



Republic of the Philippines  
**Department of Education**  
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**

SGOD-2025-116

**TO:** Asst. Schools Division Superintendent  
Chief Education Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
Researchers  
All Others Concerned

**FROM:**   
**LYNN G. MENDOZA, EdD**  
OIC, Schools Division Superintendent

**SUBJECT: GUIDELINES ON THE UTILIZATION OF RESEARCH IN DEPED  
MIMAROPA REGION**

**DATE:** August 12, 2025

For information and guidance of all concerned, attached is a copy of Regional Memorandum No. 94, s. 2025, dated July 30, 2025, issued by the Office of the Regional Director, Dr. Nicolas T. Capulong, CESO III, **re: "Guidelines on the Utilization of Research in DepEd MIMAROPA Region,"** which is self-explanatory.

Additional information can be found in the attached copy of the Memorandum.

Immediate dissemination of the contents of this Memorandum is desired.

SGOD-P&R-BRL



Address: T. Roque St., Malusak, Boac, Marinduque  
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611  
Email: marinduque@deped.gov.ph  
Website: <https://depedmarinduque.com>



Republic of the Philippines  
**Department of Education**  
MIMAROPA REGION



Office of the Regional Director

July 30, 2025

**REGIONAL MEMORANDUM**

No. 94, s. 2025

**GUIDELINES ON THE UTILIZATION OF RESEARCH IN  
DEPED MIMAROPA REGION**

**TO : ASSISTANT REGIONAL DIRECTOR  
SCHOOLS DIVISION SUPERINTENDENTS  
REGIONAL RESEARCH COMMITTEE (RRC)  
SDO SEPS IN RESEARCH AND PLANNING  
ALL OTHERS CONCERNED**

1. The Department of Education MIMAROPA Region continues to promote a culture of research as a vital component of educational planning, policy formulation, and instructional improvement. Research serves as a foundation for data-driven decisions that respond to the unique and evolving needs of learners, schools, and communities in the region.
2. In connection to this, the Regional Office issues the enclosed **Guidelines on the Utilization of Research in DepEd MIMAROPA Region**. These guidelines aim to institutionalize processes that will ensure the meaningful application of completed research outputs across all levels of governance—regional, division, and school levels. They also serve as a mechanism to strengthen the alignment of research with actual policy directions, program development, and classroom practices.
3. The guidelines are anchored on key national issuances such as DepEd Order No. 16, s. 2017 (Research Management Guidelines), DepEd Order No. 13, s. 2015 (Policy Development Process), and DepEd Order No. 14, s. 2022 (E-Saliksik). They provide direction on how research findings can be used to inform and improve School Improvement Plans (SIPs), Annual Implementation Plans (AIPs), professional development programs, instructional materials, and policy recommendations, among others.



Address: Meralco Avenue corner St. Paul Road, Pasig City  
Telephone Nos.: (02) 8631-4070 | (02) 8637-2895 | (02) 8637-1799  
Email Address: mimaropa.region@deped.gov.ph  
Website: depedmimaroparegion.ph



Certificate No. PHP QMS  
24 93 0182

4. As research is only valuable when utilized, all persons concerned are encouraged to promote the integration of research outputs in regular planning and decision-making processes.
5. Attached is the **Enclosure 1** which presents the **Research Utilization Guidelines**. All persons concerned are urged to review its provisions carefully and take the necessary steps to operationalize its content within their respective units and levels of responsibility.
6. For queries or further assistance, you may coordinate with the Regional Research Committee (RRC) Secretariat through Marissa O. Bucao, Education Program Specialist II and Gloria M. Cruz, Chief Education Supervisor of the Policy, Planning, and Research Division (PPRD) via email at [pprd.mimaroparegion@deped.gov.ph](mailto:pprd.mimaroparegion@deped.gov.ph).
7. Immediate and wide dissemination of this Memorandum is desired.

  
**NICOLAS T. CAPULONG, Ph.D. CESO III**  
Director IV  
Regional Director 9

Encl: As stated  
Reference: DepEd Order No. 16, s. 2017

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

RESEARCH	EVALUATION
MANAGEMENT	UTILIZATION
COMMITTEE	GUIDELINES

## RESEARCH UTILIZATION GUIDELINES

### I. RATIONALE

The need for data-driven decision-making in education has become an urgent priority, especially in the MIMAROPA Region, where it plays a critical role in fostering system-wide reforms and ensuring sustainable practices across teaching, learning, professional development, and school management. DepEd MIMAROPA recognizes that research is an essential tool in addressing the diverse needs of learners, improving instructional quality, and shaping strategic policies. However, research alone is not enough; it is crucial to leverage its findings to support evidence-informed decision-making at all levels of governance.

