



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

June 18, 2026

Division Memorandum
No. 343, s. 2026

**ADOPTION AND IMPLEMENTATION OF THE GUIDELINES ON THE USE OF
ARTIFICIAL INTELLIGENCE (AI) IN BASIC AND ACTION RESEARCH**


**To: Office of the Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors/Specialists
Senior Education Program Specialists
Public Schools District Supervisors/ Principals/ Head Teacher-in-
Charge of the Districts
School Heads of Public Schools
All Others Concerned**

1. Attached is the Regional Memorandum No. 593, s2026 dated June 16, 2026 regarding the Adoption And Implementation of the Guidelines On The Use Of Artificial Intelligence (AI) In Basic And Action Research, which is self - explanatory.
2. Immediate dissemination of this Memorandum is desired.

FOR THE SCHOOLS DIVISION SUPERINTENDENT

MICHAEL T. RAPIZ

Chief Education Supervisor
Schools Governance and Operations Division
In-Charge of the Division



Encl.: As stated
Reference: RM 593, s. 2026
To be indicated in the Perpetual Index
under the following subjects:

INFORMATION TECHNOLOGY LITERACY POLICY RESEACRH

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Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

REGIONAL MEMORANDUM
No. **593** s. 2026

JUN 16 2026

**ADOPTION AND IMPLEMENTATION OF THE GUIDELINES ON THE USE OF
ARTIFICIAL INTELLIGENCE (AI) IN BASIC AND ACTION RESEARCH**

To: OIC-Assistant Regional Director
Schools Division Superintendents
Functional Division Chiefs
ORD - Unit Heads
All Others Concerned

1. In line with the Department of Education Order No. 003, s. 2026, otherwise known as the Foundational Guidelines on Research in Basic Education, and in adherence to Republic Act No. 10173 or the Data Privacy Act of 2012, this Office hereby adopts and directs the implementation of the Guidelines on the Use of Artificial Intelligence (AI) in DepEd Region VI Research (Basic and Action Research).
2. These guidelines aim to ensure the ethical, safe, and responsible utilization of AI in research processes while preserving human agency, research integrity, and data privacy. AI tools shall be utilized strictly as ancillary support mechanisms, particularly in data analysis, grammatical refinement, citation verification, and data management, and shall not replace the critical and analytical functions of teacher-researchers.
3. All Schools Division Offices (SDOs) shall ensure the monitoring, evaluation, and compliance of these guidelines through their respective Schools Division Research Committees (SDRCs), while the Regional Office shall provide policy oversight, technical assistance, and quality assurance.
4. These guidelines shall take effect immediately upon issuance of this Memorandum.
5. Immediate dissemination of and compliance with this Memorandum are desired.


CRISTITO A. ECO, CESO III
Regional Director

Enclosure: Guidelines on the Use of AI in DepEd R6 Research
Reference: DO No. 003 s. 2026
To be indicated in the Perpetual Index
under the following subjects:

INFORMATION TECHNOLOGY
LITERACY
POLICY
RESEARCH

AAP/PPRD/RM - Adoption and Implementation of AI Guidelines
Q2_RM_015/June 15, 2026



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Department of Education
REGION VI-WESTERN VISAYAS

Enclosure to RM _____ s. 2026

Guidelines on the Use of AI in DepEd R6 Research (Basic and Action Research)

I. Rationale

The rapid integration of Artificial Intelligence (AI) in classrooms and governance has outpaced existing regulatory frameworks, leading to inconsistent practices and potential risks. Aligned with the provision of the Department of Education Order No. 003, s. 2026 or the Foundational Guidelines on Research in Basic Education, these guidelines focus on the utilization of AI in data and research management, which is strictly limited to ancillary support functions, such as data analysis, grammatical refinement, and citation verification. Further, the input, processing, or storage of personal and sensitive information within AI systems is categorically prohibited to ensure full compliance with Republic Act (RA) No. 10173, also known as the Data Privacy Act of 2012.

