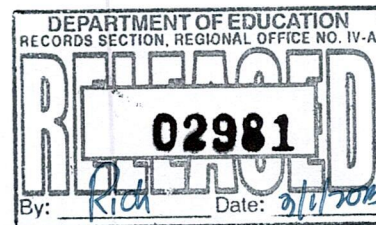




Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON



27 February 2023

**Regional Memorandum**  
No.112 s.2023

**CORRIGENDUM TO THE REGIONAL MEMORANDUM NO. 47,  
S. 2023 TITLED: CALL FOR RESEARCH PROPOSALS FOR  
THE EIGHT CYCLE OF BASIC EDUCATION RESEARCH FUND**

To **Schools Division Superintendents**  
**Functional Division Chiefs**

1. With reference to Regional Memorandum No. 47, s. 2023 on the Call for Research Proposals for the Eight Cycle of BERF, this Office, through the Policy, Planning and Research Division (PPRD), disseminates the following:
  - a. Paragraph 2 of the RM No. 47, s. 2023 which states that the research proposals shall be submitted through [bit.ly/8thCycleBERFProposals](http://bit.ly/8thCycleBERFProposals) is hereby rescinded. Thus, the new submission link to be used is [bit.ly/8thCycleBERF\\_Proposals](http://bit.ly/8thCycleBERF_Proposals). In addition, the submission is extended until March 31, 2023.
  - b. On Item 1 of the General Guidelines for the 8th Cycle BERF Implementation which states that the Regional Research Committee (RRC) is responsible to provide directions on research initiatives, it is also advised that the research proposals must also align with new DepEd Agenda/Commitments—MATATAG. The agenda has four critical components that researchers must align their focus on namely:
    - b.1 MAKE the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
    - b.2 TAKE steps to accelerate delivery of basic education facilities and services;
    - b.3 TAKE good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
    - b.4 Give support to teachers to teach better.
  - c. All research proposals to be submitted must also conform with the priorities of the region with regard to Learning Recovery Plan (LRP) and Regional Education Development Plan (REDP), specifically focusing on the building foundations and responding to immediate challenges. See Annex 1 for the list of specific areas of concern.



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- d. On item 3 of the guidelines, for this FY 2023, action research proposals only will be funded by the BERF to attain the target set in terms of the number of the BERF-funded researches. Also, the following are the documentary requirements to be submitted using the prescribed forms and templates:
    - d.1 Research Application Form
    - d.2 Action Research Proposal Template
    - d.3 Declaration of Anti-Plagiarism & Absence of Conflict of Interest
    - d.4 Cost Estimates Approval Form
    - d.5 Declaration of Authenticity and Veracity of Documents
  - e. On item 4 of the guidelines, the submission deadline to the Schools Division Research Committee (SDRC) is March 10, 2023.
  - f. On item 5 (a) which states that the research proposals must be aligned with the research agenda and strategies of the Division Education Development Plan (DEDP) and LRP, it is amended that the new DepEd Agenda/Commitments and REDP be added (refer to the Enclosure); and
  - g. On item 11 of the General Guidelines, which states that the proponent is required to submit a full paper to the PPRD, it is amended that the submission shall be done online through a Google Drive or link for easy access of the RRC members for thorough evaluation before endorsing the full papers to the National Research Committee/Central Office.
- 2. Furthermore, non-teaching personnel included as Regional Pool of Research Reviewers (RPRR) and Regional Research Ethics Committee (RREC) are encouraged to assist the RRC Secretariat in the initial assessment of the submitted BERF-research proposals. The details will be provided in a separate memorandum.
  - 3. Other provisions of the previous Regional Memorandum are still in effect.
  - 4. For queries or concern, kindly contact Jona M. Malonzo via email at [pprd.calabarzon@deped.gov.ph](mailto:pprd.calabarzon@deped.gov.ph) or through call at (02) 8682-2114 loc. 470.
  - 5. Immediate and wide dissemination of this Memorandum is earnestly desired

  
**ATTY. ALBERTO T. ESCOBARTE, CESO II**  
Regional Director 

pprd/ROP5



## Enclosure

**Regional Priorities based on RLP & REDP**

1. Learning level assessment and learning gap documentation
2. Implementation of calendar extension
3. Expansion of learning time as necessitated by each context and situation
4. Review and evaluation of critical programs
5. Strengthening capacity of schools to implement and manage health protocols
6. Development of psychosocial health and well-being
7. Baseline focus on the documentation and building of out-of-school children (OSC) and out-of-school youth (OSY), learners in the situation of disadvantage, and learners' well-being and resilience
8. Establishment of learning support centers
9. Coordination with local government units (LGUs) to monitor and implement local policies among the learning centers that are illegally-operating within their jurisdiction
10. Partnership expansion to support the provision of community-based learning spaces
11. Provision of technical support to schools on the preparation of the Schools Improvement Plan (SIP) using the four (4) Pillars and Enabling Mechanism Strategic Framework
12. Hiring of additional support systems in curriculum delivery
13. Formation of strong alliances to mobilize support for additional resources such as supplementary instructional materials and/or human resources (volunteers/learning support aides) and other needs
14. Mechanism development to monitor curricular program readiness and confidence in the quality of interventions and cohesive progression
15. Improvement of the nutritional status of identified learner-beneficiaries
16. Adoption and implementation of disruptive innovations
17. Curriculum simplification to prioritize foundational skills such as numeracy, literacy, and socio-emotional skills
18. Program strengthening on reading, numeracy, socio-emotional learning, and 21<sup>st</sup> century skills
19. Implementation of standardized tests to identify the learning level of each student
20. Program strengthening on English, Math, and Science
21. Re-skilling of teachers, including enhancing skills on contextualization to address concerns of diverse learners
22. Curriculum focusing on foundational skills to help reduce learning losses, particularly among disadvantaged students
23. Increase catch-up learning and progress beyond what was lost.
24. Implementation of remediation and bridging the learning gaps caused by the COVID-19 lockdown
25. Acceleration of learners by making schools more resilient and equitable through educational innovations and evaluation
26. Strengthening instructional leadership and supervision
27. Implementation of compensatory policies targeted mostly the disadvantaged students

28. Development of quality, school-based tutoring program, including enrichment programs, targeted to students based on an assessment of needs as a way to enable them to catch-up on lost learning over time
29. Refinement of an improved hybrid learning model (using technology and learning modules) to ensure the quality, equity, and efficiency of education for all students more specifically in time of emergencies
30. Development of adaptive assessments