



Republic of the Philippines
Department of Education

DIGOS CITY DIVISION

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2024-277

To : Assistant Schools Division Superintendent
 CID and SGOD Chiefs
 Education Program Supervisors
 Public Schools District Supervisors
 School Heads and Teachers of Public
 Elementary and Secondary Schools
 All Non-teaching Personnel

Subject : PRIORITIZATION OF RESEARCH PROPOSALS RELATED TO THE
 PILOT IMPLEMENTATION OF THE MATATAG CURRICULUM

Date : May 6, 2024

In reference to the attached Regional Memorandum PPRD-2024-049, re: "Prioritization of Research Proposals Related to the Pilot Implementation of the MATATAG Curriculum", this office directs all schools and division personnel to anchor all their proposed research to the pilot implementation of the MATATAG curriculum and consistent with the MATATAG Agenda and Basic Education Development Plan (BEDP).

These proposed studies will be prioritized in the next cycles of call for Basic Education Research Fund (BERF) aligned with DepEd Order No. 16, s.2017, re: "Research Management Guidelines" as to eligibility, procedures and requirements.

Other contents of the attached letter are self-explanatory and explicitly discuss the inclusion of details.

Should there be any concern, you may reach Marjun B. Rebosquillo, SEPS-Planning and Research through SGOD at (082)553-8396.

For information, guidance, and compliance.

Melanie P. Estacio
MELANIE P. ESTACIO, PhD, CESO VI
 OIC- Schools Division Superintendent *[Signature]*

DepEd Schools Division of Digos City
 RECORDS SECTION
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 24-120298
 DATE: MAY 08 2024 TIME: 3:12p
 BY: *[Signature]*

Enclosed: As stated.
 SGOD/PR/mbr



Address: Roxas Cor. Lopez Jaena Street, Zone II, Digos City (8002)
 Telephone Nos.: (082) 553-8375; (082) 553-8396

Records



DepEd Schools Division Office - Davao City
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DATE: 30 APR 2024 TIME: 10:46

Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM
PPRD-2024- 049

To: Schools Division Superintendents
All Others Concerned

Subject: PRIORITIZATION OF RESEARCH PROPOSALS RELATED TO THE
PILOT IMPLEMENTATION OF THE MATATAG CURRICULUM

Date: April 29, 2024

Relative to Memorandum "Prioritization of Research Proposals Related to the Pilot Implementation of the MATATAG Curriculum" from the Planning Service dated February 29, 2024, this Office requests research proposals related to the pilot implementation of the MATATAG curriculum and consistent with the MATATAG Agenda and Basic Education Development Plan (BEDP) shall be prioritized in the next cycles of call for Basic Education Research Funding (BERF). Further, DepEd Order No. 16, s. 2017 re "Research Management Guidelines" shall still be the basis for eligibility, procedures and requirements.

See Chapter 2- Planning Framework of the Regional Development Plan 2023-2028 for perusal.

Should there be any concern, you may reach Jomar Boy A. Cuyos, Education Program Specialist II through the Policy, Planning, and Research Division at (082)-2240-752.

Immediate dissemination of this Memorandum is highly desired.

ALLAN G. FARNAZO
Director

Enclosed: as stated
ROP4/jbac

DEPARTMENT OF EDUCATION - DAVAO REGION
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BY: [Signature] DATE: Apr. 30, 2024
30062



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-1665; (082) 221-6147
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph



Republic of the Philippines
Department of Education
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Office of the Director

MEMORANDUM

TO : All Regional Directors

ATTN : Chiefs of Policy, Planning and Research Division (PPRD)

THRU : **NOLASCO A. MEMPIN**
Undersecretary for Administration

FROM : **NOEL T. BALUYAN**
*Assistant Secretary for Administration
Office-in-Charge, Planning Service*

SUBJECT : **PRIORITIZATION OF RESEARCH PROPOSALS RELATED TO THE PILOT IMPLEMENTATION OF THE MATATAG CURRICULUM**

DATE : **29 February 2024**

In accordance with DepEd Order No. 16, s. 2017, as amended by DepEd Order No. 26, s. 2021, the Department established the Research Management Guidelines (RMG) to guide DepEd across all governance levels in the management and conduct of research initiatives to further promote and strengthen the culture of research in basic education. The RMG also includes procedures for the Basic Education Research Fund (BERF), a funding mechanism to support research initiatives in the Department at all levels of governance.

