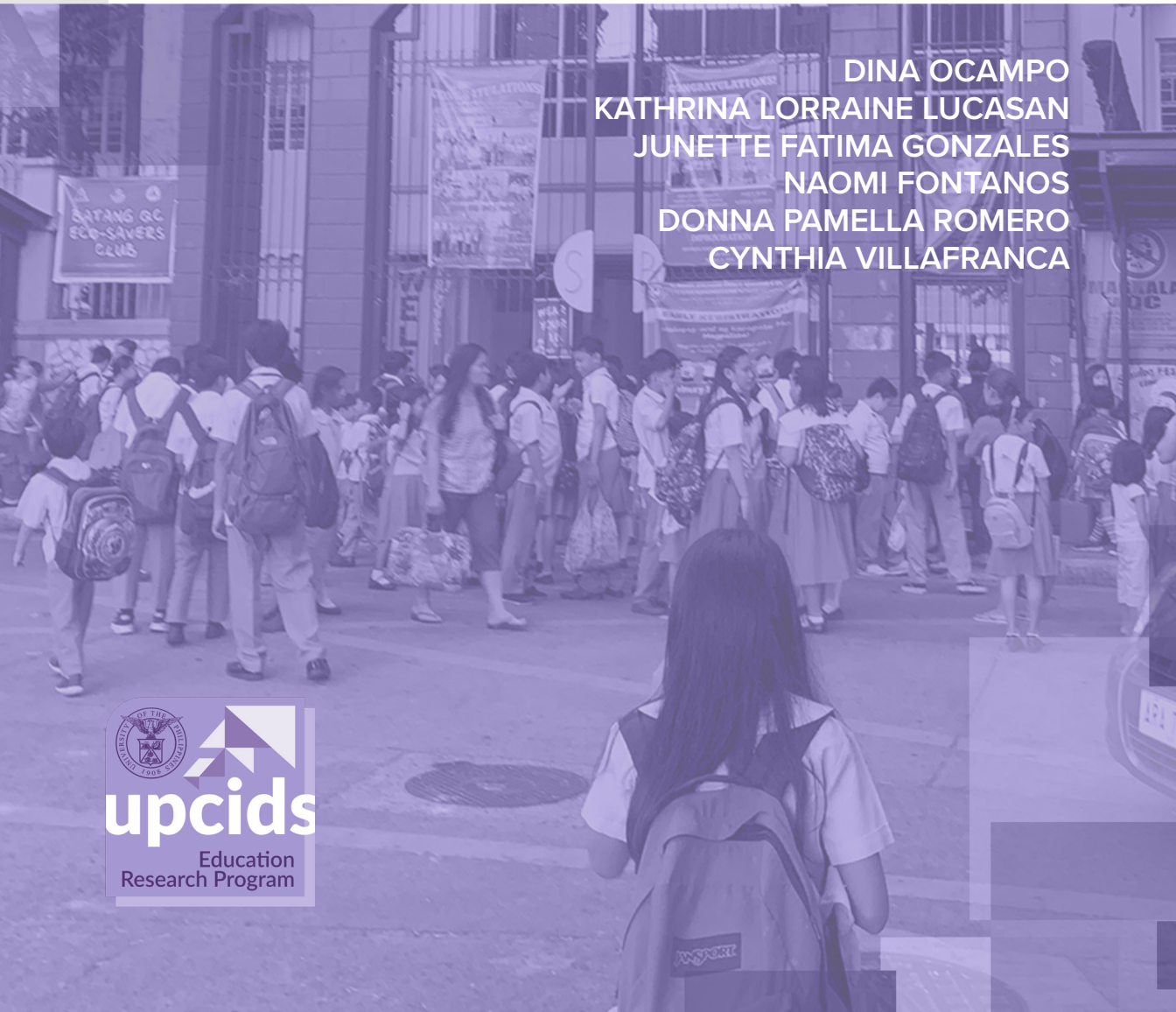
UNIVERSITY OF THE PHILIPPINES
CENTER FOR INTEGRATIVE AND DEVELOPMENT STUDIES
PUBLIC POLICY MONOGRAPH SERIES • 2020-03

Policy Investigations in Support of the Filipino Learner

The UP CIDS ERP Research Agenda 2019–2024



DINA OCAMPO
KATHRINA LORRAINE LUCASAN
JUNETTE FATIMA GONZALES
NAOMI FONTANOS
DONNA PAMELLA ROMERO
CYNTHIA VILLAFRANCA

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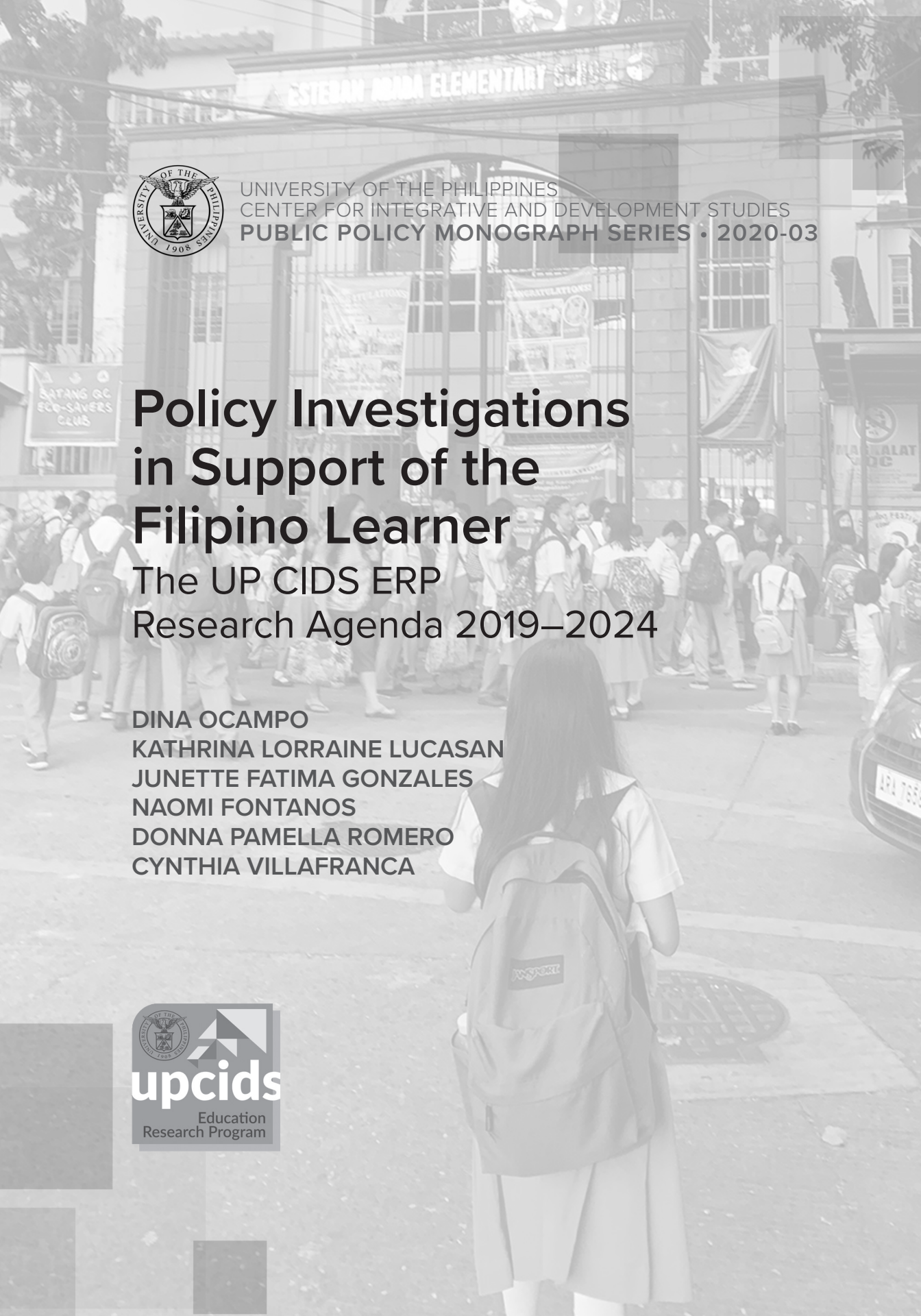

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Lower Ground Floor, Ang Bahay ng Alumni
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Diliman, Quezon City 1101
Telephone: 8981-8500 loc. 4266 to 4268 / 8426-0955
E-mail: cids@up.edu.ph / cidspublications@up.edu.ph
Website: cids.up.edu.ph

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Research Database Developers

- Edmund Ocado, Jr. (Planning Officer, Department of Education–Region VII)
- Jess Marlowe Libre (Planning Officer, Department of Education–Region VII)

Expert Discussants

- Jocelyn Andaya (Director IV, Bureau of Curriculum Development, Department of Education)
- Purita Bilbao (Chair, Technical Panel for Teacher Education, Commission on Higher Education)
- Jerome Buenviaje (Professor, College of Education, UP Diliman)
- Gretchen Cordero (Chief, Education Research Division, Bureau of Education Assessment, Department of Education)
- Leonor Diaz (Professor, College of Education, UP Diliman)
- Rhodora Angela Ferrer (Executive Director, Private Education Assistance Committee)
- Maria Hazelle Preclaro-Ongtengco (Assistant Professor, College of Education, UP Diliman)
- Ma. Mercedes Rodrigo (Professor, Department of Information Systems and Computer Science, School of Science and Engineering, Ateneo de Manila University)
- Diosdado San Antonio (Director IV, Department of Education–Region IV-A)
- John Arnold Siena (Director, National Educators Academy of the Philippines, Department of Education)
- Francis Jim Tuscano (Head Education Technology Coach, Xavier School)
- Aida Yuvienco (Information Systems Consultant and Former Director, Information, Communications, and Technology Service, Department of Education)

Policy Workshop Participants

- Denise Adriano (Private Education Assistance Committee)
- Marie Yvette Alcazar (Professor, College of Education, UP Diliman)
- Merlene Alon (Alpha Angelicum College)
- Jocelyn Andaya (Director, Bureau of Curriculum Development, Department of Education)
- Monica Ang-Tan (Project Management Specialist, Office of Education, USAID)
- Benigno Beltran, SVD (Lead Coordinator, Philippine Sustainability Challenge)
- Purita Bilbao (Chair, Technical Panel for Teacher Education, Commission on Higher Education)
- Jerome Buenviaje (Professor, College of Education, UP Diliman)
- Marie Therese Angeline Bustos (Professor, College of Education, UP Diliman)
- Lorina Calingasan (Principal, UP Integrated School)
- Jose Camacho (Dean, Graduate School, UP Los Baños)
- Victoria Catibog (Undersecretary for Finance, Department of Education)
- Anne Sheila Tan Choi (Lecturer, UP Open University)
- Gretchen Cordero (Chief, Education Research Division, Bureau of Education Assessment, Department of Education)
- Leonor Diaz (Professor, College of Education, UP Diliman)
- Feejay Dimaculangan (Senior Education Program Specialist, Bureau of Learning Delivery, Department of Education)
- Sammy Dolba (Professor, College of Flexible Learning, Philippine Normal University)
- May Eclar (Regional Director, Department of Education–Cordillera Administrative Region)
- Alona Encinares (Education Program Specialist, Department of Education–Region IV-A)
- Helen Enginiero (Teacher, Quirino High School)
- Lana Escario (Principal, Zapatera Elementary School)
- Eladio Escolano (Principal, Quirino High School)
- Edizon Fermin (Director for Innovation, Miriam College)
- Rhodora Angela Ferrer (Executive Director, Private Education Assistance Committee)
- Heidi Forte (Senior Technical Education and Skills Development Specialist, Technical Education and Skills Development Authority)
- Larry Gabao (Professor, Philippine Normal University)
- Malcolm Garma (Regional Director, Department of Education–Region I)
- Nemah Hermosa (UP College of Education)
- Ruby Javier (Private Education Assistance Committee)
- Joel Javiniar (Professor, College of Education, UP Diliman)
- Reynaldo Laguda (Executive Director, Philippine Business for Social Progress)

- Aileen Lapitan (Assistant College Secretary, College of Public Affairs and Development, UP Los Baños)
- Belinda Loyola (Principal, Cavite National Science High School)
- Flordelita Male (Education Program Supervisor, Department of Education–National Capital Region)
- Elain Malones (Master Teacher, Cavite National Science High School)
- George Emanuel Martin (Head Teacher III, Quirino High School)
- Victoria Mayo (Schools Division Office, Department of Education–National Capital Region)
- Romylyn Metila Assistant Professor, College of Education, UP Diliman)
- Gina Obierna (Schools Division Office of Quezon City, Department of Education)
- Anthony Ocampo (Faculty, UP Integrated School)
- Rowel Padernal (Education Program Specialist, Bureau of Curriculum Development, Department of Education)
- Lito Palomar (Chief, Curriculum Implementation Division, Schools Division Office of Antipolo City, Department of Education)
- Sierra Paraan (Save the Children Foundation)
- Marian Christine Patriarca (Professor, College of Education, UP Diliman)
- Greg Pawilen (Associate Professor, College of Human Ecology, UP Los Baños)
- Eugenio Penales (Curriculum and Learning Management Division Chief, Department of Education–Region IX)
- Lea Pradilla (Assessment, Curriculum, and Technology Research Centre)
- Maria Hazelle Preclaro-Ongtengco (Assistant Professor, College of Education, UP Diliman)
- Ma. Mercedes Rodridgo (Professor, Ateneo de Manila University)
- Ramon Sampang (ICT Consultant)
- Diosdado San Antonio (Regional Director, Department of Education–Region IV-A)
- John Arnold Siena (Director, National Educators Academy of the Philippines, Department of Education)
- Mark Anthony Sy (Executive Assistant, Information, Communications, and Technology Service, Department of Education)
- Beatriz Torno (Regional Director, Department of Education–Region III)
- Francis Jim Tuscano (Head Education Technology Coach, Xavier School)
- Roel Ugaban (Executive Assistant, Office of the Assistant Secretary for Project Management and Field Operations, Department of Education)
- Rey Valenzuela (Information Technology Officer, Department of Education–Region IV-A)
- Aurelio Vilbar (Associate Professor, College of Social Sciences, UP Cebu)
- Aida Yuvienco (Information Systems Consultant and Former Director, Information, Communications, and Technology Service, Department of Education)

Documenters

- Adnan Comaradang
- Rashyl Delobio
- Abdel Jamal Disangcopan
- Regina Punzalan

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For Edmund Ocado, Jr.
Thank you for your unwavering support.
See you on the other side.

CHAPTER 1
Introduction

The Education Research Program (ERP) is among the several teams of disciplinal experts within the University of the Philippines Center for Integrative and Development Studies (UP CIDS) that are engaged in policy studies on issues of national significance. The UP CIDS endeavors to aid the University in the fulfillment of its role as a research university in various fields of expertise and specialization. From 1999 to 2004, the ERP worked on a wide range of research on literacy, higher education, early childhood education, adult nonformal education, indigenization of the basic education curriculum, technical education, and teacher development. The numerous partnerships the ERP cultivated with government, universities, national and international nongovernmental organizations, and civil society organizations soon bore fruit. These studies resulted in the provision of technical input for national legislation—such as The Early Childhood Care and Development Act of 2000 (Republic Act No. (RA) 8980)—and education policies for various agencies such as the Department of Education (DepEd), the Commission on Higher Education (CHED), and local school boards. Eventually, researchers affiliated with the ERP worked in government, bringing with them the knowledge, experience, and insights from the many studies that it conducted. (For more information on the research agenda of the ERP from 1991 to 2004, see Appendix.)

It has been twenty-eight years since the establishment of the Education Research Program in the UP CIDS. Throughout this period, many reforms in education have been put in place. For instance, the K to 12 Basic Education Program has been institutionalized for the Philippine education system, creating major changes in the basic education curriculum, which affects not only higher education, but also early childhood and technical education. Indeed, many transitory scenarios and challenges have come to fore as the Philippines undergoes through the massive reforms. For example, the education sector is eagerly awaiting the finalization of the Philippine Qualifications Framework (PQF) and the ASEAN Qualifications Reference Framework (AQRF) so that qualifications of persons will be recognized across education and employment contexts within the Philippines and the ASEAN region. While these will

inform education planners as they improve the educational system for the Philippines in the long term, global mega trends—such as climate change, urbanization, emerging economies, resource stress, among others—which will shape the future of the Philippine and the world (OECD 2019), must also be within their purview. More pressing indeed is the prevailing and spreading global health crisis brought about by the COVID-19 pandemic, which will obviously be a major consideration in bringing about changes to educational interventions in the immediate future.

Given these factors that impinge upon society and education, we therefore revisited the purpose and mandate of the ERP to make its vision, mission, and goals (VMG) more relevant in the context of existing reforms or those that are expected to be institutionalized in the near future. The updated VMG will frame the research agenda and methodologies of the UP CIDS ERP for 2019 to 2024 (see Box 1 on opposite page).