II. Scope

This policy is established to bridge that gap through two primary drivers:

- **Addressing Risks and Gaps:** Without a unified framework, the education system faces threats such as data privacy breaches, unverified instructional content, and the deepening of the digital divide. These guidelines provide the necessary safeguards and standards to ensure ethical use and accountability.
- **Harnessing Transformative Potential:** AI offers unprecedented opportunities to close learning gaps through personalized and adaptive learning. By establishing a clear policy, the Department aims to balance technological innovation with the protection of human agency, ensuring that AI remains a tool to enhance—not replace—the learning experience.

Ultimately, the guidelines ensure that the transition into an AI-enabled landscape is safe, ethical, and aligned with national education goals, preparing Filipino learners and teacher-researchers for a future-ready world while maintaining pedagogical integrity.

III. Definition of Terms

For the purpose of this Memorandum, the following terms are defined operationally as follows:

1. **Artificial Intelligence (AI)** refers to the capability of computer systems to perform tasks that typically require human intelligence, such as perception, learning, reasoning, problem-solving, language interaction, and creative work.
2. **Personally Identifiable Information (PII)** refers to any data that can be used to identify a specific individual, either on its own or when combined with other information. Protecting PII is essential in education, research, and digital systems—especially when using AI and data-driven tools.
3. **Microsoft Excel** is a powerful spreadsheet software application used to store, organize, manipulate, and analyze data.



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4. SPSS or Statistical Package for the Social Sciences is a powerful software used for data management, statistical analysis, and visualization, especially in research fields like education, psychology, and social sciences.
5. AI-generated hallucinations refer to instances when an AI system produces information that sounds correct and convincing but is actually false, fabricated, or unsupported by real data. This is a known limitation of large language models used in education, research, and decision-making.
6. Paired t-test compares the same group at two different times
7. ANOVA stands for Analysis of Variance. It is a statistical method used to determine whether there are significant differences among the means of three or more groups.
8. A scholarly voice refers to the way writers present ideas in academic or research writing using a formal, clear, objective, and evidence-based tone
9. Zotero is a free, open-source reference management tool that helps researchers and students collect, organize, cite, and share academic sources such as books, journal articles, and websites.
10. Mendeley is a free reference management tool and academic networking platform used by researchers and students to organize research papers, generate citations, and collaborate with others
11. Data Privacy Act of 2012 is a Philippine law that protects an individual's personal data and privacy rights. It sets rules on how organizations, including government agencies and schools, collect, store, process, and share personal information
12. SDRC Chairman is the head or lead official of the School Division Research Committee (SDRC) in the Department of Education (DepEd).

Guidelines for Teacher-Researchers and Participants

Guidelines for Teacher-Researchers on the Use of AI

These guidelines are established to regulate the use of Artificial Intelligence (AI) among teacher-researchers in Region VI. While the Department recognizes the transformative potential of AI in streamlining administrative and technical tasks, its application in research must be balanced with the non-negotiable principles of data privacy, research integrity, and human agency. These ensure that AI remains an ancillary tool that supports, rather than replaces, the critical analytical role of the teacher-researcher. The following are the specific guidelines on Data and Research focuses on data analysis, grammatical refinement, citation verification, and data management.

A. Data Analysis

1. Limitation to Ancillary Support. The application of AI in data analysis is strictly restricted to ancillary support functions. Teacher-researchers may utilize AI to perform technical tasks such as statistical computation (e.g., t-test, ANOVA, etc.), data cleaning, or the initial clustering of qualitative codes. AI shall not be used to interpret the educational implications or pedagogical significance of the findings, which remains the sole responsibility of the researcher.