To facilitate this, the *Research Management Guidelines (RMG)*, outlined in **DepEd Order No. 16, s. 2017**, provide a framework for managing and utilizing research at all levels—national, regional, schools division, and community learning centers. The RMG supports the Department's commitment to evidence-based policymaking, aligned with the goals of **DepEd Order No. 13, s. 2015**, *Establishment of a Policy Development Process at the Department of Education*, which emphasizes the importance of using research to inform educational policies and initiatives. To put focus on these initiatives, **DepEd Order 39, s. 2016**, *Adoption of Basic Education Research Agenda* disseminates the research priorities of the Department.

In addition to **DepEd Memorandum No. 28, s. 2022**, *Adopting Tools to Improve Quality Management of Completed Research at the Department of Education* to improve the implementation of the technical evaluation and provision of technical assistance of the Research Management Guidelines (RMG) as well as quality control of Research Portal content by providing supplemental guidance to research committees and concerned DepEd offices across governance levels in evaluating completed research for acceptance and archiving take into place. **DepEd Order No. 14, s. 2022**, *Adoption of E-Saliksik: The DepEd Research Portal* to make education research more accessible to aid in evidence-based actions and encourage the conduct and use of research from school to the national level through the sharing of knowledge equalizes to the needs to define, promote and adopt the required eminent in research locus. In line with these guidelines, mechanisms such as **Learning Action Cells (LACs)**, **In-Service Training (INSET)**, and **School Governing Councils (SGCs)** are identified as key platforms for sharing research findings and integrating them into teaching strategies and school management practices. The incorporation of research into **School Improvement Plans (SIPs)**, **School Annual Implementation Plans (AIPs)**, and **School Report Card (SRC)** ensures that evidence-based strategies are consistently applied, driving continuous improvement in schools. Furthermore, the guidelines encourage the establishment of research conferences and policy forums, where educators and stakeholders can engage in discussions, provide feedback, and collaborate on the implementation of research findings. Additionally, completed research and its outputs must be utilized to improve learning outcomes and governance processes through the development of policies,

frameworks, programs, projects, strategic and operational plans, mid-term plans, training programs, and instructional materials.

The development of this guideline stems from the identified gaps in current practices concerning research utilization within the region. A baseline assessment, particularly the audit conducted by TÜV-Nord Philippines, highlighted the absence of a formalized process for integrating research findings into decision-making and policy development. This gap underscores the need for a structured approach to ensure that research outputs are effectively utilized to inform programs, policies, and actions, thereby addressing critical challenges and enhancing overall organizational performance.

By institutionalizing these research guidelines, DepEd MIMAROPA aims to optimize the use of research in addressing educational challenges and enhancing student outcomes. These guidelines will not only improve educational practices but also build the capacity of educators and school leaders to make data-informed decisions. Ultimately, this initiative reflects DepEd MIMAROPA's commitment to achieving educational excellence and equitable access to quality education for all learners in the region, ensuring that research is a cornerstone of continuous educational improvement.

## **II. SCOPE**

These guidelines on the utilization of research in the DepEd MIMAROPA Region serve as a guide to optimizing research use and encouraging research-based innovation within the region. These are intended to foster continuous improvement in education by encouraging educators, administrators, and policymakers to apply research findings to address educational challenges, improve teaching and learning, and enhance school management.

By adopting this policy, DepEd MIMAROPA Region commits to maximizing the impact of research and improve learning outcomes and achieve excellence in the realm of education.

## **III. DEFINITION OF TERMS**

For clarity and consistency, the following frequently used terms and phrases in this document will be construed as follows:

- a. **Adoption.** The process of implementing and integrating research findings into practices and policies.
- b. **Citation.** The process of acknowledging and crediting the sources of information, ideas, or data used in a research study, academic paper, or publication.