Developing the ERP Research Agenda

Developing a basic education research agenda ensures that research responds to recent education reforms and global contexts. Research should aim at understanding and influencing educational policies to support decision-makers, form educational theories for academics, and improve educational practice for practitioners (López-Alvarado 2017).

Using the updated VMG and the abovementioned reform and global contexts, the ERP research agenda is defined in scope, and its areas of research are identified. It consists of four strands, namely: (1) governance, finance, and school improvement; (2) curriculum and assessment; (3) instruction and teacher professional development; and (4) analysis of UP education research. Within each strand, the inquiries and investigations which could potentially inform basic education policy are identified. These build on previous works of the ERP, and at the same time, highlight emerging issues. It is also important to emphasize that for each strand, the component of information and communications technology (ICT) was integrated because the power of ICT to propel education to become more effective, efficient, accessible, inclusive and equitable must be studied and harnessed. Figure 1.1 (on page 4) illustrates the development process undertaken in the articulation of the ERP Basic Education Research Agenda 2019–2024.

Several processes and activities were undertaken to arrive at a well-defined and focused research agenda for basic education. The method of building the agenda ensured that wide consultations, as well as keen policy analysis, was conducted. In addition, a hard look at the contributions of the University of the Philippines to education policy formulation helped define the directions of the research agenda.

BOX 1

Vision, Mission, and Goals of the UP CIDS Education Research Program

Vision

The Education Research Program will enable equitable, inclusive, and quality basic, technical and higher education through excellent, relevant, interdisciplinary, and innovative research.

Mission

The Education Research Program will:

(1) Foster excellent education research and publications by providing support to faculty members, students and staff in an ethical, inclusive and stimulating environment;

(2) Collaborate and partner with diverse communities, institutions and agencies in conducting innovative and relevant education research; and

(3) Strategically invest in promising researchers to perform research in collaboration with global partners.

Goals

The goals of the Education Research Program are:

(1) To conceptualize its research agenda for Philippine education;

(2) To conduct policy studies on basic, technical and higher education;

(3) To disseminate its research findings to various stakeholders/ publics;

(4) To respond meaningfully to emerging and urgent issues in education;

(5) To develop and enhance the competencies of students, faculty and staff to manage and conduct research activities; and

(6) To assist the University of the Philippines through research on its education concerns.

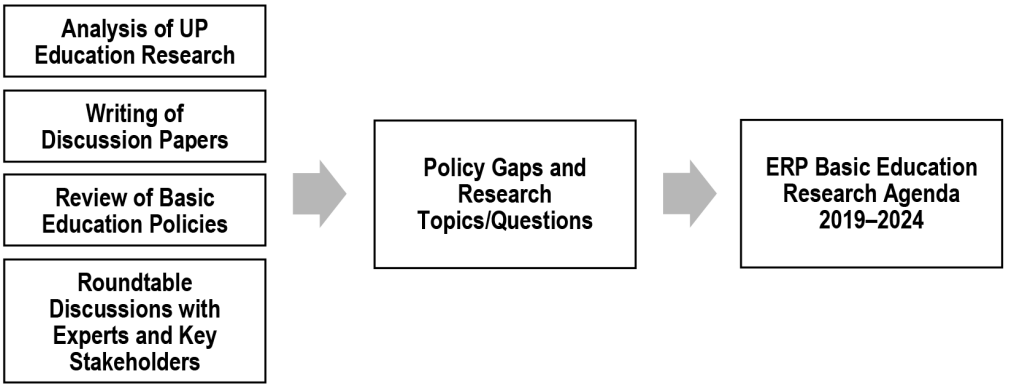

FIGURE 1.1 • Development process of the ERP Basic Education Research Agenda

Analysis of UP Education Research

Education research conducted by the University of the Philippines were collected and organized in a database. The database was designed so that it would be able to filter content according to UP unit, year conducted, type of research (e.g., journal articles, funded research, unpublished research, papers presented at conferences, books, and book chapters), title, author, and topic of the research. Initial analysis results have been presented at the 10th International Conference for Teacher Education on August 23–25, 2018. It was also presented during the round table discussions and policy workshops which are discussed in the succeeding sections of this paper. This database will serve as a living repository to document education research conducted by UP.

Review of Basic Education Policies

Legislation relevant to basic education were identified and analyzed. Pertinent provisions within the legislation were studied and organized according to program. Corresponding DepEd policies were then identified and matched with specific provisions. These enabled a documentary comparison to arrive at gaps in the enabling guidelines for various legal conditions.

Symposia on Discussion Papers Written by Experts in Various Aspects of Basic Education

To generate the core concerns in basic education such as governance and finance, school improvement, curriculum, assessment, and instruction, teacher professional development, and the corresponding information communication technologies for these areas, key informants presented discussion papers. The issues they raised were drawn

from their experiences as field officers and basic education leaders, as well as researchers and academics from higher education and non-government organizations. The data from these discussion papers provided the initial set of topics for the formulation of the ERP research agenda. At the same time, these became the stimulus papers for the round table discussions. These papers were released in a series of monographs published by the UP CIDS.

Consultations with Stakeholders through Roundtable Discussions

To gather information for the basic education research agenda, three roundtable discussions were conducted with representatives from the Department of Education central and field offices, non-government organizations, public and private school administrators, higher education faculty, basic education teachers, technical education, and other education practitioners. Groups were divided according to the aforementioned strands. Data from the workshops were documented using Table 1.

TABLE 1.1 • Matrix for basic education policy analysis

What policy should be released?	Therefore, what should be the research questions for this policy?	How urgent is this policy? (Very urgent: release within 3 years; urgent: release within 5 years)

The product of all these processes is the research agenda which will guide the work of the faculty, students, and researchers of the Education Research Program. In this monograph, the analysis of existing basic education laws and policies, as well as identified research and policy gaps, are presented. These provide the basis for identifying areas of policy development and research, and conducting on-going and forthcoming ERP research projects discussed.

Policy development and research areas are organized according to the strands of curriculum and assessment; instruction and teacher professional development; governance, finance and school improvement; and analysis of UP education research. In all these areas, ICT is integrated in the studies, especially with the challenges and opportunities presented by the COVID-19 pandemic.

2

Analysis of the Policy Context of Philippine Basic Education

Philippine jurisprudence on education provides a backdrop for many of the policy issuances of the Department of Education (DepEd). Principles of legislation are carried out through education policies that provide rules, regulations and guidelines to govern actions and behaviors of leaders and stakeholders in basic education. As DepEd issuances influence different aspects of education such as curriculum, assessment, and instruction, an analysis of these official policies (mostly in the form of department orders and memoranda) reveals the status of our current educational system and its direction in attaining basic education outcomes.

In this chapter, primary laws on education, including the most recent ones dealing with basic education reform, are examined along with corresponding DepEd policy issuances. This chapter also discusses specific laws and policies that are unique to different educational levels and/or programs. These are presented in timelines to show the progression of policy development at both the national and department levels. Various areas of research based on these policies are also discussed. It must be noted, however, that not all laws and policies on basic education were included in this review. Those that were included are laws and department issuances that have implications to current education programs, especially the K to 12 Basic Education Program.

The K to 12 Basic Education Program

Republic Act No. (RA) 10533 or the Enhanced Basic Education Act of 2013 is the prevailing policy on basic education in the country. Approved on May 15, 2013, it contains provisions that lengthened the Philippine basic education from a ten-year program to a program that spans from Kindergarten to Grade 12. Section 3 of this law defines basic education as encompassing kindergarten, elementary, and secondary

education, alternative learning systems, learning systems for out-of-school learners, and learners with special needs. Section 4 discusses the breakdown of the current thirteen-year basic education program and states the typical ages of children for entry into kindergarten and elementary education. Additionally, the Act also captures the essence of RA 7277 (Magna Carta for Disabled Persons of 1991), which states the provisions for access to quality education and assistance to disabled students and the establishment of special education, vocational/technical or other training programs, and non-formal and university education for disabled persons, as well as its amending law, RA 9442. However, provisions stipulated in prior laws, such as the Education Act of 1982 and RA 9155 (Governance of Basic Education Act of 2001), that contradict with those of RA 10533 were repealed.

As RA 10533 effectively transformed basic education, new policies were needed to articulate the specific areas and components in the delivery of education programs to all learners. Therefore, particular policies for curriculum, learning modalities and delivery systems, assessments, and teacher professional programs are enshrined in a number of DepEd official issuances. The policies that apply are listed below:

Implementation Policies

- DepEd Order 36, s. 2013 (Our Department of Education Vision, Mission, and Core Values)
- DepEd Order 43, s. 2013 (Implementing Rules and Regulations (IRR) of Republic Act No. 10533)

Curriculum Policies

- DepEd Order 41, s. 2003 (Values Education in the Basic Education Curriculum)
- DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program)

Assessment Policies

- DepEd Order 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)
- DepEd Order 36, s. 2016 (Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program)
- DepEd Order 55, s. 2016 (Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program)
- DepEd Order 29, s. 2017 (Policy Guidelines on System Assessment in the K to 12 Basic Education Program)

ICT Policy

- DepEd Order 78, s. 2010 (Guidelines on the Implementation of the DepEd Computerization Program)

RA 10533 covers all the levels and programs for delivering kindergarten, elementary, secondary, and alternative education to all learners. However, there are also other existing laws that provide for particular levels and that continue to impact the delivery of basic education. The succeeding sections of this chapter are organized according to the pertinent sections of RA 10533, as well as the different programs in the K to 12 basic education curriculum. Legislation and related DepEd policies that are unique to various levels and programs are presented in timelines to show the progression of policy development. On the timelines (except for Figure 2.10 on page 41), national laws appear on the left, while DepEd issuances are shown at the right side.

Kindergarten Education

RA 10157 (or the Kindergarten Education Act of 2011) established kindergarten education as part of basic education, making it mandatory and compulsory for entry to Grade 1. This Act is supported by another law, RA 10410 or the Early Years Act (EYA) of 2013. Though Section 2 of the EYA states that only children aged zero to four are under the responsibility of the Early Childhood Care and Development (ECCD) Council and that the DepEd has jurisdiction over children from ages five to eight, Section 3 of the Act provides objectives to facilitate smooth transition of care and education provided from a home setting to a community- or school-based setting and to ensure that young children are adequately prepared for the formal learning system that begins at kindergarten. As such, in Section 7, it is stated that the DepEd, together with the Department of Social Welfare and Development (DSWD) and the National Nutrition Council (NCC), should provide support to the ECCD Council as needed. This law repealed RA 8980 (Early Childhood and Development Act), which initially defined early childhood to include children from ages zero to six.

RA 10533, together with the Kindergarten Education Act and the Early Years Act, promotes a smooth transition of learners from home-based learning to community- or school-based education. Learner-centered education is emphasized from the beginning of a child's schooling as stipulated in Section 2 of the Kindergarten Education Act and Section 5 of RA 10533. Various DepEd orders have been released in connection with this (see Figure 2.1 on page 10). These include:

(1) DepEd Order 16, s. 2012 (Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education);

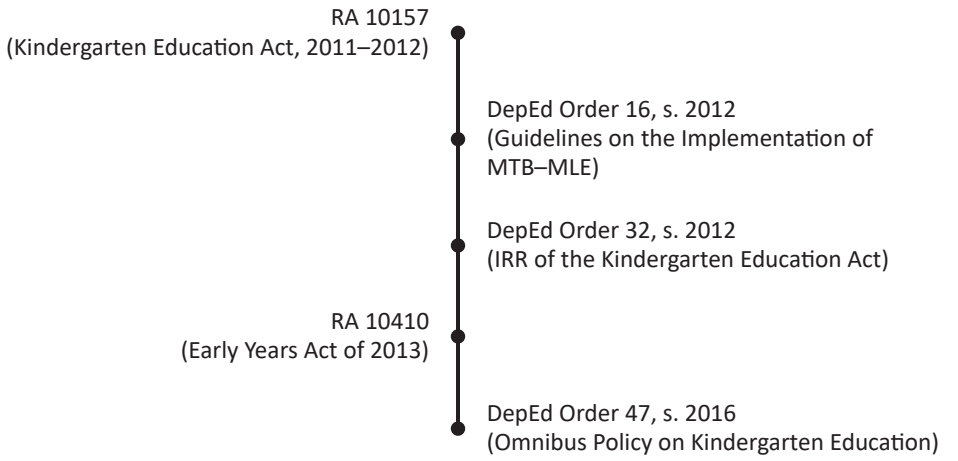

FIGURE 2.1 • Timeline of existing laws and DepEd issuances on kindergarten education

(2) DepEd Order 14, s. 2013 (Strengthening the K to 12 Basic Education Program Delivery System for Elementary Education); and

(3) DepEd Order 47, s. 2016 (Omnibus Policy on Kindergarten Education).

Research Areas

Several areas of inquiry were identified for kindergarten education (see Table 2.1 on opposite page). These include investigations on models of curriculum design and implementation, use of ICT, teacher preparation and professional development, and authentic assessments. Some issues in terms of age of entry for Kindergarten and learner readiness for joining Kindergarten classes were also emphasized as urgent areas needing policy clarification. The following are proposed research questions:

(1) What kinds of support are needed to implement the Kindergarten program?

(2) How much of the intended curriculum was implemented successfully?

(3) What were the factors affecting the successful implementation of the curriculum?

(4) What innovations were applied in the implementation of the Kindergarten program?

(5) What role does ICT play in kindergarten education?

TABLE 2.1 • Laws, DepEd issuances, and identified research priorities pertinent to kindergarten education

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Enhanced Basic Education Act of 2013 (RA 10533)	Sections 3, 4, and 5	• Provides the description for basic education and enhanced basic education • Discusses the breakdown of the 13 years of basic education brought about by the enhanced basic education program • Mandates the use of the "regional or "native language" of learners for the first three years of schooling, with the gradual introduction of Filipino and English in Grades 4 to 6 • Lists the features of the curriculum	• DepEd Order 16, s. 2012 (Guidelines on the Implementation of MTB–MLE) • DepEd Order 32, s. 2012 (IRR of RA 10157) • DepEd Order 12, s. 2015 (Guidelines on the ELLN Program: Professional Development Component • DepEd Order 47, s. 2016 (Omnibus Policy on Kindergarten Education • DepEd Order 21, s. 2019 (Policy Guidelines for the K to 12 Basic Education Program)	• Inquiry on the age of entry • Examination of alignment between intended and implemented curriculum	• Curriculum implementation in terms of: – Instructional delivery – Learning processes – Learning resources – Learning environment – Use of ICT resources – Incentive provisions to schools and teachers with best practices – Teacher preparation • To what extent is the curriculum framework implemented in terms of: – Design – Content – Philosophy – Implementation – Assessment • Curriculum innovations • Role of ICT in program delivery
Kindergarten Education Act (RA 10157)	Section 2	• Institutionalized kindergarten education as part of basic education, making it mandatory and compulsory for entry to Grade 1 • Mandated that kindergarten education be learner-centered, responsive to needs, cognitive and cultural capacity, circumstances			

TABLE 2.1 • Laws, DepEd issuances, and identified research priorities pertinent to kindergarten education (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
		and diversity of learners, schools, and communities			
	Section 5	Mandated the use of mother tongue as medium of instruction			
Early Years Act of 2013 (RA 10410)	Section 3	Among the objectives is to facilitate smooth transition from care and education provided at home/ community/ school-based to the formal setting			
	Section 7	DepEd shall collaborate with the DSWD and NCC and provide support to the ECCD Council as needed			

Elementary Education

Several laws have implications on how elementary education is designed, delivered, and assessed. Sections 3, 4, and 5 of RA 10533 define basic and enhanced basic education, and state the features of the curriculum. These curriculum features support Chapter VI of RA 8371 (Indigenous Peoples' Rights Act of 1997), which ensures that indigenous peoples (IPs) have access to quality education and retain the right to establish and control their educational systems and institutions. Further, this flexibility of the enhanced basic education curriculum extends to the needs of disabled persons, supporting Chapter II of the Magna Carta for Disabled Persons (RA 7277) whose provisions include access of disabled persons to assistance, special education, vocational/ technical education and other training programs, and non-formal education. In terms of curriculum and assessment, the following are the DepEd policies for elementary education:

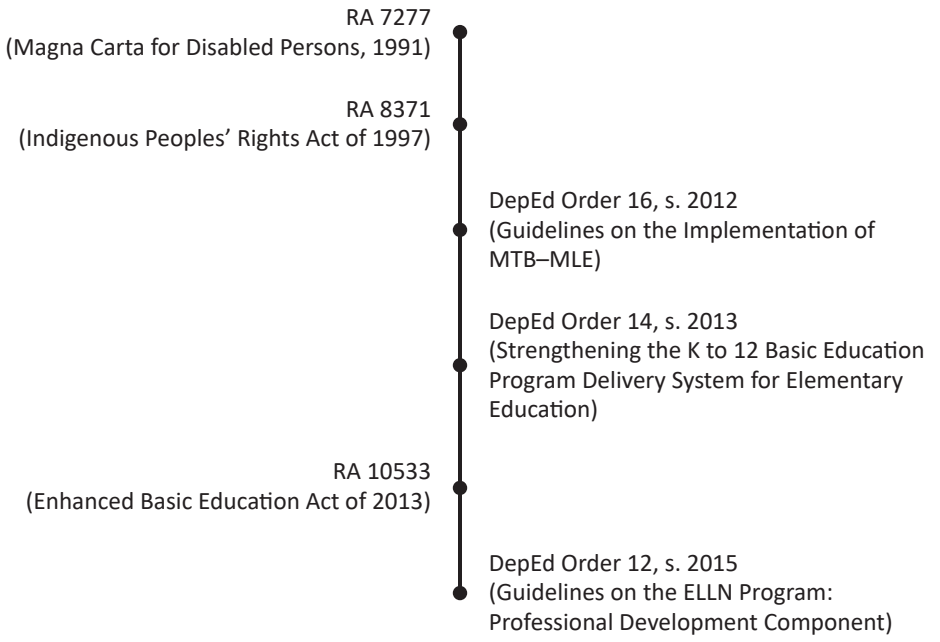

FIGURE 2.2 • Timeline of existing laws and DepEd issuances on elementary education

(1) DepEd Order 16, s. 2012 (Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education Program)

(2) DepEd Order 14, s. 2013 (Strengthening the K to 12 Basic Education Program Delivery System for Elementary Education)

(3) DepEd Order 12, s. 2015 (Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development Component)

Research Areas

Curriculum, instruction, and assessment research is an ongoing endeavor at any level of education. Of particular interest at the elementary level are language and literacy, particularly because of the Philippine policy on multilingual education and the latest Programme for International Student Assessment (PISA) results which found the Philippines scoring very low on the assessments that were administered. The efficacy of the National Achievement Test (NAT) in reflecting the effectiveness of learning delivery across the country is also ripe for inquiry. Based on the analysis, the most relevant research questions center around inquiries on the teaching of specific skills or learning areas. For example, research on the teaching of literacy, the spiraling of content, and the use of the mother tongue in learning and teaching may lead towards policies which

enable the provision of support needed to improve instruction. More comprehensive research on the Mother Tongue-Based Multilingual Education (MTB–MLE) program should be conducted as well since it is among the major reforms embedded within the K to 12 reform (see Table 2.2 on opposite page). The following are the proposed research questions:

(1) How much of the intended MTB-MLE curriculum was implemented successfully?

