



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

No. 487, s. 2026

MAY 14 2026

**CALL FOR SUBMISSION OF ACTION AND BASIC RESEARCH
PROPOSALS FOR THE FY 2026 POLICY AND RESEARCH PROGRAMS**

To: OIC – Assistant Regional Director
All Schools Division Superintendents
All Others Concerned

1. Pursuant to **DepEd Order No. 16, s. 2017**, titled “**Research Management Guidelines**,” this Office, through the Policy, Planning, and Research Division disseminates the **Call for Submission of Action and Basic Research Proposals for the Fiscal Year 2026 Policy and Research Programs**.
2. This activity aims to strengthen the integration of research evidence into education processes, instruction, governance, and operational efficiency in basic education.
3. Each School Division Office shall submit at least one (1) research proposal for every Basic Education Research Agenda (*Teaching & Learning, Governance, Child Protection, and Human Resource Development*) and at least one (1) for every Cross-cutting Theme (*DRRM, GAD, and Inclusive Education*).
4. The research proposals shall include Annexes 1-4 as prescribed by **DepEd Order No. 16, s. 2017** and an AI Declaration Statement pursuant to **DepEd Order No. 003, s. 2026**, “**Foundational Guidelines on Artificial Intelligence (AI) in Basic Education**.”
5. Enclosed are the following documents:
 - a. Expanded Evaluation Tool for Action Research Proposals
 - b. Expanded Evaluation Tool for Basic Research Proposals
 - c. Regional Basic Education Research Fund primer
 - d. Annex 5: AI Declaration Statement



Address: Batinguel, Dumaguete City, 6200
Telephone Nos:
Email Address: nir@deped.gov.ph
Website: <https://depednir.net>



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6. Below is the timeline of activities for the FY 2026 Research Cycle:

Indicative Dates	Research Activities
May 18, 2026	Virtual orientation of SEPS/EPS/Research Coordinators 10:00 a.m. – 11:30 a.m. via TEAMS
June 15-26, 2026	School Division Research Committee (SDRC) Evaluation of Proposals
June 30, 2026	Submission/Uploading of SDO-approved Research Proposals to the Regional Research Committee (RRC) through Google Drive (in PDF with complete attachments)
July 1-8, 2026	Submission of printed copies of the SDO-approved Research Proposals to the RRC Google Drive: https://drive.google.com/drive/folders/1N5udSZr0JIU13DIsh-sMPt2RwuHB9ZKG
July 9-15, 2026	RRC Validation & Approval

7. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As stated
Reference: As stated

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

RESEARCH

PPRD/JIS/Memo_Research Proposals for FY 2026.docx/May 14, 2026



Address: Batinguel, Dumaguete City, 6200
Telephone Nos:
Email Address: nir@deped.gov.ph
Website: <https://depednir.net>

Enclosure A. Call for Submission of Action and Basic Research Proposals for the FY 2026 Policy and Research Programs

Expanded Guide for Appraising Action Research Proposals

Title of the Study: _____

Researcher/s: _____

Evaluator: _____ **Signature:** _____

IA. Context (Total: 15 Pts.)

