Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD–2025-0275

To: Assistant Schools Division Superintendent
        Chief of the Schools Governance and Operations Division (SGOD)
        Chief of the Curriculum Implementation Division (CID)
        Public Schools District Supervisors
        Public Elementary and Secondary School Heads/Principals
        All concerned

Subject: **RESCHEDULING OF THE CONDUCT OF ATENEO-RIFE WORKSHOP IN REGION XI**

Date: June 17, 2025

Attached Regional Memorandum PPRD-2025-056 re Rescheduling of the Conduct of Ateneo - Rife Workshop in Region XI on September 16, 2025, at Durian Hall, DepEd Regional Office XI and content of which is self-explanatory.

The participants of the said activity are the following:

Name	School
Ian Reggy Paring	Master Teacher, Panabo City NHS
Dhan Febmar Cajegas	Teacher, Panabo City NHS

The School Principal is requested to ensure that the classes to be left behind by the teacher-participants are properly taken care of, and that no learners will be left unattended during their absence.

All expenses incurred by the teacher participants are chargeable against School MOOE funds subjects to the usual accounting and auditing rules and regulations.

For your information and guidance.

JINKY B. FIRMAN PhD, CESO VI
Schools Division Superintendent

RELEASED

JUN 1 9 2025

Enclosed as Stated
SGOD/ABA/ESD

June 2, 2025

REGIONAL MEMORANDUM
PPRD-2025-056

RESCHEDULING OF THE CONDUCT OF ATENEO-RIFE WORKSHOPS IN REGION XI

To: Assistant Regional Director
        Schools Division Superintendents
        Panabo City, Davao del Norte, Tagum City, Digos City and Davao City

1.   Relative to Memorandum re "Conduct of Collective Imagination Workshop of Education Futures Office and Ateneo de Manila University," this Office informs that the activity will be rescheduled on September 16, 2025, Durian Hall, DepEd Regional Office XI.

2.   Participants shall observe the following schedule:

Type of Participants	Time
Teachers	8:00 AM- 12:00 NN
Students	1:00- 5:00 PM

3.   Schools shall email the list of student participants and the teacher chaperone on or before August 15, 2025, through pprd.region11@deped.gov.ph.

4.   For details, see enclosed.

5.   Queries can be channeled to Jomar Boy A. Cuyos, Education Program Specialist II of Policy, Planning and Research Division.

6.   Immediate dissemination and compliance with this Memorandum is highly desired.

ALLAN G. FARNAZO
Director IV

Encl: as stated
ROP4/jbac

Office of the Director

MEMORANDUM

FOR	:	**ALLAN G. FARNAZO** Regional Director, DepEd Region XI
ATTENTION	:	**JOMAR BOY A. CUYOS** Education Program Specialist II, PPRD DepEd Region XI
FROM	:	**GERSON MARVIN M. ABESAMIS** Director IV, Education Futures Office
SUBJECT	:	**CONDUCT OF COLLECTIVE IMAGINATION WORKSHOPS FOR RESEARCH WITH ATENEO-RIFE**
DATE	:	May 29, 2025

This serves as an addendum to the memorandum previously released on May 6, 2025 regarding the conduct of **Collective Imagination Workshops** with teacher and learner participants from across the country to identify key Drivers of Change (DOCs) that may shape the trajectory of Philippine education over the next 30 years. **Due to the changes in the procurement policies with the DepEd Central Office, we were advised to move the dates of our workshop to a later schedule.**

The dates below reflect the modified schedule **for your guidance and coordination:**

Date	Proposed Activity*
September 15, 2025 (Day 0)	Courtesy call at Regional and Schools Division Offices
September 16, 2025 (Day 1)	Collective Imagination Workshops at public basic education school AM: 15-20 Teachers PM: 15-20 Learners
September 17, 2025 (Day 2)	Collective Imagination Workshops at private basic education school

	AM: 15-20 Teachers PM: 15-20 Learners
September 18, 2025 (Day 3)	Collective Imagination Workshops at public/state college or university AM: 15-20 Teachers PM: 15-20 Learners
September 19, 2025 (Day 4)	Collective Imagination Workshops at private college or university AM: 15-20 Teachers PM: 15-20 Learners

final schedule of activities depends on availability of participants
**Education Futures Office will provide snacks for all confirmed participants on the day of each workshop session.*