- c. **Evidence-based decision making.** Using evidence found from research to decide and execute programs, policies, and other plans at all levels of DepEd MIMAROPA.
- d. **Evidence-based practices.** Educators implement strategies, interventions, or approaches based on research findings to target specific needs of teachers and students.
- e. **Implementation.** The process of putting research findings into practice, policy, or action. It involves translating results into practical applications, disseminating research findings to stakeholders, integrating research into decision-making processes, and evaluating the effectiveness of implemented changes.
- f. **Improved learning outcomes.** This refers to clear statements of what a learner can be expected to know, understand and/or do as a result of the learning experience, (PQF Act IRR).
- g. **Innovation.** The development and implementation of new ideas, approaches, and practices directly informed or driven by research, which leads to tangible and novel applications to improve learning, governance, or operations.
- h. **Publication.** The process of sharing research findings, ideas, creative works with the public through various media such as journals, books, conference proceedings, theses and dissertations, reports, online repositories, open access platforms, and social media and academic networking sites.
- i. **Research dissemination.** The sharing of research results between researchers and other parties via reports, publications, workshops, and seminars to ease understanding of the work conducted to help make the research insights actionable across an organization. It can be done through Learning Action Cells, In-Service Training, School Governing Councils/School Report Card Planning, and Conference/Forum.
- j. **Research-based innovation.** The process of translating research results and outputs into policies or systems, frameworks, programs, projects, strategic plans, training programs, and learning resources that create value to the organization and improve learning outcomes and governance processes.
- k. **Research utilization.** The process of incorporating research findings into decision-making, policy, and practice. It involves translating research results into practical applications to achieve positive outcomes. It includes publication, citation, implementation, and adoption.

**IV. FOUNDATIONAL STATEMENT**

To foster a culture of evidence-based decision-making and practice, where research findings are integrated into policies, programs and services to improve learning outcomes, DepEd MIMAROPA Region hereby establishes the research utilization guidelines to optimize the use of research and encourage research-based innovation within the region.

**V. RESEARCH UTILIZATION GUIDELINES**

**A. Research Utilization Committees**

The Research Utilization Committees in each governance level shall compose the Regional Research Committee (RRC) members and Schools Division Research Committee (SDRC) members as provided for by DepEd Order 16, s.2017 or the Research Management Guidelines under A. Research Management Guidelines, A. Research Committees.

**A.1. Roles and Responsibilities of the Regional Office, Schools Division Offices and Schools**

**A.1.1. General Governance Level Roles and Functions.** The Regional Office through the Regional Director and the Schools Division Offices through the Schools Division Superintendents shall be responsible in providing directions on the research utilization implementation and encouraging a culture of innovation by supporting research that explores new educational tools, technologies, and methods.

The Policy, Planning and Research Division (PPRD) with the assistance of the Regional Research Committee (RRC) shall be responsible for the overall management of research dissemination and utilization.

**A.2. Specific Governance Level Roles and Functions.**

<b>Level</b>	<b>RO</b>	<b>SDO</b>	<b>School</b>
<b>Research Utilization Management</b>			
<b>Responsible Office</b>	<b>PPRD</b>	<b>SGOD-PRS</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>• Provide resources and platforms for the dissemination of innovative ideas across the School's Divisions.</li> <li>• Ensure research findings are utilized, accessible and widely disseminated.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources and platforms for the dissemination of innovative ideas across the districts/schools.</li> <li>• Ensure research findings are utilized, accessible and widely disseminated.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the teachers to actively participate in research-driven innovation activities, experimenting with new teaching strategies, technological tools,</li> </ul>

