ul style="list-style-type: none"> ▪ Structures ▪ Technology 	<ul style="list-style-type: none"> ✓ e-Tulay ▪ Critical Resources <ul style="list-style-type: none"> ✓ Status of Educational Facilities, Tools and Equipment ▪ Services <ul style="list-style-type: none"> ✓ Library Services ▪ Prioritization of Learning Tools and Equipment <ul style="list-style-type: none"> ✓ Utilization of Multimedia
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<p>5. Provide schools with electricity</p>	<ul style="list-style-type: none"> ▪ Analysis to identify schools lacking access to electricity ▪ Assessment of the transparency and accountability in the operations of SDO Vigan City ▪ Evaluation of the factors contributing to resiliency and well-being of learners, teachers and personnel 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Planning ▪ Transparency and Accountability ▪ Resiliency and Well-Being 	<ul style="list-style-type: none"> ▪ Critical Resources <ul style="list-style-type: none"> ✓ Status of Educational Facilities, Tools and Equipment ▪ Compliance to Transparency and Accountability <ul style="list-style-type: none"> ✓ Procurement Law ▪ Resiliency and Well-Being <ul style="list-style-type: none"> ✓ School Safety and Security
<p>6. Provide e-classroom packages for teaching and learning</p>	<ul style="list-style-type: none"> ▪ Assessment of the accessibility of e-classroom packages for teaching and learning 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Learning Resources 	<ul style="list-style-type: none"> ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ DepEd Commons



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	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources and process tools in schools and community learning centers in SDO Vigan City ▪ Evaluation of the services rendered by schools 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Planning <p>Operations Management</p> <ul style="list-style-type: none"> ▪ Structures 	<ul style="list-style-type: none"> ✓ Learning Resource Information System ✓ Virtual Laboratory Manuals ✓ e-Library ✓ e-Tulay ✓ Video-Mediated Instruction ✓ Video Lessons <ul style="list-style-type: none"> ▪ Critical Resources <ul style="list-style-type: none"> ✓ Status of Educational Facilities, Tools and Equipment ▪ Services <ul style="list-style-type: none"> ✓ Library Services
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	<ul style="list-style-type: none"> ▪ Assessment of the utilization of technology in SDO Vigan City 	<ul style="list-style-type: none"> ▪ Technology 	<ul style="list-style-type: none"> ▪ Prioritization of Learning Tools and Equipment <ul style="list-style-type: none"> ✓ Utilization of Multimedia
<p>7. Digitize our essential processes, including our national assessments</p>	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources and process tools in schools and community learning centers in SDO Vigan City ▪ Assessment of the effectiveness of programs and projects ▪ Assessment of the utilization of technology in SDO Vigan City 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Planning <ul style="list-style-type: none"> ▪ Program Management <p>Operations Management</p> <ul style="list-style-type: none"> ▪ Technology 	<ul style="list-style-type: none"> ▪ Planning Process <ul style="list-style-type: none"> ✓ Strategic Planning ✓ Operations Planning ✓ Data Management ✓ Financial Management ▪ Program Implementation <ul style="list-style-type: none"> ✓ Operational Efficiency ▪ Plan of Actions <ul style="list-style-type: none"> ✓ Training and Development ▪ Prioritization of Learning Tools and Equipment



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			✓ Procurement Process
8. Launch our National Education Portal			
9. Strengthen the complementarity between public and private schools	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness of programs and projects ▪ Evaluation of the policies, projects and programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered 	Governance <ul style="list-style-type: none"> ▪ Program Management ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Public and Private Partnerships <ul style="list-style-type: none"> ✓ Community Engagement and Partnerships ▪ DepEd Programs, Policies and Projects <ul style="list-style-type: none"> ✓ Private Sector Partnership ✓ Community Engagement and Participation ▪ Impact Assessment <ul style="list-style-type: none"> ✓ Partnerships and Joint Undertakings
10. Work closely with Congress in pushing the expansion of GASTPE coverage			



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to include kindergarten and elementary learners			
11. Support BARM School Building Program and GASTPE direction			
12. Create the Procurement Strand	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources and process tools in schools and community learning centers in SDO Vigan City ▪ Evaluation of the effectiveness of program 	Governance <ul style="list-style-type: none"> ▪ Planning ▪ Program Management 	<ul style="list-style-type: none"> ▪ Critical Resources <ul style="list-style-type: none"> ✓ Status of Education Facilities, Tools and Equipment ▪ Process Tools <ul style="list-style-type: none"> ✓ School and Workplace Safety ▪ Planning Process <ul style="list-style-type: none"> ✓ Financial Management ▪ Program Implementation <ul style="list-style-type: none"> ✓ Capability Building ▪ Public and Private Partnerships



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	<p>management and partnerships in SDO Vigan City</p> <ul style="list-style-type: none"> ▪ Assessment of the transparency and accountability in the operations of SDO Vigan City ▪ Assessment of the utilization of technology in SDO Vigan City 	<ul style="list-style-type: none"> ▪ Transparency and Accountability <p>Operations Management</p> <ul style="list-style-type: none"> ▪ Technology 	<ul style="list-style-type: none"> ✓ Community Engagement ▪ Plan of Actions <ul style="list-style-type: none"> ✓ Program Governance ✓ Resource Allocation ▪ Compliance to Transparency and Accountability <ul style="list-style-type: none"> ✓ Procurement Law ▪ Internal Business Processes <ul style="list-style-type: none"> ✓ Procurement Law ▪ Prioritization of Learning Tools and Equipment <ul style="list-style-type: none"> ✓ Procurement Process
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TAke good care of learners by promoting learner well-being, inclusive education and positive learning environment



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	<ul style="list-style-type: none"> resiliency and well-being of learners ▪ Assessment of the implementation of child protection policy 	<ul style="list-style-type: none"> ▪ Resiliency and Well-Being ▪ Child Protection 	<ul style="list-style-type: none"> ▪ DepEd Systems ang Structures <ul style="list-style-type: none"> ✓ ADM Implementation ▪ Safety and Security <ul style="list-style-type: none"> ✓ Child Protection Policy ✓ Gender and Conflict Studies
<p>2. Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL)</p>	<ul style="list-style-type: none"> ▪ Evaluation of the curricular programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered in the implementation of the curricular programs in SDO Vigan City ▪ Recommendations for the improvement of curricular programs in SDO Vigan City 	<p>Curriculum and Teaching</p> <ul style="list-style-type: none"> ▪ Curriculum Implementation 	<ul style="list-style-type: none"> ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Advocacy and Social Mobilization ▪ Special Education <ul style="list-style-type: none"> ✓ Inclusive Assessment Practices ▪ Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation ✓ Practices in Reducing PARDO/SARDO



