



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

July 20, 2020


DIVISION MEMORANDUM

No. 162, s. 2020

**CALL-UP FOR 2020 RESEARCH PROPOSALS TO BE FUNDED BY BASIC
EDUCATION RESEARCH FUND (BERF)**

To: Chief Education Supervisors
Education Program Supervisors
Senior/Education Program Specialists
Public Schools District Supervisors
Public Elementary, Secondary and Integrated School Heads, Teachers
and Non-Teaching Personnel
District and School Research Coordinators

1. In accordance with DepEd Order No. 16, s. 2017 titled "Research Management Guidelines," the Schools Division Research Committee (SDRC) through Planning and Research Section is now accepting research proposals to be funded by the Basic Education Research Fund (BERF) from July 20, 2020 to August 21, 2020.
2. Please find attached Regional Memorandum No. 142, s. 2020, "CALL-UP FOR 2020 RESEARCH PROPOSALS TO BE FUNDED BY BASIC EDUCATION RESEARCH FUND (BERF)" and Regional Memorandum No. 141, s. 2020, "REGIONAL RESEARCH PRIORITY TOPICS IN THE NEW NORMAL" for specific details.
3. Immediate and wide dissemination of this memorandum is enjoined.


MIGUEL MAC D. APOSIN, EdD, CESO V
Schools Division Superintendent

Reference: DepEd Order No. 16, 2017
R.M. Order No. 141, s.2020
R.M. Order No. 142, s.2020

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

RESEARCH OR STUDIES

POLICIES

PROGRAMS

RFP/ni



Address: Poblacion, Numancia 5604 Aklan
Tel. Nos. (036) 265-3744; 265-3737; 265-3738 (Trunkline)

DIVISION RESEARCH TIMELINE

Date	Activity	In-Charge
July 20, 2020	Division Call-Up for BERF Proposals through Division Memorandum	SEPS P & R
July 20 – Aug. 20, 2020	Submission of the Research Proposal	District Research Coordinator (DRC)
August 21, 2020	Deadline on the Submission of the Research Proposal	SEPS P & R DRC
August 24 – Sept. 11, 2020	Division Evaluation of Research Proposals	Schools Division Research Committee (SDRC)
September 21, 2020	Submission of Division BERF Qualifiers to Regional Office	SEPS P & R SDRC
September 25, 2020	Deadline on the Submission of the Research Proposal	Regional Research Committee

SCHOOLS DIVISION RESEARCH COMMITTEE

Chairperson	-	Mr. Jose Niro R. Nillasca Education Program Supervisor OIC – Asst. Schools Division Superintendent
Co Chairpersons	-	Mr. Michael T. Rapiz Chief Education Supervisor – SGOD Dr. Doble P. Parahlog Chief Education Supervisor – CID
Adviser	-	Dr. Miguel Mac D. Apostol, CESO V Schools Division Superintendent
Members	-	Mr. Johann C. Cawaling Education Program Supervisor - SGOD Dr. Raffy F. Paller SEPS, Planning and Research Mrs. Bella S. Suante Administrative Officer V, Budget and Finance

CID Representative/s based on requirement for the evaluation

Dr. Kyzil D. Lipar
EPS – English
Dr. Mary Cherry Lynn M. Dalipe
EPS – Science
Dr. Edselyn I. Ricay
EPS – Mathematics
Dr. Ruby Agnes B. Estrada
EPS – Araling Panlipunan
Mrs. Marivic I. Tolentino
EPS – TLE/TVE/TVL
Miss Ma. Corazon R. Panaligan
EPS – Edukasyon sa Pagpapakatao
Mrs. Rebecca R. Ibarreta
EPS – Music and Arts
Mr. Marth S. Trope
EPS – Filipino and Mother Tongue
Mr. Ariel Z. Zubiaga
EPS – ALS

By invitation: Focal Person of concerned division/learning area/section/program

Secretariat	-	Mr. Melky B. Arbolde Project Development Officer I Ms. Sheena Ricka Y. Mamburam Project Development Officer I Mr. Lance Dantes Administrative Assistant VI
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Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