The Education Futures Office and our partner in this project, the Ateneo-RIFE, sincerely appreciate your ongoing efforts in preparing for the workshop. We remain grateful for your continued support with the following:

1. **Confirmation of the modified dates** but should there be any conflicts in the schedule, kindly provide alternative dates;

2. **Submission of the list of participating schools and confirmed student and teacher participants** for the Collective Imagination Workshops;

3. **Coordination with participating schools to conduct the workshops on their premises** (e.g., gymnasiums, audio-visual rooms, or other suitable learning spaces);

4. **Recommendation of Higher Education Institutions (HEIs)** within your region that may be invited by Ateneo-RIFE to participate in the workshops; and

5. **Coordination with EFO and participants on logistical matters**, including confirmation venue and workshop schedule.

We deeply appreciate your support for this initiative. The data and insights from the workshops will help DepEd and its partners design forward-looking education policies and programs responsive to future challenges and opportunities.

For questions or coordination, please contact Ms. Camille De Luna via Viber (0949-883-5199) or email (efo@deped.gov.ph).

Thank you for your continued cooperation.

April 10, 2025

REGIONAL MEMORANDUM
PPRD-2025-034

REQUEST FOR PARTICIPATION TO THE CONDUCT OF ATENEO-RIFE WORKSHOPS IN REGION XI

To: Assistant Regional Director
Schools Division Superintendents
Panabo City, Davao del Norte, Tagum City, Digos City and Davao City

1. Relative to Memorandum re "Conduct of Ateneo – RIFE Workshops in Region XI," this Office requests the following participants (Annex 1) to attend the activity on July 18, 2025, 8:00 AM- 12:00 NN at the Durian Hall, DepEd Regional Office. For details, see enclosed.

2. Meals and snacks is chargeable to the Education Futures Office while traveling and other incidental expenses of the participants shall be charged to local funds subject to the usual accounting and auditing rules and procedures.

3. Queries can be channeled to Jomar Boy A. Cuyos, Education Program Specialist II of Policy, Planning and Research Division through pprd.region11@deped.gov.ph.

4. Immediate dissemination and compliance with this Memorandum is highly desired.

ALLAN G. FARNAZO
Director IV

Encl: as stated
ROP4/jbac

Republic of the Philippines
Department of Education
DAVAO REGION

PARTICIPANTS

NAME	SCHOOL/ FD	OFFICE
Allan G. Farnazo		DepEd RO XI
Rebonfamil R. Baguio		DepEd RO XI
Marilyn B. Madrazo	PPRD	DepEd RO XI
Cherry Ann Into	PPRD	DepEd RO XI
Jomar Boy Cuyos	PPRD	DepEd RO XI
Esther Khrysmaye Roble	PPRD	DepEd RO XI
Oscar Dela Torre	Tagum City National High School	Tagum City
Jevaclair Salvacion	Tagum City National High School	Tagum City
Sheila Marie Agudera	Tagum City National Comprehensive School	Tagum City
Cromwell F. Gopo	Tagum National Trade School	Tagum City
Ian Reggy Paring	Panabo City National High School	Panabo City
Dhan Febmar Cajegas	Salvacion National High School	Davao del Norte
Jossie Dagondon	Asuncion National High School	Davao del Norte
Rizza Peralta	Mesaoy National High School	Davao del Norte
Jeramie Pilayan	Baguio National Trade School	Davao City
Joy Ablao	Davao City National High School	Davao City
Rex Lim		Davao City
Ruffa Puaben		Davao City
Biancamille Busalla Fernandez		Davao City
Charito M. Bareda	Cabantian National High School	Davao City
Sagirah Onotan	E. Nograles National High School	Davao City
Phee May Joligon	Cabantian Senior High School	Davao City
Jhobelle P. Racho	Digos City National High School	Digos City
emia Katrina Thiam	Digos City National High School	Digos City
Jeneve P. Nieves	Digos City National High School	Digos City

May 6, 2025

REGIONAL MEMORANDUM
PPRD-2025-045

REQUEST FOR PARTICIPATION TO THE CONDUCT OF ATENEO-RIFE WORKSHOPS IN REGION XI

To: Assistant Regional Director
        Schools Division Superintendent
        Davao City Division

1.   Relative to Memorandum re "Conduct of Ateneo – RIFE Workshops in Region XI," this Office requests the following schools to send student participants to the activity on July 18, 2025, 1:00- 5:00 PM at DepEd Regional Office XI.