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

2. **Mandatory Data Scrubbing and Anonymization.** Prior to the use of any AI platform, teacher-researchers must ensure that all datasets are scrubbed of Personally Identifiable Information (PII). This includes the removal of Learner Reference Numbers (LRNs), names of students or colleagues, and specific school identifiers. Any breach of participant confidentiality through AI input shall be subject to disciplinary review under the Data Privacy Act of 2012.
3. **Human-Centric Interpretation and Contextualization.** Researchers must provide the "human agency" required to validate AI outputs. In qualitative action research, the researcher must manually review AI-generated themes to ensure they capture the specific socio-cultural and linguistic context of the learners in Region VI, correcting any inaccuracies or biases inherent in the AI's algorithmic processing.
4. **Verification of Statistical Accuracy.** For quantitative research, teacher-researchers are required to cross-verify AI-generated statistical results using traditional software (e.g., Excel, SPSS, or manual calculation) to ensure data integrity. Reliance on AI-generated "hallucinations" or fabricated statistical trends is considered a violation of scholarly standards.
5. **Prohibition of Synthetic Data Generation.** The use of AI to generate synthetic data, simulate participant responses, or augment sample sizes is strictly prohibited. Research findings must be based entirely on authentic data collected from actual classroom or school-based observations and interventions.
6. **Accountability for Research Outcomes.** Researchers maintain full professional and legal accountability for the accuracy and ethical standing of their analyzed data. The use of AI does not mitigate the researcher's responsibility for any errors, biases, or ethical lapses present in the final report. Moreover, other parts of the research documents such as Gantt chart, Workplan and Timelines and Dissemination of Results must be in accordance with the guidelines.
7. **Secure Data Handling and Disposal.** Teacher-researchers must utilize secure, DepEd-approved digital environments for analysis whenever possible. Upon completion of the analysis, researchers are directed to delete sensitive data from third-party AI history logs to prevent unauthorized data repurposing by external AI service providers.

B. Grammatical Refinement

1. **Limitation to Ancillary Linguistic Support.** The use of AI for grammatical refinement is strictly classified as an ancillary support function. Teacher-researchers may utilize AI tools solely for the purpose of improving sentence structure, correcting syntax, enhancing vocabulary, and ensuring consistency in spelling and punctuation. AI shall not be used to draft or generate the substantive content, arguments, or conceptual frameworks of the research manuscript.



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

2. **Preservation of Researcher Voice and Intent.** Researchers must ensure that the use of AI for refinement does not alter the original meaning, pedagogical intent, or scholarly "voice" of the study. The final manuscript must reflect the researcher's own synthesis of information; any AI-suggested revision that shifts the logic or findings of the research must be rejected.
3. **Prohibition of Automated Content Generation.** The use of AI to generate whole paragraphs, literature reviews, or executive summaries from prompts is strictly prohibited. AI tools must be used on existing, researcher-authored text for refinement purposes only. Submitting AI-generated content as original work constitutes a violation of research integrity and academic honesty.
4. **Verification of Technical and Contextual Accuracy.** Researchers are responsible for verifying that AI-assisted edits maintain technical accuracy. This is particularly crucial for localized terms, DepEd-specific acronyms, and regional contexts (e.g., Mother Tongue-based terms or specific Region VI programs) that AI algorithms may misinterpret or "correct" inaccurately.
5. **Full Disclosure of AI Usage.** Researchers must disclose the use of AI tools for grammatical refinement in the "Acknowledgment" or "Methodology" section of the manuscript. This disclosure must specify the tool used (e.g., Grammarly, Hemingway, or other Large Language Models) and the extent of its application to ensure transparency and accountability.
6. **Adherence to Manual and Regional Style Guides.** While AI may suggest stylistic changes, researchers must ensure the manuscript remains compliant with the official DepEd Manual of Style and any specific formatting requirements issued by the Regional Research Committee (RRC) or the Schools Division Research Committee (SDRC).
7. **Responsibility for Plagiarism and Originality.** The use of AI for refinement does not exempt the researcher from plagiarism checks. Researchers must ensure that AI-enhanced text remains original and properly cited. The Department maintains a zero-tolerance policy for plagiarism, and the researcher remains solely accountable for the manuscript's originality.
8. **Ethical Use and Data Security.** Researchers are advised to use AI tools that respect intellectual property rights and do not claim ownership of the submitted text. Sensitive or confidential administrative information must not be included in text fragments uploaded to third-party AI platforms for grammatical checking.

