



**EDUCATIONAL POLICY RESEARCH
AND DEVELOPMENT OFFICE
FIVE-YEAR RESEARCH AND DEVELOPMENT PLAN**

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PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

Educational Policy Research and Development Office Five-Year Research and Development Plan

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Foreword



As the National Center for Teacher Education, the Philippine Normal University continues to lead the way in shaping future-ready educators. We stand firm in our responsibility to build a strong foundation for research and development in the service of our country. The Educational Policy Research and Development Office (EPRDO), being our legally mandated research arm under Republic Act No. 9647, holds a vital role in achieving this national vision.

The EPRDO Five-Year Research and Development Plan (2025–2029) embodies our collective aspiration to make research a driving force behind educational reforms, policy innovation, and sustainable teacher education. This plan does not only outline the directions and strategies of EPRDO for the next five years—it is, more importantly, a declaration of commitment to deliver on its mandates, to collaborate with a diverse network of institutions and partners, to nurture human capital, and to intensify efforts toward resource generation for high-impact research.

Grounded in strong legal frameworks, including RA 9647 and RA 11713 or the Excellence in Teacher Education Act, this Plan draws wisdom from the voices of our stakeholders, strategic institutional blueprints, and the demands of a constantly evolving educational landscape. It recognizes that the work of research is not isolated but interdependent, showing us that it takes a village to build a culture of knowledge that truly serves the Filipino people.

As we implement this Plan, we reaffirm PNU’s enduring commitment to support evidence-based policymaking, develop innovative models in teacher education, and elevate the standards of research not only within the University but across the nation. With EPRDO at the helm of our R&D agenda, I am confident that we will continue to fulfill our mandate to the fullest—for the *Philippines and for the future of education*.

BERT J. TUGA, PhD
President

Preface

As the National Center for Teacher Education, the Philippine Normal University recognizes that the transformative power of research lies not only in its ability to inform policy but also in its capacity to liberate, empower, and include those often left at the margins of development. The EPRDO Five-Year Research and Development Plan (2025–2029) was born out of this commitment—to ensure that research is not confined to academic circles but is woven into the fabric of communities, classrooms, and policymaking institutions across the country.

In line with Republic Act No. 9647, this Plan reaffirms PNU's mandate to produce and disseminate policy-relevant, evidence-based research that addresses the real issues in



education. It asserts our belief that research should not merely diagnose problems; it should inspire solutions, foster dialogue, and co-create futures. This Plan articulates strategic pathways to develop teacher education models, support policy reforms, and empower Teacher Education Institutions (TEIs), public schools, and community learning environments.

Moreover, the priorities and strategies laid out in this Plan echo the vision of the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals), along with other equally important goals on empowering women and children, creating green spaces, translating theory into practice, and teaching for sustainability. They are likewise reflective of *Ambisyon Natin 2040*'s vision of a "*matatag, maginhawa, at panatag na buhay*," as they aim to contribute to an education system that upholds equity, integrity, and national development.

Through this R&D Plan, we uphold the Philippine Normal University's mission to lead in innovative, responsive, and sustainable teacher education. We invite stakeholders to view research not only as a tool for academic growth but also as a dynamic force for social justice, inclusive development, and nation-building.

TERESITA T. RUNGDUIN, PhD

*Vice President for Research, Extension, and Quality Assurance
Philippine Normal University*

THE PHILIPPINE NORMAL UNIVERSITY VISION, MISSION, AND QUALITY POLICY

VISION

A leading future-ready teacher education university responsive to national and global development goals and directions

MISSION

Philippine Normal University is committed to lead innovative, responsive, and sustainable teacher education programs that set the standards of future-ready teachers and education leaders.

QUALITY POLICY

As the National Center for Teacher Education, the Philippine Normal University commits to provide inclusive, innovative, impactful, and sustainable teacher education programs that produce future-ready teachers and education leaders imbued with the values of truth, excellence, and service. Furthermore, PNU shall ensure the continual improvement of its Quality Management System through compliance with International Quality Standards and statutory and regulatory requirements. PNU shall achieve these commitments through its core functions of instruction, research, extension, and production.