School	No. of Need Student Participants	Inclusion Criteria
Cabantian Stand Alone Senior High School	10 students	Age 16- up years old, preferably an active student leader or in any school academic activities.
Davao City National High School	10 students	

2.   The school shall ensure that proper consent from the parents/ guardians is in place. A teacher-chaperone shall accompany the students during the activity.

3.   For details, see enclosed.

4.   Meals and snacks is chargeable to the Education Futures Office while traveling and other incidental expenses of the participants shall be charged to local funds subject to the usual accounting and auditing rules and procedures.

5.   Queries can be channeled to Jomar Boy A. Cuyos, Education Program Specialist II of Policy, Planning and Research Division through pprd.region11@deped.gov.ph.

6.   Immediate dissemination and compliance with this Memorandum is highly desired.

DEPARTMENT OF EDUCATION ROX
RECORDS SECTION
RELEASED
May 06 2025

ALLAN G. FARNAZO
Director IV

Encl: as stated
ROP4/jbac
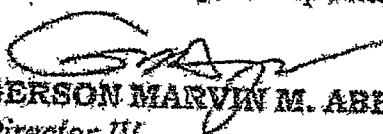
Office of the Director

MEMORANDUM

|		
FOR	:	**ALLAN G. FARNAZO** *Regional Director, DepEd Region XI*
ATTENTION:		**JOMAR BOY A. CUYOS** *Education Program Specialist II, PPRD DepEd Region XI*
FROM	:	**GERSON MARVIN M. ABESAMIS** *Director IV* Education Futures Office
SUBJECT	:	**CONDUCT OF ATENEO-RIFE WORKSHOPS IN REGION XI**
Date	:	April 4, 2025

The Department of Education (DepEd), through the Education Futures Office (EFO), will co-implement a collaborative research project with the Ateneo Research Institute for the Futures of Education (Ateneo-RIFE). The research project, *Futures of Philippine Education: Exploring Drivers of Change and Possible Impact Scenarios*, aims to gather current signals, trends, and issues on basic education to identify a consolidated list of Drivers of Change (DOCs) that potentially affect the state of Philippine education in the next 30 years (please see attached copy of research concept note).

Workshops across Luzon, Visayas, and Mindanao will be co-conducted by the DepEd and the Ateneo-RIFE for the research project's data gathering. The principal participants of the workshops will involve students and teachers. They will be recruited from selected schools based on Ateneo-RIFE's criteria to generate actual grassroots insights on DOCs.

The Education Futures Office requests DepEd Region XI to become a key partner for the Mindanao phase of the research project's workshops and cooperate by:
- co-organizing the **venues and conduct of workshops in the region with target dates within the second OR third weeks of July 2025** and;
- co-identifying potential schools and participants under its jurisdiction for the workshops.
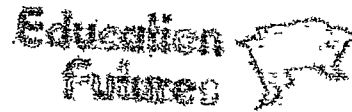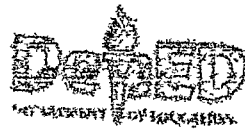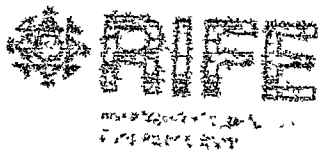
FUTURES RESEARCH CONCEPT NOTE

Title	Futures of Philippine Education: Exploring Drivers of Change and Possible Impact Scenarios

RESEARCH OBJECTIVES

This study aims to:	Leverage Futures Research to inform future-forward education reform policies and programs by

(1) doing a desk review on signals, trends, and issues on basic education;

(2) conducting a consensual qualitative research (CQR) on the initial drivers of change, and

(3) exploring possible 30-year scenarios for Philippine education from the perspectives of teachers, school administrators, education experts and other stakeholders.

This will be supported by the following research questions:

(1) What are the drivers of change for Philippine learning and education in the next 30 years?