No.	Indicators	Pts.	Yes	No
1	Discussed the Problem Comprehensively (9 points)			
1.1	Presented the specific problem that the study aims to solve.	2		
1.2	Identified the correct thematic area of the Basic Education Research Agenda (BERA) being addressed by the study.	1		
1.3	Enumerated the signs and symptoms of the problem.	1		
1.4	Identified the persons/groups affected by the problem.	1		
1.5	Explained the degree and/or intensity up to which the problem affects the people involved.	1		
1.6	Stated when the problem started happening.	1		
1.7	Stated where the problem is observed/observable.	2		
2	Analyzed the Locale/Research Setting (1 points)			
	Explained why the classroom/school situation is considered worthy of investigation and intervention.	1		
3	Established the Study's Relevance to Educational Outcomes (1 point)			
	Explained how solving the problem relates to the achievement of DepEd's Intermediate Outcomes (Access, Equity, Quality, Resilience & Well-Being, and Enabling Mechanisms: Governance).	1		
4	Established the Timeliness of the Research Problem (1 point)			
4	Explained why the research problem is considered current. <i>Note: Possible Bases for Timeliness</i> <ul style="list-style-type: none"> ▪ Included as a Priority Topic in the Regional Research Agenda ▪ Included as a Priority Topic in the National Curriculum Research Agenda ▪ Related to 21st Century Learning ▪ Related to Learning Delivery During the Pandemic/New Normal ▪ Related to DepEd Advocacies Within the Last Five (5) School Years 	1		
5	Presented the Proposed Innovation/Intervention/Strategy as Possible Solution to the Problem (1 point)			
	Stated the name of the proposed innovation/intervention/strategy (IIS) and concisely explained how it solves the problem.	1		
6	Provided the Rationale for Conducting the Action Research (1 point)			
	Summarized why there is a need to conduct the present study.	1		

7	With Coherent Presentation of Ideas and Minimal Grammatical Errors (1 point)	1		
	Sub-Total	15		
Comments:				

IB. Proposed I.I.S. (Total: 15 Pts.)

No.	Indicators	Pts.	Yes	No
1	Discussed the Proposed Intervention/Innovation/Strategy (IIS) Comprehensively (10 points)			
1.1	Presented the important and distinctive features of the IIS.	2		
1.2	Enumerated the component activities of the IIS.	2		
1.3	Identified the people involved in the IIS.	1		
1.4	Explained why the IIS will be implemented based on personal motivations and experiences	1		
1.5	Stated the scope (<i>i.e., specific performances/behaviors/outcomes that the IIS aims to change</i>) and the limitations (<i>i.e., performances/behaviors/outcomes that although closely related to the study, will no longer be addressed by the IIS</i>) of the study.	2		
1.6	Explained how the IIS will solve the problem.	2		
2	Provided Important Details for Each Component Activity (3 points)			
2.1	Stated the roles/responsibilities of the people in each component activity of the IIS.	1		
2.2	Presented the schedule of the conduct of the component activities of the IIS.	1		
2.3	Identified the locations/venues/settings of each component activity of the IIS.	1		
3	Provided Scientific/Scholarly Bases for the Plausibility of the IIS (1 point)			
	Explained how the IIS is informed by theories/concepts, related research, and/or collaboration with other researcher-practitioners in the discipline.	1		
4	With Coherent Presentation of Ideas and Minimal Grammatical Errors (1 point)	1		
	Sub-Total	15		
Comments:				

II. Action Research Questions (Total: 30 Pts.)

No.	Indicators	Pts.	Yes	No
1	Provided the General Statement of the Research Problem (5 points)			
	<i>Note: The general statement of the problem should be clear, concise, and reflective of the researcher's specific context. As such, it is important to include the following elements.</i>			
1.1	Primary Purpose	1		
1.2	Research Setting	1		
1.3	Learning Area/Research Focus	1		
1.4	Participants	1		
1.5	Proposed IIS	1		