JUL 14 2020

REGIONAL MEMORANDUM
No. 142, s. 2020

**CALL – UP FOR 2020 RESEARCH PROPOSALS TO BE FUNDED BY
BASIC EDUCATION RESEARCH FUND (BERF)**

TO : All Schools Division Superintendents

1. In accordance with DepEd Order No. 16, s. 2017 entitled “Research Management Guidelines,” the DepEd RO VI through the Policy, Planning and Research Division (PPRD) will be accepting research proposals (*Applied/ Basic Research for Region, Divisions, Districts and Action Research for Schools*) to be funded by the Basic Education Research Fund (BERF) starting August 1 to September 25, 2020.
2. The research topic/area should be taken from Regional Research Priority Topics in the New Normal (Regional Memorandum No. 141, s. 2020). However, the proponent/s may also consider the topics from the National Research Agenda which can be downloaded at the PPRD website: **pprddepedregion6.info**. Research proposals which are not anchored with the given agenda will be automatically disregarded.
3. The data gathering procedure should be in accordance with the department’s health protocols in conducting classes so as not to hinder the implementation and completion of the research.
4. Research proposal/s should follow the ***prescribed outline/format*** attached in this memorandum.
5. Proponent/s along with proposal should submit the following documents to their Schools Division Research Committee (SDRC) for evaluation using the rubrics attached in this memorandum:

a. Application Form with Endorsement of Immediate Supervisor;



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Telephone Nos: (033)509-7653; (033)336-2816
Email Address: region6@deped.gov.ph
Website: region6.deped.gov.ph

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Republic of the Philippines
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- b. Declaration of Anti-Plagiarism Form;
 - c. Declaration of Absence of Conflict of Interest Form;
 - d. Research Proposal (include in the workplan/timeline the submission of liquidation reports which is 30 days upon the release of the fund);
 - e. Validity and reliability certification of researcher made instrument; and
 - f. Research Instrument/Tool.
6. All forms with customized template (*items a, b, and c*) downloaded from the PPRD website should be used.
 7. Only proposals with an average of seventy percent (70%) and above and endorsed by the SDRC will be accepted by the Regional Office, Policy, Planning and Research Division (PPRD).
 8. Division Offices should submit/forward the following documents in e-copy (Folder per researcher with file name format *Last Name, First Name, Title of Research*) at **region6.pprd@deped.gov.ph**:
 - a. Application Form with Endorsement of Immediate Supervisor;
 - b. Declaration of Anti-Plagiarism Form;
 - c. Declaration of Absence of Conflict of Interest Form;
 - d. Research Proposal (include in the workplan/timeline the submission of liquidation reports which is 30 days upon the release of the fund);
 - e. Validity and reliability certification of researcher made instrument;
 - f. Research Instrument/Tool; and
 - g. SDRC Evaluation Results Summary Form with comments/findings/suggestions.
 9. All submitted documents should pass through the records section with corresponding tracking number.
 10. Research proposals that passed the initial evaluation of the Regional Secretariat will be forwarded to the Technical Working Committee (TWC) and Regional Research Committee (RRC) for thorough evaluation.
 11. All qualified research proposals will be ranked accordingly. However, the prioritization and approval of the research proposals will be subject to the 75% allocation of the 2020 BERF grant.



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12. For clarification and other inquiries, please call Mrs. Eulah L. Acosta, Education Program Specialist II or Mr. Rey B. Aguilar, Planning Officer III at 033-503-3095.
13. For information and compliance of all concerned.


MA. GEMMA M. LEDESMA, CESO V
Regional Director

Encls: As stated

References: DepEd Order No. 16, s. 2017

Regional Memorandum No. 141, s. 2020

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

RESEARCH
POLICIES

BASIC EDUCATION RESEARCH FUND

pprd/ela/RM-01-007/July 14, 2020



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*amount requested should be proportionate to the study being conducted, subject to liquidation process as per government accounting rules and regulations.