Educational Policy Research and Development Office (EPRDO)

The Educational Policy Research and Development Office (EPRDO) holds a unique distinction as the only office at the Philippine Normal University (PNU) mandated by national legislation, specifically Republic Act (RA) No. 9647, or the Philippine Normal University Modernization Act of 2009. In capsule, the law expects EPRDO to: (1) establish and maintain a database of education policies and significant issues facing the Philippine and other countries' education system; (2) create and test different models of teacher education, address key factors in successful teacher education programs, and determine which model would best achieve the country's education goals; (3) provide a systematic dissemination of research output on teacher education; (4) share research expertise and competence in education research with other teacher education institutions throughout the country; (5) advise the country's policy-makers and decision-makers in planning, implementing, and evaluating reforms in teacher education including the licensing of professional teachers; (6) assist in the assessment of government programs on education; and (7) conduct periodic studies in aid of crafting responsive policies and programs on education.

Envisioned to provide research-based policy recommendations to policymakers, EPRDO is also expected to be a “clearinghouse” for all data relevant to teacher education in the Philippines and beyond. A clearing house, in this context, is an agency or organization that collects and distributes information. Under the new PNU organizational structure (OS), the Office remains under the leadership of an office director, assisted by full-time faculty researchers detailed at the office through a non-teaching workload arrangement.

Educational Policy Research and Development Center (2012-2023)

The Educational Policy Research and Development Center (EPRDC) is the predecessor of EPRDO. The EPRDC was formed in 2012 and functioned until December 2023, performing both research and research management functions for PNU. The research management activities assigned to EPRDC decelerated its ability to focus on actual research activities, a concern the 2023 Organization Structure (OS) aimed to address. Under the new OS, the EPRDC was reconstituted as the EPRDO, devoid of research management functions to fully realize its intended role as stipulated in RA 9647. Despite performing dual functions for 10 years, EPRDC achieved notable accomplishments in research and policy development.

Table 1. EPRDC Research Projects in Recent Years

Year	Research Project of National Significance
2023	<p>A Background Paper for the Global Education Monitoring Report Research Project on Technology in Education-Southeast Asia commissioned by UNESCO</p> <p>A policy research Analysis of the Basic Education School Year Calendar in the Philippines: Inputs to Policy, results of which were used to finalize the Department of Education’s school calendar in 2024</p>
2022	<p>Assessing the Implementation of the Basic Education Learning Continuity Plan in Selected Public Schools in the National Capital Region</p> <p>Development of a Framework for the of the key Competencies of Various International Large-Scale Assessment (ILSA) Frameworks in the Program Design of Pre-Service Teacher Education Programs</p>
2021	<p>A National Survey on Laos Youths’ Digital Citizenship, a research project commissioned by SEAMEO Regional Centre on Community Education Development</p>
2020	<p>A contributory research to UNESCO’s Digital Kids Asia-Pacific (DKAP) called A National Survey on Filipino Youth’s Digital Citizenship, a research project commissioned by SEAMEO Regional Centre on Community Education Development and conducted in collaboration with DepEd</p>

The Crafting of the EPRDO Five-Year Research and Development Plan

The development of the Five-Year Research and Development Plan started in August 2023. An EPRDO Five-Year Research and Development Plan Ad Hoc Committee was formed by the then EPRDC Director, Dr Allen A Espinosa. The Committee was headed by two faculty-researchers, Dr Ma Arsenia C Gomez and Dr Tito C Baclagan, and included selected faculty members from various faculty units of the University. The Ad Hoc Committee met onsite for environmental scanning and foresighting activity in August 2023. The members answered six questions:

- Where is EPRDO now? What is its current situation?
- Where do you want EPRDO to go or be in the next five years and beyond?
- What do you want EPRDO to accomplish?

- How would you like stakeholders to view EPRDO after five years?
- What support (knowledge, skills, resources, etc.) will you recommend for EPRDO to achieve this?
- What are the possible critical constraints or limiting factors for EPRDO in achieving the desired outcomes?

The results of the environmental scanning and foresighting activity were then analyzed by Dr Praksis A Miranda. The analysis yielded six thematic areas with respective sub-themes: **(1)** EPRDC as research mentor; **(2)** Need to fulfill NCTE mandate; **(3)** Need to increase EPRDC's accessibility to its stakeholders; **(4)** Be like other research organizations; **(5)** Need for human resource; and **(6)** Need for additional funding.