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	<ul style="list-style-type: none"> ▪ Evaluation of the strategies employed to further the resiliency and well-being of learners ▪ Assessment of the implementation of child protection policy 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Resiliency and Well-Being ▪ Child Protection 	<ul style="list-style-type: none"> ▪ DepEd Systems ang Structures <ul style="list-style-type: none"> ✓ ADM Implementation ▪ Safety and Security <ul style="list-style-type: none"> ✓ Child Protection Policy ✓ Gender and Conflict Studies
<p>3. Strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers</p>	<ul style="list-style-type: none"> ▪ Evaluation of the strategies employed to further the resiliency and well-being of learners ▪ Assessment of the implementation of child protection policy 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Resiliency and Well-Being ▪ Child Protection 	<ul style="list-style-type: none"> ▪ Resiliency and Well-Being <ul style="list-style-type: none"> ✓ School Safety and Security ▪ DepEd Systems ang Structures <ul style="list-style-type: none"> ✓ Disaster Risk Reduction and Management ✓ ADM Implementation ▪ Safety and Security <ul style="list-style-type: none"> ✓ Child Protection Policy ✓ Gender and Conflict Studies



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	<ul style="list-style-type: none"> ▪ Evaluation of the safety protocols to ensure security and safety in schools ▪ Evaluation of the services rendered by schools 	<p>Operations Management</p> <ul style="list-style-type: none"> ▪ Environment ▪ Structures 	<ul style="list-style-type: none"> ▪ Canteen Management <ul style="list-style-type: none"> ✓ Food Handling ▪ Transportation and Security Protocol <ul style="list-style-type: none"> ✓ School Security Services ✓ Transportation Schemes ✓ Traffic Management Schemes ✓ Fair Matrix Systems ▪ Services <ul style="list-style-type: none"> ✓ School Clinic ✓ Janitorial Services ✓ Health and Nutrition ✓ WINS Program ✓ Guidance Interventions
<p>4. Seek out mental wellness experts to form interventions at the school level</p>	<ul style="list-style-type: none"> ▪ Evaluation of the strategies employed to further the resiliency and well-being of learners 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Resiliency and Well-Being 	<ul style="list-style-type: none"> ▪ Resiliency and Well-Being <ul style="list-style-type: none"> ✓ Mental Health ✓ Psycho-Social Support Activities



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			<ul style="list-style-type: none"> ✓ Homeroom Guidance ✓ School Safety and Security
5. Strengthen inclusive education programs, including the Alternative Learning System (ALS), Last Miles Schools (LMS), and programs for IP learners and learners with disabilities	<ul style="list-style-type: none"> ▪ Evaluation of the curricular programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered in the implementation of the curricular programs in SDO Vigan City ▪ Recommendations for the improvement of curricular programs in SDO Vigan City 	Curriculum and Teaching <ul style="list-style-type: none"> ▪ Curriculum Implementation 	<ul style="list-style-type: none"> ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Advocacy and Social Mobilization ▪ Special Education <ul style="list-style-type: none"> ✓ Inclusive Assessment Practices ▪ Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation ✓ Practices in Reducing PARDO/SARDO
6. Establish Inclusive Learning Resource Centers	<ul style="list-style-type: none"> ▪ Assessment of the specific requirements related to establishing Inclusive Learning Resource Centers 	Curriculum and Teaching <ul style="list-style-type: none"> ▪ Learning Resources 	<ul style="list-style-type: none"> ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Strategic Intervention Materials ✓ Localized Worktexts ✓ Supplementary Learning Materials



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	<ul style="list-style-type: none"> ▪ Evaluation of the services rendered by schools ▪ Assessment of the utilization of technology in SDO Vigan City 	Operations Management <ul style="list-style-type: none"> ▪ Structures ▪ Technology 	<ul style="list-style-type: none"> ▪ Services <ul style="list-style-type: none"> ✓ Library Services ▪ Prioritization of Learning Tools and Equipment <ul style="list-style-type: none"> ✓ Utilization of Multimedia
7. Provide assessment assistive mechanisms to students with disabilities	<ul style="list-style-type: none"> ▪ Examination of the assessment tools and techniques used 	Curriculum and Teaching <ul style="list-style-type: none"> ▪ Classroom Assessment 	<ul style="list-style-type: none"> ▪ Formative/ Summative Assessment <ul style="list-style-type: none"> ✓ Emerging Practices ▪ Thematic Assessment <ul style="list-style-type: none"> ✓ Effectiveness
8. Eradicate illiteracy through relevant policy issuances, and community literacy program interventions	<ul style="list-style-type: none"> ▪ Evaluation of the literacy and numeracy programs in SDO Vigan City ▪ Assessment of the issues, problems, and challenges encountered in the 	Curriculum and Teaching <ul style="list-style-type: none"> ▪ Curriculum Implementation 	<ul style="list-style-type: none"> ▪ STEM Education <ul style="list-style-type: none"> ✓ Needs Assessment ▪ Alternative Learning System (ALS) <ul style="list-style-type: none"> ✓ Impact Study ▪ Special Education <ul style="list-style-type: none"> ✓ Program Evaluation