(2) What are the factors that affect successful implementation of the MTB-MLE program?

(3) How did the introduction of key embedded reforms (e.g., spiraling, MTB-MLE, etc.) promote student achievement?

(4) What assessment tools should be developed to assess language and literacy skills in L1, L2, and L3?

Secondary Education

Several laws impact secondary education. Aside from the Indigenous Peoples' Rights Act, the Magna Carta for Disabled Persons, and the Enhanced Basic Education Act, several other laws also contain provisions specific for secondary education. Two of these laws address learners who are experiencing difficulties, or who are in unique circumstances. For example, RA 10618 (Rural Farm Schools Act of 2013) are for learners in agricultural or fishing communities. This law describes the rural farm schools as parallel to formal education and therefore considered an alternative delivery mode of secondary education. RA 10647 (Ladderized Education Act of 2014), on the other hand, focuses on learners in technical-vocational-livelihood contexts. Section 4 of this law directs the DepEd, CHED, and TESDA to establish equivalencies and enable seamless transitions between technical-vocational education training, higher education, and post-TVET programs.

Two other laws aim to enrich the secondary education experience. Section 4 of RA 10679 (Youth Entrepreneurship Act of 2014) states that youth entrepreneurship and financial literacy development should be included in all levels of education. Also, Section 4 of RA 11206 (Secondary School Career Guidance and Counselling Act of 2019) mandates that the DepEd shall create a National Secondary Schools Career Guidance and Counseling Program which shall commence at Grade 7. It further states that each learner must benefit from the program before they graduate from high school, including the program as a prerequisite for high school graduation. One DepEd Order was released (DepEd Order 30, s. 2017, Work Immersion Guidelines) specifically for secondary education. The policy describes possible scenarios for work immersion across

TABLE 2.2 • Laws, DepEd issuances, and identified research priorities pertinent to elementary education

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Enhanced Basic Education Act of 2013 (RA 10533)	Sections 3, 4, and 5	• Provides the description for basic education and enhanced basic education • Discusses the breakdown of the 13 years of basic education brought about by the enhanced basic education program • Mandates the use of the "regional or "native language" of learners for the first three years of schooling, with the gradual introduction of Filipino and English in Grades 4 to 6 • Lists the features of the curriculum	• DepEd Order 41, s. 2003 (Values Education in the Basic Education Curriculum) • DepEd Order 78, s. 2010 (Guidelines on the Implementation of the DepEd Computerization Program) • DepEd Order 16, s. 2012 (Guidelines on the Implementation of MTB–MLE) • DepEd Order 14, s. 2013 (Strengthening the K to 12 Basic Education Program Delivery System for Elementary Education) • DepEd Order 36, s. 2013 (Our DepEd Vision, Mission, and Core Values) • DepEd Order 43, s. 2013 (IRR of RA 10533) • DepEd Order 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) • DepEd Order 12, s. 2015 (Guidelines on the ELLN Program:	• Most/least prioritized domains of literacy in the teaching of language subjects • Competencies within the 14 domains of literacy that are attained by learners • Best practices on literature and skills integration • Level of alignment of the 3 subjects (MTB–MLE, Filipino, and English) in terms of ideal, intended, implemented, and attained curricula • Exemplar classrooms and classrooms that can be subject to further analysis to improve learning conditions • Comprehensive assessment across subject areas and grade levels • National Achievement Test (NAT) results and student achievement in K to 12	MTB–MLE curriculum innovations in terms of: • Language mapping • Distinguishing class models • Context-sensitivity • Two mother tongues in class • Challenge of a linguistically-diverse context • Bridging Grades 3 to Grade 4 • Materials development • Cultures • Policies on teacher innovation • Implementation evaluation
Indigenous Peoples' Rights Act of 1997 (RA 8371)	Section 30 of Chapter VI	• For IPs to have equal access to all levels and forms of education • Right to establish and control their educational systems and institutions • Education for IPs should be provided in their own language, in a manner appropriate to their cultural			

TABLE 2.2 • Laws, DepEd issuances, and identified research priorities pertinent to elementary education (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
		methods of teaching and learning	Professional Development Component) • DepEd Order 36, s. 2016 (Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program) • DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program) • DepEd Order 55, s. 2016 (Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program) • DepEd Order 29, s. 2017 (Policy Guidelines on the System Assessment in the K to 12 Basic Education Program) • DepEd Order 29, s. 2018 (Policy on the Implementation of the Multi-Factored Tool) • DepEd Order 21, s. 2019 (Policy	• Forms and sources of evaluation (quantitative and qualitative) to track student progress • Assessment tools to inform of quality of basic education delivery • Assessment tools to inform of student performance/ progress and to become basis for instruction planning • Understanding and taking advantage of purposes of assessment Topics on development of learners' reading skills: • Teaching approaches in delivering instruction for poor readers (using the response-to-intervention model) • Literacy domains prioritized for each mode of delivery • Facilitating and monitoring progress for recipients of specialized	
Magna Carta for Disabled Persons (RA 7277)	Chapter II	Provisions for: • access to quality education • assistance • special education • vocational/ technical education or other training programs • non-formal education			

TABLE 2.2 • Laws, DepEd issuances, and identified research priorities pertinent to elementary education (continued)

Laws	Chapter/Section	Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
		Guidelines for the K to 12 Basic Education Program)	instruction, systems for providing guidance for providers of instruction, and measuring effectiveness of interventions • Development of a reading culture • Participation of stakeholders in developing and sustaining a reading culture • Increase of readership in classrooms • Learners helping each other	

tracks and strands. Two other DepEd Orders on Senior High School career guidance and early registration were released which were DepEd Order 41, s. 2015 (Senior High School Career Guidance Programs and Early Registration) and DepEd Order 48, s. 2015 (Amendment to DepEd Order 41, s. 2015). The relevant laws and DepEd Orders are shown in chronological order of their release in Figure 2.3 (on page 18).

Research Areas

There are so many areas of research that could be selected in the secondary level (see Table 2.3 on page 19). However, Senior High School, being the newest program in the secondary education program, should perhaps be one of the priority areas of research. Inquiries will help provide feedback on the SHS curriculum, its implementation, and related areas. Other areas include studying the alignment of SHS tracks with college courses taken by students who opt to continue to higher education, conducting an initial evaluation of work immersion, identifying SHS best practices, and examining the alignment of the intended vis-à-vis the implemented curriculum for SHS. Research results will help facilitate improvement of the program. A tracer study on SHS graduates

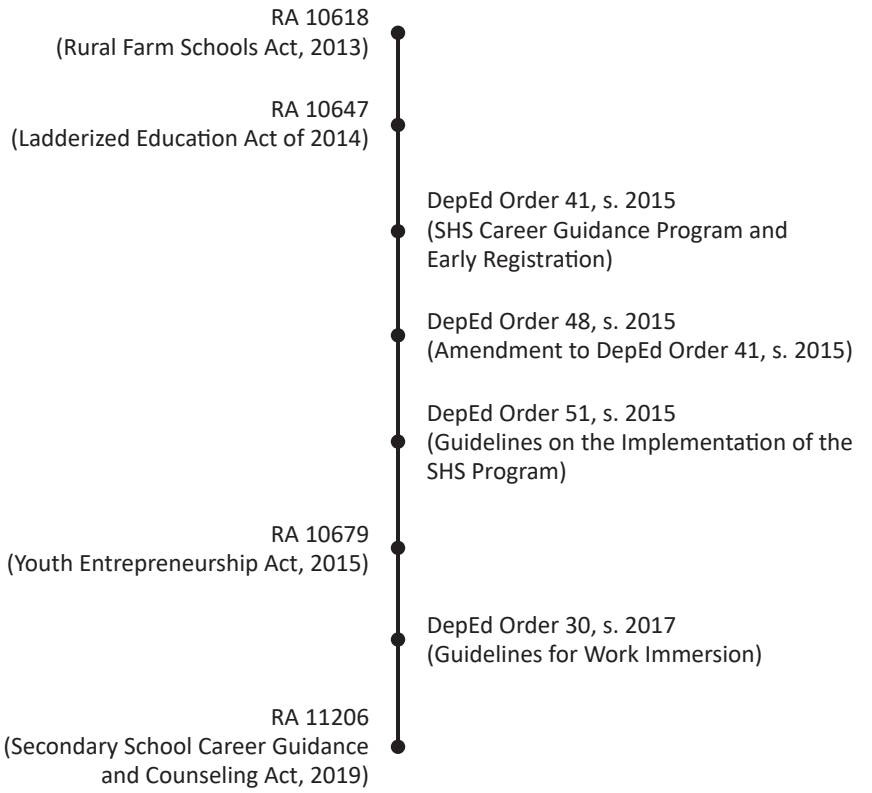

FIGURE 2.3 • Timeline of existing laws and DepEd issuances on secondary education

is strongly suggested. A related area is on counselling and guidance. Though there is existing legislation supporting counselling and guidance, these have not yet been translated to policies specific to its implementation in schools. Therefore, research to support policy formulation for guidance and counselling is strongly proposed. The following are the proposed research questions:

(1) What kind of guidance and counselling program is needed in high school?

(2) Where do SHS students go after graduation?

(3) How much of the intended curriculum was implemented successfully?

(4) What are the factors that enabled the successful implementation of the Senior High School program?

TABLE 2.3 • Laws, DepEd issuances, and identified research priorities pertinent to secondary education

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Enhanced Basic Education Act of 2013 (RA 10533)	Sections 3, 4, and 5	• Provides the description for basic education and enhanced basic education • Discusses the breakdown of the 13 years of basic education brought about by the enhanced basic education program • Mandates the use of the "regional or native language" of learners for the first three years of schooling, with the gradual introduction of Filipino and English from Grades 4 to 6 • Lists the features of the curriculum	• DepEd Order 41, s. 2003 (Values Education in the Basic Education Curriculum) • DepEd Order 46, s. 2006 (Guidelines on the Pilot Implementation of the Open High School Program) • DepEd Order 78, s. 2010 (Guidelines on the Implementation of the DepEd Computerization Program) • DepEd Order 36, s. 2013 (Our DepEd Vision, Mission and Core Values) • DepEd Order 43, s. 2013 (IRR of RA 10533) • DepEd Order 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) • DepEd Order 41, s. 2015 (SHS Career Guidance Programs and Early Registration) • DepEd Order 48, s. 2015 (Amendment to DepEd Order 41, s. 2015)	• Tracer studies of SHS graduates • Alignment of SHS tracks with higher education courses • Initial evaluation of work immersion component • SHS best practices • Most/least prioritized domains of literacy in the teaching of language subjects • Competencies within the 14 domains of literacy that are attained by learners • Best practices on literature and skills integration • Level of alignment of the 3 subjects (MTB–MLE, Filipino, and English) in terms of ideal, intended, implemented, and attained curricula • Exemplar classrooms and classrooms that can be subject to further analysis to improve	• Curriculum implementation in terms of: – Instructional delivery – Learning processes – Learning resources – Learning environment – Use of ICT resources – Incentive provisions to schools and teachers with best practices – Teacher preparation • To what extent is the curriculum framework implemented in terms of: – Design – Content – Philosophy – Implementation – Assessment • Curriculum innovations • Role of ICT in program delivery
	Section 9	States the provisions for career guidance and counseling advocacy			
Indigenous Peoples' Rights Act of 1997 (RA 8371)	Section 30 of Chapter VI	• For IPs to have equal access to all levels and forms of education • Right to establish and control their educational systems and institutions • Education for IPs should			

TABLE 2.3 • Laws, DepEd issuances, and identified research priorities pertinent to secondary education (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
		be provided in their own language, in a manner appropriate to their cultural methods of teaching and learning	• DepEd Order 36, s. 2016 (Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program) • DepEd Order 55, s. 2016 (Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program) • DepEd Order 29, s. 2017 (Work Immersion Guidelines) • DepEd Order 55, s. 2017 (Policy Guidelines on System Assessment in the K to 12 Basic Education Program) • DepEd Order 36, s. 2015 (IRR of RA 10618) • DepEd Order 46, s. 2015 (Detailed Guidelines on the Implementation of the SHS Voucher Program) • DepEd Order 51, s. 2015 (Guidelines	learning conditions • Comprehensive assessment across subject areas and grade levels • National Achievement Test (NAT) results and student achievement in K to 12 • Forms and sources of evaluation (quantitative and qualitative) to track student progress • Assessment tools to inform of quality of basic education delivery • Assessment tools to inform of student performance/ progress and to become basis for instruction planning • Understanding and taking advantage of purposes of assessment	
Magna Carta for Disabled Persons (RA 7277)	Chapter II	Provisions for: • access to quality education • assistance • special education • vocational/ technical education or other training programs • non-formal education • university education			
Rural Farm Schools Act (RA 10618)	Section 3	• Rural farm schools are parallel to the formal education system • Considered an alternative delivery mode of secondary education			
Ladderized Education Act of 2014 (RA 10647)	Section 4	CHED, TESDA, and DepEd to coordinate and establish seamless interface between technical and vocation education and training (TVET) programs and higher education			

TABLE 2.3 • Laws, DepEd issuances, and identified research priorities pertinent to secondary education (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Youth Entrepreneurship Act of 2014 (RA 10679)	Section 4	Youth entrepreneurship and financial literacy should be included in all levels of education	on the Implementation of the SHS Program in Existing Public JHSs and Integrated Schools, Establishment of Stand-Alone Public SHSs and Conversion of Existing Public Elementary and JHSs Into Stand-Alone SHSs) • DepEd Order 30, s. 2017 (Work Immersion Guidelines) • DepEd Order 21, s. 2019 (Policy Guidelines for the K to 12 Basic Education Program)		
Secondary School Career Guidance and Counselling Act (RA 11206)	Section 3	States that among the objectives of the career and guidance counseling program is to provide secondary students the proper direction in pursuing subsequent tertiary education			

Flexible Learning Options

Flexible Learning Options (FLOs) is a new term which is defined in Annex 3 of DepEd Order 21, s. 2019 (Policy Guidelines of the K to 12 Basic Education Program) as "a menu of learning interventions and pathways that are responsive to the needs, context, circumstances, and diversity of learners" (p. 96). There are two main categories under Flexible Learning Options, namely the Alternative Delivery Modes (ADM) and Alternative Learning System (ALS). ADMs are teaching and learning modalities which follow K to 12 curriculum content. They differ from formal school in terms of the time, duration, method, and place of instruction. ADMs include the rural farm school, homeschooling, Instructional Management by Parents, Community, and Teachers (IMPACT), Modified In-school, Off-School Approach (MISOSA), and the Open and Night High School. Some of these are covered by Philippine legislation. RA 10618 (Rural

Farm Schools Act) defines a rural farm school as an ADM or a school that is expected to serve the children of the beneficiaries of the government's land reform programs, with its Implementing Rules and Regulations in DepEd Order 36, s. 2015. The Open High School Program (OHSP) is enshrined in RA 10665 (Open High School System Act) and is designed for high school learners who can manage self-paced learning independently. It is also available for learners, who for one reason or another, are unable to participate in secondary education in time with the regular school calendar.