Another onsite consultation occurred in September 2023 with inputs from the University stakeholders. From the environmental scanning, foresighting activity, and consultation meeting in August and September, the Four Strategic Priority Areas were identified: **(1)** Delivering on the NCTE Mandate; **(2)** Collaborating for Success; **(3)** Strengthening Human Capital; and **(4)** Intensifying Resource Generation. The indicators and expected outcomes or outputs were identified too. The Ad Hoc Committee's initial work led to the Stakeholders' Consultative Workshop in November 2023.

The Stakeholders' Consultative Workshop in November 2023 was attended by invited PNU faculty members and external stakeholders from research organizations, think-tanks, government agencies, and non-governmental organizations. The Ad Hoc Committee conducted a SOAR Analysis Workshop which ran for two hours.

The **Strength** (*What can we build on?*), **Opportunities** (*What are our stakeholders asking for?*), **Aspirations** (*What do we care deeply about?*), and **Results** (*How do we know we are succeeding?*) Analysis is "a positive approach to strategic thinking and planning that allows an organization to construct its future through collaboration, shared understanding, and a commitment to action. The approach focuses on the strengths of the organization and seeks to understand the whole system by including the voices of relevant stakeholders" (University of Missouri, 2023). The Ad Hoc Committee believed that SOAR Analysis could help configure the research and development directions that EPRDO needs to follow in order to better fulfill its mandate. Each Strategic Priority Area was subjected to SOAR analysis with the following questions:

1. Delivering on the NCTE Mandate

Strengths	<p>What do you believe are EPRDC's most significant accomplishments?</p> <p>In your knowledge, what has EPRDC done so far in relation to RA 9647?</p> <p>What makes EPRDC unique?</p>
Opportunities	<p>What changes do you expect to see in EPRDC in the next 5 years?</p> <p>What external forces or trends may impact EPRDC's work?</p> <p>What do stakeholders ask of EPRDC?</p> <p>What existing opportunities do you see for EPRDC?</p>
Aspirations	<p>What difference do you hope EPRDC will make?</p> <p>What do you expect EPRDC to be like in the future?</p>
Results	<p>What measures will indicate that EPRDC is on track in achieving its goals?</p> <p>What measurable results do you want to see from EPRDC?</p> <p>What resources are needed to implement EPRDC's most vital plans, projects, and initiatives?</p>

2. Collaborating for Success

Strengths	<p>What has EPRDC done so far in terms of collaboration?</p> <p>What do you believe are EPRDC's most significant accomplishments in terms of collaboration?</p> <p>What makes EPRDC unique in terms of collaboration?</p>
Opportunities	<p>What external forces or trends may impact EPRDC's work?</p> <p>What changes do you expect to see in EPRDC in the next 5 years?</p> <p>What existing opportunities for collaboration do you see for EPRDC?</p> <p>What do stakeholders ask of EPRDC?</p>
Aspirations	<p>What difference do you hope EPRDC will make in terms of collaboration?</p> <p>What do you expect EPRDC to be like in the future?</p>

	What projects, programs, or systems would support EPRDC's aspirations?
Results	<p>What measures will indicate that EPRDC is on track in achieving its goals?</p> <p>What measurable results do you want to see from EPRDC?</p> <p>What resources are needed to implement EPRDC's most vital plans, projects, and initiatives on collaboration?</p>

3. Strengthening Human Capital

Strengths	<p>What does EPRDC have in terms of human capital?</p> <p>What do you believe is the expertise of EPRDC's human resources?</p> <p>What makes EPRDC's human capital/resources unique?</p>
Opportunities	<p>What changes do you expect to see in EPRDC in the next 5 years in terms of human resources and staffing complement?</p> <p>What external forces or trends may impact EPRDC's work in terms of human resources and staffing complement?</p> <p>What existing opportunities for capability building/upskilling exist for EPRDC?</p>
Aspirations	<p>What difference do you hope EPRDC will have in terms of human capital?</p> <p>What do you expect EPRDC to be like in the future in terms of human capital?</p> <p>What competencies should EPRDC's human resources possess to answer the demands of future research needs?</p>
Results	<p>What measures will indicate that EPRDC is on track in achieving its goals in terms of human capital?</p> <p>What resources are needed to implement EPRDC's most vital plans, projects, and initiatives in terms of human resources?</p> <p>What measurable results do you want to see from EPRDC?</p>