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	<p>implementation of the literacy and numeracy programs in SDO Vigan City</p> <ul style="list-style-type: none"> ▪ Recommendations for the improvement of literacy and numeracy programs in SDO Vigan City ▪ Assessment of teaching strategies employed in SDO Vigan City in order to eradicate illiteracy 	<ul style="list-style-type: none"> ▪ Teaching Delivery 	<ul style="list-style-type: none"> ▪ Senior High School (SHS) <ul style="list-style-type: none"> ✓ Curriculum Exits ▪ Homeroom Guidance <ul style="list-style-type: none"> ✓ Program Evaluation ▪ Instructional Methods <ul style="list-style-type: none"> ✓ Differentiated Instruction ▪ Classroom Management <ul style="list-style-type: none"> ✓ Classroom Structures ▪ Integration of Technology <ul style="list-style-type: none"> ✓ ICT-Enabled Instruction ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Recognition of Learners Achievement ▪ Teacher – Student Interaction <ul style="list-style-type: none"> ✓ Journal Writing ✓ Learner Motivation ▪ Reflective Teaching Practices
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	<ul style="list-style-type: none"> ▪ Examination of the assessment tools and techniques used to improve literacy and numeracy ▪ Investigation on the utilization of learning resources along literacy and numeracy. 	<ul style="list-style-type: none"> ▪ Classroom Assessment ▪ Learning Resources 	<ul style="list-style-type: none"> ✓ Problem Solving Activities ✓ Portfolio / Scrapbook ▪ Formative / Summative Assessment <ul style="list-style-type: none"> ✓ Mastery Level ✓ Emerging Practices ▪ Print and Non-Print Materials <ul style="list-style-type: none"> ✓ Strategic Intervention Materials ✓ Localized Worktexts ✓ Supplementary Learning Materials ✓ Alternative Instructional Resources ✓ DepEd Commons ✓ Learning Resource Information System ✓ Virtual Laboratory Manuals ✓ e-Library ✓ e-Tulay
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	<ul style="list-style-type: none"> Examination of the factors that affect learning development 	<ul style="list-style-type: none"> Learner Development 	<ul style="list-style-type: none"> ✓ Video-Mediated Instruction ✓ Video Lessons Learning Behavior <ul style="list-style-type: none"> ✓ Internal and External Environment School and Community Impact <ul style="list-style-type: none"> ✓ School Influence
<p>9. Involve our parents and guardians in the education of our children</p>	<ul style="list-style-type: none"> Evaluation of the effectiveness of program management and partnerships in SDO Vigan City Assessment of the transparency and accountability in the operations of SDO Vigan City 	<p>Governance</p> <ul style="list-style-type: none"> Program Management Transparency and Accountability 	<ul style="list-style-type: none"> Public and Private Partnerships <ul style="list-style-type: none"> ✓ Community Engagement and Partnership Compliance to Transparency and Accountability <ul style="list-style-type: none"> ✓ Engagement of Stakeholders



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	<ul style="list-style-type: none"> Assessment of the implementation of policies, programs and projects in SDO Vigan City 	<ul style="list-style-type: none"> Evaluation 	<ul style="list-style-type: none"> DepEd Programs, Policies and Projects <ul style="list-style-type: none"> ✓ Community Engagement and Participation
Give support to teachers to teach better			
1. Provide professional development programs	<ul style="list-style-type: none"> Evaluation of the effectiveness of programs management in SDO Vigan City Assessment of the implementation of policies, programs and projects in SDO Vigan City 	Governance <ul style="list-style-type: none"> Program Management Evaluation 	<ul style="list-style-type: none"> Program Implementation <ul style="list-style-type: none"> ✓ Capability Building Activities DepEd Programs, Policies and Projects <ul style="list-style-type: none"> ✓ Human Resource Training and Development Impact Assessment <ul style="list-style-type: none"> ✓ Capability Building Activities
2. Provide support in terms of innovative, responsive, and	<ul style="list-style-type: none"> Assessment of teaching strategies employed in SDO Vigan City 	Curriculum and Teaching <ul style="list-style-type: none"> Teaching Delivery 	<ul style="list-style-type: none"> Instructional Methods <ul style="list-style-type: none"> ✓ Design Thinking



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<p>inclusive teaching approaches following the PPST</p>			<ul style="list-style-type: none"> ▪ Classroom Management <ul style="list-style-type: none"> ✓ Learner Interest ▪ Integration of Technology <ul style="list-style-type: none"> ✓ ICT-Enabled Instruction ▪ Assessment and Feedback <ul style="list-style-type: none"> ✓ Experiences and Engagement in Digital Contexts ▪ Teacher – Student Interaction <ul style="list-style-type: none"> ✓ Learner Motivation ▪ Reflective Teaching Practices <ul style="list-style-type: none"> ✓ Simulations
<p>3. Capacitate our teachers and learners in utilizing technology in remote learning to maximize the benefits of digital learning</p>	<ul style="list-style-type: none"> ▪ Evaluation of the effectiveness of programs management in SDO Vigan City ▪ Assessment of the implementation of policies, programs and projects in SDO Vigan City 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Program Management ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Program Implementation <ul style="list-style-type: none"> ✓ Capability Building Activities ▪ DepEd Programs, Policies and Projects <ul style="list-style-type: none"> ✓ Human Resource Training and Development ▪ Impact Assessment



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	<ul style="list-style-type: none"> ▪ Assessment of the utilization of technology in SDO Vigan City 	Operations Management <ul style="list-style-type: none"> ▪ Technology 	<ul style="list-style-type: none"> ✓ Capability Building Activities ▪ Prioritization of Learning Tools and Equipment <ul style="list-style-type: none"> ✓ Utilization of Multimedia
4. Provide training and other learning and development interventions for school leaders	<ul style="list-style-type: none"> ▪ Assessment of the practices of school leaders in providing technical assistance 	Curriculum and Teaching <ul style="list-style-type: none"> ▪ Technical Assistance 	<ul style="list-style-type: none"> ▪ Instructional Leadership <ul style="list-style-type: none"> ✓ Coaching and Mentoring ✓ Performance Management ▪ Learning Resource Management <ul style="list-style-type: none"> ✓ Data Management ✓ Competence of LR Developers ✓ Utilization of Locally-Developed LRs ✓ Learning Resource Planning ▪ Learning Delivery <ul style="list-style-type: none"> ✓ Classroom Observation / Supervisory Practices ✓ LAC Sessions ✓ INSET