Prior to the progressive implementation of the MATATAG Curriculum starting in SY 2024-2025, the Department of Education will conduct its pilot implementation in accordance with DepEd Memorandum No. 54, s. 2023 or the Pilot Implementation of the MATATAG Curriculum. In support of this initiative, **regional offices are requested to prioritize research proposals related to the pilot implementation of the MATATAG Curriculum for possible funding of the BERF.** Pending the adoption of a new research agenda, regional offices shall also consider research priorities that are consistent with the MATATAG Agenda and the Basic Education Development Plan



DepEd Philippines



@depdedphilippines



@DepEd_PH



www.depded.gov.ph

Room A-205, 2nd Floor Alonzo Building, DepEd Complex, Meralco Avenue, Pasig City 1600
Telefax No.: (02) 8687-2744; Email: ps.od@depded.gov.ph

(BEDP). Eligible proponents shall refer to DepEd Order No. 16, s. 2017 for the requirements and procedures for applying to BERF.

For further queries, kindly contact the Planning Service - Policy Research and Development Division (PS-PRDD) at email address: ps.prd@deped.gov.ph or phone number: (02) 8633-7257.

For appropriate action. Thank you.



Room 508, 5th Floor Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600

Telephone No.: (02) 8638-1780; Email: usecforadministration@deped.gov.ph



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@depedphilippines



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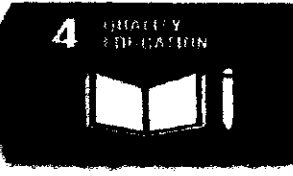

CHAPTER 2

Planning Framework

As part of our Planning Environment DepEd sealed its Global, National Sectoral Commitment that our plan must outline the strategies to this commitment to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

GLOBAL COMMITMENT



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Post pandemic recovery efforts aims to accelerate the achievement of SDG Goals. It specifically aims to ensure inclusive, equitable, safe and healthy schools. Learning and skills for life, work and sustainable development. Teachers, teaching and the teaching profession. Digital learning and transformation.

NATIONAL COMMITMENT

By 2040, the Philippines is a prosperous middle -class society where no one is poor. People live long and healthy lives and are smart and innovative.

CHAPTER 2: Promote human and social development. Quality, inclusive, adaptive, resilient, and future-ready basic education for all achieved.

SECTORAL COMMITMENT: BASIC EDUCATION

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities.