4. Intensifying Resource Generation

Strengths	What has EPRDC done in terms of resource generation for research projects?
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Opportunities	<p>What changes do we expect to see in the next five years in EPRDC in terms of resource generation for research projects?</p> <p>What external forces or trends may impact EPRDC's work in terms of resource generation for research projects?</p> <p>What funding opportunities or available resources exist for EPRDC?</p>
Aspirations	<p>What do you propose or suggest to EPRDC to intensify resource generation for research projects?</p>
Results	<p>What measures will indicate that EPRDC is on track in achieving its goals in terms of resource generation?</p> <p>What measurable results do you want to see from EPRDC in terms of resource generation?</p> <p>What resources are needed to implement EPRDC's most vital plans, projects, and initiatives?</p>

Prior to the workshop, the Committee provided the invited participants with the SOAR Analysis tool kit. They were requested to study the tool to prepare their thoughts on the questions. During the workshop, printed copies of the tool were also distributed, and the participants were encouraged to write down their answers. The workshop proper was conducted by trained facilitators who led the participants to elaborate on their written notes and unexpressed thoughts they still had. The Committee sought participants' approval to record the proceedings for documentation purposes.

At the end of the workshop, the Committee collected the completed tools. The Committee also culled relevant notes captured in the audio recording. Both answered tools and audio recording were analyzed to formulate the Five-Year Research and Development Plan.

The EPRDO Five-Year Research and Development Plan (2025-2029)

A research and development (R&D) plan serves as a critical roadmap for EPRDO to fulfill its mandate effectively as the legally designated research arm of PNU, the National Center for Teacher Education. A well-implemented R&D plan will ensure the relevance, productivity, and sustainability of the Office's activities.

The EPRDO Five-Year Research and Development Plan outlines the directions and activities designed to advance the capabilities of the Office. It lays out the research

and development strategic priorities and their key outcomes, along with corresponding specific priority action items and strategies, including results-oriented activities as metrics. The Five-Year R&D Plan hopes to provide steady guidance on meeting the EPRDO mandate stipulated in RA 9647, or the Philippine Normal University Modernization Act. The successful implementation of an R&D Plan can help ensure the relevance, productivity, and sustainability of the Office's activities.

The EPRDO R&D Plan is grounded in three major sources. First are the legal stipulations concerning its mandates, which include RA 9647 and RA 11713, or the Excellence in Teacher Education Act, along with their corresponding Implementing Rules and Regulations. Second are the public statements relative to EPRDO's research functions found in the PNU Strategic and Development Plan, National Integrated Basic Research Agenda, and the University Research and Creative Work Agenda of PNU. Lastly, the third source is the feedback from and expectations of internal and external stakeholders from both public and private sectors.

The last source testifies to the popular proverb in education circles that states, "It takes a village to raise a child." A research organization embodies this idea. It is not only the researchers who matter in creating success but the entire village with all its residents—key university officials, funders, research personnel, research locality, and participants. This village is where research scientists develop, formulate, and pursue their ideas, and it is also the place from which they emerge to join other scientific communities worldwide to contribute to the public good.

EPRDO Priority Objectives, Key Outcomes, and Strategies

The EPRDO R&D Plan highlights four research and development Strategic Priority Objectives: (1) Delivering on the mandates of RA 9647; (2) Collaborating for success; (3) Strengthening human resources; and (4) Intensifying resource generation. Each Priority Objective has specific Key Outcomes that serve as priority action items and success criteria. The strategies and results-oriented activities aimed at achieving Key Outcomes are also identified.

1. Delivering on the Mandates of RA 9647

The EPRDO has operated according to its strengths and available opportunities, including its unique status as an office mandated by national legislation. At the national level, this unique stature is comparable to that of the Foreign Service Institute established by RA 7157, National Research Council of the Philippines by Acts No. 4120, National Sciences Research Institute by RA3887, and Philippine Statistical Research and Training Institute by RA 3887. It is through this mandate that EPRDO (previously EPRDC), despite several organizational restructurings within PNU, has remained a constant presence in the university's research purview.