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	<ul style="list-style-type: none"> ▪ Evaluation of the effectiveness of programs in SDO Vigan City ▪ Assessment of the implementation of policies, programs and projects in SDO Vigan City ▪ Assessment of the leadership skills and styles of school leaders in SDO Vigan City 	<p>Governance</p> <ul style="list-style-type: none"> ▪ Program Management ▪ Evaluation <p>Operations Management</p> <ul style="list-style-type: none"> ▪ Leadership 	<ul style="list-style-type: none"> ▪ Assessment of Learning <ul style="list-style-type: none"> ✓ Test Development ✓ Test Analysis and Interpretation ✓ Utilization of Test Results ▪ Program Implementation <ul style="list-style-type: none"> ✓ Capability Building Activities ▪ DepEd Programs, Policies and Projects <ul style="list-style-type: none"> ✓ Human Resource Training and Development ▪ Impact Assessment <ul style="list-style-type: none"> ✓ Capability Building Activities ▪ Managerial Skills/Styles <ul style="list-style-type: none"> ✓ Leadership Styles/Preferences
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			<ul style="list-style-type: none"> ✓ Supervision and Monitoring Schemes ▪ In-Service Trainings <ul style="list-style-type: none"> ✓ Coaching and Mentoring Approaches ✓ Research Skills ▪ Leadership Effectiveness <ul style="list-style-type: none"> ✓ Organizational Communication Skills ✓ Issuance of Memoranda
5. Fast-track the implementation of the career progression policy	<ul style="list-style-type: none"> ▪ Assessment of the implementation of the career progression policy 	Governance <ul style="list-style-type: none"> ▪ Program Management 	<ul style="list-style-type: none"> ▪ Program Implementation <ul style="list-style-type: none"> ✓ Provision of Technical Assistance ✓ Monitoring and Feedback ✓ Capability Building Activities
6. Implement the Merit Selection Policy	<ul style="list-style-type: none"> ▪ Evaluation of the implementation of the Merit Selection Policy 	Governance <ul style="list-style-type: none"> ▪ Program Management 	<ul style="list-style-type: none"> ▪ Program Implementation <ul style="list-style-type: none"> ✓ Provision of Technical Assistance ✓ Monitoring and Feedback ✓ Capability Building Activities



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7. Make the new Teacher Education Council and Secretariat fully functional			
8. Advocate for additional benefits for our teachers	<ul style="list-style-type: none"> ▪ Study the existing benefits structure, identifying gaps and areas for enhancement 	Governance <ul style="list-style-type: none"> ▪ Transparency and Accountability 	<ul style="list-style-type: none"> ▪ Response to Grievances <ul style="list-style-type: none"> ✓ Policies and Practices ✓ Issues and Concerns ✓ Resolutions
9. Implement the policy on the distribution of teacher workload	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources for schools in SDO Vigan City ▪ Study on the distribution and manpower utilization in Schools 	Governance <ul style="list-style-type: none"> ▪ Planning Operations Management <ul style="list-style-type: none"> ▪ People 	<ul style="list-style-type: none"> ▪ Critical Resources <ul style="list-style-type: none"> ✓ Allocation of Teachers ▪ Equitable Distribution of Functions <ul style="list-style-type: none"> ✓ Ancillary Designations ✓ Out-of-Field Teaching/Subject Mismatch ✓ Overloaded Teachers



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			<ul style="list-style-type: none"> ✓ Counseling Schedule and Referral
10. Expand the coverage for the grant of Special Hardship Allowances (SHA)	<ul style="list-style-type: none"> ▪ Assessment of areas and situations where teachers face exceptional hardships 	Governance <ul style="list-style-type: none"> ▪ Transparency and Accountability 	<ul style="list-style-type: none"> ▪ Response to Grievances <ul style="list-style-type: none"> ✓ Policies and Practices ✓ Issues and Concerns ✓ Resolutions
11. Address issues affecting the net take-home pay of teachers	<ul style="list-style-type: none"> ▪ Assessment of the factors affecting teachers' salaries, including deductions and taxes 	Governance <ul style="list-style-type: none"> ▪ Transparency and Accountability 	<ul style="list-style-type: none"> ▪ Response to Grievances <ul style="list-style-type: none"> ✓ Policies and Practices ✓ Issues and Concerns ✓ Resolutions
12. Work with DOH for free annual physical examinations for teachers	<ul style="list-style-type: none"> ▪ Assessment of the effectiveness and efficiency of standards for critical resources for schools in SDO Vigan City 	Governance <ul style="list-style-type: none"> ▪ Planning 	<ul style="list-style-type: none"> ▪ Critical Resources <ul style="list-style-type: none"> ✓ Health and Nutrition
13. Coordinate with the GSIS for an improved and superior benefits package for all DepEd personnel	<ul style="list-style-type: none"> ▪ Study the existing benefits structure, identifying gaps and areas for enhancement 	Governance <ul style="list-style-type: none"> ▪ Transparency and Accountability 	<ul style="list-style-type: none"> ▪ Response to Grievances <ul style="list-style-type: none"> ✓ Policies and Practices ✓ Issues and Concerns ✓ Resolutions



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14. Provide a free legal assistance facility for teachers on matters concerning loan contracts and obligations	<ul style="list-style-type: none">Study on the common legal issues and challenges faced by teachers in relation to loans	Governance <ul style="list-style-type: none">Transparency and Accountability	<ul style="list-style-type: none">Response to Grievances<ul style="list-style-type: none">✓ Policies and Practices✓ Issues and Concerns✓ Resolutions
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Research Themes and Questions

The research themes are accompanied by a succinct description of their overall context and scope. In order to narrow the scope of the analysis and guide the creation of a study, the themes have been developed into research questions. To enable flexibility in the research design, all questions are illustrative and need not be worded exactly as they are in the text. The research questions are provided as specific points of discussion and may change after more examination. Thus, research questions might be combined or reformulated.

Each sub-theme of a research subject has been reduced to a generic research question. Each general research question has a list of topics that have been chosen to highlight more focused areas of interest rather than to necessarily constrict the scope of the study. Other subjects that also address the mentioned sub-themes are welcome for research.

Theme 1: Curriculum and Teaching

This theme presents the development, implementation and evaluation of education curricula and teaching practices that incorporate the local and cultural context of the Schools Division Office (SDO) of Vigan City towards the attainment of quality basic education.