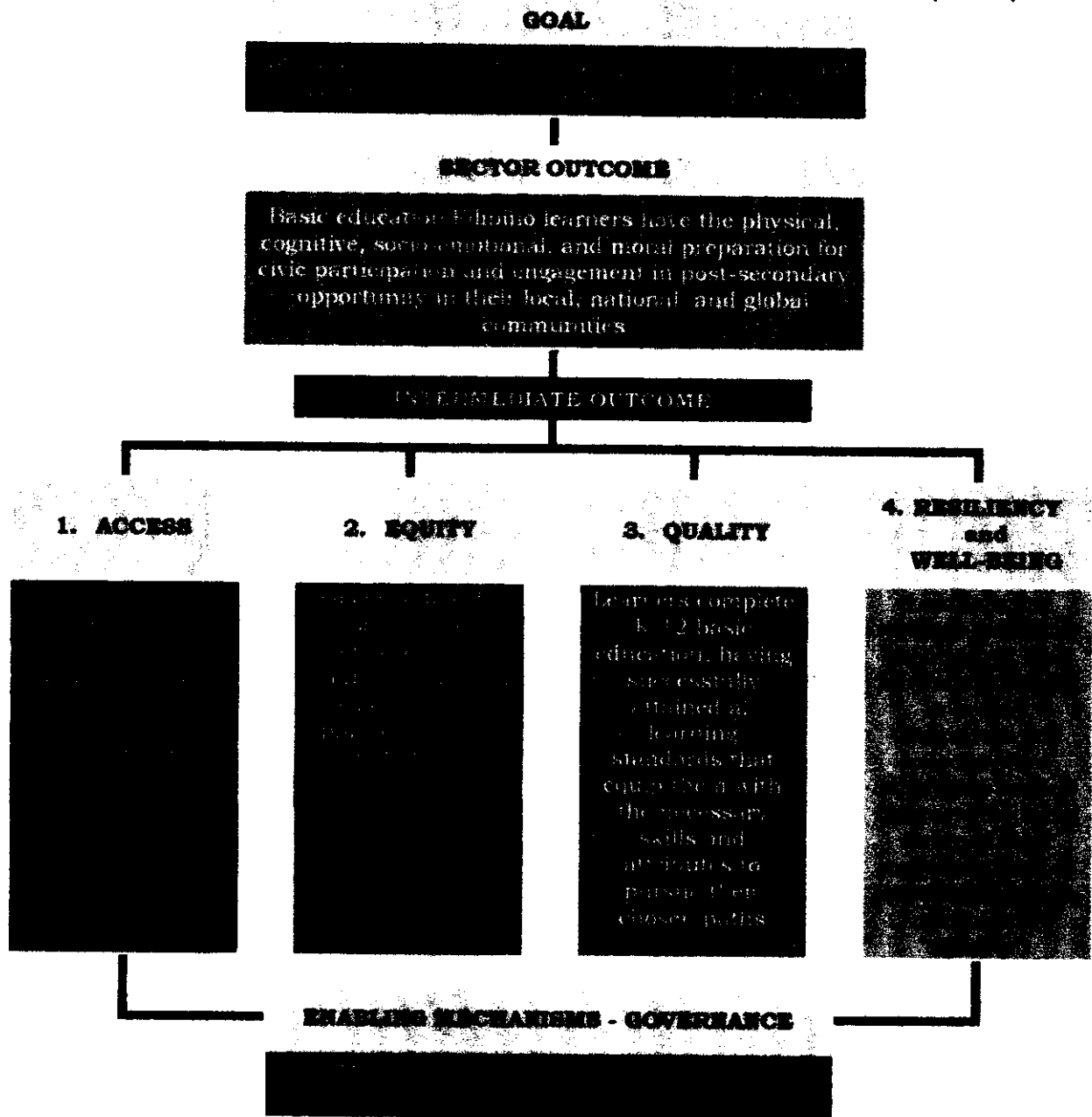



Learning Manifesto
 1. Sets the medium-term direction of basic education, particularly in addressing the learning power of the country.
 2. Aligns operationalize the Basic Education Development Plan 2033.

Moreover, the Regional Education Development Plan (REDP) 2023-2028 adopted in Figure 1 the Results Framework of Basic Education Development Plan (BEDP) 2030. This framework puts emphasis on its societal goal "All Filipinos are able to realize their full potential and contribute meaningfully to a cohesive nation." It highlights the sector outcome that states "Basic education Filipino learners have the physical, cognitive, socio-emotional, and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities" as the department's contribution in the realization to the societal goal. The intermediate outcomes are classified in four pillars namely: access, equity, quality, and resiliency, and enabling mechanisms for governance and management that will propel to achieve the strategies under the four pillars.

The results framework outlines the priorities of DepEd in terms of addressing the immediate and long-term challenges confronting basic education.