2	<p>Included the Quintessential Action Research Question (5 points)</p> <p><i>Note: Considering that action research is a participatory, qualitative research method, it must always inquire about the process of the delivery of the intervention. Hence, the primary research question should resemble the question below. The researcher may also decide to capture the essence of the question through multiple questions.</i></p>			
	<p>Asked the question: “How can the [intervention] be used in the [desired effect] [target performance/behavior/outcome] of [participants]?”</p>	5		
	<p>Did not include questions about how the intervention can be used in achieving the desired effect on the target performance/behavior/outcome of the participants.</p>	1		
3	<p>Ensured that the Research Questions Correspond with the Research Title (10 points)</p> <p><i>Note: The researcher has the prerogative to include additional questions. Although generally a qualitative research design, action research does not prohibit inclusion of questions answerable by quantitative data and analysis.</i></p> <p><i>Should there be quantitative research questions, descriptive statistics (e.g., frequencies, percentages, ranges, central tendencies, arithmetic differences) are sufficient for the purposes of an action research. Inferential statistics are unnecessary and therefore, optional.</i></p> <p><i>Questions must be directly answerable using information that the researcher will collect.</i></p> <p><i>Award the points based on the following criteria.</i></p>			
	<p>The IIS and all target performances/behaviors/outputs mentioned in the title are reflected in the specific research questions.</p>	10		
	<p>The IIS and target performances/behaviors/outputs mentioned in the title are not completely reflected in the specific research questions.</p>	5		
	<p>The research questions are not aligned with the research title/topic.</p>	1		
4	<p>Included Enriching Research Questions (6 points)</p>			
4.1	<p>Questions About the Target Behavior/Performance/Outcome Before, During, and After the Intervention</p>	2		
4.2	<p>Question/s About the Researchers and Participants’ Experiences Throughout the Intervention</p>	2		
4.3	<p>Question About the Post-Study Plans</p>	2		
5	<p>With Logical Progression of Questions and Minimal Grammatical Errors (4 points)</p>	4		
	<p style="text-align: center;">Sub-Total</p>	30		
<p>Comments:</p>				

IIIA. Participants & Other Sources of Data (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Identified the Participants/Other Sources of Data (1 point) <i>Note: Owing to the participatory nature of action research as a method, the researcher is always a participant.</i>			
	Enumerated the participants and/or other sources of data.	2		
2	Provided Additional Information About the Participants/Other Sources of Data (3 points)			
2.1	Used the appropriate sampling method. <i>Note: Considering the problem-focused nature of action research as a method, the appropriate non-representative sampling method should be used.</i>	2		
2.2	Explained the inclusion criteria. <i>Note: Researcher must explain comprehensively why the participants needed the IIS.</i>	1		
3	Characterized the Participants/Other Sources of Data (5 points) <i>Note: It is important that the participants are comprehensively described. The following details should be included in the description of the participants.</i>			
3.1	Number of Participants	1		
3.2	Grade Level/Curriculum/Strand (If Participants are Learners) or Specialization/Discipline (If Teaching or Non-teaching Participants)	1		
3.3	Sex Distribution (i.e., Male, Female, Non-Binary)	1		
3.4	Other Socio-Demographic Characteristics (e.g., Average Age or Age Range, Socio-Economic Status, Community Profile) <i>Note:</i> <ul style="list-style-type: none"> • Socio-Economic Status - Low-Income, Middle-Income, High-Income, etc. • Community Profile - Coastal, Uphill, Urban, Farming, Indigenous, etc. • If there are non-human sources of supplementary data, they must be properly described. 	1		
3.5	Details About the Researcher (Years in Service, Relevant Experience in the Subject Area/Topic, Membership in Local Community [If a Resident or Not])	1		
4	With Coherent Presentation of Ideas and Minimal Grammatical Errors (1 point)	1		
	Sub-Total	10		
Comments:				

IIIB. Data Gathering Methods (10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Detailed Data Gathering Plan (5 points) <i>Note: In action research, it is considered inadequate to collect only quantitative data through quasi-experiments, experiments, and/or surveys. The researcher must collect qualitative data to satisfy the methodological standards of action research.</i>			
1.1	All research questions have a corresponding data collection method and there is a qualitative data collection technique .	5		
	Not all research questions have a corresponding data collection method, but there is a qualitative data collection technique .	4		
	All research questions have a corresponding data collection method, but there is no qualitative data collection technique .	3		
	Not all research questions have a corresponding data collection method and there is no qualitative data collection technique .	2		
	The data collection techniques do not align with the research questions.	1		
2	Provided a substantial description of the research instrument/s. (1 point) <i>Note: In action research, only a simple validity check of the tool is required.</i>	1		
3	Presented the Data Gathering Steps Coherently (3 points)			
3.1	Presented and labeled the clusters of data collection steps according to the order of research questions.	1		
3.2	Identified the type/kind of data set needed for each research question and assigned a research instrument/tool to collect each identified data set.	1		
3.3	Specified the collection method for each identified data set and identified the schedule/venue for each step of the data collection phase.	1		
3.4	Justified the use of each method of data collection.	1		
4	With Minimal Grammatical Errors (1 point)	1		
	Sub-Total	10		
Comments:				