It has become imperative for SDO Vigan City to adapt to the changing learner needs and a deepening understanding of effective teaching practices. These factors have necessitated the development of a research theme that centers around Curriculum and Teaching, with specific focus on Curriculum Implementation, Teaching Delivery, Classroom Assessment, Learning Resources, Technical Assistance, and Learner Development.

This research theme, along with its sub-themes and possible topics, aims to guide SDO Vigan City personnel in crafting researches that are geared towards addressing the evolving needs and challenges in curriculum and teaching by describing, evaluating, and prescribing emerging tools, practices, and management processes for the holistic development of learners.

The findings and insights generated from the researches to be conducted will prompt policy decisions, teacher training programs, and curriculum development practices, and, ultimately, leading to enhanced student learning outcomes.

Curriculum Implementation. This sub-theme focuses on ensuring relevant, responsive and inclusive curricular programs based on the needs and demands of the global society.

Research Questions	Research Area	Possible Topics
What is the status of curricular programs in SDO Vigan City?	<ul style="list-style-type: none"> ○ STEM Education 	<ul style="list-style-type: none"> ○ Needs Assessment ○ Graduate Tracer Study



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<p>What are the issues, problems, and challenges encountered in the implementation of the curricular programs in SDO Vigan City?</p> <p>What are the possible recommendations for the improvement of the curricular programs?</p>		<ul style="list-style-type: none"> ○ Curriculum Audit ○ Alignment of STEM Curriculum to College Degrees ○ STEM Attrition
	<ul style="list-style-type: none"> ○ Alternative Learning System (ALS) 	<ul style="list-style-type: none"> ○ Graduate Tracer Study ○ Impact Study ○ Advocacy and Social Mobilization
	<ul style="list-style-type: none"> ○ Special Education (SPED) 	<ul style="list-style-type: none"> ○ Program Evaluation ○ Inclusive Assessment Practices ○ Effectiveness of Transition Program
	<ul style="list-style-type: none"> ○ Senior High School (SHS) 	<ul style="list-style-type: none"> ○ Curriculum Exits ○ Joint Delivery Voucher Program ○ Work Immersion
	<ul style="list-style-type: none"> ○ Homeroom Guidance 	<ul style="list-style-type: none"> ○ Track Preferences ○ Program Evaluation ○ Practices on Reducing PARDO/SARDO
<p>What is the level of readiness of SDO Vigan City in establishing special programs?</p> <p>What programs can be proposed to address the needs of learners?</p>	<ul style="list-style-type: none"> ○ Special Program for Sports (SPS) 	<ul style="list-style-type: none"> ○ Feasibility Study
	<ul style="list-style-type: none"> ○ Special Science for Elementary Schools (SSES) / Science High School 	<ul style="list-style-type: none"> ○ Feasibility Study
	<ul style="list-style-type: none"> ○ Special Program for Tech-Voc Education (SPTVE) 	<ul style="list-style-type: none"> ○ Feasibility Study

Teaching Delivery. This focuses on the identification, exploration and assessment of various evidence-based teaching practices and methodologies that include culturally responsive pedagogy highlighting respect and value on students' identities and backgrounds that impact their academic engagement, understanding and achievement.



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Research Questions	Research Area	Possible Topics
What teaching and learning strategies can teachers apply to improve learners' performance?	<ul style="list-style-type: none"> ○ Instructional Methods 	<ul style="list-style-type: none"> ○ Differentiated Instruction ○ Flipped Classroom ○ Gamification ○ Design-Thinking
What is the level of effectiveness of the teaching strategies used to improve learner's performance?	<ul style="list-style-type: none"> ○ Classroom Management 	<ul style="list-style-type: none"> ○ Grouping Techniques ○ Classroom Structures ○ Learner Interest
What follow-up study can be conducted to determine further the perceived benefits of the teaching strategies?	<ul style="list-style-type: none"> ○ Integration of Technology 	<ul style="list-style-type: none"> ○ ICT-Enabled Instruction ○ Virtual Laboratories ○ Teachers' Technological Competence ○ Blended Learning
	<ul style="list-style-type: none"> ○ Assessment and Feedback 	<ul style="list-style-type: none"> ○ Practices in Giving Feedback ○ Recognition of Learner Achievement
	<ul style="list-style-type: none"> ○ Teacher-Student Interaction 	<ul style="list-style-type: none"> ○ Team Building Activities ○ Learning Motivation
	<ul style="list-style-type: none"> ○ Reflective Teaching Practices 	<ul style="list-style-type: none"> ○ Role Playing ○ Roundtable Discussion ○ Simulations ○ Problem Solving Activities ○ Group Dynamics ○ Portfolio/ Scrapbook

Classroom Assessment. This includes the use of effective assessment strategies for systematic identification, collection and analysis of data as bases for instructional decision construction to improve learning outcomes.

Research Questions	Research Area	Possible Topics
What is the extent of use of assessment tools and strategies to improve learner's performance?	<ul style="list-style-type: none"> ○ Formative / Summative Assessment 	<ul style="list-style-type: none"> ○ Game-Based Assessment ○ ICT-Enabled Assessment Tools

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What is the level of effectiveness of the assessment tools and strategies used to improve learner's performance?		<ul style="list-style-type: none"> ○ Content-Based Assessment ○ Interview Assessments ○ Emerging Practices ○ Mastery Level ○ Expertise in Constructing Assessment Tools
What are the alternative forms of assessment that can be used to improve learner's performance?	<ul style="list-style-type: none"> ○ Thematic Assessment 	<ul style="list-style-type: none"> ○ Process Evaluation ○ Effectiveness

Learning Resources. This refers to the development, adoption and utilization of locally-produced learning materials.

Research Questions	Research Area	Possible Topics
What is the level of utilization of the locally developed learning resources? What is the level of effectiveness of the locally developed learning resources?	<ul style="list-style-type: none"> ○ Print Resources 	<ul style="list-style-type: none"> ○ Learning Activity Sheets ○ Strategic Intervention Materials ○ Big Books ○ Localized Worktext ○ Supplementary Learning Materials ○ Alternative Instructional Resources
	<ul style="list-style-type: none"> ○ Non-Print Resources 	<ul style="list-style-type: none"> ○ Virtual Laboratory Manuals ○ DepEd Commons ○ Learner Resource Information System/ e-Library ○ E-Tulay ○ Video Mediated Instructions ○ Video Lessons



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Technical Assistance. This involves provision of specialized knowledge, resources and guidance to enhance capacity and to promote effective implementation of teaching processes.