Although the EPRDO definitely contributes to PNU, its mandates are not limited to serving PNU alone. As an office established by law, EPRDO is expected to serve the nation as a whole. This mandate is clearly reflected in the provisions of RA 9647, which

often refers to the work of the Office as “for the Philippines” and “for the country.” A closer look at the law reveals the frequency with which the words “Philippines” and “country” are used in Section 5, which outlines the mandates entrusted to EPRDO: (a) facing the **Philippine** and other countries’ education system; (b) best achieve the **country's** education goals; (d) with other Teacher Education Institutions **throughout the country**; and (e) advise the **country's** policy-makers and decision-makers. Considering the current state of the Philippine education system, it is imperative that PNU remain focused on what it has to deliver to the nation. To effectively meet the provisions of the laws, the following priority objectives and R&D strategy should be implemented:

Key Outcome	R & D Strategy
Establishment and maintenance of education issue and policy database	<p>Benchmark for similar education issue and policy databases in the Philippines and Asia</p> <p>Hiring of Database Developer and Database Administrator (DBA)</p> <p>Subscription to education-related publications or resources</p> <p>Data sharing agreement with other research organizations and resource centers</p>
Systematic dissemination of research findings and outputs on teacher education to a wide audience	<p>Development of a Research Dissemination Plan or a Public Engagement Plan to promote easy access to research results/outputs (<i>to include categorization of research outputs as working papers, policy briefs, research reports</i>)</p> <p>Regular dissemination of research conducted through physical and online distribution to strategic end-users, such as Congress, CHED, DepEd, Office of the President, and development agencies, such as USAID and AusAID, and other government and non-government organizations</p> <p>Formation of a dissemination partner groups from the National Network of Normal Schools (3NS), AsTEN, and the international education or research community</p>

	<p>Publication of research outputs in national and international refereed journals</p> <p>Hosting of academic conferences, forums, and press conferences or media junkets highlighting research results</p> <p>Strong online presence</p>
<p>Establishment of research-practice-policy links</p>	<p>Secure funding for the R&D proposal</p> <p>Creation and testing of teacher education models</p> <p>Conduct of education research that advances theory and practice</p> <p>Support for R&D collaborative project with ITL, TEIs, and AstEN</p> <p>Collaboration with Teacher Education Council and EDCOM 2</p> <p>Collaboration with data-driven PNU offices or units with little research capability</p>
<p>Sharing of research expertise and competence in education research with other TEIs</p>	<p>EPRDO Research Capacity Building Program for TEIs, e.g., training sessions, coaching, mentoring, and job shadowing</p> <p>Memorandum of Understanding with TEIs in the Research Capacity Building area</p> <p>Secure funding for a research capacity-building program for TEIs and schools</p> <p>Assist in organizing R&D units in TEIs and schools</p>
<p>Advising the country's policy-makers and decision-makers in planning, implementing, and evaluating reforms in teacher education, including the licensing of professional teachers</p>	<p>Pro-active efforts to influence policy-making and provide research-based advice</p> <p>Optimize the advisory role of PNU in the Teacher Education Council</p> <p>Conduct of annual Stakeholders'</p>

	<p>Forum</p> <p>Involvement in CHED Technical Panels for education, curriculum review, and other educational commissions</p>
Assisting in the assessment of government programs on education	<p>Monitoring and Evaluation capability building for EPRDO faculty researchers</p> <p>Collaboration with the M&E offices of CHED, DepEd, and educational organizations</p> <p>Funding and conduct of evaluation studies</p>
Conduct of periodic studies in aid of crafting responsive policies and programs on education	<p>Increased funding for educational/policy research</p> <p>Capability building in conducting and disseminating policy research</p> <p>Conduct research on TEC and EDCOM 2 priorities</p>