IIIC. Data Analysis Plan (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Detailed Data Analysis Plan (5 points) <i>Note: Award the points based on the following criteria.</i>			
	All identified data sets have a corresponding method of analysis, and their expected results can answer the research questions completely.	5		
	Not all data sets have a corresponding data analysis method.	3		
	The data analysis methods are not appropriate for the data sets.	1		
2	Presented the Data Analysis Steps Coherently (4 points)			

2.1	Presented and labeled the clusters of data analysis steps according to the order of research questions	1		
2.2	Described the techniques/methods of analysis for each identified data set.	1		
2.3	Assigned (<i>if applicable</i>) a tool/software to each method of analysis.	1		
2.4	Justified the use of each method of data analysis.	1		
3	With Minimal Grammatical Errors (1 point)	1		
	Sub-Total	10		
Comments:				

IV. Work Plan & Timelines (Total: 5 Pts.)

No.	Question Indicators	Pts.	Yes	No
1	Presented a Substantial and Organized Work Plan (2 points)			
	<ul style="list-style-type: none"> • Included an introductory paragraph and table are presented in APA format. • Enumerated all the activities from preparation to dissemination. • Stated the corresponding activity durations and schedules. • Provided other relevant details (<i>i.e., Responsible Persons, Success Indicators/Outputs, etc.</i>). 	2		
2	Utilization Plan (3 points)			
2.1	The proposal clearly explains how research findings will be used, specifying: <ul style="list-style-type: none"> • Improvement of classroom practices • Enhancement of school programs • Adjustment of existing interventions or policies • Utilization is framed as actionable, not merely “recommended.” 	1		
2.3	The proposal identifies mechanisms for embedding findings into existing systems, such as: <ul style="list-style-type: none"> • School Improvement Plans (SIP) • Annual Implementation Plans (AIP) • LAC action plans • Office-level protocols or guidelines 	1		
2.4	Monitoring of Utilization and Early Outcomes <ul style="list-style-type: none"> • The proposal includes simple indicators or mechanisms to check whether findings are being used 	1		
	Sub-Total	5		
Comments:				

V. Cost Estimates (Total: 5 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Substantial and Organized Expense Matrix (5 points)			
1.1	Included an introductory paragraph and the table is presented in APA format.	1		
1.2	Enumerated the items/materials needed.	1		
1.3	Identified the unit of each item/material and indicated the quantity needed for each.	1		
1.4	Calculated and reflected the total cost.	1		
1.5	Ensured that all expenditures are eligible according to the RMG and relevant COA guidelines.	1		
	Sub-Total	5		
Comments:				

Overall Total: _____

Enclosure B. Call for Submission of Action and Basic Research Proposals for the FY 2026 Policy and Research Programs