	<ul style="list-style-type: none"> <li>Utilize research utilization findings to inform policy development and decision making by developing evidence-based policy recommendations.</li> <li>Provide the ORD analyzed and consolidated feedback on the SDOs utilization of research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Validate research utilization findings to inform policy development and decision making by developing evidence-based policy recommendations.</li> <li>Provide the OSDS analyzed results of utilization of research findings for evidence-based decision making.</li> </ul>	<p>and classroom practices.</p> <ul style="list-style-type: none"> <li>Encourage collaboration among teachers to develop creative solutions for common educational challenges,</li> <li>Provide resources and support for research utilization activities in schools</li> <li>Create an enabling environment for research utilization.</li> </ul>
<b>Teaching and Learning</b>			
<b>Responsible Office</b>	<b>HRDD</b>	<b>SGOD-HRS</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>Incorporate current utilization of research findings into curriculum programs and projects to address gaps and improve learning outcomes.</li> <li>Translate research into practical teaching strategies and approaches that improve learner engagement and comprehension.</li> <li>Test and refine research-based innovations in curriculum through pilot programs.</li> </ul>	<ul style="list-style-type: none"> <li>Adopt current utilization of research findings into division's programs and projects to address gaps and improve learning outcomes.</li> <li>Encourage schools to adopt research innovations into practical teaching strategies and approaches that improve learner engagement and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage collaboration among teachers to apply research innovations/outputs in the school</li> <li>Encourage teachers to disseminate results of research utilization through various channels to reach wider audience.</li> </ul>
<b>Human Resource Development</b>			
<b>Responsible Office</b>	<b>HRDD</b>	<b>SGOD-HRS</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>Equip educators with skills to analyze and use</li> </ul>	<ul style="list-style-type: none"> <li>Assess the needs of teachers for professional</li> </ul>	<ul style="list-style-type: none"> <li>Assess the needs of teachers for professional</li> </ul>

	<p>research findings to adapt and personalized instruction in collaboration with the PPRD.</p> <ul style="list-style-type: none"> <li>Organize workshops and training sessions to help teachers understand and apply research-backed strategies in their classrooms.</li> </ul>	<p>development based on the research findings</p> <ul style="list-style-type: none"> <li>Submit results research-based training needs assessment of teachers, school heads, and supervisors to NEAP in the Region.</li> </ul>	<p>development based on the research findings</p> <ul style="list-style-type: none"> <li>Conduct SLAC session based on the research findings.</li> </ul>
<b>Child Protection</b>			
<b>Responsible Office</b>	<b>ESSD/ORD-LU</b>	<b>SGOD-SOCMOV</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>Developed and disseminate policies and guidelines on child protection.</li> <li>Monitor compliance with child protection policies and programs across SDOs.</li> <li>Provide technical assistance to SDOs in addressing child protection concerns.</li> <li>Consolidate and analyze reports on child protection implementation for regional decision-making and policy adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure implementation of child protection policies and guidelines in schools.</li> <li>Provide capacity-building activities for schools on child protection.</li> <li>Monitor and evaluate the implementation of child protection programs and report findings to the RO.</li> <li>Address child protection concerns at the division level and provide support to schools.</li> </ul>	<ul style="list-style-type: none"> <li>Establish and enforce child protection policies at the school level.</li> <li>Create a safe and supportive school environment for learners.</li> <li>Conduct orientations and trainings on child protection for teachers and students.</li> <li>Report and act promptly on child protection issues within the school.</li> </ul>
<b>Governance</b>			
<b>Responsible Office</b>	<b>All FDs</b>	<b>SGOD and CID</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>Develop and implement governance frameworks, policies, and</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the implementation of governance frameworks, policies and</li> </ul>	<ul style="list-style-type: none"> <li>Implement governance policies and standards at the school level.</li> </ul>

	<p>standards for schools and divisions.</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate governance practices at the SDO and school levels.</li> <li>• Provide technical assistance and capacity-building activities for effective governance.</li> <li>• Consolidate governance-related data to inform regional policy and decision-making.</li> </ul>	<p>standards at the division and school level.</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate the effectiveness of governance practices in schools.</li> <li>• Provide technical assistance and capacity building to school heads and teachers to strengthen school governance.</li> <li>• Submit consolidated governance reports to the RO.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the planning, implementation, and evaluation of school programs and activities.</li> <li>• Engage stakeholders in school governance and decision-making processes.</li> <li>• Submit governance-related reports and data at the SDO.</li> </ul>
<b>Monitoring</b>			
<b>Responsible Office</b>	<b>PPRD/QAD</b>	<b>SGOD-PRS/SMME</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>• Develop regional monitoring tools and system aligned with national standards.</li> <li>• Consolidate and analyze monitoring reports from SDOs to identify trends, gaps, and best practices.</li> <li>• Provide feedback to actions to improve program implementation.</li> <li>• Submit regional monitoring reports to national offices and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualize and implement regional monitoring tools for the division.</li> <li>• Monitor program implementation at the district and school levels and provide feedback to schools.</li> <li>• Consolidate and submit division monitoring reports to RO.</li> <li>• Address gaps and challenges identified during monitoring at the division level.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular monitoring of programs and activities within the school.</li> <li>• Maintain records of program implementation and submit reports to the SDO.</li> <li>• Address issues identified during monitoring and implement corrective measures.</li> <li>• Collaborate with teachers and stakeholders to ensure program effectiveness.</li> </ul>
<b>Innovation</b>			
<b>Responsible Office</b>	<b>FTAD</b>	<b>SGOD-PRS/SMME</b>	<b>School Head</b>
Roles and Functions	<ul style="list-style-type: none"> <li>• Foster research utilization to innovation for the</li> </ul>	<ul style="list-style-type: none"> <li>• Assist the identification and implementation of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify school-specific needs and implement</li> </ul>