One Memorandum was released by DepEd on Home School Education (DECS Memo 126, s. 1997). For Night High School, DepEd Order 23, s. 1986 (Promotion and Classification of Secondary Night High School) was released which contained its classifications. DepEd Order 46, s. 2006 (Guidelines on the Pilot Implementation of the Open High School Program) contained the provisions for Open High School while DepEd Order 54, s. 2012 (Policy Guidelines on the Implementation of the Alternative Delivery Modes) describes the provisions for ADMs. The provisions in these DepEd Orders have been updated in DepEd Order 21, s. 2019.

The Alternative Learning System (ALS) is the second category of flexible learning options and is also mentioned in Annex 5 of the same DepEd policy as one of DepEd's inclusive education programs. According to UNESCO, the ALS is considered as non-formal education since it is additional, alternative, and/or complementary to formal education and is not necessarily designed to be one continuous path (ibid.).

The DepEd (n.d.) describes the ALS as

> a parallel learning system in the Philippines that provides opportunities for out-of-school youth and adult (OSYA) learners to develop basic and functional literacy skills, and to access equivalent pathways to complete basic education. [...] As a second chance education program, it aims to empower OSYA learners to continue learning in a manner, time, and place suitable to their preference and circumstances, and for them to achieve their goals of improving their quality of life and becoming productive contributors to society.

DepEd Order 13, s. 2019 (Policy Guidelines on the Implementation of Enhanced Alternative Learning System 2.0) outlines the rules for implementation of the enhanced ALS by various levels of governance in terms of curriculum, delivery, assessment, and capacity-building programs. Other DepEd policies for the implementation of ALS have been released recently. These are DepEd Order 46, s. 2017 (Framework for the Pilot Implementation of the Alternative Learning System–Education and Skills Training [ALS-EST]), DepEd Memo 144, s. 2018 (Creation of the ALS-EST Project Management Team), and DepEd Order 3, s. 2019 (Creation of the Alternative Learning System

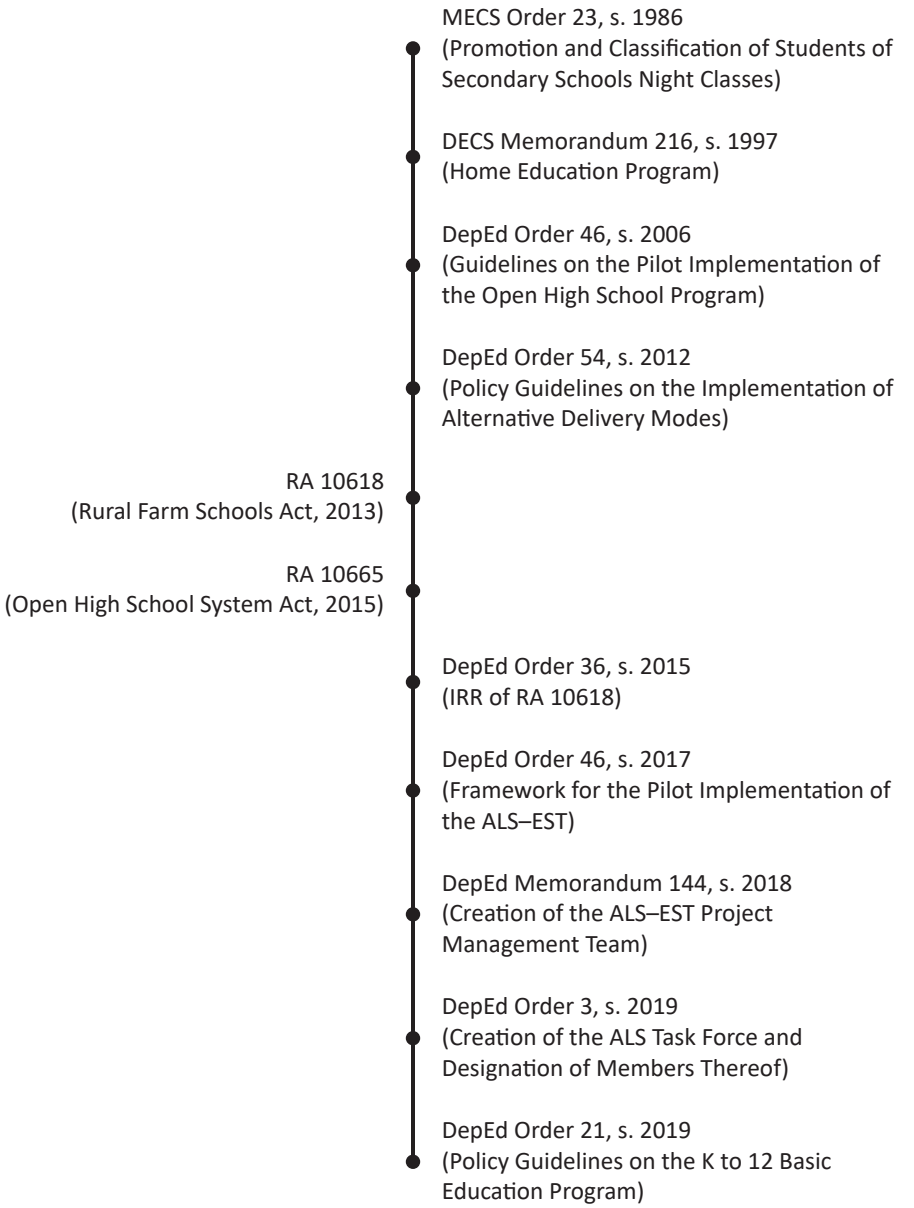

FIGURE 2.4 • Timeline of existing laws and DepEd issuances on flexible learning options

ALS Task Force and Designation of Members Thereof). Figure 2.4 above shows the legislation and DepEd policies relevant to flexible learning options.

ALS is different from ADMs in terms of curriculum organization. Unlike the formal school curriculum, ALS is organized by Learning Strands, which are integrative

learning areas that put together various subject matter in a lesson or module. The implementation of ALS usually takes into consideration the learners' prior learning, experiences, and competencies so that they can select or prioritize lessons from the six learning strands. Though non-formal education is for learners of all ages, it may be gleaned that those with considerable prior learning and experiences will benefit most from the curriculum design of ALS.

Research Areas

Research on all the FLOs should be conducted to document changes in program implementation and learning given the new provisions in DepEd Order 21, s. 2019. The ALS may be considered a priority because of the reorganization of its curriculum. Studies on ALS learner needs, learner support, and assessment to establish equivalency, are worthwhile inquiries because these will result in better support for ALS learners (see Table 2.4 on opposite page). The proposed research questions are:

(1) What are the distinct needs of ALS learners?

(2) What innovations have been implemented to support students to complete the ALS program?

(3) What assessment tools can be used to establish equivalency?

Additionally, ADMs, with their varied lesson delivery designs, are especially relevant in the current COVID-19 pandemic context. With this in mind, the following research questions are proposed:

(1) Do learner categories need to be redefined given the effects on COVID-19 on education/learning delivery?

(2) Which aspects of the ADM programs may be utilized by teachers for the different learner categories?

   (a) instruction

   (b) assessment

   (c) home support

TABLE 2.4 • Laws, DepEd issuances, and identified research priorities pertinent to flexible learning options

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified in Policy Workshop
Enhanced Basic Education Act of 2013 (RA 10533)	Section 3	States that basic education encompasses kindergarten, elementary, and secondary education as well as alternative systems for out-of-school learners and those with special needs	• DepEd Order 23, s. 1986 (Promotion and Classification of Secondary School Night Classes) • DECS Memo 216, s. 1997 (Home Education Program) • DepEd Order 46, s. 2006 (Guidelines on the Pilot Implementation of the OHSP) • DepEd Order 54, s. 2012 (Policy Guidelines on the Implementation of ADMs) • DepEd Order 43, s. 2013 (IRR of RA 10533) • DepEd Order 36, s. 2015 (IRR of RA 10618) • DepEd Order 21, s. 2019 (Policy Guidelines for the K to 12 Basic Education Program) • DepEd Order 46, s. 2017 (Framework for the Pilot Implementation of the ALS–EST) • DepEd Memo 144, s. 2018 (Creation of the ALS–EST Project Management Team) • DepEd Order 3, s 2019 (Creation of the ALS Task Force and Designation of Members Thereof)	• Distinct ALS learner needs • Learner support for ALS • ALS assessment policy
Magna Carta for Disabled Persons (RA 7277)	Section 16	Development of non-formal educations for the disabled		
Ladderized Education Act of 2014 (RA 10647)	Section 3	Provides for the recognition of prior learning and what this entails		
Open High School System Act (RA 10665)	Section 4	Establishes the open high school system as an alternative secondary education program		
Youth Entre-preneurship Act (RA 10679)	Section 3	Includes formal, nonformal, or informal education as a means to teach entrepreneurship and financial literacy		

Special Education

Special education (SPED) is included in the roster of inclusive education programs in DepEd Order 21, s. 2019 (Policy Guidelines for the K to 12 Basic Education Program). In Section 7 of Annex 5, DepEd states that "programs shall be responsive to all learners regardless of sex, disability, culture, ability, age, ethnicity, social class, religious beliefs, and other characteristics" (p. 146). Aside from special education, Indigenous Peoples Education and Muslim Education, are also considered as inclusion programs.

Two other DepEd policies also have provisions for special education. The first one is DepEd Order 26, s. 1997, which institutionalized SPED programs, while the second policy is on assessment which is DepEd Order 29, s. 2018 (Policy on the Implementation of the Multi-Factored Tool). In terms of laws, one law, RA 11106 (Filipino Sign Language Act) declares Filipino Sign Language (FSL) as the national language for the deaf. The relevant laws and DepEd Orders are shown in chronological order of their release in Figure 2.5 (on opposite page) and are summarized in Table 2.5 (on opposite page).

Research Areas

Research conducted in the near future will serve as baseline data of how the newest special education policy has been implemented so far. Therefore, it is proposed that inquiries in the different key stages and programs be conducted. Topics of research should include curriculum, assessment, learner placement, ICT use, teacher training, learner resources, partnerships, and other components of implementation. It is also important to note that there is still no DepEd issuance regarding the implementation of the Filipino Sign Language Act or RA 11106. The following are the proposed research questions:

(1) What modifications should be made available to learners with special needs in terms of:
   (a) Curriculum;
   (b) Assessment;
   (c) Placement;
   (d) ICT use; and
   (e) Learning resources?

(2) What factors should be considered in the implementation of the Filipino Sign Language Act?

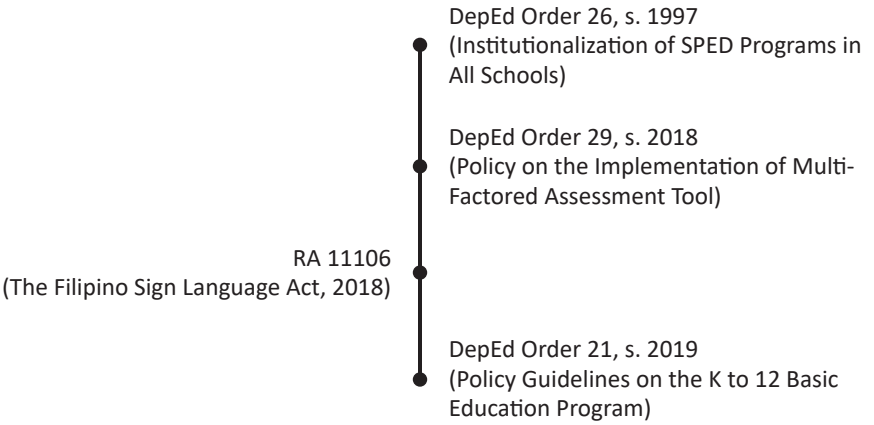

FIGURE 2.5 • Timeline of existing laws and DepEd issuances on special education

TABLE 2.5 • Laws and DepEd issuances pertinent to special education

Laws	Chapter/Section		Corresponding DepEd Issuances
Enhanced Basic Education Act of 2013 (RA 10533)	Section 3	States that basic education encompasses kindergarten, elementary, and secondary education as well as alternative systems for out-of-school learners and those with special needs	• DepEd Order 26, s. 1997 (Institutionalization of SPED Programs in all Schools) • DepEd Order 43, s. 2013 (Implementing Rules and Regulations of Republic Act No. 10533 Otherwise known as the Enhanced Basic Education Act of 2013) • DepEd Order 21, s. 2019 (Implementation Guidelines of the K to 12 Basic Education Program)
Magna Carta for Disabled Persons (RA 7277)	Chapter II	Includes provisions for special education as needed	
An Act Amending RA 7277 (RA 9442)			
The Filipino Sign Language Act (RA 11106)	Section 4	DepEd, CHED, and TESDA will use FSL as the medium of instruction for the deaf	

Indigenous Peoples Education

Indigenous Peoples Education is another program within DepEd's cluster of inclusive education programs. Chapter VI, Section 30 of RA 8371 (Indigenous Peoples' Rights Act of 1997 [IPRA]) mandates the provision of equal access for indigenous peoples (IPs) to all levels and forms of education without prejudice to their right to establish and control their educational systems and institutions. It also states that education for IPs should be provided in their own language, in a manner appropriate to their cultural methods of teaching and learning. Several DepEd Orders have been released which serve as guidelines for implementation. These are presented in chronological order in Figure 2.6 and summarized in Table 2.6.

Implementation Policies

- DepEd Order 62, s. 2011 (Adopting the National Indigenous Peoples Policy Framework)
- DepEd Order 103, s. 2011 (Establishment of the Indigenous Peoples Education Office [IPSEO])

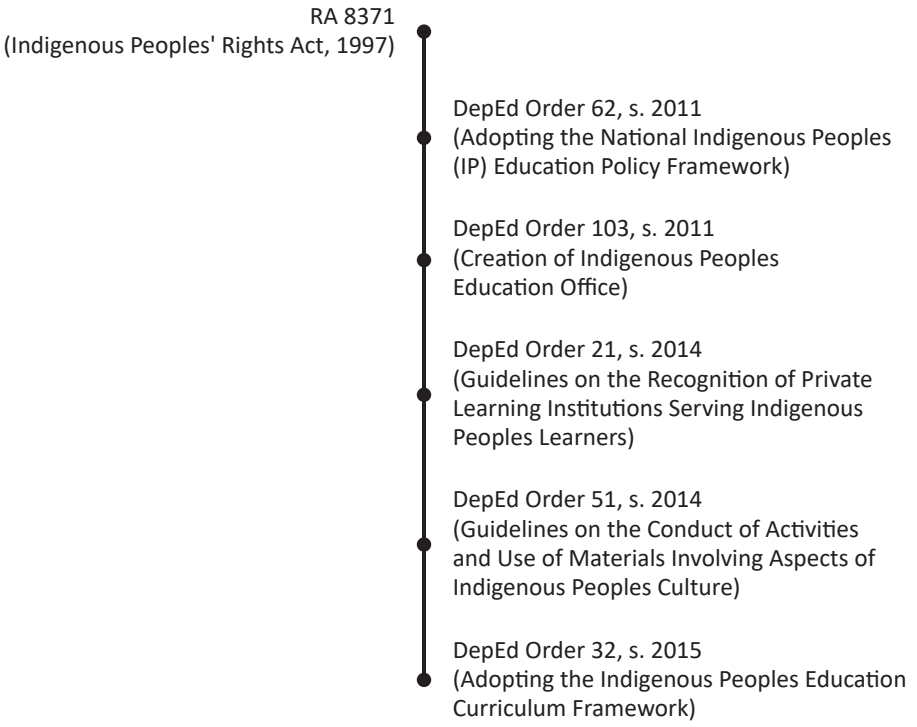

FIGURE 2.6 • Timeline of existing laws and DepEd issuances on indigenous peoples education

TABLE 2.6 • Laws and DepEd issuances pertinent to indigenous peoples education

Laws	Chapter/Section		Corresponding DepEd Issuances
Indigenous Peoples' Rights Act of 1997 (RA 8371)	Section 30 of Chapter VI	• For IPs to have equal access to all levels and forms of education • Right to establish and control their educational systems and institutions • Education for IPs should be provided in their own language, in a manner appropriate to their cultural methods of teaching and learning	• DepEd Order 62, s. 2011 (Adopting the National Indigenous Peoples Policy Framework) • DepEd Order 103, s. 2011 (Establishment of the Indigenous Peoples Education Office) • DepEd Order 43, s. 2013 (IRR of RA 10533) • DepEd Order 21, s. 2014 (Guidelines on the Recognition of Private Learning Institutions Serving Indigenous Peoples Learners) • DepEd Order 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture) • DepEd Order 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework)
Enhanced Basic Education Act of 2013 (RA 10533)	Section 5	• The curriculum shall be learner-centered, inclusive, and developmentally appropriate • The curriculum shall be culture-sensitive • The curriculum shall be contextualized • The curriculum shall adhere to the principles and frameworks of MTB–MLE • The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their perspective educational and social contexts	

- DepEd Order 21, s. 2014 (Guidelines on the Recognition of Private Learning Institutions Serving Indigenous Peoples Learners)
- DepEd Order 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture)

Curriculum Policy

- DepEd Order 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework)

Research Areas

Research on IP education may be embedded in the proposed studies for kindergarten, elementary and secondary education, and ALS. For example, the MTB-MLE research

questions outlined in the previous section may also be studied in the context of IP communities. The following are the proposed research questions:

(1) What are the distinct needs of IP learners that need to be addressed?