(2) How are they perceived by the different stakeholders of Philippine education?

(3) What are some potential scenarios of the Futures of Philippine Education in the next 30 years?

INTRODUCTION

In the report conducted by the Second Congressional Commission on Education in 2024, the Philippine basic education is plagued by numerous issues and challenges including massive classroom shortage, inadequate teacher performance (Bautista & Aranas, 2023; Sinsaya & Orbeta, 2023), and overabundance of administrative tasks assigned to teachers (Villanueva & Orbeta, 2023). These problems can be dated back as early as 1925 in [M]roe Survey Report (Second Congressional Commission on Education, 2024), [and] how these problems persist almost a century later and still remain unresolved.

Faced with these growing concerns, the education sector needs a coherent roadmap to navigate not only the deeply rooted problems of the past but also the emerging issues of the present (Second Congressional Commission on Education, 2024).

Developing a vision that addresses complex issues in a highly uncertain world requires tools and methods that can pace up with fundamental shifts. Unfortunately, scholars argue that a traditional approach to planning may be inadequate in preparing ahead for a rapidly changing society. Often characterized as analytical and procedural, the traditional approach to planning requires a sufficient amount of information and heightened level of certainty which often falls short due to its tunnel-visioned perspectives and creative constraints (Clark & Fujimoto, 1991). Further, the numerous strategic plans crafted by the education sector were found to be futile for any long-term policymaking or planning due to their short-sightedness (Second Congressional Commission on Education, 2024). If the education sector were to address decades-old problems as well as emerging threats and issues, this paper argues that its tactical vision should incorporate the lens of Futures Thinking and Strategic Foresight where creative and disruptive innovations are brought to the fore.

Futures Thinking and Strategic Foresight, in this research context, are frameworks by which participants generate scenarios of multiple possibilities that may reflect the future contexts and conditions of Philippine education. The uniqueness of these approaches is their ability to engage participants in scanning for signals of change, trends that give us a glimpse of what might become, and using these to provoke imagination in generating possible scenarios of the future. These imagined scenarios can be used to inform and test proof existing policies and strategies and tailor-fit potential innovations to the demands and challenges of the foreseeable future (OECD, 2020). Ultimately, these scenarios, enabled by longer-term thinking, can contribute to the discourse on policy reform and program design by opening up the possibilities for strategic actions, ideas and innovations around education reform and transformation.

Using this three decade marker as a workable time horizon, this study will engage a multisectoral perspective on 30-year visions and scenarios of the future of basic education in the Philippines. This will be facilitated by a series of Futures Thinking Workshops where senior high school students, teachers, and school heads and administrators from public and private schools nationwide will build their imagined scenarios of possible futures from empirical trends and signals of change that will challenge their deeply held assumptions of Philippine education.

From these imagined scenarios, this study will analyze the conditions, events and ideas that might animate the futures of learning in the Philippines, whether under constraints (as in public schools) or at the frontier (as in private schools). These "learnings from the future" will generate the key output of this study which is a collective of (30 year) long-term visions (and versions) of the future of Philippine basic education alongside guidance for future-forward, innovative education policies and programs.

While a number of studies and publications on futures of education have been conducted, research studies on this area specifically in the Philippine context remain scarce. In Singapore

and Finland, their education sector uses futures thinking and strategic foresight to anticipate possible challenges in teaching and learning which they deem effective in building their long-term policy thinking (Airaksinen et al., 2017; Ministry of Education and Culture, 2019; Ministry of Education, 2020). In the Philippines, the publication most akin to futures thinking and strategic foresight is the Department of Education's (2018) *Public Schools of the Future* report that envisions preferred scenarios of basic education. While visionary, the preferred futures of the report are largely limited to administrative concerns and may have benefited from deeper horizon scanning to contextualize the future. To fill these gaps, this study will generate multi stakeholder insights on perceived drivers of change for the future of Philippine education as well as more nuanced possible and plausible futures of learning in the margins and frontiers, given the deep socio-economic and technological disparities that exist in the Philippines.

Strategic Foresight Framework

Strategic foresight involves understanding the future and the application of this knowledge to an organization's decision-making (Iden et al., 2017). The main task in strategic foresight involves observing, perceiving, and capturing factors in an organization's environment that are deemed influential in causing changes in the future (Mendoca & Sapio, 2009), and developing the organization's appropriate responses to the identified drivers of change (Vecchiato, 2012).