B. PROPONENT/S INFORMATION (Maximum of 3 Proponents per Study and 1 Study Only per Year should be submitted)

Note: Previous researcher/s with unfinished study/research will not be accepted/ recommended for further evaluation by the RRC and TWC

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:
EDUCATIONAL ATTAINMENT (DEGREE TITLE) <i>enumerate from bachelor's degree up to doctorate degree</i>	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: _____

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:
EDUCATIONAL ATTAINMENT (DEGREE TITLE) <i>enumerate from bachelor's degree up to doctorate degree</i>	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: _____

PROPONENT 3

LAST NAME:		FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY)	SEX:	POSITION / DESIGNATION:	
SCHOOL / OFFICE ADDRESS:			DIVISION / REGION:
CONTACT NUMBER 1:	CONTACT NUMBER 2:		EMAIL ADDRESS:
EDUCATIONAL ATTAINMENT (DEGREE TITLE) <i>enumerate from bachelor's degree up to doctorate degree</i>	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: _____

ANNEX 2: Declaration of Anti-Plagiarism

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 1 Printed Name: _____

Signature: _____

Date Signed: _____

Proponent 2 Printed Name: _____

Signature: _____

Date Signed: _____

Proponent 3 Printed Name: _____

Signature: _____

Date Signed: _____

ANNEX 3: Declaration of Absence of Conflict of Interest

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 1 Printed Name: _____

Signature: _____

Date Signed: _____

Proponent 2 Printed Name: _____

Signature: _____

Date Signed: _____

Proponent 3 Printed Name: _____

Signature: _____

Date Signed: _____

¹ Office of Ethics and Compliance, University of California, San Francisco, retrieved from <http://coi.ucsf.edu/>

MINIMUM REQUIREMENTS OF THE RESEARCH PROPOSAL

A. BASIC RESEARCH PROPOSAL TEMPLATE

- I. Introduction and Rationale
- II. Literature Review
- III. Research Questions
- IV. Scope and Limitations
- 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
- IX. References

B. 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 Sources of Data and Information
 - b. Data Gathering Methods
 - c. Ethical Issues
 - d. Data Analysis Plan
- V. Action Research Work Plan and Timelines
- VI. Cost Estimates
- VII. Plans for Dissemination and Utilization
- VIII. References



Republic of the Philippines
Department of Education
Region VI - Western Visayas
SIRC EVALUATION RESULTS SUMMARY FORM
Division of _____



(This Form will be submitted to Regional Office in PRMO-phases fill-up completely)

INFORMATION				Research Agenda			Funding			Attachment Submitted (to be submitted in PRMO)			RATINGS OR COMMENTS (numeric values)			TOTAL		REMARKS (Should indicate findings of the CENTER of proposal during evaluation)	
No.	Name of Proposer/s (to be filled not be more than 3 and should not submit multiple proposals in a year)	Title of Research	School (write in full)	Type of Research (Action or Basic/Applied)	Level (National or Regional)	Theme	Research Agency/Topic (source should be from National Research Agency)	Amount Requested	Provision for Cost Sharing (indicate amount and source if the amount requested exceeded from the allowable)	% of proposal completed with Regional format?	Application Form	Delineation of And Registration Form	Absence of Conflict of Interest Delineation Form						
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

Certified True and Correct:

Assistant Schools Division Superintendent
Chairman

SEIS, Planning and Research
Member

CD Representative
Member

Indorsed by:

Chief, School Governance and Operations Division
Vice Chairman

Finance Unit Representative
Member

Chief, School Governance and Operations Division
Vice Chairman

Focal Representative
Member

Schools Division Superintendent

Note:

1. *Check if filled* this form **DOEC** Evaluation Results Summary Form completely and submit to PRMO
- a. Research Proposal
- b. Application Form
- c. Delineation of And-Registration Form
- d. Absence of Conflict of Interest Form
2. Only proposals with an average of 70% and above should be forwarded to PRMO
3. On the remarks column, please indicate your findings during evaluation.