(2) How have the key embedded reforms (e.g., MTB–MLE, spiralling, SHS) affected IP learners and their communities?

(3) How have the legislations passed and the corresponding DepEd Orders affected IP learners and their communities?

(4) How should community engagement and partnership be conducted and upheld?

Muslim Education

Muslim education or Madrasah Education is also part of the roster of inclusive education programs. Several items of legislation have been passed which contain provisions for Muslim Education. These are Presidential Decree 1083 (Code of Muslim Personal Laws of the Philippines), Executive Order No. 570 of 2006 (Institutionalizing Peace Education in Basic Education and Teacher Education), RA 9997 (National Commission on Muslim Filipinos Act of 2009) and RA 10908 (Integrated History Act of 2016), and RA 11054 (Organic Law for the Bangsamoro Autonomous Region in Muslim Mindanao of 2018) repealing RA 6734 (An Act Providing For an Organic Act for the Autonomous Region in Muslim Mindanao). RA 10533 (Enhanced Basic Education Act of 2013) supports these laws as it includes provisions on contextualization and access to quality education for all learners. Aligned with these laws, two DepEd Orders have been released which describe the provisions for Madrasah Education. These are DepEd Order 57, s. 2010 (Implementation of the Basic Education Madrasah Programs for Muslim Out-of-School Youth and Adults) and DepEd Order 41, s. 2017 (Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program). DepEd Order 57, s. 2010 contains the Road Map for Upgrading Muslim Basic Education. In the policy, provisions for alternative learning systems and technical-vocational education for Muslim Basic Education, and entrepreneurship are the options presented for Muslim out-of-school youth and adults. DepEd is tasked to partner with TESDA to design, implement, and monitor the programs. The relevant laws and DepEd Orders are shown in chronological order of their release in Figure 2.7 (on opposite) and summarized in Table 2.7 (on page 32).

Research Areas

Similar to the research on IP Education, research on Muslim Education may also be embedded in the studies for elementary education, secondary education, and ALS. The following are the proposed research questions:

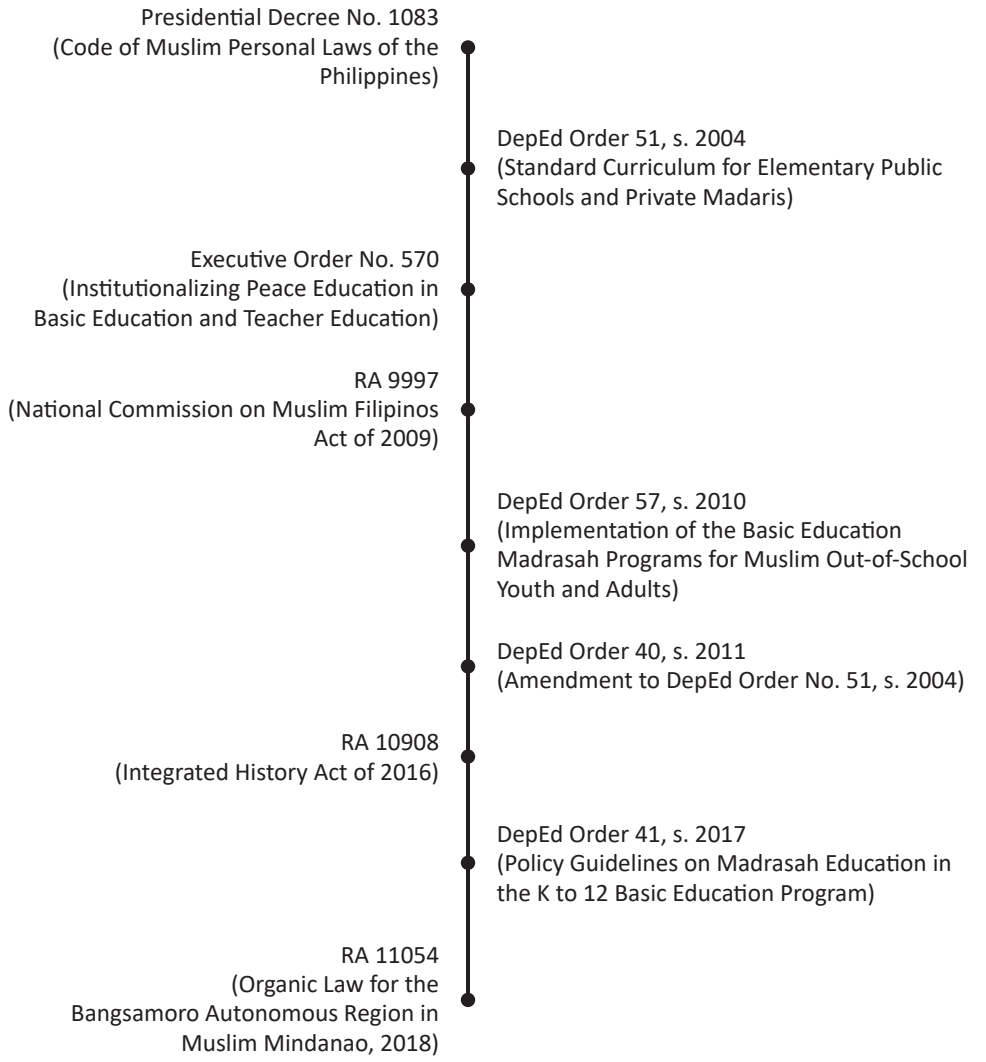

FIGURE 2.7 • Timeline of existing laws and DepEd issuances on Muslim education

(1) What are the distinct needs of Muslim learners that need to be addressed?

(2) How have the key embedded reforms (MTB-MLE, spiraling, SHS) affected Muslim learners and their communities?

(3) How have the legislations passed and the corresponding DepEd Order affected Muslim learners and their communities?

(4) How should community engagement and partnership be conducted and upheld?

TABLE 2.7 • Laws and DepEd issuances pertinent to Muslim education

Laws	Chapter/Section		Corresponding DepEd Issuances
Code of Muslim Personal Laws of the Philippines (PD 1083)	Article 2	The State shall consider customs, traditions, beliefs and interests of national cultural communities in the formulation and implementation of state policies	• DepEd Order 51, s. 2004 (Standard Curriculum for Elementary Public Schools and Private Madaris) • DepEd Order 57, s. 2010 (Implementation of the Basic Education Madrasah Programs for Muslim Out-of-School Youth and Adults) • DepEd Order 40, s. 2011 (Amendment to DepEd Order 51, s. 2004) • DepEd Order 47, s. 2016 (Omnibus Policy on Kindergarten Education) • DepEd Order 41, s. 2017 (Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program)
Institutionalizing Peace Education in Basic Education and Teacher Education (EO 570)	Section 1	Mandates the DepEd to mainstream peace education in the basic formal and non-formal education	
National Commission on Muslim Filipinos Act of 2009 (RA 9997)	Section 8	• Formulate and adopt continuing programs and activities to strengthen Madaris schools, Islamic studies, and Shari'ah and Islamic jurisprudence in coordination with the appropriate agencies • The NCMF shall promote, supervise, and coordinate with relevant agencies regarding implementation of the Madrasah education system • Ensure that the curriculum of the Madrasah education system shall conform with the basic curriculum of the national formal education system along with the teachings on Arabic Language, Islamic Studies, and Filipino and Islamic Values	
	Section 11	The Bureau of Muslim Cultural Affairs shall be responsible for the Madrasah institutions in the country and will assist and facilitate applications for registration and accreditation with the DepEd; it shall also oversee the Annual Qur'an Reading Competition	
Integrated History Act of 2016 (RA 10908)	Section 3	Agencies concerned shall consult recognized experts on Filipino-Muslims in the formulation of the curriculum for Philippine History in basic and higher education	

TABLE 2.7 • Laws and DepEd issuances pertinent to Muslim education (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances
Organic Law for the Bangsamoro Autonomous Region in Muslim Mindanao of 2018 (RA 11054)	Article IX, Section 14	• Bangsamoro shall protect, and promote the rights of children, especially orphans of tender age. Their education and development, both physical and mental, shall be fully addressed. • Policies and programs shall take into utmost consideration the best interest of children, and promote and protect the rights of children, young adolescents, including their survival and development.	

Teacher Professional Development

The United Nations Educational, Scientific, and Cultural Organization (UNESCO n.d.) describes teachers as "the most influential and powerful forces for equity, access, and quality in education." Teacher professional development is therefore very important to ensure that teachers' skills are updated and enhanced, and new or additional skills are taught as needed. RA 4670 (Magna Carta for Public School Teachers of 1966) defines who may be considered as teachers. It also describes teacher candidate qualifications and recruitment, the code of professional conduct, provisions for academic freedom, hours of work and remuneration, benefits, and possible career paths of teachers. Fifty years after, RA 10912 (An Act Mandating and Strengthening the Continuous Professional Development Program for all Regulated Professions, Creating the Continuing Professional Development Council, and Appropriating Funds Therefor, and for Other Related Purposes) or the Continuing Professional Development Act of 2016 was released. Article III Section 10 of this law states that continuing professional development (CPD) programs are mandatory for the renewal of licenses of all registered and licensed professionals, including licensed professional teachers. The DepEd, however, has already been providing teacher professional development programs as seen in the following DepEd policies:

- DepEd Order 30, s. 2009 (National Adoption and Implementation of the Training and Development [T&D] System, and Designating the National Educators Academy of the Philippines (NEAP) as the Interim Agency Responsible for the Operationalization of the T&D System)
- DepEd Order 2, s. 2015 (Guidelines on the Establishment and Implementation of the Results-Based Performance Management System in DepEd)

- DepEd Order 35, s. 2016 (The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning)
- DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program)
- DepEd Order 28, s. 2017 (Guidelines on the Allocation and Utilization of the Human Resource Training and Development Fund)
- DepEd Order 42, s. 2017 (National Adoption of the Philippine Professional Standards for Teachers)
- DepEd Order 43, s. 2017 (Teacher Induction Program Policy)
- DepEd Order 11, s. 2019 (Implementation of the NEAP Transformation)

The relevant laws and DepEd Orders are shown in chronological order of their release in Figure 2.8 (on opposite page).

Research Areas

Research conducted on teacher professional development will inform teacher training programs and help insure effective delivery of instruction. Chapter 3 of this document contains the identified research areas for Instruction and Teacher Professional Development. A summary of the relevant laws and policies and the identified research topics and questions are in Table 2.8 (on page 36).

Governance and Finance for Learner Support and School Improvement

The education system is a large bureaucracy requiring efficient governance and finance processes to ensure learner support and school improvement. It is important to keep in mind that while teaching and learning are the main processes in schools, these processes cannot happen without governance and finance processes which school leaders design and implement.

The key role of the school leader is to put the learner in the center of all reform efforts in a school. School leaders must be able to operate the school through effective management of processes, people and resources. School improvement means ensuring that learners receive better teaching and education services. It is important that support is provided to address all aspects of their development.

In terms of legislation that impacts governance and finance, two key laws are most important. RA 9155 (An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department

FIGURE 2.8 • Timeline of existing laws and DepEd issuances on teacher professional development

TABLE 2.8 • Laws, DepEd issuances, and identified research priorities pertinent to teacher professional development

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Magna Carta for Public School Teachers (RA 4670)	Section 1	Summarizes the policy coverage which includes living and working conditions, and terms of employment and career prospects	• DepEd Order 30, s. 2009 (National Adoption and Implementation of the T&D System) • DepEd Order 43, s. 2013 (IRR of RA 10533) • DepEd Order 2, s. 2015 (Guidelines on the Establishment and Implementation of the Results-Based Performance Management System) • DepEd Order 35, s. 2016 (The Learning Action Cell as a K to 12 Basic Education Program School-based CPD Strategy for the Improvement of Teaching and Learning) • DepEd Order 42, s. 2016 (Daily Lesson Plan Preparation for the K to 12 BEP) • DepEd Order 28, s. 2017 (Guidelines on the Allocation and Utilization of the HRTD Funds)	• How educational leaders create successful schools • Major areas of concern in terms of teacher training: – Basic education instruction which includes facilitation of learning, diversity of learners, the learning environment, curriculum planning, implementation and evaluation, and assessment in learning – Teacher professional development which includes professional growth and development, and community linkages, integration, and internationalization – Technology and ICT integration	• Framework of competency standards for researchers, teachers, and school heads (with an emphasis on the inventory of action research to inform this research) • Policy on establishing partnership mechanisms between teacher education institutions and DepEd schools in relation to experiential learning courses • Policy to establish how to determine baseline career of teachers based on the PPST • Policy that will allow non-DepEd training institutions to provide professional development • Basic policy in ICT integration • Policy on accreditation and licensing of teachers
Enhanced Basic Education Act (RA 10533)	Section 7	Describes the various teacher training programs: • In-service training on content and pedagogy • Training of new teachers • Training of school leadership			
Kindergarten Education Act (RA 10157)	Section 6	DepEd is mandated to enhance teacher training in early education			
Early Years Act (RA 10410)	Section 5	Pre- and in-service training shall be provided as needed for ECCD service providers			
Magna Carta for Disabled Persons (RA 7277)	Section 12 of Chapter II	Learning institutions are encouraged to take into account special requirements of disabled persons			
Rural Farm Schools Act (RA 10618)	Section 7	Provision for training of teachers to teach standards and competencies			

TABLE 2.8 • Laws, DepEd issuances, and identified research priorities pertinent to teacher professional development (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Continuing Professional Development Act of 2016 (RA 10912)	Article II Section 10	CPD programs are mandatory for the renewal of licenses of all registered and licensed professionals	• DepEd Order 42, s. 2017 (National Adoption and Implementation of the PPST) • DepEd Order 43, s. 2017 (Teacher Induction Program Policy) • DepEd Order 11, s. 2019 (Implementation of the NEAP Transformation)		
	Section V	Describes lesson planning and the elements of a lesson plan			

of Education, Culture and Sports as the Department of Education, and for Other Purposes) or the Governance and Basic Education Act of 1991 outlines the provisions for governance of basic education. It is the foremost legislation for governance and finance. The legal basis for school improvement processes are articulated in this law. The second is RA 6728 (Government Assistance to Students and Teachers in Private Education Act of 1989). This law signifies that partnership between government and the private sector in providing quality education. The stipulations of both these laws are affirmed in the Enhanced Basic Education Act.

Regarding learner support, various statements across different legislation provide guidance on how students may be raised better and how their rights can be protected. Presidential Decree 603 (1974) contains the rights and responsibilities of the child and explains the provisions to uphold children's welfare at home. Additional provisions ensure the welfare of children who are employed, adopted, or with special needs. RA 9208 (Anti-Trafficking in Persons Act of 2003) emphasizes the responsibility of the state to uphold the dignity of all individuals, ensure protection from any threat or exploitation, and provide all necessary support for trafficked persons or those who have been forced to migrate or render service against their will. Aside from the promotion of dignity and safety for all, special provisions for violence against women and children are stated in RA 9262 (Anti-Violence Against Women and Their Children Act of 2004) which further ensures the safety and well-being of women and children. Finally, RA 10627 (Anti-Bullying Act of

2015) defines and condones bullying and contains the provisions for disciplinary action.

Several laws uplift the rights of children who are in special circumstances. Section 13, Chapter 1 of Title III of RA 9344 (Juvenile Justice and Welfare Act of 2006) states how educational institutions should work together with families, community organizations, and agencies in the prevention of juvenile delinquency and in the rehabilitation and reintegration of children manifesting difficult behavior or those in conflict with the law. Working children are supported by another law, Section 13 of Article VIII of RA 7610 (Special Protection of Children Against Abuse, Exploitation, and Discrimination Act of 1992) which states that non-formal education be accorded to working children. Section 18 of Article IX of the same law also states the provisions for access of children from IP communities to alternative systems of education as needed by their contexts. Two laws, RA 9521 (National Book Development and Trust Fund Act of 2008) and RA 8370 (Children's Television Act of 1997) ensure that print and broadcast media of quality are made available for children to foster values formation and intellectual development.