	<p>improvement of the delivery of basic education in the region.</p> <ul style="list-style-type: none"> <li>• Facilitate the conduct and implementation of research-based interventions.</li> <li>• Promote cross-division learning by documenting and sharing successful innovations emerging from research utilization.</li> </ul>	<p>responsive and research-based interventions aligned with school and division priorities.</p> <ul style="list-style-type: none"> <li>• Provide technical support in analyzing research findings for contextualized application at the division and school levels.</li> <li>• Monitor and evaluate the effectiveness of implemented innovations for possible scaling or improvement.</li> </ul>	<p>innovative, research-based strategies to address them.</p> <ul style="list-style-type: none"> <li>• Lead the adoption of practical innovations in classroom instruction, learner support, and school operations.</li> <li>• Integrate research-based innovations in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP)</li> </ul>
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**B. Research Utilization Procedure**

To ensure that research findings meaningfully inform policy and practice, this cycle outlines the research utilization within MIMAROPA Region. It aims to promote evidence-based decision-making by systematically translating research outputs from the completed research into actionable insights. More importantly, it affirms the region’s commitment to maximizing the value of every research output, ensuring that findings are actively applied across governance levels: region, division and schools to bridge educational gaps and foster continuous improvement in teaching and learning.

b.1. Research findings are shared through official platforms (e.g., school LAC sessions, meetings, conferences, official memorandums, digital repositories). Based on the findings, the research proponent or interested stakeholder identifies specific problems, needs, or opportunities within the scope of their governance level (region, division, district, office, or community) that the research may address.

b.2. The research proponent interested researcher or stakeholder shall secure endorsement/approval from the Regional Research Committee (RRC) for the regional level research or Schools Division Research Committee (SDRC) for the division, district and school level research, for the official adoption of the research-based solution.

- The following represents key areas of research utilization, inclusive of, but not limited to, various domains and aspects of education where research findings are applied to drive improvement and foster transformative change:

A. *Program Development/Refinement*

- Example - Developing a new program based on studies of learning effectiveness or revising a school's disciplinary policy based on research into student behavior.

B. *Strategic Planning*

- Example - Using demographic research to project student enrollment for facility planning, or research on teacher retention to develop a new recruitment strategy.

C. *Instructional Improvement*

- Example - Creating new instructional material aligned with findings on cognitive development, or implementing a new teaching strategy proven effective in similar contexts.

D. *Operational Enhancement*

- Example - Streamlining school administrative processes based on studies of operational efficiency, or optimizing resource allocation using cost-benefit analyses from research.

E. *Problem-Solving and Decision-Making*

- Example - Using research on bullying prevention to implement targeted interventions, or deciding on technology investments based on research about their impact on learning.

F. *Innovation*

- Example - Piloting a new blended learning model based on research into its effectiveness, or introducing a novel assessment method.

G. *Capacity Building and Training*

- Example - Designing training workshops for teachers on differentiated instruction based on research demonstrating its benefits for diverse learners.

H. *Agenda Updating*

- Example – Updating the Regional Research Agenda.

b.3. The approved research utilization proposal shall strictly contain citation of the research co-owned by the author/s and the Department of Education as provided for by DepEd Order 16. S. 2017 or the Research Management Guidelines under VI. Special Provisions, B. Ownership and Authorship of the Research Paper.

b.4. Implement the research-based solution by executing the utilization plan applying the research findings or innovation in the designated target areas (e.g., schools, divisions, classrooms).

b.5. Monitor and document the adoption of the research by systematically tracking its implementation progress and recording and observed outcomes within the region, division, district or school.

**C. Research Utilization Cycle**

This Research Utilization Cycle outlines a structured approach to effectively utilize research findings within the Department of Education, ensuring that research translates into practical application and continuous improvement.