C. Citation Verification

1. **Limitation to Ancillary Verification.** The use of AI in citation management is strictly limited to the technical verification of bibliographic formats and the cross-referencing of in-text citations with the reference list. AI shall be utilized as a tool for ensuring technical compliance with prescribed style guides (APA 7th Edition) and not for the primary selection or evaluation of scholarly sources.



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

2. **Mandatory Verification of AI-Generated Citations.** Teacher-researchers are strictly prohibited from using AI to generate "suggested" citations without manual verification. Due to the risk of "AI hallucinations"—where systems fabricate non-existent articles, authors, or DOIs—every reference verified or formatted by AI must be cross-checked against the original source or a reputable academic database (e.g., Google Scholar, ERIC, or the DepEd RMIS).
3. **Human Agency in Source Selection.** The responsibility for determining the relevance, credibility, and quality of a source remains entirely with the teacher-researcher. AI may assist in locating metadata, but the decision to include a study in the literature review must be based on the researcher's critical appraisal of its applicability to the DepEd Region VI context.
4. **Alignment with the DepEd Manual of Style.** While AI tools may offer various formatting options, researchers must ensure that all citations and references strictly adhere to the latest DepEd Manual of Style and the specific formatting requirements issued by the Regional Research Committee (RRC). In cases of conflict between AI output and DepEd standards, the latter shall prevail.
5. **Prevention of Secondary Citation Misuse.** Researchers shall not use AI to "verify" sources they have not personally read. Using AI to generate citations for works found within other papers (secondary citations) without locating the primary source is discouraged, as it undermines the integrity of the literature review process.
6. **Integrity of Digital Object Identifiers (DOIs) and URLs.** Researchers must manually test all AI-verified DOIs and URLs to ensure they lead to the correct and active source. The submission of a research report with broken links or "hallucinated" DOIs produced by an AI tool shall be grounds for returning the manuscript for revision.
7. **Transparency in Tool Utilization.** If specialized AI-powered citation managers (e.g., Zotero, Mendeley, or specific AI plugins) are used to organize and verify references, such use must be disclosed in the "Methodology" or "Acknowledgment" section. This ensures transparency in the technical workflow of the research.
8. **Ethical Handling of Bibliographic Data.** Researchers must use citation tools that respect the intellectual property of original authors. AI should not be used to bypass paywalls or access scholarly materials through unauthorized means, ensuring that the research remains legally and ethically beyond reproach.

D. Data Management

1. **Limitation to Ancillary Administrative Support.** The use of AI in data management is strictly limited to ancillary support functions. Researchers may utilize AI for the organization, categorization, and structuring of research-related files, the creation of data inventory templates, and the



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

development of schedules for data collection. AI shall not be used to automate the decision-making process regarding which data is relevant to the research objectives.

2. **Prohibition of Sensitive Data Input.** In strict compliance with RA 10173 (Data Privacy Act of 2012), researchers are categorically prohibited from inputting personal, sensitive, or privileged information into AI systems. This includes, but is not limited to, learner names, LRNs, socioeconomic data, or any information that could lead to the identification of participants. Only de-identified or aggregated data may be processed for organizational purposes.
3. **Localized Storage and Data Sovereignty.** While AI tools may assist in structuring data, the actual storage of research data must remain within DepEd-sanctioned platforms (e.g., official Google Workspace accounts or the RMIS). Researchers must ensure that no proprietary research data is permanently stored on external AI servers or used to train public AI models.
4. **Human Agency in Data Cleaning.** AI may be used to identify potential duplicates or missing entries in a dataset; however, the final cleaning and validation of the data remain the responsibility of the researcher. The researcher must manually approve any modifications suggested by AI to ensure the accuracy and reliability of the research database.
5. **Transparency in Data Governance.** Researchers must document the specific AI tools and protocols used for managing their research data. This documentation must be available for audit by the Schools Division Research Committee (SDRC) or the Regional Research Committee (RRC) to ensure that data handling practices remain ethical and compliant with regional standards.
6. **Security and Access Control.** Researchers utilizing AI for data management must maintain strict access controls. AI-generated organizational structures or databases must be protected by the same security standards as manual records to prevent unauthorized access, accidental loss, or data breaches.
7. **Ethical Disposal of AI-Processed Records.** Once the research is completed and the data has been archived according to DepEd policy, teacher-researchers must ensure that any temporary data fragments or "chat histories" stored within AI platforms are permanently deleted. This prevents the unauthorized repurposing of research metadata by AI service providers.
8. **Accountability for Data Integrity.** The use of AI tools for managing research information does not transfer the researcher's accountability to the software provider. The researcher is solely responsible for the security, integrity, and ethical management of all data collected and processed throughout the study's duration.