Expanded Evaluation Tool for Appraising Basic Research Proposals

Title of the Study: _____

Researcher/s: _____

Evaluator: _____ **Signature:** _____

I. Rationale (Total: 10 Pts.)

No.	Indicators	Pts	Yes	No
1	Discussed the Research Topic Comprehensively (4 points)			
1.1	Presented the variable/s or construct/s to be investigated by the study.	1		
1.2	Identified the correct thematic area of the Basic Education Research Agenda (BERA) being explored by the study.	1		
1.3	Described the different aspects or components of the variable/s or construct/s to be studied.	1		
1.4	Identified the groups and/or institutions to which the findings will be relevant.	1		
2	Analyzed the Research Setting (1 point)			
	Explained why the classroom or school situation is a worthwhile setting of the study.	1		
3	Established the Study's Relevance to Educational Outcomes (1 point)			
	Explained how studying the variable/s or construct/s relates to the achievement of DepEd's Intermediate Outcomes (Access, Equity, Quality, Resilience & Well-Being, and Enabling Mechanisms: Governance).	1		
4	Established the Timeliness of the Research Problem (1 point)			
	Explained why the research problem is considered current. <i>Note: Possible Bases for Timeliness</i> <ul style="list-style-type: none"> ▪ <i>Included as a Priority Topic in the Regional Research Agenda</i> ▪ <i>Included as a Priority Topic in the National Curriculum Research Agenda</i> ▪ <i>Related to 21st Century Learning</i> ▪ <i>Related to Learning Delivery During the Pandemic/New Normal</i> ▪ <i>Related to DepEd Advocacies Within the Last Five (5) School Years</i> 	1		
5	Included the Implications of the Study (1 point)			
	Discussed how the study informs educational policies and its relevance to educational practitioners/managers.	1		
6	Provided the Rationale for Conducting the Basic Research (1 point)			

	Summarized why there is a need to conduct the present study.	1		
7	With Coherent Presentation of Ideas and Minimal Grammatical Errors (1 point)	1		
	Sub-Total	10		
Comments:				

II. Research Questions (Total: 20 Pts.)

No.	Indicators	Pts.	Yes	No
1	Provided the General Statement of the Research Problem (8 pts) <i>Note: The general statement of the problem should be clear, concise, and reflective of the researcher's specific context. As such, it is important to include the following elements.</i>			
1.1	Primary Purpose	2		
1.2	Research Setting	2		
1.3	Learning Area/Research Focus	2		
1.4	Participants	2		
2	Ensured that Research Questions Correspond with the Research Title (5 pts) <i>Note: Award the points based on the following criteria.</i>			
	<i>All of the variables/constructs and their components that were mentioned in the title are completely reflected in the research questions.</i>	5		
	<i>Variables/constructs and their components that were mentioned in the title are not completely reflected in the research questions.</i>	3		
	<i>Research questions are not aligned with the title/topic.</i>	1		
3	Added Enriching Research Questions (5 pts)			
3.1	Questions That Establish the Extent of the Topic Investigated	2		
3.2	Questions That View the Topic from Multiple Angles	3		
4	With Logical Progression of Questions and Minimal Grammatical Errors (2 pts)	2		
	Sub-Total	20		
Comments:				

III. Related Literature & Proper Citation (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented Relevant Studies and the Conceptual/Theoretical Framework (8 points) <i>Note: There is no need for multiple theories to guide the inquiry. A single, well-established theory is sufficient as the framework of the study. In case there are multiple guiding theories, they should be harmonized as a unified framework.</i>			

1.1	Discussed and synthesized the relevant studies.	2		
1.2	Presented the relevant literature under thematic clusters.	1		
1.3	Presented the variables/constructs under a conceptual/theoretical framework.	2		
1.4	Defined the important terms/concepts.	1		
1.5	Identified the gaps in the existing body of research.	2		
2	Observed Proper Formatting in Citing Literature (1 point)			
	Followed the APA format in writing the in-text citations and the reference list.	1		
3	With Coherent Presentation of Ideas and Minimal Grammatical Errors (1 point)	1		
	Sub-Total	10		
Comments:				