These laws comprised the basis for numerous DepEd Orders that aim to enliven stipulations on the governance of the education sector, the improvement of schools and child and learner development protection:

Policy Development

- DepEd Order 13, s. 2015 (Establishment of a Policy Development Process at the Department of Education)

Policy Processes

- DepEd Order 44, s. 2015 (Guidelines on the Enhanced School Improvement Planning [SIP] Process and the School Report Card [SRC]),
- DepEd Order 52, s. 2015 (New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education; which states the creation of a Bureau of Learning Support Services that consists of the School Health Division, the School Sports Division, and the Youth Formation Division)

Finance

- DepEd Order 46, s. 2015 (Detailed Guidelines on the Implementation of the Senior High School Voucher Program)
- DepEd Order 18, s. 2016 (Policies and Guidelines on the Implementation of the Government Assistance to Students and Teachers in Private Education Program Effective School Year 2016–2017)

- DepEd Order 28, s. 2017 (Guidelines on the Allocation and Utilization of the Human Resource Training and Development Fund)

Health Policies

- DepEd Order 47, s. 2012 (Implementation of the School-Based HIV and AIDS Education Program of the Department of Education)
- DepEd Order 49, s. 2014 (Guidelines on the Functions and Assignment of School Health and Nutrition Personnel in the Implementation of the DepEd Rationalization Program)
- DepEd Order 52, s. 2015 (New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education)
- DepEd Memorandum 223, s. 2016 (Strengthening the Implementation of the Gulayan sa Paaralan Program in Public Elementary and Secondary Schools Nationwide)
- DepEd Order 10, s. 2016 (Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools Program)
- DepEd Order 13, s. 2017 (Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices),
- DepEd Order 39, s. 2017 (Operational Guidelines on the Implementation of School-Based Feeding Program for School Years 2017-2020),
- DepEd Order 28, s. 2018 (Policy and Guidelines on Oplan Kalusugan sa DepEd [OK sa DepEd])
- DepEd Order 30, s. 2018 (Preventive Drug Education Program Policy for Curriculum and Instruction)
- DepEd Order 31, s. 2018 (Policy Guidelines on the implementation of the Comprehensive Sexuality Education)
- DepEd Order 33, s. 2019 (Implementing Guidelines on the Comprehensive Oral Health Program of the Department of Education)

Child Protection Policies

- DepEd Order 40, s. 2012 (DepEd Child Protection Policy)
- DepEd Order 55, s. 2013 (Implementing Rules and Regulations of Republic Act 10627 Otherwise Known as the Anti-Bullying Act of 2013)

Gender Policy

- DepEd Order 32, s. 2017 (Gender-Responsive Basic Education Policy)

The relevant laws and DepEd Orders are shown in chronological order of their release in Figure 2.9 below. In another timeline (see Figure 2.10 on opposite page), the laws and DepEd policies that impact on learner support are presented.

FIGURE 2.9 • Timeline of existing laws and DepEd issuances on governance, finance, and school improvement

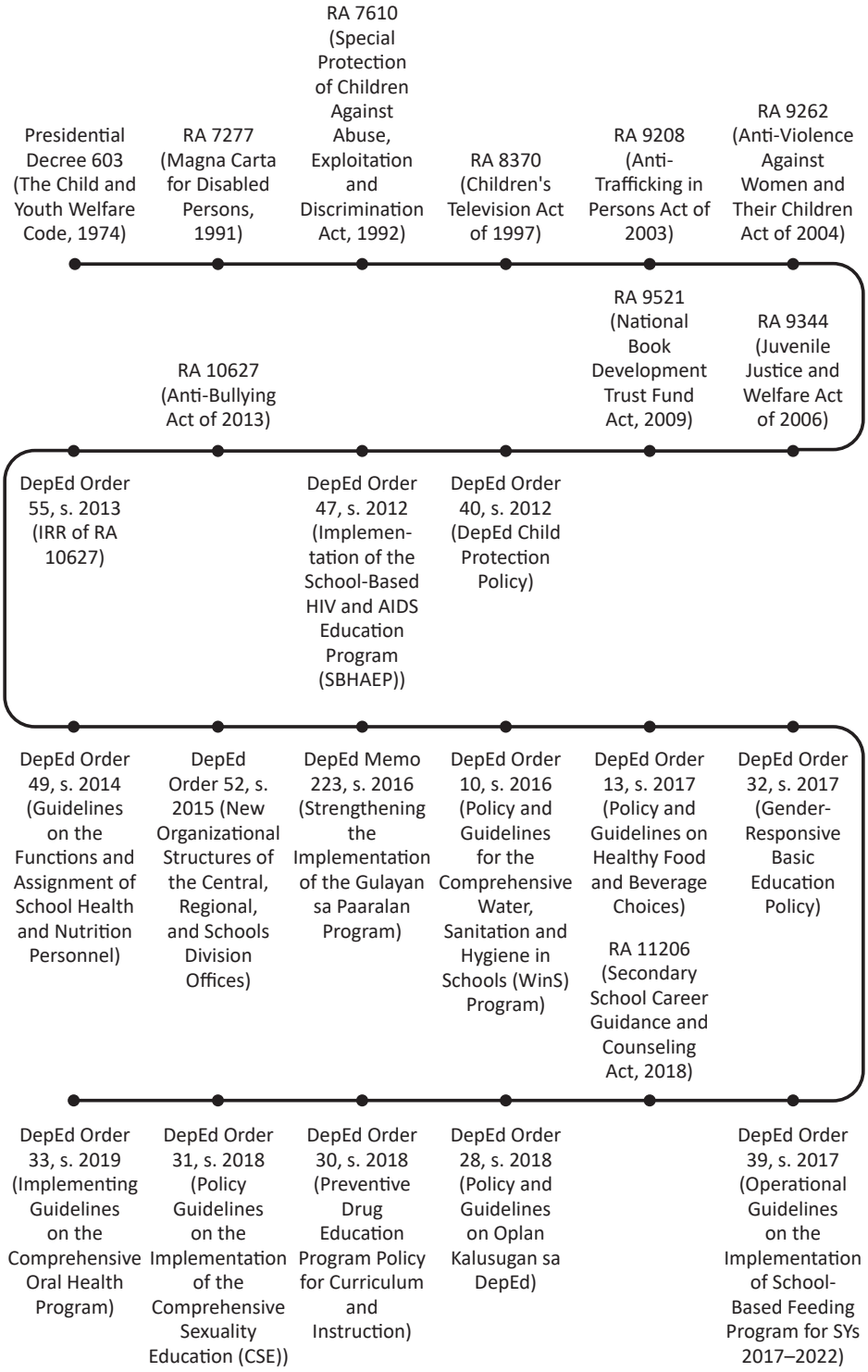

FIGURE 2.10 • Timeline of existing laws and DepEd issuances on learner support

Research Areas

Research conducted on governance and finance for learner support and school improvement will inform education leaders in all levels. Chapter 3 of this monograph contains the identified research areas for Instruction and Teacher Professional Development. Table 2.9 below shows these laws, the corresponding DepEd orders, and the identified research priorities for governance and finance for learner support and school improvement.

TABLE 2.9 • Laws, DepEd issuances, and identified research priorities pertinent to governance, finance, school improvement, and learner support

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Governance and Basic Education Act of 1991 (RA 9155)	Section 2	• Describes the levels of governance from the national level to the field offices • Identifies schools as the heart of the formal education system	• DepEd Order 13, s. 2015 (Establishment of a Policy Development Process at the Department of Education) • DepEd Order 44, s. 2015 (Guidelines on the Enhanced School Improvement Planning Process and the SRC) • DepEd Order 8, s. 2017 (Guidelines on the Allocation and Utilization of the HTRD Fund)	Further research on: • Education Service Contracting (ESC) • Teacher Salary Subsidy (TSS) • Senior High School Voucher Program (VP)	Topics on governance: • Standardization of policy implementation and dissemination • A Filipino model of effective school governance • Policy review on the implementation of school-based management • Enhancing teacher welfare • Review of partnerships of schools with higher education institutions • Review of policies on leadership development for school heads Topics for finance: • Budget for schools, including capital outlay,
	Section 5	Mandates the use of democratic consultation			
	Section 7	Lists the duties and responsibilities of officials at the different levels of governance			
Government Assistance to Students and Teachers in Private Education (GASTPE) Act (RA 6728)	All sections	Describes the provisions for Government Assistance to Students and Teachers in Private Education (GASTPE)	• DepEd Order 18, s. 2016 (Policies and Guidelines on the Implementation of the GASTPE Program Effective SY 2016–2017) • DepEd Order 46, s. 2015		

TABLE 2.9 • Laws, DepEd issuances, and identified research priorities pertinent to governance, finance, school improvement, and learner support (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
			(Detailed Guidelines on the Implementation of the SHS Voucher Program)		personnel, non-teaching functions (i.e., registrars, bookkeepers) • Accountability of schools • Public finance model • Cost of education per student per program
Enhanced Basic Education Act of 2013 (RA 10533)	Section 9	High school students should be provided with career guidance and advocacy to help them decide on their career tracks	• DepEd Order 40, s. 2012 (DepEd Child Protection Policy) • DepEd Order 47, s. 2012 (Implementation of the School-based HIV and AIDS Education Program) • DepEd Order 55, s. 2013 (IRR of RA 10627) • DepEd Order 49, s. 2014 (Guidelines on the Functions and Assignment of School Health and Nutrition Personnel in the Implementation of the DepEd Rationalization Program) • DepEd Order 52, s. 2015 (New Organizational Structures of the Central, Regional, and Schools Division		• Good health and well-being of learners • Assessment of socio-emotional learning • Promotion of peace and justice • Child protection • Gender and development • Disaster readiness and risk management
Magna Carta for Disabled Persons (RA 7277)	Title III	Prohibits discrimination against disabled persons in employment, transportation, and public accommodations and services			
Early Years Act (RA 10410)	Section 3	Young children should be provided health and nutrition programs and those that enhance physical-motor, socio-emotional, cognitive, language, psychological, and spiritual development			
Juvenile Justice and Welfare Act (RA 9344)	Section 13, Chapter 1 of Title III	Educational institutions should work together with families,			

TABLE 2.9 • Laws, DepEd issuances, and identified research priorities pertinent to governance, finance, school improvement, and learner support (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
		community organizations, and agencies in the prevention of juvenile delinquency and the rehabilitation and reintegration of children manifesting difficult behavior or those in conflict with the law	Offices) • DepEd Order 10, s. 2016 (Policy and Guidelines for the Comprehensive WINS Program) • DepEd Order 13, s. 2017 (Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices) • DepEd Order 32, s. 2017 (Gender-Responsive Basic Education Policy) • DepEd Order 39, s. 2017 (Operational Guidelines on the Implementation of School-Based Feeding Program for SYs 2017–2000) • DepEd Order 28, s. 2018 (Policy and Guidelines on Oplan Kalusugan sa DepEd) • DepEd Order 30, s. 2018 (Preventive Drug Education Program Policy for Curriculum and Instruction) • DepEd Order 31, s. 2018 (Policy Guidelines		
Special Protection of Children Against Abuse, Exploitation, and Discrimination Act (RA 7610)	Section 13 of Article VIII	Non-formal education should be accorded to working children			
	Section 18 of Article IX	Children from IP communities should be provided access to alternative learning systems as needed			
Presidential Decree 603	Article 3	Lists the rights of the child			
	Article 4	Identifies the responsibilities of the child			
	Title II, Chapter 1	Describes the provisions for child and youth welfare including those at home, for adoption, assistance to widowed or abandoned parents, and admission to schools			
	Title II, Chapter 2	Contains the provisions for working children and those with special needs			

TABLE 2.9 • Laws, DepEd issuances, and identified research priorities pertinent to governance, finance, school improvement, and learner support (continued)

Laws	Chapter/Section		Corresponding DepEd Issuances	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Anti-Trafficking in Persons Act of 2003 (RA 9208)	Section 2	Declares that the dignity of every person be upheld by the State and protect all individuals from any threat of violence or exploitation, eliminate trafficking, and mitigate pressures for involuntary migration and servitude and provide support to trafficked individuals and ensure recovery, rehabilitation, and reintegration into society	on the Implementation of the Comprehensive Sexuality Education) • DepEd Order 33, s. 2019 (Implementing Guidelines on the Comprehensive Oral Health Program)		
Children's Television Act of 1997 (RA 8370)	Section 2	Decrees that children be provided television programs which promote value formation and intellectual development	DepEd Order 40, s. 2012 (DepEd Child Protection Policy)		
National Book Development Trust Fund Act (RA 9521)	Section 2	Decrees that the state promote Filipino authorship and other creative activities in book development			
Secondary School Career Guidance and Counselling Act (RA 11206)	Section 3	States that among the objectives of the career and guidance counseling program is to provide secondary students the proper direction in pursuing subsequent tertiary education			

ICT for Education

A major component of life in the 21st century is the adoption of ICT. In education, ICT use cuts across governance levels and all its functions. It is imperative to integrate it in as many aspects of learning and teaching as possible so as to effectively engage the learners of today and to develop their abilities to become producers of content and technologies now and in the future. ICT is also relevant for handling data of all participants and processes in education, such as student welfare and progress, employee profiles and professional development, system data such as access and quality performance indicators. Leveraging ICT as a tool for becoming a more efficient and effective organization must be part of any education leaders' goals and repertoire of strategies.

RA 10533 (The Enhanced Basic Education Act) stipulates in Section 5 that the enhanced curriculum is relevant, responsive, research-based, and global. These descriptors necessitate the use of modern and up-to-date technologies in delivering the curriculum. RA 10173 (Data Privacy Act of 2012) and RA 10175 (Cybercrime Prevention Act of 2012) are similar because both acknowledge the importance of ICT application and use in all contexts but also provide the necessary safeguards to prevent misuse, abuse, and illegal access of data. Section 7 of Chapter 2 of RA 10173 creates the National Privacy Commission whose task is to administer and implement the provisions for data protection. RA 10844 (Department of Information and Communications Technology Act of 2015) established the Department of Information and Communications Technology (DICT) whose mandate is to plan, develop, and promote the national ICT development agenda.

Two DepEd orders released prior to all mentioned legislation already enable the use of ICT in various levels of education governance (see Figure 2.11). These are DepEd Order 1 s. 2007 (Strengthening the Information Communication Technology [ICT] Governance of the Department of Education), and DepEd Order 78 s. 2010 (Guidelines on the Implementation of the DepEd Computerization Program [DCP]). Integration of ICT for teaching and learning is stipulated as part of DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program) and DepEd Order 35, s. 2016 (The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning).

Research Areas

ICT in education holds many possible areas for research. This is because despite the issues and challenges associated with its use, there are also many innovations which have been implemented in many schools nationwide. Research on ICT must be quick

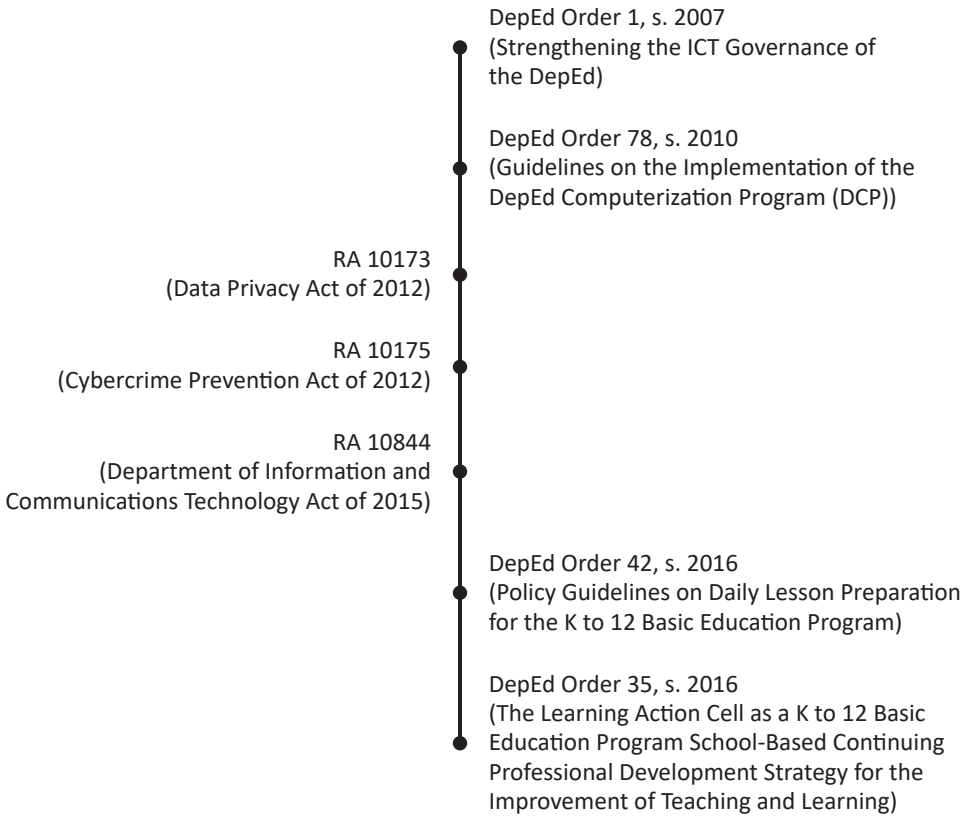

FIGURE 2.11 • Timeline of existing laws and DepEd orders on ICT for education

and timely however to cope with the fast turnover of new technologies. With the release of new legislation, it is also important that their provisions be iterated into policies which contain implementation details for the field.