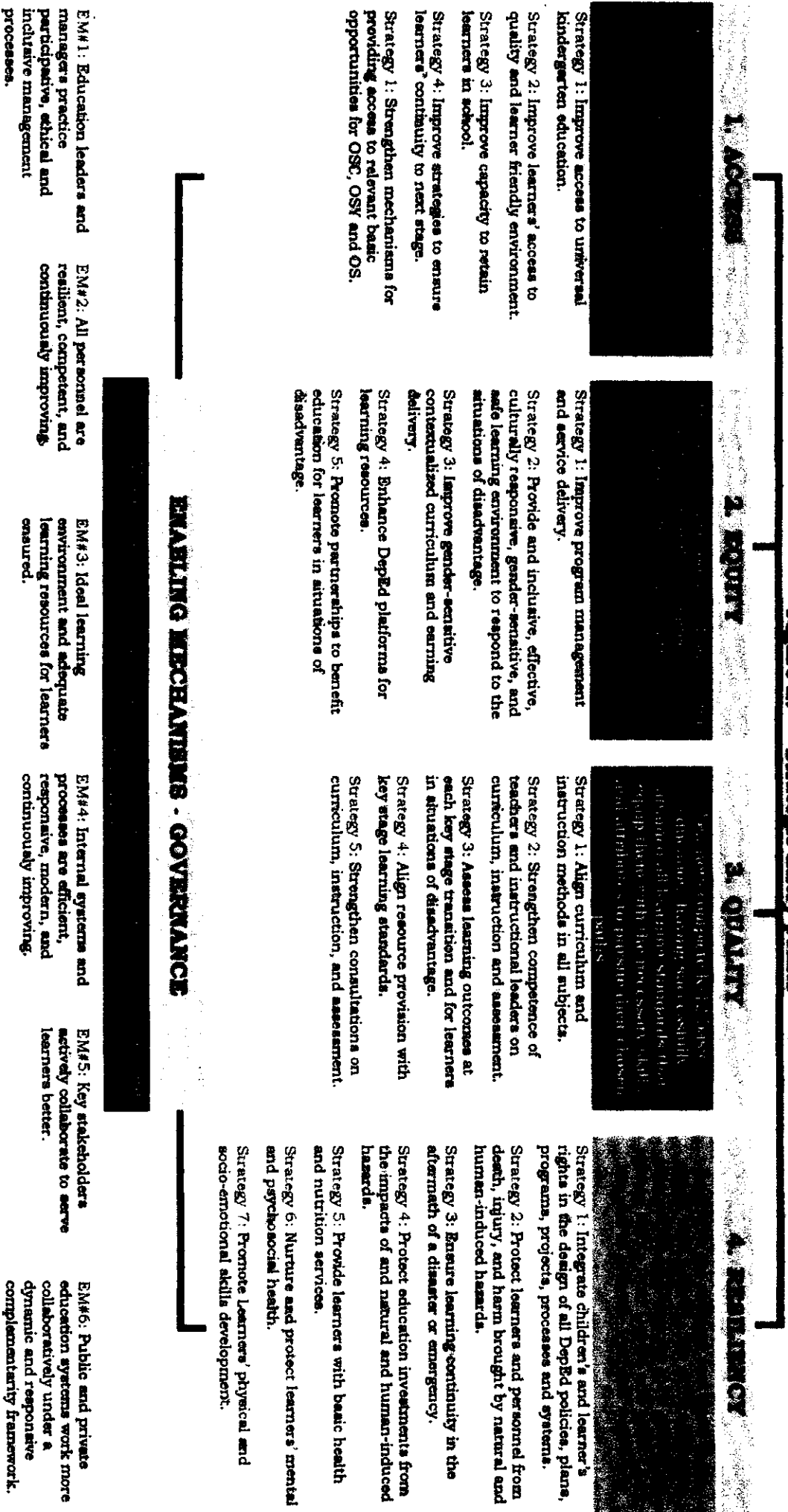
Figure 1: Results Framework of Basic Education Development Plan (BEDP) 2030



Pillar 1 on Access intends to address the remaining gaps in participation by expanding learning opportunities for school-age children and out-of-school youth and adults. Pillar 2 on Equity will focus on addressing the needs of learners in situations of disadvantage. Pillar 3 on Quality is designed to address the quality of education through various strategic means, particularly on curriculum, assessment, learning environment, and upskilling and reskilling of teachers and school leaders. Pillar 4 on Resiliency will focus on building resilience among learners and capacitating them to exercise their rights in a positive learning environment, while being aware of their responsibilities as individuals and as members of society. The Enabling Mechanisms will allow the agency to achieve the results through the right policies and standards, systems and processes, human resource professional development, and partnerships.

Our strategic entry points in Figure 2 to address the challenges in Basic Education in Davao Region were also identified. Five (5) strategies under access, five (5) strategies under Equity, five (5) under Quality, seven (7) under resiliency and well-being and six (6) under enabling mechanism- Governance.

Figure 2: Strategic Entry points



Last January 30, 2023, Vice President and Secretary of Education Sara Z. Duterte launched MATATAG: *Bansang Makabata, Batang Makabansa*, to set the new direction of the agency and stakeholders in resolving basic education challenges. The results framework is reinforced by the MATATAG 4-point Agenda in Figure 3 outlines the priorities of DepEd in terms of addressing the immediate and long-term challenges confronting basic education. This MATATAG agenda has four critical components namely:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- **TA**ke steps to accelerate delivery of basic education facilities and services;
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- **TA**ke support to teachers to teach better.



Figure 3: MATATAG 4-Point Agenda

The MATATAG Logo depicts the tagline **Bansang Makabata, Batang Makabansa**, as the Department aims to establish a nation that values its youth and the Filipino youth that values its nation. The MATATAG brand mark depicts a small hand, that of the learners and a big hand that of educators, partners, and stakeholders. Together, they complete a shape of a heart, representing the love and passion of Filipinos in building a better future for the next generation. The colors of the MATATAG logo were adopted from DepEd Logo, consistent with the colors of the Philippine Flag. Blue represents the culture of peace and inclusivity the Department continues to uphold. Yellow stands for the optimism of our learners who strive to achieve their dreams and aspirations. Red describes the burning passion of educators and partners.