As a scientific field, strategic foresight is in its formative stages as demonstrated by its diverging conceptual landscape (Paliokaité et al., 2014). Existing reviews of strategic foresight show that there is no consensus on the concept of strategic foresight. For instance, strategic foresight is viewed as a process that assists decision-makers in charting an organization's direction (Vecchiato, 2012). Others propose that it is a systematic approach to expand awareness of emerging issues and situations to support strategic thinking, integrating perspectives, procedures, and tools of trend research and futures studies (Habegger, 2010). As a social practice, strategic foresight is also proposed as something that people do daily, is embodied by a community as a means to 'way find' into the unknown future, and involves dispersed practices including imagination.

METHODS

Research Methods

1. Secondary Research

Scanning will initially be conducted via secondary research around learning and education signals or trends, analyzing data from academic papers, cultural and education sector reports, industry publications, news articles, white papers, blogs, thought leadership, databases, social listening and content.

This will be followed by thematic and impact analysis to identify recurring patterns, clustering the signals or trends into broader categories that indicate underlying Drivers of Change.

2. Delphi Method

To arrive at a consensus of Drivers of Change, the Delphi Method will be employed. This will involve a group technique designed to achieve the most valid and reliable consensus among a panel of skilled and knowledgeable individuals through a series of questionnaires within a structured feedback process. (Dalkey & Helmer, 1963, as cited in Peterson et al., 2009).

For this study, there will be two to three rounds of Delphi interviews:

Round 1: Broad & Diverse Perspectives

- For the first round, a diverse group of education stakeholders will be recruited for the interviews, including teachers, school administrators, students, parents, policymakers, education innovators, technologists and industry leaders. Additionally, we welcome experts in workforce development, EdTech, and social sciences to provide interdisciplinary insights. This round aims to surface emerging trends, key drivers of change, and challenges from both grassroots and systemic perspectives, ensuring a comprehensive understanding of the forces shaping the future of education.

Round 2 - 3: Expert Syntheses

- In the second round, deep experts will be invited to answer a questionnaire that will allow them to critically analyze and refine insights from Round 1. This includes select participants from the first round, along with education futurists, policymakers, cognitive scientists, EdTech innovators, and strategic foresight practitioners. Their role is to validate key trends, assess the implications of change, and prioritize transformative opportunities. By focusing on expert synthesis, this round ensures a deeper, more structured exploration of the future of education.

Should a consensus of DOCs be arrived at this point, final consolidation and report writing will ensue. Otherwise, proceed to Round 3 to posit the final list of DOCs for sus.

cipatory Workshops

Participatory Futures Thinking / Collective Imagination Workshops will happen simultaneously as the interviews. Their aim is to generate insights on DOCs and future scenarios.

Recruitment

Purposive sampling using maximum variation will be used to identify participants for the interviews that meet specific criteria as either being under-resourced and under-developed (schools under constraints) or abundantly resourced and well-developed (schools at the forefront).

For the workshops, the Education Futures Office of the Department of Education will coordinate and organize participating schools with DepEd Regional Offices.

A formal letter will be sent to participants to inform them of the research purpose and interview focus. Additionally, a copy of the Informed Consent Form (ICF) will be provided, allowing participants to promptly return it to the researchers if they agree to take part in the expert in-depth interviews and/or workshops.

Inclusion and Exclusion Criteria

In designing maximum variation sampling strategy for the participants, the research team would aim to select participants who represent a wide range of characteristics relevant to the research question (see Table 1 & 3).