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

Guidelines for Participants

In accordance with DepEd Order No. 3, s. 2026 and DO 16, s. 2017, these guidelines regulate the role and protection of research participants within Region VI. While acknowledging AI's potential to streamline technical tasks, its application must be balanced against the non-negotiables of informed consent, voluntary participation, and data privacy. Consequently, these provisions ensure that participant welfare remains the primary consideration in all Basic and Action Research.

1. **Right to Full Disclosure and Orientation.** All participants have the right to be fully informed about the purpose, scope, and procedures of the research before any data collection begins. This includes a mandatory orientation regarding the specific use of AI-assisted tools, innovations, or strategies to ensure that participants are not subjected to "black box" algorithms or experimental interventions without their explicit knowledge.
2. **Mandatory Informed Consent and Assent.** No data collection shall commence without a signed Informed Consent Form (for adult participants) or an Assent Form (for minors, supplemented by parental consent). These documents must clearly state how the participant's data will be used, who will have access to it, and how AI tools may be involved in the processing or management of their information.
3. **Principle of Voluntary Participation and Withdrawal.** Participation in any research study within Region VI is strictly voluntary. Participants maintain the absolute right to refuse participation or withdraw from the study at any time without any negative consequences, academic penalties, or loss of benefits to which they are otherwise entitled.
4. **Protection of Confidentiality and Privacy.** In accordance with RA 10173 (Data Privacy Act of 2012), the identity and personal information of all participants must be protected. Researchers are prohibited from inputting any identifiable participant data into AI systems. All data must be anonymized or aggregated to ensure that individual participants cannot be identified in the final research report or during the AI-assisted analysis phase.
5. **Ethical Treatment and Dignity.** Participants shall be treated with professional responsibility, honesty, and respect for their dignity. Researchers must ensure that no harm—physical, psychological, or social—is inflicted upon participants. The use of AI tools must not result in any form of discrimination, bias, or unethical profiling of the participants involved.
6. **Right to Truthful and Accurate Reporting.** Participants have the right to expect that the information they provide is accurate and truthful. The Department maintains a zero-tolerance policy for data fabrication or falsification. AI-assisted analysis must be verified by the researcher to ensure it faithfully represents the participants' contributions.



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

7. Awareness of AI Scope and Boundaries. Participants must be informed of the ethical boundaries regarding AI interventions introduced during the research. They must be explicitly notified that the AI tools used are for ancillary support or specific pedagogical interventions and are prohibited from being used for any illegal purposes or to cause harm to others.
8. Redress and Accountability. Participants have the right to know the identity of the research proponents and the responsible officials (e.g., SDRC Chairman or Specialist) who have verified the study's ethical compliance. They must be provided with a means to report any grievances or perceived violations of research integrity, particularly regarding the misuse of their data or AI tools.

Contextual Objectives for Implementation

The implementation must align with the three core objectives established in the planning phase:

1. Problem-Solving: Directly addressing an existing research problem.
2. Complementary Use: Serving as a boost to existing planned innovations or strategies.
3. Responsible Utilization: Modeling the ethical use of technology for the broader educational community.

This framework suggests that implementation is not just about "using the tool," but about documenting the interaction between the human researcher, the AI, and the student participants within a regulated, safe environment.