Policy gaps range from policy on infrastructure and funds, ICT use of supervisors, education managers, and those conducting monitoring and evaluation, and on support required to ensure ICT integration including raising teacher competence, administrative support, guidelines in the choice of ICT tools for instruction and assessment, and programs for parents and guardians for ICT integration. It will also be beneficial to develop an Information System Strategic Plan for the next five years to direct ICT efforts and strengthen the School Information System, Programs and Projects Monitoring and Information System and the Human Resources Information System (see Table 2.10 on page 48). The proposed research questions are:

(1) What kind of support do teachers need to be able to incorporate relevant and effective learning opportunities using ICT?

(2) What is the role of ICT in the delivery of programs?

(3) How does ICT help in program delivery?

(4) What are the challenges faced in the use of ICT? How can these be addressed?

(5) What options can be offered to communities with limited ICT applicability and usability?

TABLE 2.10 • Laws, DepEd issuances, and identified research priorities pertinent to ICT use and integration

Laws	Chapter/Section		Corresponding DepEd Orders	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Enhanced Basic Education Act (RA 10533)	Section 5	The curriculum shall be relevant, responsive, research-based, and global.	• DepEd Order 1, s. 2007 (Strengthening the ICT Governance of the DepEd) • DepEd Order 78, s. 2010 (Guidelines on the Implementation of the DepEd Computerization Program) • DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program) • DepEd Order 35, s. 2016 (The Learning Action Cell as a K to 12 Basic Education Program School-Based CPD Strategy for the Improvement of Teaching and Learning)	• Addressing the "internal digital divides" found within the DepEd, including studies exploring unfavorable conditions in the field which limit ICT applicability and usability • Two proposed research questions are: – Rather than serve merely as a representation of text, what kind of learning object or device or technological feature can be incorporated in the delivery of the Teacher's Guides Lessons that encourages the creation	• Policy on ICT infrastructure for analytics and provision of funds thereof • ICT use of supervisors and other education managers for technical assistance provision and monitoring and evaluation • Support to ensure ICT integration – Increasing competence of teachers towards effective ICT integration; – Support from administrators to teachers as to ICT integration; – Establishing infrastructure for ICT integration for basic education instruction; – Guidelines for teachers

TABLE 2.10 • Laws, DepEd issuances, and identified research priorities pertinent to ICT use and integration (continued)

Laws	Chapter/Section		Corresponding DepEd Orders	Research Topics Identified by Key Informants	Research Topics Identified by Workshop Groups
Data Privacy Act of 2012 (RA 10173)	Section II	States that privacy of communication should be ensured by the state		of learning opportunities that children can respond to? – What is the role of ICT in the delivery of programs?	in choosing ICT tools or in establishing evaluation tools in choosing ICT; and – Program for parents and guardian support to children in ICT integration
Cybercrime Prevention Act of 2012 (RA 10175)	Section 2	Acknowledges the importance of ICT use and application but also provides the safeguards to prevent misuse, abuse, and illegal access of data			
Department of Information and Communications Technology Act of 2015 (RA 10844)	Chapter II	Decrees that among DICT's functions is to establish, operate, and maintain ICT infrastructures for local government units, civil society organizations, the private sector, and academe			

3
Areas of Policy Development and Research

The recent reforms in basic education brought about by RA 10533 has opened up many opportunities for research on basic education. Research to be conducted now and in the next few years are not only opportune; they will also serve as documentation of the state of basic education in the Philippines in light of the many changes which occurred in the past few years. Given the analysis of the current Philippine policy context, the breadth of education research conducted by UP, and the various areas of research recommended by education experts and practitioners, the ERP has developed its basic education research agenda for the next five years as shown in Table 3.1 (on the next page). The research inquiries are organized according to the following strands: (1) curriculum, assessment, and ICT integration; (2) instruction, teacher professional development, and ICT integration; (3) governance, finance, school improvement, and ICT integration; and (4) analysis of UP researches on education.

The ERP aims to accomplish these projects together with partner institutions and individuals. However, because of the COVID-19 pandemic, some of the ongoing projects may need to be adjusted to address specific needs brought about by the crisis. These adjustments may be, for example, data gathering or data dissemination through other modes which do not require face-to-face interaction, addition of research objectives, or through the creation of smaller research streams within the existing research project. The following sections will provide brief descriptions of the ongoing and forthcoming research projects of the ERP.

Curriculum and Assessment

Continuous curriculum reviews will help identify overlapping curriculum competencies and study the feasibility of reducing the number of competencies in the curriculum. It was also recommended to explore the possibility of improving the transition from

TABLE 3.1 • UP CIDS ERP research projects for 2019–2024

Research Strands	2019	2020	2021	2022	2023	2024
Curriculum, Assessment, and ICT Integration	Language Appreciation among Elders and Learners from IP Communities					
	Multi-Literacy Assessments for Filipino Children					
		Literacy Development Studies				
		Assessment Adaptations in the COVID-19 Pandemic				
		IP Children and the Mother Tongue-Based Multilingual Education Program				
			How Does COVID-19 Affect the Aspirations and Dreams of Senior High School Students?			
		Influence of Teachers' Beliefs and Instructional Practices on the Implementation of the Junior High School Art Education Curriculum from Selected Schools in Quezon City				
Instruction, Teacher Professional Development, and ICT Integration		Sinugbuanong Binisaya Version of the Kiddie COVID-19 Dictionary				
		TalkTogether with GCRF/Oxford				
		Critical Thinking, Technology, and Disinformation				
	Basa Bilang Evaluation Study					

TABLE 3.1 • UP CIDS ERP research projects for 2019–2024 (continued)

Research Strands	2019	2020	2021	2022	2023	2024
	Reframing Gender Disparities in Basic Education in the Philippines	Revisiting the Underachievement of Boys in Basic Education in the Philippines				
		Use of School Learning Action Cells to Improve the Teaching-Learning Process in STEM				
		ADMs for SHS				
			Snapshots in Schools			
Governance, Finance, School Improvement, and ICT Integration	Schools' Vision-Mission and 21st Century Learning		21st Century Education Studies			
	School Improvement Study					
	Basic Education and Federalism: Implications and Options for the National Capital Region					
	Senior High School Studies					
			How COVID-19 Changed the Financing of Education			
				Supporting Alternative Education in Basic and Higher Education		
			Educational Disruptions Studies			
Analysis of UP Education Research	Trends in UP Education Research					

Edukasyong Pantahanan at Pangkabuhayan (EPP) in Grades 4 to 6 to the technical-vocational-livelihood (TVL) subjects in junior high school and the TVL strand in senior high school. It was also proposed that a review of the curriculum for Values Education be conducted with the goal of improving its framework as needed, to suit society's

current needs. The categories of inquiry in this domain include studies on curriculum implementation vis-à-vis the intended curriculum, implementation of innovations that have been successful in the field, learner support, and the role of ICT in program delivery.

Though provisions for curriculum development are present in various legislation, the curriculum development process followed by the DepEd has not yet been articulated in an official issuance. Equally important is the conduct of curriculum implementation research at this stage of the K to 12 Basic Education Program. The following research questions are proposed:

(1) What aspects of curriculum development and implementation must be reviewed?

(2) What is the process that should be undertaken to review the curriculum?

(3) What are the improvements needed for the following programs: kindergarten; elementary; high school; ALS; SPED; IP education; Muslim education; and other special programs?

The Mother Tongue-Based Multilingual Education (MTB–MLE) and literacy programs were emphasized as topics for inquiry. For MTB–MLE, research on language mapping, class models, bridging of Grade 3 and 4, materials development, teacher capacity building, and monitoring and evaluation were suggested as topics for research. For research on literacy, several questions were listed down, which focused on the best ways of teaching the domains of literacy, how to develop a reading culture, and assessment, assessment results, and how they are and should be used.

Ongoing Research Projects

This section presents the ongoing research projects being undertaken by the Education Research Program in relation to curriculum and assessment. These are conducted in partnership with faculty, student, and community researchers who contribute to the development of the understanding of how language and literacy in various languages develop in learners, how these interact with culture, and how teachers can be helped to understand the literacy abilities of their students better.

Language Appreciation among Elders and Learners from Indigenous Peoples Communities

This study will focus on the implementation of MTB-MLE and its effect on language appreciation among indigenous peoples' communities. Language speakers of dominant or non-dominant languages narrate in this paper how they view their language and its relationship to the other languages of the Philippines. They reflect on how the mother-

tongue based multilingual education program in the national curriculum and whether this has affected how they view the interaction between their own language and the other languages of the country. This paper also explores how the IP elders perceive the language and literacy development in young learners as well as how they regard their mother tongues vis a vis the more dominant languages in school and society. The voices of elders from indigenous communities, parents, teachers, language advocates, education policy makers and of young learners bring to life the aspects of language appreciation and deepen our understanding of multilingual education.

Multi-Literacy Assessment Tools for Filipino Children

This project aims to develop a package of tools that would measure the literacy skills of Filipino children in the context of the MTB–MLE program and provide insight on their literacy development and difficulties. The first phase will focus on Kindergarten to Grade 3 and the mother tongues Filipino, Sinugbuanong Binisaya, Ilokano, English, sign language, and Braille. This study forms part of a larger research agenda of investigating lifespan literacy development of Filipinos. The next phases will include development of tools for other mother tongues.

Included in this study was the development of SukatWika, an application which is able to count sentences, words, phonemes, letters in Filipino, English and Sinugbuanong Binisaya. This program was designed and developed together with researchers from the Digital Signal Processing Laboratory of the UP College of Engineering.

Literacy Development Studies

Literacy development studies must continue even in the time of a pandemic to be able to advise education policy on how literacy competencies can be improved among learners. Research protocols will be revised in response to the changes which will have to be implemented during assessments.

These studies seek to track how literacy competencies develop among learners in their mother tongues and in Filipino and English, as well as in sign language and Braille. Through these studies, it is hoped that a better understanding of the cognitive and linguistic factors unique to bilingual and multilingual learners can be determined to better understand literacy development and atypical behavior among children experiencing literacy difficulties. These studies will also investigate how teachers can be helped to plan more effective literacy lessons for their students.

Forthcoming Research Projects

- Assessment Adaptations in the COVID-19 Pandemic

- Influence of Teachers' Beliefs and Instructional Practices on the Implementation of the Junior High School Art Education Curriculum from Selected Schools in Quezon City
- Indigenous Peoples Children and the Mother Tongue-Based Multilingual Education Program
- How Does COVID-19 Affect the Aspirations and Dreams of Senior High School Students?

Instruction and Teacher Professional Development

Instruction and the professional development of teachers are intertwined factors in ensuring education quality. These two components are areas of education policy that need more in-depth inquiry. The policy gaps identified revolved around support mechanisms for teacher training and its provision by DepEd and other institutions; accreditation and licensing of teachers and ICT integration, and determination of "baseline career" of teachers based on the Philippine Professional Standards for Teachers (PPST). The specific inquiry that is recommended is on the development of a framework of competency standards for teachers and school heads. In this framework, it was suggested to consider factors such as learning facilitation, diversity of learners, learning environment, curriculum planning, implementation, and evaluation, assessment of learning, community linkages, and capacity for ICT integration. The following are the proposed research questions:

(1) What kinds of training do teachers and school leaders need?

(2) What assessment tools can be used to improve teacher and school leadership training?

(3) What innovations have been implemented for teacher and school leadership training?

(4) What are the effects of the Learning Action Cell on teacher competency?

(5) What innovations have been conducted in the implementation of the Learning Action Cells?

Ongoing Research Projects

The projects described in this section are meant to support the development of strategies and approaches that will improve the teaching-learning process which will hopefully result in better student development, learning and well-being. By studying the relationships between and among factors that impinge on the instructional process, evidence for relevant and accessible teacher professional development may be enriched.

Use of School Learning Action Cells to Improve the Teaching-Learning Process in STEM

In partnership with The Human Capital and Education for Asian Development (HEAD) Foundation, a non-profit organization based in Singapore, the project aims to help teachers in teaching lessons in Grade 6 Science. Together with experts from UP National Institute for Science and Mathematics Education Development (UP NISMED), UP Integrated School, UP College of Education, Learning Action Cells (LAC) session guides were developed to cover the following topics: 7Es of Teaching, Respiratory System, Circulatory System, Reproduction of Non-Flowering Plants, Interactions between Living Things, Simple Machines, Weather Patterns and Seasons in the Philippines, and Comparing the Relative distances and sizes of planets to the Sun. These topics were identified as difficult to teach based on a survey of over 6000 respondents composed of Grade 6 Science public school teachers nationwide. Regional training workshops will be conducted which will be attended by school heads, LAC facilitators, and Science specialists.

Reframing Gender Disparities in Basic Education

Gender disparities in basic education outcomes in the Philippines remain unresolved and consensus that boys are underperforming compared to girls persists. However, there have not been adequate explanations for the disparities nor any corresponding interventions to address the same. Thus, this paper revisits the issue in light of new understandings about gender and achievement and interrogates the conclusion that boys are underachieving in basic education compared to girls. Historical data pertaining to the education participation (gross enrollment rate, net enrollment rate, cohort survival rate, and completion rate) and educational performance (National Achievement Test) of boys and girls from 2000 to 2015, the period covering the Millennium Development Goals (MDGs) and the Education for All (EFA) campaign, were collected, examined and compared longitudinally and trends and patterns were analyzed. Results show that gender disparities are indeed observable, however, data for both boys and girls need to improve and reflect better participation and learning. The way education indicators and disparities based on gender are reported also needs to be challenged and re-framed. Interventions for gender disparities need to be multi-sectoral to address all threats to inclusion as well as challenge gender regimes in schools that enforce ideas of femininity and masculinity that impact on the lives and schooling of boys and girls.

Sinugbuanong Binisaya Version of the Kiddie COVID-19 Dictionary

The UP College of Education has developed a dictionary containing words relevant to the COVID-19 pandemic. The dictionary has five word clusters, with Filipino and

English versions. Translation of these words and their definitions to Sinugbuanong Binisaya have already been submitted for publication. Sinugbuanong Binisaya is the second most spoken language in the Philippines, trailing behind Tagalog by less than three million speakers (PSA 2018). The Sinugbuanong Binisaya translation will therefore reach many other children who will better understand the definitions if it were written in their mother tongue.

The process involves several steps. First, initial translations are developed by a group of teachers hailing from Visayas and Mindanao. These are then sent out for validation to at least 40 children from Cebu, Davao, Dipolog, Dumaguete, Iligan City, Leyte, and South Cotabato. Revisions to account for regional differences and other validation findings are then implemented as needed. This version is then further reviewed by a medical doctor, a market researcher, and a Visayan writer, with the writer also serving as proofreader.

Supporting Oral Language Development with Global Challenges Research Fund (GCRF)/Oxford

The ERP will be a partner in the implementation of a three-year research project on Supporting Oral Language Development among early learners. Led by Dr. Sonali Nag of Oxford University, this project will involve academic and non-government organization partners from the United Kingdom, India and the Philippines. Funding support is from the Global Challenges Research Fund. This research project seeks to help crystalize ways of supporting child language development, especially in low- to middle-income homes. Teacher professional development programs and interventions will also be designed, implemented, and evaluated in this project. The procedures for this study will include COVID-19 considerations.

Critical Thinking, Technology, and Disinformation

In this project, the ERP will examine how education and the teaching-learning processes can be improved to combat disinformation. Studies show that the presence of technology causes a massive increase in the scale and speed of spread of disinformation, and a way to reduce its effects is through the awareness of its existence as a threat (Lagarde and Hudgins 2019). The ERP plans to investigate awareness and susceptibility of learners and teachers to the threats of disinformation, and examine possible correlation with content knowledge and problem solving and critical thinking skills. This research aims to provide baseline data on the use of technology and the internet among learners and teachers, as well as their current response to disinformation. Through this study, educational institutions may better understand technology landscapes and learning contexts, and prepare for possible transition to online learning due to the present crisis.

Basa Bilang Evaluation Study

The ERP's partnership with the Knowledge Channel Foundation, Inc. (KCFI) through the Basa Bilang Project, which aims to investigate the impact of technology-mediated learning on literacy development among primary grade learners in the schools division of Sta. Rosa Laguna, will continue but with a different focus on how to support and sustain literacy learning in the early grades during the time of COVID-19.

Forthcoming Research Projects

- Alternative Delivery Modes for Senior High School
- Snapshots in Schools
- Revisiting the Underachievement of Boys in Basic Education in the Philippines

Governance and Finance for Learner Support and School Improvement

Five priority topics or concerns were identified, which encompassed different levels of governance. These were on *school-based management* trends, implications, and finance management, *school practices* including school accountability (including check-and-balance provisions for school-based management, and transparency of school data and processes), continuous improvement, data management and analysis, partnerships building, teacher welfare, and technology innovations, *public finance models*, *policy review* on leadership development of school heads, and *standardization of policy implementation and dissemination*. There was also a discussion on the possibility of developing a Filipino model for effective school governance based on the changes brought about by the recent education reform.