*202007762

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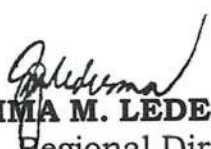
REGIONAL MEMORANDUM
No. 141, s. 2020

JUL 14 2020

REGIONAL RESEARCH PRIORITY TOPICS IN THE NEW NORMAL

To : All Functional Division Chiefs
All Schools Division Superintendents

1. The Department of Education Region VI adopts the enclosed Regional Research Priority Topics in the New Normal that will guide researchers and research managers in selecting relevant and priority research topics in this critical times.
2. Moreover, the research priority topics will also guide research committees in considering the approval of research proposals to ensure that all researches are aligned to the learning continuity and recovery plan of the region.
3. Furthermore, all researchers are encouraged to select the pressing, emerging, and relevant basic education issues included in the research priority topics of the region which were established based on the consolidated priorities of all functional divisions and schools division offices.
4. Relevant researches that are based on these priority topics will help strengthen the culture of research in the region and provide significant and research-based data for decision-making, policy and program development in the new normal.
5. For dissemination and guidance of all concerned.


MA. GEMMA M. LEDESMA, CESO V
Regional Director

Encl: As stated
Reference: DepEd Order No. 39, s. 2016

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

RESEARCH POLICIES PROGRAMS

pprd/rba/RM-01-006/July 10, 2020



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REGION VI – WESTERN VISAYAS

Enclosure No. 1

Regional Research Priority Topics in the New Normal

Research Priority Topics	Researchable Questions
A. Teaching and Learning	
1. Learning Modalities	<p>What learning modalities are effective to certain key stage level in the new normal?</p> <p>What learning modalities are applicable in relation to learners' social, economic, cultural, and geographical background?</p> <p>What are the factors considered in selecting the learning modalities in schools?</p> <p>What are the benefits and challenges of various implementation of learning modalities?</p> <p>How capable are the teachers in using the different learning modalities?</p> <p>How do learners respond to the new learning modalities?</p> <p>What is the readiness level of schools in using the new learning modalities?</p> <p>How effective is the use of blended learning in ensuring the quality of basic education?</p> <p>What is the policy implication of blended learning modality?</p> <p>What is the academic performance level of learners in various learning modalities?</p> <p>What are the learning approaches and strategies best for each learning modality?</p> <p>What are the physiological and psychological effect of online classes?</p> <p>What are the level of interaction of learners and teachers in various learning modalities and its effect to academic performance?</p> <p>How effective is the Television-Based Instruction and Radio-Based Instruction as new learning modalities?</p> <p>How is distance learning implemented?</p>
2. Enhancement of the 21 st Century Skills	<p>How to sustain the acquisition of the 21st century skills of learners in the new normal?</p>



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	<p>What are the 21st century skills needed by learners to respond to the effects of the pandemic?</p> <p>How adaptive are the 21st century learners in using various online platforms and devices?</p> <p>What is the level of research knowledge and competencies of the 21st century learners?</p> <p>How effective is the use of google classroom and other learning platforms?</p>
3. Curriculum and Contextualization	<p>How responsive and relevant is the existing DepEd curriculum in the new normal?</p> <p>How effective is the contextualization of learning in the new normal?</p> <p>How competent are the research teachers in teaching the research competencies?</p> <p>What is the level of implementation of the Most Essential Learning Competencies (MELC) and the problems encountered?</p>
4. Parents' Role in Learning	<p>How do parents contribute to the acquisition of basic learning competencies of learners at home?</p> <p>What are the readiness and involvement of parents in the new learning modalities?</p> <p>What support systems are needed by parents from the school to provide learning assistance to their children?</p> <p>What are the strengths and weaknesses of the parents as learning facilitators at home?</p>
5. Monitoring and Evaluation of Learning Modalities	<p>How are learning modalities monitored and evaluated?</p> <p>What are the issues and challenges in monitoring and evaluating the quality of learning modalities?</p>
6. Learning Assessment	<p>What assessment mechanisms can be employed to assess the quality of learning of learners using the different learning modalities?</p> <p>How effective and efficient are the assessment tools in the new learning modalities?</p> <p>What factors affect the quality of learning assessment?</p> <p>How effective are the newly developed learning materials for each learning modality?</p> <p>How practical skills can be assessed?</p>
7. Learners' Safety	<p>What approaches should be adopted to ensure the safety and protection of learners in the new normal?</p> <p>How do learners respond in the use of self-protection gears?</p>