Research Questions	Research Area	Possible Topics
What are the practices of school leaders in providing technical assistance? What is the level of competence of academic leaders in providing technical assistance? What practices can be recommended to improve the provision of technical assistance?	<ul style="list-style-type: none"> ○ Instructional Leadership 	<ul style="list-style-type: none"> ○ Coaching and Mentoring ○ Performance Management
	<ul style="list-style-type: none"> ○ Learning Resource Management 	<ul style="list-style-type: none"> ○ Competence of LR Developers ○ Learning Resource Planning ○ Data Management ○ Utilization of Locally Developed LRs
	<ul style="list-style-type: none"> ○ Learning Delivery 	<ul style="list-style-type: none"> ○ Classroom Observation/Supervisory Practices ○ LAC Sessions/INSET
	<ul style="list-style-type: none"> ○ Assessment of Learning 	<ul style="list-style-type: none"> ○ Test Development ○ Test Analysis and Interpretation ○ Utilization of Test Results

Learner Development. This focuses on the effects of the teaching-learning process in terms of the behavior, values and social interactions of learners.

Research Questions	Research Area	Possible Topics
What are the factors that affect the learning development of learners? What possible activities can be recommended for the holistic development of learners?	<ul style="list-style-type: none"> ○ Learning Behavior 	<ul style="list-style-type: none"> ○ Multiple Intelligences ○ Child Development ○ External and Internal Environment
	<ul style="list-style-type: none"> ○ Values Formation 	<ul style="list-style-type: none"> ○ Religious Education and Activities ○ Extra and Co-Curricular Activities



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		<ul style="list-style-type: none"> ○ Values Integration in Different Learning areas ○ Recollection Activities
	<ul style="list-style-type: none"> ○ School and Community Impact 	<ul style="list-style-type: none"> ○ School Influence ○ Community Involvement ○ Culture and Tradition

Theme 2: Governance

The theme is centered around promoting good governance. SDO Vigan City seeks to realize its objective of establishing an effective and efficient educational system that promotes holistic development and offers quality education to all learners through its governance procedures. The governance of the SDO Vigan City is focused on encouraging good governance practices that place a high priority on transparency, stakeholder involvement, professional development, effective resource management, and continual improvement. By following these guidelines, SDO Vigan City hopes to create a learning environment that is advantageous to students, stakeholders, teaching staff, and support personnel, ultimately resulting in the delivery of high-quality instruction and comprehensive growth for everyone.

School governance plays a crucial role in shaping the quality and effectiveness of education systems. It encompasses the structures, processes, and relationships that govern the operations and decision-making within schools. In the context of the MATATAG Agenda, which focuses on strengthening the resilience and inclusivity of education systems, and the Sustainable Development Goal (SDG) on Education, which aims to ensure inclusive and equitable quality education for all, effective school governance is paramount. This rationale explores the importance of school governance in aligning with the MATATAG Agenda and Sustainable Development Goals on Education.

Effective school governance is crucial for sustaining the vision and mission of SDO Vigan City. It empowers local communities to participate in decision-making processes and ensures that education policies and practices are responsive to their specific needs and aspirations. By involving parents, teachers, students, and community members in decision-making bodies such as school boards or councils, the division can create a more inclusive and participatory environment that fosters collaboration and ownership of education.



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School governance that encourages innovation and adaptability is vital in the rapidly changing educational landscape. The MATATAG Agenda and SDG on Education call for education systems that are resilient and responsive to emerging challenges. Establishing governance structures that promote experimentation, research, and the adoption of evidence-based practices can drive educational innovation, address the evolving needs of the division and equip learners, teaching, and non-teaching staff with the skills and competencies required for the future.

Research can be conducted to explore effective strategies for engaging stakeholders, promoting their participation, and fostering a sense of ownership in shaping education policies and practices. Likewise, research can investigate the specific professional development needs, identify best practices for capacity building, and propose innovative approaches to enhance pedagogical skills, instructional strategies, and leadership competencies. Moreover, research also assesses the current state of equity and inclusion of the division and identifies existing barriers and challenges, and proposes strategies to address them.

Through enhanced stakeholder engagement, capacity building, data-informed decision-making, equity and inclusion, and sustainable partnerships, the division can strive towards inclusive and quality education for all learners. Conducting research to support these areas will provide valuable insights, inform evidence-based practices, and contribute to the long-term success of SDO Vigan City in achieving its educational objectives.

Planning: This sub-theme provides a structured and systematic approach to guide decision-making, resource allocation, and implementation of initiatives that support student learning and school improvement. It promotes transparency, accountability, and continuous improvement in the educational process. Key topics under planning include, but are not limited to, the following:

Research Questions	Research Area	Research Topic
What is the level of effectiveness and efficiency of the standards for critical resources for schools, community learning centers, and other delivery units?	<ul style="list-style-type: none"> ○ Critical Resources 	<ul style="list-style-type: none"> ○ Allocation of Teachers, Teaching-Related, and Non-Teaching Personnel ○ Status of Education Facilities, Tools and Equipment ○ Water Sanitation and Hygiene ○ School Sites ○ Health and Nutrition



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What is the status of the process tools in schools, community learning centers, and other delivery units in SDO Vigan City?	<ul style="list-style-type: none"> ○ Process Tools 	<ul style="list-style-type: none"> ○ Typologies and Classifications ○ School and Workplace Safety ○ Disaster Risk Reduction and Management in Education
What strategies can improve the planning process across levels in SDO Vigan City	<ul style="list-style-type: none"> ○ Planning Process 	<ul style="list-style-type: none"> ○ Strategic Planning ○ Operations Planning ○ Data Management ○ Monitoring and Evaluation ○ Financial Management ○ Policy Research and Development

Program Management: This sub-theme entails a systematic and coordinated approach of planning, implementing, and evaluating programs to support school's mission and enhance student learning outcomes. Key topics under program management include, but are not limited to, the following:

Research Questions	Research Area	Research Topic
What is the level of effectiveness of the implementation of programs and projects?	<ul style="list-style-type: none"> ○ Program Implementation 	<ul style="list-style-type: none"> ○ Program and Project Development ○ Operational Efficiency ○ Coordination and Provision of Technical Assistance ○ Monitoring and Feedback ○ Capability Building Activities ○ Support Structures and Process ○ Networking and Linkages



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What is the extent of partnership with SDO Vigan City to facilitate the delivery of basic education?	<ul style="list-style-type: none"> ○ Public and Private Partnership 	<ul style="list-style-type: none"> ○ Community Engagement and Partnership
What plan of actions should be made to improve the program management system?	<ul style="list-style-type: none"> ○ Plan of Actions 	<ul style="list-style-type: none"> ○ Monitoring and Feedback ○ Training and Development ○ Program Governance ○ Resource Allocation

Transparency and Accountability: This sub-theme include essential principles that promote openness, integrity, and responsible decision-making. It builds trust, fosters collaboration, and enhances educational outcomes. Key topics under transparency and accountability include, but are not limited to, the following:

Research Questions	Research Area	Research Topic
What factors contribute to the transparency and accountability in SDO Vigan City?	<ul style="list-style-type: none"> ○ Compliance on Transparency and Accountability 	<ul style="list-style-type: none"> ○ Accounting and Auditing Rules and Regulations ○ Procurement Law ○ Transparency Reporting ○ Fiscal Autonomy ○ Process Audit ○ Engagement of Stakeholders
What is the extent of implementation of the internal business process in SDO Vigan City?	<ul style="list-style-type: none"> ○ Internal Business Process 	<ul style="list-style-type: none"> ○ Compliance with Laws, Policies, Rules, and Regulations ○ Government Accounting, and Auditing Manual ○ Procurement Law ○ DepEd Orders/Memoranda ○ Recording and Reporting ○ Fiscal Control

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		<ul style="list-style-type: none"> ○ Penal Cause/Accountability
What strategies can be employed in response to grievances?	<ul style="list-style-type: none"> ○ Response to Grievances 	<ul style="list-style-type: none"> ○ Policies and Practices ○ School Structure ○ Issues and Concerns ○ Resolutions

Evaluation: This sub-theme involves systematic process of assessing the effectiveness, efficiency, and impact of governance practices, policies, and decision-making of the department. The results of the evaluation process inform decision-making, policy development, and the implementation of the improvements to enhance governance effectiveness, transparency, and accountability of the department. Key topics under evaluation include, but are not limited to, the following:

Research Questions	Research Area	Research Topic
What is the level of implementation of policies, programs, and projects? What are the problems, issues, and challenges in the implementation of policies, programs, and projects in SDO Vigan City?	<ul style="list-style-type: none"> ○ DepEd Programs, Policies, and Projects 	<ul style="list-style-type: none"> ○ Decentralization of Basic Education Governance ○ Private School Regulations ○ Private Sector Partnership ○ Community Engagement and Participation ○ Human Resource Training and Development ○ Adopt-a-School Program ○ ADMs ○ School-Based Initiatives ○ Temporary Learning Spaces
What is the impact of evaluation in SDO Vigan City?	<ul style="list-style-type: none"> ○ Impact Assessment and Evaluation 	<ul style="list-style-type: none"> ○ Research Utilization ○ Partnerships and Joint Undertakings



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		<ul style="list-style-type: none"> ○ Issues and Concerns ○ Roles and Responsibilities ○ Capability Building Activities ○ Incentives
What intervention programs can be implemented to improve the implementation of policies, programs, and projects of SDO Vigan City?	<ul style="list-style-type: none"> ○ Plan of Actions 	<ul style="list-style-type: none"> ○ Professionalizing Evaluation Discipline ○ External Accreditation of Schools and Other Standards

Resiliency and Well-being: This sub-theme focuses on supporting the mental, emotional, and physical health of students, teaching, and non-teaching staff within the department, as well as promoting their ability to adapt recover, and thrive in the face of challenges and stressors. Promoting resilience and well-being creates a supportive and positive working environment. Key topics resiliency and well-being planning include, but are not limited to, the following:

Research Questions	Research Area	Research Topic
What are the factors that contribute to the resiliency and well-being of students, teachers, and personnel in SDO Vigan City? What strategies can be employed to further the resiliency and well-being of students, teachers and personnel in SDO Vigan City?	<ul style="list-style-type: none"> ○ Resiliency and Well-Being 	<ul style="list-style-type: none"> ○ Mental Health ○ Psychosocial Support Activities ○ Homeroom Guidance Services ○ School Safety and Security
What is the level of implementation of	<ul style="list-style-type: none"> ○ DepEd Systems and Structure 	<ul style="list-style-type: none"> ○ Disaster Risk Reduction

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recovery and rehabilitation interventions in SDO Vigan City?		Management System <ul style="list-style-type: none"> ○ Implementation Strategies ○ Assessment Mechanisms ○ Capacity of Implementers ○ Coordination Mechanism ○ Partnerships/ Stakeholders' Engagement ○ ADM Implementation ○ Rehabilitation and Recovery Initiatives and Programs
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Child Protection: This sub-theme includes the efforts and steps to ensure children's security, welfare, and legal rights. It entails defending against and treating child exploitation, abuse, and neglect. The main goal is to encourage children's social, emotional, and physical growth and to give them access to nurturing supportive environment. Key topics under child protection include, but are not limited to, the following:

Research Questions	Research Area	Research Topic
What is the level of implementation of the child protection policy in SDO Vigan City? What are the issues and challenges in the implementation of child protection policy in SDO Vigan City? What intervention programs could address	<ul style="list-style-type: none"> ○ Safety and Security 	<ul style="list-style-type: none"> ○ Child Protection Policy ○ Gender and Conflict Studies



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issues and concerns on child protection in SDO Vigan City?		
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Theme 3: Operations Management

This theme presents the administration of the complete operation within a given timeline of a process from planning to the feedback mechanisms like reporting, evaluation, and validation.