IIIA. Participants & Other Sources of Data (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented the Participants & Other Sources of Data (5 points)			
1.1	Enumerated the participants and/or other sources of data.	1		
1.2	Used the appropriate sampling method.	2		
1.3	Explained the inclusion criteria.	2		
2	Characterized the Participants/Other Sources of Data (4 points) <i>Note: It is important that the participants/data are comprehensively described. The following details should be included in the description of the participants/data.</i>			
2.1	Number of Participants and/or Other Sources of Data	1		
2.2	Grade Level/Curriculum/Strand (<i>If Participants are Learners</i>) or Specialization/Discipline (<i>If Participants are Teachers</i>) or Relevant Categorizations of Other Sources of Data (<i>If There are Non-Human Data Sources</i>)	1		
2.3	Sex Distribution (<i>For Human Participants</i>) General Description (<i>For Non-Human Sources of Data</i>)	1		
2.4	Other Characteristics (<i>e.g., Average Age or Age Range, Socio-Economic Status, Community Profile, Origin of Non-Human Data Source, Type/Kind of Non-Human Data Source</i>) <i>Note:</i> <ul style="list-style-type: none"> • <i>Socio-Economic Status - Low-Income, Middle-Income, High-Income, etc.</i> • <i>Community Profile - Coastal, Uphill, Urban, Farming, Indigenous, etc.</i> 	1		
3	With Coherent Presentation of Ideas and Minimal Grammatical Errors (1 point)	1		
	Sub-Total	10		
Comments:				

IIIB. Data Gathering Methods and Instruments (20 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Detailed Data Gathering Plan (5 points) <i>Note: Award the points based on the following criteria.</i>			
	All research questions have a corresponding data collection method.	5		
	Not all research questions have a corresponding data collection method.	3		
	The data collection techniques do not align with the research questions.	1		
2	Presented the Data Gathering Steps Coherently (8 points)			
2.1	Presented and labeled the clusters of data collection steps according to the order of research questions.	2		
2.2	Identified the type/kind of data set needed for each research question and assigned a research instrument/tool to collect each identified data set.	2		
2.3	Specified the collection method for each identified data set and identified the schedule/venue for each step of the data collection phase.	2		
2.4	Justified the use of each method of data collection.	2		
3	Discussed All the Data Gathering Tools/Instruments (7 points)			
3.1	Described all instruments/tools comprehensively (e.g., name of source/test developer, general form/structure of the instrument/tool, number and type of items/questions, etc.).	2		
3.2	Identified the validity checks to be conducted.	2		
3.3	Identified the reliability tests to be conducted.	2		
4	With Minimal Grammatical Errors (1 point)	1		
	Sub-Total	20		
Comments:				

IIIC. Data Analysis Plan (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Detailed Data Analysis Plan (5 points) <i>Note: Award the points based on the following criteria.</i>			
	All identified data sets have a corresponding method of analysis, and such methods can completely address the research questions.	5		
	Not all data sets have a corresponding data analysis method.	3		
	The data analysis methods are not appropriate for the data sets.	1		
2	Presented the Data Analysis Steps Coherently (5 points)			

2.1	Presented and labeled the clusters of data analysis steps according to the order of research questions	1		
2.2	Described the techniques/methods of analysis for each identified data set.	1		
2.3	Assigned (<i>if applicable</i>) a tool/software to each method of analysis.	1		
2.4	Justified the use of each method of data analysis.	1		
3	With Minimal Grammatical Errors	1		
	Sub-Total	10		
Comments:				

IV. Work Plan, Timelines, & Utilization (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Substantial and Organized Work Plan (3 points)			
1.1	Included an introductory paragraph and table is presented in APA format.	1		
1.2	Enumerated all of the activities from preparation to dissemination & provided other relevant details (<i>i.e., Responsible Persons, Success Indicators/Outputs, etc.</i>).	1		
1.3	Stated the corresponding activity durations and schedules.	1		
2	Clustered the Activities Accordingly (1 point) (<i>i.e., Preparation, Implementation, & Dissemination Phases</i>)	1		
3	Utilization Plan (6 points)			
3.1	The proposal clearly explains how research findings will be used, specifying: <ul style="list-style-type: none"> • Improvement of classroom practices • Enhancement of school programs • Adjustment of existing interventions or policies 	2		
3.2	Utilization is framed as actionable, not merely “recommended.”	1		
3.3	The proposal identifies mechanisms for embedding findings into existing systems, such as: <ul style="list-style-type: none"> • School Improvement Plans (SIP) • Annual Implementation Plans (AIP) • LAC action plans • Office-level protocols or guidelines 	1		
3.4	Monitoring of Utilization and Early Outcomes <ul style="list-style-type: none"> • The proposal includes simple indicators or mechanisms to check whether findings are being used 	1		
3	Summarized the Schedule Through a Gantt Chart	1		
	Sub-Total	10		
Comments:				