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8. Learners' Behavior and Performance in the New Normal	<p>What are the effects of the pandemic to the behavior of the learners?</p> <p>What are the effects of the new learning modalities to the academic performance of the learners?</p> <p>How do learners behave in the different health and safety guidelines?</p>
9. Learning Materials Development	<p>What are the different learning materials developed?</p> <p>What are quality assurance processes of the developed learning materials and challenges encountered?</p> <p>What are the learning materials/kit needed by learners during remote or distant learning?</p> <p>What are the supplementary materials needed to enrich learning using the new modalities?</p>
10. Learning Issues and Gaps	<p>What are the prevailing learning problems under the new normal?</p> <p>What are the learning gaps that existed due to the transitioning of the new learning modalities?</p> <p>What are the recommended interventions on the learning issues and gaps due to transitions?</p> <p>How are practical skills being taught in the new normal?</p> <p>How effective are the virtual classes in the acquisition of lifelong skills?</p> <p>How are basic literacy skills being taught in the new normal?</p> <p>How effective are the remediation programs to learners with learning difficulties?</p> <p>How does the new learning strategies facilitate the acquisition of socio-emotional skills of primary learners?</p>
11. Co-curricular Activities	<p>What are the appropriate co-curricular activities in the new normal and how it will be conducted?</p>
12. Classroom Management	<p>How will the teacher be able to manage online classes?</p> <p>How will the teacher ensure the attendance and full attention of the learners during online learning?</p> <p>What are the challenges encountered by teachers in managing behavior of learners during distant learning?</p>
B. Child Protection	
1. Online Safety Guidelines	<p>What are the guidelines provided to regulate learners' uncontrolled exploration of various online links during class hours?</p>





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		How can the school ensure the safety of the learners during online learning?
		How can teachers and parents regulate learners in the browsing of abusive websites?
		What are the guidelines or policies needed to regulate online media access among learners?
2. Cyber bullying		How can be cyber bullying prevented in the new learning modalities?
		What are the characteristics of learners during the online learning?
C. Human Resource Development		
1. Utilization of DepEd Recommended Online Platform		How competent and efficient the schools heads and teachers in using the recommended online platform?
		What are the technological strengths and needs of DepEd personnel?
		What are the most effective and efficient online platforms for teaching development?
		What are the levels of responsiveness and adaptability of teachers in using the new learning modalities?
2. Virtual Professional Development Programs		What is the readiness level of each governance in the delivery of online trainings, workshops, and seminars?
		What are the resources needed for an effective and efficient delivery of online professional development programs?
		What are the limitations of the different online platforms that hinder the effectiveness of virtual professional development programs?
		How effective is the online capability building activity conducted in preparing teachers for the new learning modalities?
3. Employee welfare		What are the effects of pandemic to DepEd personnel and the intervention needed?
		What safety mechanisms can be applied to safeguard personnel in the new normal condition?
		What support are being provided by the schools/offices to their personnel working under critical condition?
		What is the extent of compliance of school heads on the work arrangement of personnel as per IATF and DepEd policy?
4. Performance Assessment		How do personnel performances will be assessed in the new normal condition?