2. Collaborating for Success

The huge expectations for EPRDO, the benefits of working with organizations driven by the same goals, the growing demand for evidence-based policy, and the need to communicate research results effectively to a broad audience necessitate collaborating with individuals, research organizations, and TEIs. When collaborating, the parties involved can explore interactive practices by which they engage in generative conversation to accomplish collective tasks, contend with mutual problems, or pursue mutually beneficial goals (McClellan, 2023). EPRDO is not alone in its mandates. Many organizations, both private or public, aspire to do what the nation wants EPRDO to accomplish. Since they are bound by common aspirations, collaborating with them can be a viable solution to address the current weaknesses of the Office. Through meaningful and productive collaboration, EPRDO's goals can be fulfilled, limitations can be overcome, and the chance to succeed is high. All of these can help enhance its current reputation in the education sector. It can also build a network of resources and opportunities beneficial to the Office in the long run, including the upskilling of its research personnel. Working with people outside of PNU can also introduce novelty and innovation. In this age, collaboration offers a win-win arrangement for research organizations.

Collaboration takes many forms. As a research office, a funded research collaboration is the first to come to mind, but there are still more areas EPRDO can consider. Collaboration to consider involves the following: co-development and validation of research instruments or tools and initial results; strategic partnerships and long-term collaborations similar to the arrangement of AsTEN and 3NS; secondments; consultancy; and negotiated access to research equipment or materials. Being part of a steering group or committee is another. To effectively ensure collaboration towards success, the following priority objectives and R&D strategy should be implemented:

Key Outcome	R&D Strategy
Expansion of collaborating partners to include research organizations, non-governmental organizations focused on education, and industry	Conduct of partnership mapping, stakeholders' forum, and networking Formulation of Engagement Plan Formalization of partnership through MOU/MOA Institutional membership to various local and international research organizations, such as the World Education Research Association (WERA) and Teaching and Education Research Association (TERA)
Collaboration with private and public TEIs, most especially non-COE/CODs, abroad-based TEIs, and TEIs unreached by PNU	List of TEIs not yet reached by PNU and those that are not yet COEs and CODs Conduct of partnership mapping and stakeholders' forum Formulation of Engagement Plan to include provision of research capability-building activities Optimize AsTEN's role in Southeast Asia to ink a collaboration or partnership agreement Benchmarking activities Academic exchanges and fellowships Joint hosting of research conferences and similar activities

#3 Strengthening Human Resources

The researchers are key to any research office. However, the physical and social environment of the workplace has a substantial influence on researchers' productivity and success. In short, everyone contributes to the office's scientific output and productivity. Everybody is important and, therefore, should be empowered to contribute (Bradke et al., 2023).

The University has always provided institutional support to EPRDO. The Academic Domain has consistently supplied qualified and competent directors and faculty researchers who manage and lead research projects EPRDO undertakes. PNU's accreditation from both national and international process-certifying agencies, such as the Philippine Qualifications Framework and the International Organization for Standardization, along with university accrediting bodies such as the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP,) testifies to the significant contributions of EPRDO to the research undertaking of PNU. Although EPRDO contributes to the university, its mandates are not limited to serving PNU alone, and therefore require the provision of consistent, adequate, and competent faculty research groups, research and administrative support staff, and core facilities.

Key Outcome	R & D Strategy
Provision of director and additional researchers, research staff, and unit(s)	<p>Appointment of a director who acts as a figurehead capable of setting research direction and carrying the future vision of the Office</p> <p>Transparent and strategic recruitment of qualified research personnel, factoring in long-term versus short-term considerations and experience, to name a few</p> <p>Hiring of a communication professional for the effective and efficient dissemination of research results</p> <p>Establishment of Philanthropy or Grant Unit</p>
Provision of relevant support (intellectual, managerial, and material) for researchers and research staff	Training of researchers at all levels across the Office on research methods, writing papers and grants, and developing skills in statistics, data handling, communication, research project management, leadership, etc.
Hosting of local and international experts	Optimize partnership with ASTeN, South Manila Educational Consortium, and

	National Network of Normal Schools for inviting local and international experts
	Pursue international research mobility by hosting research fellows and visiting experts
Continual improvement of the research system	Aim for a better research culture by adhering to formal and informal ethics, standards, protocols, and policies

#4 Intensifying Resource Generation

RA 9647 does not mention any particular provision about EPRDO’s annual budget allocation, but its funding framework is one of the factors critical to its research outputs. For many research organizations, their success is often measured by scientific contributions in the form of novel ideas, publication outputs, and grants. Although operating for quite some time now (as EPRDC then), the EPRDO is not yet ready to be assessed using the abovementioned metrics. For almost 11 years, the Office has been receiving funding that is asymmetrical to the huge mandates expected by the law, which naturally impedes the attainment of what is expected of it. A higher budget for EPRDO can lead to more relevant research projects, high-impact studies, and wider dissemination of research results.