Sample and Criteria of Experts for the Delphi Method

Table 1. Respondent Matrix

Respondent Cohort	Inclusion Criteria	Exclusion Criteria	ROUND 1	ROUND 2 &/OR 3
School Heads: • Basic Ed (Public) ▪ Basic Ed (Private) ○ Higher Ed (Public) ◦ Higher Ed (Private)	School Heads with at least 5 years in administration in a Public or Private school that can either be secular or religious school	School Heads with less than 5 years in admin	n = 12	n = 3
Parents: ▪ Basic Ed (Public) /ate) 'ublic) Private)	Single or Married Parents of learners that they have daily and direct responsibility for and study in a Public or Private school that is either secular or	Parents living abroad or do not have daily and direct responsibility for the learner Guardians, grandparents	n = 12	0

	religious school	or other caregivers of the learner		
Education Leaders & Researchers: • Deans or Heads of Schools of Education (3) o Leadership of Education-related organizations • Education Futurists or Researchers (1) • Learning Design Specialists	Must have had at least 10 years experience working in the Education Sector	Less than 10 years experience working in the Education Sector	n = 10	n = 6
*Industry & Enterprise: o Industry Leaders • Enterprise / Startup Founders	Must have had at least 5 years experience in their sector or domain and has 2 or more staff or employees	Less than 5 years experience and sole proprietors	n = 5	n = 2
Human Resources Expert (HR o Company HR Executive o Manpower or Recruitment Executive	Must have had at least 5 years experience and manager level	Less than 5 years experience and junior level	n = 3	0
EdTech / Technology Experts • EdTech & Innovation Entrepreneurs o Technology Sector Heads of Business	Must have had at least 5 years experience in their sector or domain	Less than 5 years experience	n = 4	n = 2
Government & Policy Makers • Government Education Leaders • Local Government Leaders • Education Policy	Has direct input and influence on education-related government policies and programs	From other departments or areas of government that are not directly related to education	n = 5	n = 2
			51	15

ientation for Luzon, Visayas, and Mindanao

l Criteria for Scenario Building Workshops

Table 2. Participant Matrix

	Inclusion Criteria	Exclusion Criteria	Schools under Constraints	Schools at the Forefront
Teachers (6-20 participants)	(Basic Education and Higher Education) With at least 5 years teaching experience in a Public or Private school or HEI that can either be secular or religious school	(Basic Education and Higher Education) With less than 5 years of teaching experience	3 (Basic Education) 2 (Higher Education)	3 (Basic Education) 2 (Higher Education)
Students (8-20 participants)	(Basic Education) Students in Grade 11 or 12 regardless of their age (Higher Education) Students currently enrolled in any degree program	(Basic Education) Students in Grade 11 or 12 regardless of their age (Higher Education) Students	3 (Basic Education) 2 (Higher Education)	3 (Basic Education) 2 (Higher Education)
TOTAL			10	10

Criteria for Participating Schools for Scenario Building Workshops

Table 3. Criteria in Classifying Schools Under Constraints and Schools at the Forefront

Criteria	Schools Operating/Thriving Under Constraints	Schools at the Forefront
Resource Availability and Management	The school resources are limited and outdated; access to technology is minimal and designed for sharing among students; teachers need to juggle multiple roles; high reliance on donors and volunteers	The school has access to cutting-edge resources and advanced facilities; teachers demonstrate expertise in their respective fields; materials are up-to-date; has strategic partnerships with various organizations
Student	Limited student autonomy due to	Student autonomy is highly promoted;

Performance	minimal resources available; methods are low cost i.e. group work; students are framed to learn in the context of resilience and adaptability; performance in national assessments may vary; focused on local employment	students perform well at global programs and competitions; students' tools and methods for learning are high-tech and refined; promotes critical thinking; excels in standardized assessments; focused on college or advanced study admissions
Flexibility and Innovation	Curriculum implementation needs to be practical and at a low cost; shows flexibility to address immediate needs; repurposes limited resources to address gaps; conducts practical models and community projects within budget constraints	Curriculum continues to update and develop based on changing times; demonstrates strategic flexibility; establishes creative simulation environments; can collaborate with experts in various fields

Procedure

1. Introduction and Participant Recruitment

The research will involve education stakeholders and experts with knowledge or experience in both rural public and urban private schools. Participating schools will be sourced through institutional contacts or personal networks. Schools that meet the criteria will be shortlisted and engaged for potential participation via email invitations.

2. Consent and Ethical Considerations

Prior to participation, all schools will receive an informed consent form that outlines the purpose of the study, procedures, risks, benefits, and confidentiality measures. Participants will provide written consent before engaging in any research activities.

Data Analysis

Upon completion of the desk review and series of expert interviews, the research team will be using clustering, thematic analysis, and Consensual Qualitative Research to come up with the Drivers of Change (DOCs) of Philippine education 30 years from now (see Figure 1). These DOCs will then be validated by the experts and will be supported by literature review.