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	What is the level of performance of personnel under critical condition?
5. Coping Mechanism and Resiliency	<p>What is the readiness level of DepEd personnel in the new normal?</p> <p>What is the status of psycho-emotional health of DepEd personnel and the psychological first aid provided to mitigate the effect of the pandemic?</p> <p>What is the different sources of stress of personnel, its effect, and intervention needed?</p> <p>What are the best practices of teachers in becoming resilient amidst pandemic?</p>
6. Remote Instruction Delivery	<p>What are the provisions provided to teachers during remote instruction?</p> <p>How effective and efficient is the delivery of remote instruction?</p> <p>What are the stress management programs provided and implemented by the different governance level to their personnel?</p>
7. Hiring Qualifications	What are the recommended qualifications and competencies needed for teaching and non-teaching personnel in the new normal?
8. Communication Management	<p>How do school personnel maintain their effective communication network to sustain continuous operation?</p> <p>What are the commonly used communication platforms and how efficient its utilization for the delivery of basic education services?</p>
D. Governance	
1. Program Management	<p>What program management strategies are practiced by program owners to ensure the continuity of implementation amidst critical condition?</p> <p>What is the extent of implementation of the different programs such as SBM-Wins, health and nutrition, youth formation, journalism, sports and culture, and partnerships?</p> <p>What is the comparative analysis on the effect of pandemic to programs indicators?</p>
2. Financial Resources Management	<p>How can the school maximize its available resources to ensure the full operation in the new normal?</p> <p>What is the level of utilization and liquidation of the school MOOE during the pandemic?</p> <p>What are the operational, legal, and security problems/challenges that the office will be encountering in using electronic signatures?</p>



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	<p>What are the limitations on the applications of electronic signatures?</p> <p>How effective and efficient is the use of electronic signatures in terms of performance, access, governance, and accountability?</p> <p>What are the policy implications of using electronic signatures?</p>
3. Technology Utilization	<p>How does technology improve the mobilization of Programs and Projects in all governance level?</p> <p>How efficient is the delivery of basic services and processes using technology in the critical condition?</p> <p>What technological infrastructure is needed by the different offices for an effective and efficient delivery of basic education services?</p>
4. Monitoring and Evaluation	<p>How does M&E work in the new normal?</p> <p>How effective is the use of MEA Technology in the improvement of SDO and RO performance?</p> <p>What are the problems encountered in the implementation of PAPs during pandemic?</p> <p>What are the effective monitoring mechanisms in monitoring personnel working from home?</p>
5. Systems and Processes	<p>How will ensure the full operationalization of basic education systems and processes in the new normal?</p> <p>What is the assessment of the different policies implemented relevant to the new normal?</p> <p>What are the policy reforms needed to make the basic education sector resilient against the effect of health emergencies?</p>
6. Technical Assistance Mechanisms	<p>What are the technical mechanisms established in the schools divisions in mitigating the effect of the pandemic?</p> <p>What are the technical options of schools division offices in the new normal?</p> <p>How do different established technical options contribute to access, quality, and governance of basic education?</p> <p>How effective are the different new normal technical assistance mechanisms?</p>
7. Learning Continuity Plan	<p>How the learning continuity plan is developed, implemented, and monitored?</p> <p>What challenges are being encountered in the implementation of the localized LCP?</p>



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Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

	What are the contribution of stakeholders in the Learning Continuity Plan towards access, quality, and governance of basic education operation?
8. Linkages and Partnership	How does DepEd collaborate and communicate their plans to its stakeholders during health emergencies? What communication mechanisms are established to sustain the continuity of basic education operation?
E. Cross-Cutting Themes	
DRRM	
1. School Health and Safety Preparedness	How prepared are the school in ensuring the health and safety of its personnel and learners? What prevention and mitigation measures are practiced by schools to ensure maximum health protocol? What are the skills needed by the school's first-aider in responding health emergencies? How safe and adaptive are the learning facilities in the new normal? How resilient are the schools in responding to the health threat and adapting the new normal condition? What are the level of health preparation of last mile schools? What are the health hazard and risk level of schools in continuing basic operation amidst health emergencies?
Inclusive Education	
1. Inclusive Learning Environment	How responsive are the schools in providing inclusive environment to all learners in this critical condition? What are the new learning modalities employed to SPED learners in the new normal?
2. Marginalize Learners	How are marginalize learners provided with equal learning opportunities considering their learning access and socio-cultural background?
Gender and Development	
1. Program Implementation	What relevant activities can be implemented in the new normal to sustain the operationalization of the GAD program? How does gender sensitivity among learners and personnel upheld during critical condition?
2. Advocacy Learning Materials	How gender sensitive is the newly developed learning materials?
3. Integration of GAD in the LCP	How GAD is integrated in the LCP across governance level?



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