V. Cost Estimates (Total: 10 Pts.)

No.	Indicators	Pts.	Yes	No
1	Presented a Substantial and Organized Expense Matrix (10 points)			
1.1	Included an introductory paragraph and table is presented in APA format.	1		
1.2	Enumerated the items/materials needed.	2		
1.3	Identified the unit of each item/material and indicated the quantity needed for each.	3		
1.4	Calculated and reflected the total cost.	2		
1.5	Ensured that all expenditures are eligible according to the RMG and relevant COA guidelines.	2		
	Sub-Total	10		
Comments:				

Overall Total: _____



Republic of the Philippines
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Policy, Planning, and Research Division

Enclosure C. Call for Submission of Action and Basic Research Proposals for the FY 2026 Policy and Research Programs

**Basic Education Research Fund (BERF) Research Cycle
FY 2026 & 2027**

BERF Proposal Submissions Primer

*(As per DO 39, s. 2016 Adoption of the Basic Education Research Agenda
DO 16, 2017 Research Management Guidelines)*

What is the Basic Education Research Fund (BERF)?

BERF is a grant provided by the Department of Education to support education research in aid of evidence-based policy formulation (Department of Education, 2016, 2017). This fund institutionalizes research as a **core function of DepEd** and ensures that policies, programs, and reforms are guided by **systematic empirical evidence** rather than anecdotal practice.

What is the Basic Education Research Agenda (BERA)?

The **Basic Education Research Agenda (BERA)** (Department of Education, 2016) serves as a guiding framework for teachers, school heads, and education support personnel to conduct studies that are relevant and responsive to the needs of the department. It ensures that research efforts are not scattered but are instead aligned with the goal of improving learning outcomes and governance.

The research agenda finds research subjects that will address urgent issues in Philippine basic education and close important knowledge gaps. These topics should be in line with the Department's vision, mission, and desired results as well as local and global advancements in the field.



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The agenda is generally organized into four main thematic areas and three cross-cutting themes.

Research Themes	Suggested Aligned Areas to Explore (but are not limited to)
Teaching and Learning	<p>Instruction: Effectiveness of teaching strategies, differentiated instruction, and classroom management.</p> <p>Curriculum: Relevance of the K to 12 curriculum, localization, and indigenization of content.</p> <p>Assessment: Reliability of formative and summative assessments and their impact on student performance.</p> <p>Learning Outcomes: Factors affecting student achievement and the development of 21st-century skills.</p>
Child Protection	<p>Safety and Security: Prevention of bullying, harassment, and violence in schools</p> <p>Inclusion: Ensuring students with disabilities, IP (Indigenous Peoples) learners, and Muslim students feel integrated and supported</p>
Human Resource Development	<p>Employee Welfare: Teacher workload, motivation, promotion systems, and mental health.</p> <p>Professional Development: Training needs of teachers and the impact of seminars/workshops</p>
Governance	<p>Planning and Management: Resource allocation, school-based management (SBM) levels, and data-driven decision-making.</p> <p>Finance and Procurement: Efficiency of budget utilization and maintenance of school facilities.</p>



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	Partnerships: Engagement with stakeholders like the LGU, NGOs, and the community.
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Cross-cutting and emerging education social concerns will be considered in developing research questions under all of the four themes.