Key Outcome	R & D Strategy
Securing externally sponsored research funding- government sector, private sector, non-profit, foundation, and individual research funding	<p>Improvement of grant writing skills among EPRDO researchers</p> <p>Engagement with possible funders, such as legislators, policymakers, private foundations, and developmental organizations</p> <p>Communicate the value of EPRDO’s research portfolio</p> <p>Brown-bag seminars for obtaining ideas and advice from established research organizations</p>
Generation of revenue streams	<p>Revenue from research-related activities, such as consultancy, and providing training and education services</p> <p>Revenue from research outputs, such as licensing and commercialization of intellectual property</p>
Sealing of external institutional partnerships to enhance funding	Ink partnerships beyond PNU’s usual partners or collaborators, e.g., ASEAN

	<p>University Network</p> <p>Explore joint project development to increase chances of external funding support, e.g., Inclusion of top researchers/institutions from outside; intersectoral research</p>
Maximizing existing resources	Identify strengths and resources for leverage. Identified strengths and resources may result in collaborative work that exploits complementarities
Securing additional internal funding	Communicate the value of EPRDO's research portfolio, eg., showcase projects' value or utility

Metrics for Evaluating the Success of the EPRDO R&D Plan

Strategic Priority Objective	2025 <i>(Number of R&D strategy accomplished)</i>	2026 <i>(Number of R&D Strategy accomplished)</i>	2027 <i>(Number of R&D Strategy accomplished)</i>	2028 <i>(Number of R&D strategies accomplished)</i>	2029 <i>(Number of R&D strategies accomplished)</i>
1. Delivering the NCTE Mandate					
Establishment and maintenance of the education issue and policy database	*	**	***	****	continuing
Systematic dissemination of research findings and outputs on teacher education to a wide audience	**	***	****	*****	*****
Establishment of research-practice-policy link	**	***	****	*****	*****
Sharing of research expertise and competence in education research with other TEIs	*	**	***	****	continuing
Advising the country's policy-makers and decision-makers in planning, implementing, and evaluating reforms in teacher education, including the licensing of professional teachers	*	**	***	****	continuing
Assisting in the assessment of government programs on education	*	**	***	continuing	continuing

Conduct of periodic studies in aid of crafting responsive policies and programs on education	*	**	***	continuing	continuing
2. Collaborating for Success					
Expansion of collaborating partners to include research organizations, non-governmental organizations focused on education, and industry	*	**	***	****	continuing
Collaboration with private and public TEIs, most especially non-COE/CODs, abroad-based TEIs, and TEIs unreached by PNU	***	****	*****	*****	*****
3. Strengthening Human Resources					
Provision of director and additional researchers, research staff, and unit(s)		**	***	****	continuing
Provision of relevant support (intellectual, managerial, and material) for researchers and research staff	*	continuing	continuing	continuing	continuing
Hosting of local and international experts		**	continuing	continuing	continuing
Continual improvement of the research system	*	continuing	continuing	continuing	continuing
4. Intensifying Resource Generation					

Securing externally sponsored research funding- government sector, private sector, non-profit, foundation, and individual research funding	*	**	***	****	continuing
Generation of revenue streams		*	**	continuing	continuing
Sealing of external institutional partnerships to enhance funding		*	**	continuing	continuing
Maximizing existing resources	*	continuing	continuing	continuing	continuing
Securing additional internal funding	*	continuing	continuing	continuing	continuing

APPENDIX A

Stakeholders Consultative Workshop

November 14, 2024

Internal Stakeholders

Name	Designation
Dr. Maria Glenda O. De Lara	<i>Director, ARSO</i>
Prof. Ruel Avilla	<i>Director, CPQA</i>
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Ms. Yella Bautista	<i>House of Representatives</i>
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