(Enclosure to Regional memorandum No. 14)

*Phase 1 - Dissemination and Problem/Opportunity Identification.* This initial phase involves sharing research findings through official channels to enable stakeholders to recognize specific problems, needs, or opportunities that the research can address.

*Phase 2 - Alignment with Strategic Priorities.* The identified problems, needs, or opportunities are aligned with existing DepEd organizational goals, strategic plans, and available resources. This step ensures the proposed utilization effort is relevant and feasible within the specific context.

*Phase 3 - Securing Endorsement and Approval.* This step involves obtaining the necessary official authorizations for the proposed research utilization initiative from relevant authorities.

*Phase 4 - Implementation of Research-Based Solutions.* This phase involves putting the research findings or innovation into practice within the designated target areas, following the approved plan.

*Phase 5 - Monitoring and Documentation.* This stage involves systematically tracking progress and recording all relevant information regarding the implementation of the research-based solution.

*Phase 6 - Evaluation of Effectiveness/Impact.* The actual effectiveness/ impact of the utilized research is assessed. This involves measuring whether the implemented changes achieved the desired outcomes and contributed to improved learning, governance, or operational efficiency.

*Phase 7 - Refinement and Agenda Updating.* Based on the evaluation findings, the utilized solutions are refined, lessons learned are identified, and these insights are fed back into the system. This step informs future research priorities, updates existing research agendas, and drives continuous improvement, leading back to new problem/opportunity identifications for subsequent research.

#### **D. Source of Funds**

All expenses associated with the dissemination and utilization of research may be charged to the Basic Education Research Fund (BERF) and/or the Special Education Fund, and other source of funds subject to the usual accounting and auditing rules and regulations.

#### **IV. Capacity Building and Support for Innovation:**

- DepEd MIMAROPA will offer professional development programs that emphasize innovative thinking, creativity, and the application of research in generating solutions to educational challenges.
- Innovation grants or funding will be made available for schools or individuals who wish to pilot innovative projects based on research.

#### **V. Ethical Considerations:**

Research and innovation activities should strictly follow ethical standards, ensuring that innovative practices are developed and executed with the well-being of learners and educators as a top priority.

## **VI. Monitoring and Evaluation, and Recognition of Innovation**

1. The Department of Education (DepEd) MIMAROPA will implement mechanisms to track the progress of research-based innovations in schools and offices. This initiative ensures that research outputs are effectively translated into actionable insights, policies, and practices that contribute to improved learning outcomes. To effectively monitor progress and evaluate outcomes, the following strategies will be employed:

- Development of Monitoring Tool on Research Utilization through the Policy, Planning, and Research Division (PPRD).
- Regular reporting to assess ongoing developments and findings.
- Periodic follow-ups are needed to ensure continuous assessment and timely interventions.
- Comprehensive Assessments are done to gauge the effectiveness of implemented innovations.
- Tracking Publications and Citations will ensure visibility and recognition of research contributions.

2. A recognition system will also be established to honor researchers that demonstrate exemplary innovative practices with a significant positive impact on educational outcomes.

3. Research and innovation will be recognized as valuable modes of verification (MOV) for applicants seeking higher positions within the department, as outlined in the Guidelines on Recruitment, Selection, and Appointment (DepEd Order No. 07, s. 2023). This recognition will highlight the importance of innovation in education and encourage a culture of research and development within the Department.

## **VII. References**

The following references are used to support the aforementioned guidelines:

1. DepEd Order No. 13, s. 2015, *Establishment of a Policy Development Process at the Department of Education*
2. DepEd Order No. 43, s. 2015, *Revised Guidelines for the Basic Education Research Fund (BERF)*
3. DepEd Order No. 39, s. 2016, *Adoption of Basic Education Research Agenda*
4. DepEd Order No. 16, s. 2017, *Research Management Guidelines.*
5. *DepEd Order No. 014, s. 2022, Adoption of E-SALIKSIK. The DepEd Research Portal*

(Enclosure to Regional memorandum No. 94)

6. DepEd Order No. 007, s. 2023, *Guidelines on Recruitment, Selection, and Appointment in the Department of Education*

**VIII. Effectivity:**

These guidelines shall take effect immediately upon approval, promoting a culture of continuous innovation and research utilization in the MIMAROPA region.