Cross-cutting Themes	Suggested Aligned Areas to Explore (but are not limited to)
Disaster Risk Reduction and Management (DRRM)	<p>School Emergency Preparedness: Evaluating the effectiveness of earthquake and flood drills on student response behavior.</p> <p>Psychosocial Support: The impact of post-disaster interventions on the mental health and recovery of learners.</p> <p>Climate Change Awareness: Assessing the integration of climate change concepts in the science and Araling Panlipunan curricula.</p> <p>Alternative Delivery Modes (ADM): Researching the efficiency of modular or online learning during extended school closures due to natural disasters.</p>
Gender and Development	<p>Gender Disparity in Academic Performance: Why do certain genders perform better in specific subjects (e.g., Mathematics vs. Literacy)?</p> <p>Gender-Fair Teaching Materials: An analysis of textbooks and learning resources for gender stereotypes or biased language.</p> <p>Career Aspirations: How gender perceptions influence SHS strand selection and post-secondary choices.</p> <p>Work-Life Balance for Educators: Investigating the specific challenges faced by male vs. female teachers in professional advancement.</p>



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Policy, Planning, and Research Division

Inclusive Education	<p>Special Education (SPED) Integration: The transition of learners with disabilities from self-contained classrooms to mainstream settings.</p> <p>Indigenous Peoples (IP) Education: Evaluating the effectiveness of Indigenized Lesson Plans (ILPs) in improving the literacy of IP learners.</p> <p>The Madrasah Education Program: Identifying barriers to the successful implementation of the ALIVE (Arabic Language and Islamic Values Education) program.</p> <p>Socio-Economic Barriers: The correlation between household income and the drop-out rates in rural vs. urban schools.</p>
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Scope and Allocation of Research Proposals

Scope		Maximum Amount	Duration of Research
National	Nationwide in scope; covering at least two (2) regions	Not more than Php 500,000.00 per research	Maximum of 1 year
Regional	Region-wide in scope; covering at least two (2) divisions	Not more than Php 150,000.00 per research	
Division	Division-wide, district-wide in scope; covering at least two (2) schools		
School/CLCs	(Action) research that I classroom-based, school-wide pr CLC-wide	Not more than Php 30,000.00 per research	Minimum of 6 months



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Policy, Planning, and Research Division

Research Formats

(As per Annex 2: Minimum Requirements of the Research Proposal)

BASIC RESEARCH PROPOSAL TEMPLATE

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

ACTION RESEARCH PROPOSAL TEMPLATE

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



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Policy, Planning, and Research Division

References

Philippines Department of Education (2016, June 10). *Adoption of the Basic Education Research Agenda* (DepEd Order 39, s. 2016).

<https://www.hhs.gov/memorandum-2020-01-15.pdf>

Philippines Department of Education (2017, March 20). *Research Management Guidelines*. (DepEd Order 16, s. 2017).

https://www.deped.gov.ph/wp-content/uploads/2017/03/DO_s2017_016.pdf

Annex 5

AI USE DECLARATION FORM
(In compliance with DO 003, s. 2026)

AI Disclosure Statement

Consistent with the policy guidelines on the use of AI in basic education, I, _____, of _____, hereby declare that I have used AI tools to assist in _____,

I used (AI tool/app/program) to help in (name or description of activity/output) for the purposes of (purpose, e.g., finalization of research). The prompt/s used were (list of prompts).

I confirm that I have reviewed, edited, and understood all the content completed. I used AI tools only to support my learning/work/deliverable and not to replace my own thinking & agency or output. I take full accountability for the final output submitted.

I affirm that the use of AI tools was intended solely to enhance the quality of the declared output. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and agency to ensure accuracy, appropriateness, and alignment with the Data Privacy Act of 2012.

Likewise, I affirm that no confidential information or sensitive institutional information data was shared with the AI platform/app identified above in the process.

Proponent: _____

Signature: _____

Date: _____