The following are the proposed research questions:

(1) What are the innovations implemented in basic education governance and finance?

(2) What were the major governance and finance issues which arose during the implementation of the K to 12 program? How were these addressed?

(3) How much does each basic education program cost?

   (a) Kindergarten

   (b) Elementary

   (c) High school

   (d) ALS

   (e) SPED

School leadership training was also an identified area of research. The proposed research question is: How do educational leaders create successful schools?

Research specific to learner support needs per key stage were also proposed, with a possible focus on the promotion of peace and justice, and the implementation, improvements, and innovations on gender and development, child protection, and disaster readiness and risk management programs. It was also proposed that studies on promoting good health and well-being of learners be conducted to be able to provide the appropriate services needed. Aside from reiterating the need for research to support counseling programs, the following research questions are proposed:

(1) What are the specific learning support needs of students by key stage/grade level/inclusion program?

(2) What improvements must be implemented in terms of gender and development, child protection, and disaster readiness and risk mitigation (DRRM)?

Ongoing Research Projects

This section discusses studies on how schools improve and become environments that optimize learning, especially in the time of 21st century technologies and the challenges brought about by the COVID-19 pandemic. How schools are able to adapt to these factors while aiming to design and deliver quality education programs is the core interest of this set of studies.

School Vision-Mission Statements and 21st Learning, Implications for School Leadership

The study aims to present emerging themes contained in Philippine schools' vision and mission (VM) statements and show whether these reflect 21st century learning. It also seeks to establish the state of schools' strategic directions in the context of the world's knowledge economy. To gather information, statements were collected and validated from 110 schools of diverse types, coded, tagged and aligned using the KSAVE 21st century model framework (Binkley et al. 2012), and analyzed through content analysis. The KSAVE 21st century model framework categorizes 21st century competences (creativity and innovation, critical thinking, problem solving, and decision making, learning to learn, meta-cognition, communication, collaboration and teamwork, information literacy, ICT literacy, local and global citizenship, life and career, and personal and social responsibility) into "Ways of Thinking," "Ways of Working," "Tools for Working," and "Living in the World." Findings show that although eight out of the ten identified emerging themes reflect 21st century constructs, more schools

did not articulate 21st century learning in their VM statements. Therefore, it can be concluded that at present, the strategic direction of schools does not include the explicit development of 21st century learning among students. Though these are partially consistent with 21st century learning, the rest of the KSAVE 21st century learning constructs are not yet articulated in the strategic directions of most schools.

School Improvement Study

With school-based management as one of the thrusts institutionalized by the Department of Education, these studies aim to examine how schools improve through the core processes of school improvement systems: democratizing decision-making, addressing local educational concerns, providing a participatory process, and managing educational resources in schools and communities (UNESCO IIEP n.d.b). This research seeks to investigate data and improvement areas identified at the school-level, processes and innovations to address issues and concerns in schools from various perspectives.

This project will involve gathering and collecting school improvement documents and online consultative meetings with learners, teachers, school administrators, and other stakeholders. By examining school records and reflections of informants before and during the pandemic, effective school processes and interventions to address concerns on curriculum, assessment, learning delivery, teacher development, school leadership and governance will be identified to inform the discourse and practice. This information is deemed helpful for schools on how they can improve and transition to possible reforms during crises. The ERP will maintain partnerships with schools and education institutions on this endeavor.

Senior High School (SHS) Studies

A tracer study on the first few batches of senior high school (SHS) graduates from pre-determined schools will be conducted. Among the objectives of the study will be to identify the exit points that SHS students choose to embark on after graduation, interview students, teachers, and other stakeholders about the SHS experience, and identify issues schools encountered in the implementation of SHS. This study will be designed in more detail in the coming months.

Forthcoming Research Projects

- 21st Century Education Studies
- How COVID-19 Changed the Financing of Education
- Supporting Alternative Education in Basic and Higher Education
- Educational Disruptions Studies

UP Contributions to Research in Education

In 2018, work on analyzing UP research to assess whether these researches impact the policy discourse on education was started. For this purpose, a database was created to log, categorize, and summarize investigations related to basic education issues and concerns. For 2020, the ERP will also continue to populate this database with research conducted by University faculty and staff.

APPENDIX

ERP Research Agenda (1999–2004)

I. Phase 1 (1991–1993)

- A. Literacy Evaluation Studies
  Magbassa Kita National Program (four case studies done in Pagbilao, Quezon; GMA, Cavite; Malolos, Bulacan; and Botolan, Zambales)
- B. On UP Education
  The Meaning of UP Education: A Preliminary Evaluation of Knowledge Management, Attitude and Value Formation in UP Diliman Degree Programs (a 10-volume monograph series)
- C. In Support of Higher Education
  1. Served as Founding Secretariat of the National Inter-University Forum on Education (NIUFE), 1991–1993 (with Dr. Emetria P. Lee as Founding Executive Secretary)
  2. Served as Founding Editorial Staff of the NIJE Newsletter (with Dr. Maria Luisa C. Doronila as Founding Editor-in-Chief)

II. Phase 2 (1993–1998)

- A. Early Childhood Education
  1. Early Childhood Education in Filipino Homes: Implications to Pre-school Education
  2. Professionalization of the Early Childhood Education System in the Province of Bulacan
- B. Continuing Non-Formal Adult Education
  1. Comprehensive Education and Community Development Program of Valencia, Negros Oriental: Operationalization of the Social Reform

Agenda at the Municipal Level (includes formal basic education and higher education with UP Open University)
2. Impact Study of Adult Education in the Philippines
3. Research and Development Program for the ADB-Assisted Philippine Non-formal Project (DECS–BNFE and the Literacy Coordinating Council of the Philippines)
4. Cognitive Consequences of Literacy
5. Indigenous Learning Systems
    i. The Algebra of the Weaving Patterns, Gong Music and Kinship System of the Kankanaey of Mountain Province
    ii. A Perspective of the Life and Death Cycle of the Sama of Tawi-tawi
    iii. Indigenous Learning Systems (Mountain Province)
6. Curriculum and Content Generation Studies
    i. Taxonomies of Functional Literacy and Numeracy
    ii. Reconstructing Educational Knowledge: Incorporating Community Knowledge in Functional Literacy Programs
    iii. Preliminary Inventory of Existing Literacy Materials
7. Instructional Materials Development
   Development and Field Testing of Exemplar and Instructional Materials
8. Publication of Site Reports of Ethnographic Studies
9. Evaluation, Development, and Standardization of Basic and Functional Literacy Tests

C. Formal Basic Education (Grade 1 to 4th Year High School)
1. Enrichment of the Education Programs in the Cordillera Administrative Region (DECS–CAR) Through the Incorporation of Usable Indigenous Knowledge in the Formal and Non-Formal Curricula
2. Contribution to the Preservation of Ifugao Culture Through the Collection of Narratives and Analysis of Value Systems Related to the Socialization of Ifugao Through the Formal and Nonformal Education Systems (with the Ifugao Rice Terraces Commission and DOT)
3. Research Collaboration on Basic Education with UP Integrated School, UP Rural High School, UPHS Cebu, and UPHS Iloilo
4. Improvement of the Delivery of Formal Education. Curriculum, Materials, ln Service Faculty Development Especially in Math, Science, and English
5. Pilot Program for Barangay High Schools (Home Study Program)
6. Setting up of Pilot Teacher Training Programs in the Provinces of Batanes, Antique, and Negros Oriental

D. Vocational Technical Education
Restructuring of Voc-tech curriculum of Bulacan Polytechnic College

E. Higher Education
   1. Towards the Rationalization of Research on Higher Education: Analysis and Assessment of Higher Education Research Nationwide
   2. Human and Physical Resources in Teacher Education (with CHED)
   3. Development of Local History and Cultural Centers

F. Specialized Research and Policy Study Centers in Support of UP and Philippine Education
   1. Institutional Studies of UP Education (with other units)
   2. The Relative Effectiveness of Filipino and English as Media of Instruction in Social Science II and Math 11 in UP Diliman
   3. Policy Studies Towards Further Democratization of Access to UP Education
      i. System of Admissions (Equity and Excellence Admissions System)
      ii. Financial Packages (System of Scholarships, Subsidy and Other Financial Assistance)
      iii. Learning Resource Centers (Enhancing and Enriching Student Life on Campus)
      iv. Analysis of the Changing Characteristics of the UP Student Population
      v. Assessment of the Extension and Volunteer Service Contributions of the UP Units, Faculty, and Student Organizations (with the UP Oblation Corps)
      vi. Analysis of Existing UP Instruments for Evaluation of Teaching Effectiveness
   4. UP CIDS ERP MIS Project
      i. Institutionalization of the UP Open University (research support)
         a. Market, Technical and Cost Studies
         b. Formative Evaluation of Training and DE (Instructional Design and Materials Development) Program
         c. Summative Evaluation of UPOU's DST Program
         d. Philippine Telecommunication Infrastructure Consideration in the Planning of Distance Education Programs
      ii. Survey Instruments of Educational Needs and Plans of Overseas Workers (for UPOU)

G. Basic and Policy Studies on Philippine Education
   1. Development of Professional and Theoretical Materials on Learning and Cognition (to be written in Filipino)
   2. Reinforcing the Foundations of Philippine Pedagogy: Insights from Research on Human Learning and Educational Practice Community Studies: A Comparative Study of the Development of Civil Society in Terms of Changes in Power Structure and People's Participation

in Various Communication Development, and Operationalization of Model Basic Education for Muslim Mindanao [Madrasah])
3. Indigenization of the Curriculum of Basic Education (DECS-CAR, DECS-ARMM)
4. Commission on Higher Education (CHED) - UP Clearinghouse for Basic and Policy Research in Higher Education
5. Assessment of Language Proficiency Needs in the Professions and in the Workplace

III. Phase 3 (1999–2004)
A. Program for Literacy Research
1. Comparative Study of Approaches to Literacy Development (children and adults)
2. Test Development and Standardization of FL Tests – 3 levels (basic, elementary, secondary)
3. Collaboration with I-CC and DECS for FLEMMS (to determine national literacy rate)
4. Basic study on literacy, cognition, and information processing

B. Program for Institutionalization of ECCD System (Provincial and Municipal Level)
1. Organization and Implementation of the ECCD System (in anticipation of the enactment of the law on ECCD)
2. R&D for each of the five components of the ECCD framework:
i. On Professionalization and Training
ii. On Development and Enhancement
iii. On Democratization of Access
iv. On Parent Education, Advocacy and Mobilization
v. On Institutionalization
3. Articulation Studies/Programs
i. Exit and entry level skills
ii. Cognition and info focusing
iii. Literacy-numeracy for mothers and para-teachers
4. Equivalency for ECCD service providers

C. R&D Program for Basic Education (in support of HB 2058) (DECS-CAR and DECS-ARMM)
1. Indigenization of Education from Elementary to High School
2. Ensuring Quality Standards for Basic Education (esp. in Math, Science, and Communication Arts)
3. Preparation for Partial Devolution to LGUs

D. R&D Program for the Rationalization of Continuing Adult Education
1. Relationship between comprehensive education and development

i. Organization of continuing education tied to the municipal development plan
ii. Relationship between formal and non-formal education (Integrated Education System)

2. Dynamics of Integrated Community Development
   i. Convergence model in education
   ii. Growth of participation and empowerment of civil society
   iii. Institutionalization and sustainability

E. Program for Higher Education and Polytechnic Education
   1. Assistance to TESDA for rationalization of polytechnic education
   2. Assistance to TESDA for refining certification and accreditation systems
   3. Assistance to CHED and TESDA for refinement of ETEEAP

F. Program for Establishment of National Education Coordinating Council (NECC)
   Advocacy and development of necessary legislation to set up NECC

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- Executive Order No. 570 (Institutionalizing Peace Education in Basic Education and Teacher Education)
- Presidential Decree 603 (The Child and Youth Welfare Code of the Philippines of 1974)
- Presidential Decree 1083 (Code of Muslim Personal Laws of the Philippines of 1977)
- RA 4670 (Magna Carta for Public School Teachers of 1966)
- RA 6728 (Government Assistance to Students and Teachers in Private Education Act of 1989)
- RA 6734 (An Act Providing for an Organic Act for the ARMM of 1989)

- RA 7277 (Magna Carta for Disabled Persons of 1991)
- RA 7610 (Special Protection of Children Against Abuse, Exploitation, and Discrimination Act of 1992)
- RA 8370 (Children's Television Act of 1997)
- RA 8371 (Indigenous Peoples' Rights Act of 1997)
- RA 9155 (Governance of Basic Education Act of 2001)
- RA 9208 (Anti-Trafficking in Persons Act of 2003)
- RA 9262 (Anti-Violence Against Women and Their Children Act of 2004)
- RA 9344 (Juvenile Justice and Welfare Act of 2006)
- RA 9442 (An Act Amending the Magna Carta for Disabled Persons)
- RA 9521 (National Book Development and Trust Fund Act of 2008)
- RA 9997 (National Commission on Muslim Filipinos Act of 2009)
- RA 10157 (The Kindergarten Education Act of 2011)
- RA 10173 (Data Privacy Act of 2012)
- RA 10175 (Cybercrime Prevention Act of 2012)
- RA 10410 (Early Years Act [EYA] of 2013)
- RA 10533 (Enhanced Basic Education Act of 2013)
- RA 10618 (Rural Farm Schools Act of 2013)
- RA 10647 (Ladderized Education Act of 2014)
- RA 10665 (Open High School System Act)
- RA 10679 (Youth Entrepreneurship Act of 2014)
- RA 10844 (Department of Information and Communications Technology Act of 2015)
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- RA 10912 (Continuing Professional Development Act of 2016)
- RA 11106 (Filipino Sign Language Act)
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- DepEd Order 23, s. 1986 (Promotion and Classification of Secondary School Night Classes)
- DECS Memo 126, s. 1997 (Home School Education)
- DepEd Order 26, s. 1997 (Institutionalization of SPED Programs)
- DepEd Order 41, s. 2003 (Values Education in the Basic Education Curriculum)
- DepEd Order 46, s. 2006 (Guidelines on the Pilot Implementation of the Open High School Program [OHSP])

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- DepEd Order 30, s. 2009 (National Adoption and Implementation of the Training and Development [T&D] System, and Designating the National Educators Academy of the Philippines [NEAP] as the Interim Agency Responsible for the Operationalization of the T&D System)
- DepEd Order 57, s. 2010 (Implementation of the Basic Education Madrasah Programs for Muslim Out-of-School Youth and Adults)
- DepEd Order 78, s. 2010 (Guidelines on the Implementation of the DepEd Computerization Program)
- DepEd Order 62, s. 2011 (Adopting the National Indigenous Peoples Policy Framework)
- DepEd Order 103, s. 2011 (Establishment of the Indigenous Peoples Education Office [IPSEO])
- DepEd Order 16, s. 2012 (Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education)
- DepEd Order 32, s. 2012 (Implementing Rules and Regulations of Republic Act No. 10157, Otherwise Known as The Kindergarten Education Act)
- DepEd Order 40, s. 2012 (DepEd Child Protection Policy)
- DepEd Order 47, s. 2012 (Implementation of the School-Based HIV and AIDS Education Program [SBHAEP] of the Department of Education)
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- DepEd Order 49, s. 2014 (Guidelines on the Functions and Assignment of School Health and Nutrition Personnel in the Implementation of the DepEd Rationalization Program)
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- DepEd Order 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)
- DepEd Order 12, s. 2015 (Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development Component)
- DepEd Order 13, s. 2015 (Establishment of a Policy Development Process at the Department of Education)
- DepEd Order 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework)
- DepEd Order 36, s. 2015 (Implementing Rules and Regulations of Republic Act 10618)
- DepEd Order 44, s. 2015 (Guidelines on the Enhanced School Improvement Planning [SIP] Process and the School Report Card [SRC])
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The Authors

DINA OCAMPO is a faculty member of the College of Education, University of the Philippines Diliman, where she teaches courses in literacy education. She is also the Convenor of the Education Research Program (ERP) at the UP Center for Integrative and Development Studies (UP CIDS).

KATHRINA LORRAINE LUCASAN is a Senior Research Associate at the UP CIDS Education Research Program. She handles the ERP's research strand on language and literacy.

JUNETTE FATIMA GONZALES is a Senior Research Associate at the UP CIDS Education Research Program. Education technology, school improvement, and leadership studies are among her research interests.

NAOMI FONTANOS is a Senior Research Associate at the UP CIDS Education Research Program. Her research interests include critical pedagogies, gender and education, and multiliteracies.

DONNA PAMELLA ROMERO is a Senior Research Associate at the UP CIDS Education Research Program. She currently handles the ERP's research strand on teacher professional development.

CYNTHIA VILLAFRANCA is a children's book author who is currently teaching in a preschool. She was a former research associate of the UP CIDS Education Research Program where she conducted research on teacher professional development.

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