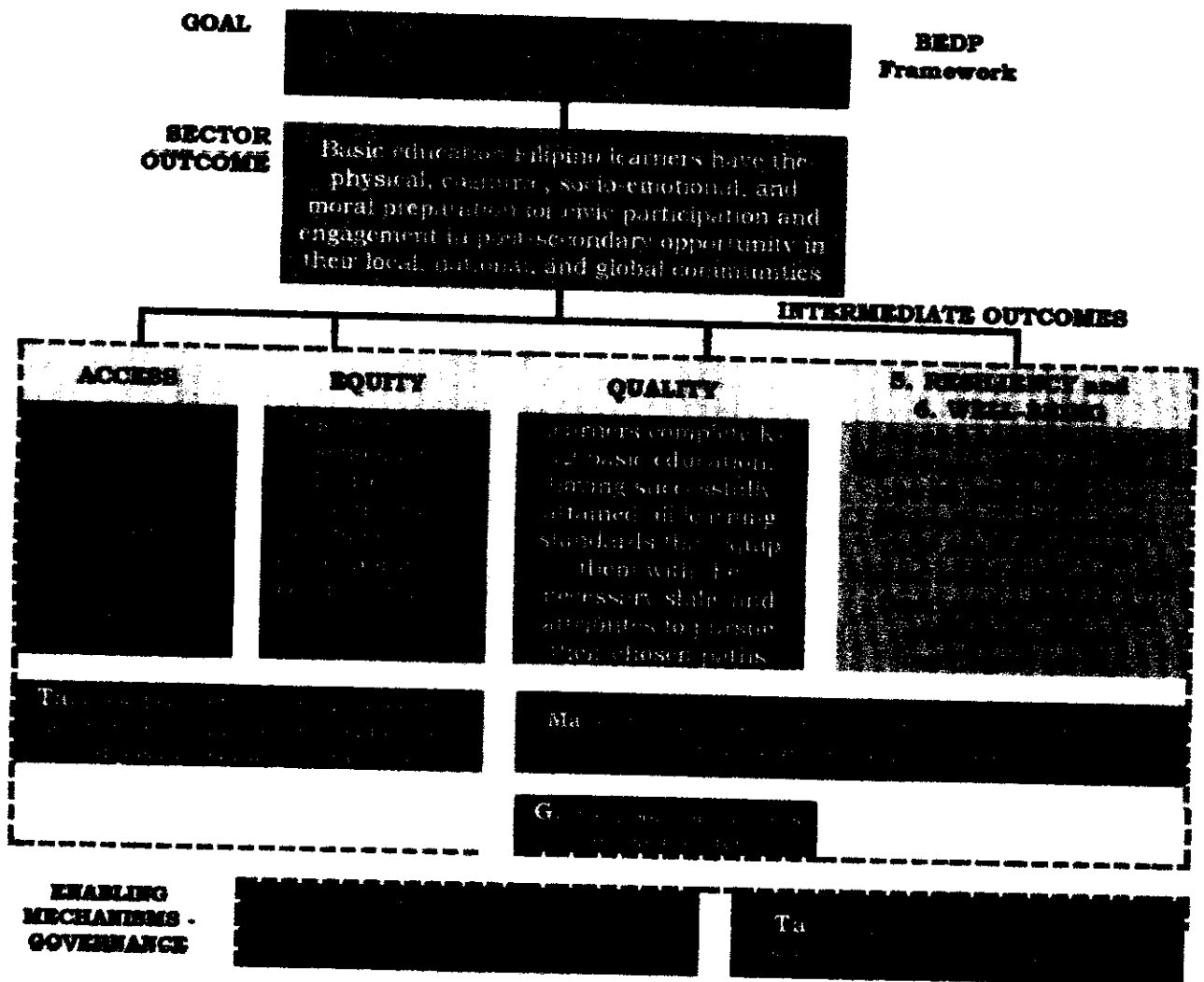
Moreover, there are 45 Key Initiatives of the MATATAG 4-point Agenda, 10 of which fall under **Make** the curriculum relevant to produce job-ready, active and responsible citizens; 12 under the agenda **Take** steps to accelerate delivery of basic education facilities and services; 9 for **Take** good care of learners by promoting learner well-being, inclusive education and positive learning environment; and 14 under **Give** support for teachers to teach better.