Operations management is the process of designing, managing, and improving the systems and processes that organizations use to produce goods and services. In the context of academic institutions, operations management is crucial for ensuring that the institution can effectively and efficiently meet its educational goals and objectives. One of the key areas of focus for operations management in academic institutions is resource allocation. This involves managing the allocation of resources such as faculty, staff, facilities, and funding to ensure that they are used effectively and efficiently. Quality management is another key aspect involving educational programs and services provided by the institutions to meet the highest standards of quality and excellence.

In addition, it also includes managing complex systems and processes such as student enrollment, scheduling, and academic advising. Overall, operations management plays a critical role in ensuring that academic institutions can achieve their goals and objectives in an effective and efficient manner. This area then looks into relevant research topics that will enable the organization to evaluate its functions and practices for an improved delivery of services.

Environment. This sub- theme focuses on the influence of the outside forces like politics, economy, social, technology, and legal matters in the operational performance of the organization.

Research Questions	Research Area	Possible Topics
What are the different safety protocols administered to ensure security and safety in schools?	<ul style="list-style-type: none"> ○ Canteen Management 	<ul style="list-style-type: none"> ○ Compliance to DO. 08, s.2007 ○ Canteen Management Practices ○ Food Handling



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	<ul style="list-style-type: none"> ○ Transportation (Traffic)/ Security Protocol 	<ul style="list-style-type: none"> ○ Security and Safety Measures ○ School Security Services ○ Security-Transportation Schemes ○ Traffic Management Schemes
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Leadership. This sub-theme focuses on the capacity of an organizational management in setting and achieving challenging goals in the organization.

Research Questions	Research Area	Possible Topics
What are the leadership skills and styles of school leaders in SDO Vigan City?	<ul style="list-style-type: none"> ○ Managerial Skills/ Styles 	<ul style="list-style-type: none"> ○ Leadership Styles/ Preferences ○ Supervision and Monitoring Schemes
What are the forms of technical assistance given to improve leadership potentials?	<ul style="list-style-type: none"> ○ In-Service Trainings 	<ul style="list-style-type: none"> ○ Coaching and Mentoring Approaches ○ Research Skills
What is the level of effectiveness of leadership skills and styles of school leaders in SDO Vigan City?	<ul style="list-style-type: none"> ○ Leadership Effectiveness 	<ul style="list-style-type: none"> ○ Organizational Communication Skills ○ Issuance of Memoranda ○ Managerial Skills of School Leaders

Culture. This sub-theme includes the beliefs, values, attitudes, and practices within the organization.



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Research Questions	Research Area	Possible Topics
What is the extent of integration of the code of ethics in the workplace?	<ul style="list-style-type: none"> ○ Philippine Professional Code of Ethics 	<ul style="list-style-type: none"> ○ Compliance to the Code of Ethics ○ Job Satisfaction / Work Values ○ Productivity Measures ○ Commitment Enhancers

Structures. This sub-theme refers to outlines of the different activities that are diverted to achieve goals of the organization.

General Research Questions	Research Areas	Possible Topics
What are the practices of the schools on classroom management?	<ul style="list-style-type: none"> ○ Classroom Structure 	<ul style="list-style-type: none"> ○ Readiness of Classrooms ○ Compliance on Classroom Regulations
What services are rendered relevant to serving the academic community?	<ul style="list-style-type: none"> ○ Services 	<ul style="list-style-type: none"> ○ Library Services ○ School Clinic ○ Janitorial Services ○ Health and Nutrition ○ WINS Program ○ Guidance Interventions

Processes. This refers to the collection of tasks and activities that transform inputs into outputs.

General Research Questions	Research Area	Possible Topics
What is the level of access to information in SDO Vigan City?	<ul style="list-style-type: none"> ○ Access 	<ul style="list-style-type: none"> ○ Enrolment Scheme ○ Early Registration ○ Records Management



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		<ul style="list-style-type: none"> ○ LIS Data Management
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People. This focuses on the established group to undertake collective action to address organizational concerns and needs.

General Research Questions	Research Area	Possible Topics
What is the extent of distribution and manpower utilization in schools in SDO Vigan City?	<ul style="list-style-type: none"> ○ Equitable Distribution of Functions ○ Assigning of Teaching Loads 	<ul style="list-style-type: none"> ○ Ancillary Designation ○ Counselling Schedule and Referral ○ Out-of- field Teaching/ Subject Mismatch ○ Overloaded Teachers

Technology. This refers to the assets including equipment used to improve desired outcomes in an organization.

Research Question	Research Area	Research Topic
What is the extent of utilization of technology in aid of operation in SDO Vigan City?	<ul style="list-style-type: none"> ○ Prioritization of Tools and Equipment 	<ul style="list-style-type: none"> ○ Procurement Process ○ Utilization of Multimedia

Organizational Performance. This refers to the collective output and performance of an organization to achieve goals in a state of constant change.

Research Question	Research Area	Research Topic
What are the practices of SDO Vigan City in ensuring square assessment of performance of the organization?	<ul style="list-style-type: none"> ○ School Performance Indicators 	<ul style="list-style-type: none"> ○ IPCRF / OPCRF (Mentoring and Coaching, Evaluation Practices, Validation Styles)



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IV. Implementation and Sustainability Strategy

To ensure the successful implementation of the research agenda, mechanisms will be put in place to support researchers. Research requires resources and securing funding is critical to ensuring the sustainability of the research agenda. Funding can come from a variety of sources, including the local government unit of Vigan City. Further, collaborative partnerships with other researchers, community organizations and industry can also help leverage resources, enhance the impact of the research and sustain the research agenda over time. It is important to identify and engage key partners early in the process and establish clear expectations and roles for each partner.

It would also be crucial to develop a timeline and workplan. A timeline and work plan can help to ensure the research is conducted efficiently and effectively, and that milestones are met on time. The workplan should include clear objectives, timelines, and deliverables and should be periodically reviewed and updated as need to ensure that the research stays on track. SDO Vigan City will also ensure that results are communicated. It is important to regularly communicate research results to stakeholders and engage them in the research process. This can help build support for the research, facilitate collaboration and ensure that research outcomes are relevant and impactful.

V. Monitoring and Evaluation

Monitoring and evaluating the research agenda is important to ensure that it remains relevant and effective over time. Regular assessment can help to identify areas of success, as well as areas for improvement and adaptation. This can help ensure the sustainability of the research agenda and its impact over the long-term.

VI. References

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