Timeline

Activity	Timing	Responsible
Ethics Clearance of Research Protocol	January	RIFE
Interview Guide and Workshop Design	January	RIFE
MOU Signing	February	EFO / RIFE

Recruitment for Interviews	Feb 17-21	RIFE
EFO to commence contact with Regional Offices	Feb 17	EFO
Commence Delphi Round 1 : Expert Interviews	Mar 3 - 31	RIFE
Coordinate workshops with participating schools	March - April	EFO
Commence Delphi Round 2 : Expert Survey	April 7	RIFE
Commence nationwide workshops	May (TBD)	EFO / RIFE
Commence Data Analysis	June 2	RIFE
Initial Findings Presentation	July 11	RIFE
Final Report Presentation	August 15	RIFE
Report Publication & Roadshow	August	EFO / RIFE

Figure 1. Process Framework
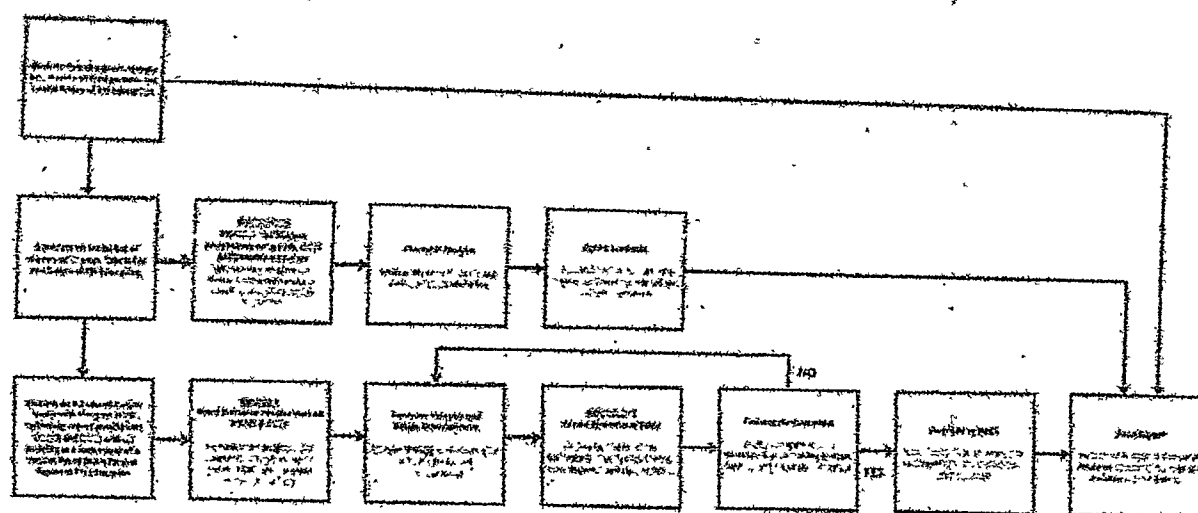
ETHICAL CONSIDERATIONS

Since the workshops conducted with students and teachers, as well as interviews with experts, school heads and administrators, will serve as key sources of primary data for developing the various scenarios, it is crucial to thoroughly address a range of ethical considerations. This is essential to protect the integrity of the research process and to ensure the well-being and ... all participants. Ethical concerns such as informed consent, confidentiality, and ... g any potential harm must be carefully managed to maintain trust and foster a safe ... ent for open and honest participation. By upholding these ethical standards, the ... d credibility of the research outcomes can be safeguarded.

In securing the Informed Consent and Assent Forms, the PI will ensure that students, teachers, and school heads and administrators fully understand the purpose, procedures, and potential risks and benefits of participating in the workshops and interviews. The PI will obtain their informed consent before proceeding to any data collection. As indicated also in the ICF, participation in the interviews will be voluntary, and the participants should feel free to withdraw at any point of the workshops and interviews without facing consequences. The PI will ensure confidentiality and anonymity of the participants including the data gathered from both the workshops and interviews.

There will be a debriefing session after the workshops and interviews to address any concerns or emotional impact on the participants. The PI will provide resources or support if needed.

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