Make the curriculum relevant to produce job-ready, active and responsible citizens	Take steps to accelerate delivery of basic education facilities and services	Take good care of learners by promoting learner well-being, inclusive education and positive learning environment	Give support for teachers to teach better
<ol style="list-style-type: none"> 1. Revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation. 2. Strengthen our literacy and numeracy programs. 3. Revitalize our Reading, Science and Technology, and Math programs. 4. Improve English proficiency while recognizing linguistic diversity. 5. Review the implementation of the Mother Tongue-based Multilingual Education Policy. 6. Intensify the values formation of learners in curriculum and teaching. 7. Embed the culture of peace in our curriculum. 8. Be transparent with curriculum guides and test scores. 9. Share test items with schools and teachers to strengthen the use of assessment. 10. Engage with CHED 	<ol style="list-style-type: none"> 1. Created the School Infrastructure and Facilities Strand. 2. Build more resilient schools and classrooms. 3. Close the remaining gaps in school infrastructure with policies to eliminate corruption. 4. Establish fully functional library hubs 5. Provide schools with electricity. 6. Provide e-classroom packages for teaching and learning. 7. Digitize our essential processes, including our national assessments. 8. Launch our National Education Portal 9. Strengthen the complementarity between public and private schools. 10. Work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners. 11. Support BARM 	<ol style="list-style-type: none"> 1. Provide education to children and youth in situations of disadvantage. 2. Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL). 3. Strengthen the mechanism in safeguarding our learners against all forms of discrimination and danger. 4. Seek out mental wellness experts to form interventions at the school level. 5. Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities. 6. Establish of Inclusive Learning Resource Centers 7. Provide assessment 	<ol style="list-style-type: none"> 1. Provide professional development programs. 2. Provide support in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (PPST). 3. Capacitate our teachers and learners in utilizing technology to maximize the benefits of digital learning. 4. Provide training and other learning and development interventions for school leaders. 5. Fast-track the implementation of the career progression policy. 6. Implement the Merit Selection Policy 7. Make the new Teacher Education Council and Secretariat fully functional. 8. Advocate for additional benefits for our teachers. 9. Implement the policy on the distribution of teacher workload and payment of teaching

Make the curriculum relevant to produce job-ready, active, and responsible citizens.	Take steps to accelerate delivery of basic education facilities and services.	Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.	Give support for teachers to teach better.
and TESDA, and various industry partners to address the issue of skills mismatch.	School Building Program and GASTPE direction. 12. Creation of the Procurement Strand.	8. Inclusive mechanisms to students with disabilities. 9. Eradicate illiteracy through relevant policy issuances, and community literacy programs interventions. 9. Involve our parents and guardians in the education of our children.	overload. 10. Expand the coverage for the grant of Special Hardship Allowances. 11. Address issues affecting the net take-home pay of teachers. 12. Work with DOH for free annual physical examinations for teachers. 13. Coordinate with the GSIS for an improved and superior benefits package for all DepEd personnel. 14. Provide a free legal assistance facility for teachers on matters concerning loan contracts and obligations.

Our initial attempt in aligning BEDP strategies with MATATAG 4-Point Agenda as reflected in Figure 4 starts with "MA" on **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens is aligned with Pillar 3 and 4. The curriculum will address quality, and Pillar 4 on resiliency and well-being address active and responsible citizens. The first "TA" which is, **TA**ke steps to accelerate delivery of basic education facilities and services, falls under Enabling Mechanism – because here we included PPAs under Basic Education Inputs such classrooms, teachers, among others. The next "TA"– **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment, that addresses both access and equity. Then the last is "G" **GI**ve support to teachers to teach better, also falls under enabling mechanism or governance, because it talks about the competence of teachers, the quality of teachers and it can also contribute to number 3 on the pillar quality.

Figure 4: BEDP 2023 Results Framework with alignment to MATATAG Agenda



The Education Development Plans across levels of governance must anchor to Sustainable Development Goals (SDG) 2030, the Philippine Development Plan, BEDP 2030, and the MATATAG 4-point Agenda as shown in Figure 4. As an education sector, we have sealed our commitment to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Thus, our plan must outline the strategies to achieve an inclusive, adaptive, resilient, and future-ready basic education.

The succeeding chapters of REDP are focused on the context of Davao Region per pillar. It also exemplifies Strategic Intervention Plans articulating its Programs and Projects, Output and Success Indicator. The Strategic Invention Plan articulates the Intermediate Outcome which reflects the critical results that must occur to reach the higher-level outcome. It describes what the organization endeavors through the learners' performance in terms of access, equity, quality/achievement, and resiliency. The Strategic Intervention Plan outlines actionable objectives designed to achieve the IOs.