Institutional Provisions for Capacity-Building and Development

To promote the use of AI in enhancing the quality of research and delivery of processes in DepEd Region VI, PPRD, or each SDO, it requires strong institutional provisions that support continuous capacity-building, professional development, ethical implementation, and sustainable innovation. These provisions ensure that teachers, school leaders, researchers, and education personnel are equipped with the knowledge, skills, and resources necessary to maximize AI's potential while maintaining accountability and inclusivity.

Review for the Refinement of the Existing AI Policy

DepEd RO VI should establish clear institutional policies and governance mechanisms that guide the ethical, safe, and responsible use of AI in education and research. These policies should define acceptable use, data privacy standards, intellectual property protection, research integrity, and accountability measures. Institutional guidelines help ensure that AI applications align with educational goals and national regulations while minimizing risks such as misinformation, bias, and misuse.

Continuous Professional Development and Training



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REGION VI-WESTERN VISAYAS

A comprehensive capacity-building program should be institutionalized to develop AI literacy among DepEd personnel. Regular seminars, workshops, webinars, and certification programs should be conducted to enhance competencies in:

- AI fundamentals and applications in education;
- AI-assisted research writing and data analysis;
- Ethical and responsible AI use;
- AI tools for classroom instruction, assessment, and administrative processes;
- Digital and information literacy.

Training programs should be differentiated according to roles and competency levels, ensuring that both beginners and advanced users receive appropriate support.

Strengthening Research Capability through AI

Institutional support should encourage the use of AI in educational research to improve efficiency, accuracy, and evidence-based decision-making. Capacity-building initiatives may include training on:

- AI-assisted literature review and synthesis;
- Qualitative and quantitative data analysis;
- Predictive analytics and educational data mining;
- Research visualization and reporting;
- AI-supported academic writing and editing tools.

DepEd may also provide research grants and incentives for studies focusing on AI integration, educational innovation, and digital transformation.

Provision of Digital Infrastructure and Technical Support

Effective AI integration requires adequate technological infrastructure. DepEd institutions should ensure access to:

- Reliable internet connectivity;
- AI-enabled software and platforms;
- Updated computer hardware and digital devices;
- Cybersecurity and data protection systems;
- Technical support personnel and ICT coordinators.

Equitable distribution of resources is essential to prevent disparities between schools and divisions across Region VI.

Partnerships and Collaboration

DepEd should strengthen partnerships with higher education institutions, government agencies, private organizations, and technology experts to support AI capacity-building initiatives. Collaborative programs may include:

- Joint research projects;
- Technical assistance and mentorship;
- AI certification programs;
- Development of contextualized AI tools for education;
- Exchange of best practices and innovations.



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

These partnerships can help ensure that DepEd remains updated with emerging technologies and global educational trends.

Promotion of Ethical and Inclusive AI Use

Capacity-building efforts should emphasize ethical principles, fairness, inclusivity, and human-centered implementation of AI. Educators and researchers must be trained to critically evaluate AI-generated content, recognize algorithmic bias, and uphold academic honesty. Institutional provisions should also ensure that AI technologies remain accessible to diverse learners, including marginalized and disadvantaged groups.

Monitoring, Evaluation, and Quality Assurance

To ensure the purposeful and ethical integration of Artificial Intelligence, a systematic MEQA mechanism is established. This process ensures that AI initiatives in Region VI are not only innovative but are also responsive to the unique geographical and socio-economic contexts of its learners. By institutionalizing regular feedback loops through the Regional and Division Monitoring, Evaluation, and Adjustment (R/DMEA) platforms, the Region ensures that AI utilization remains evidence-based, safe, and aligned with the quality standards of DO 6, s. 2026 and the research management principles of DO 16, s. 2017.

A. Scope of Evaluation

Regional institutional mechanisms shall be established to monitor and evaluate the effectiveness of AI-related programs. Regular assessments shall determine:

- The impact of AI on teaching, learning, research, and administrative efficiency within the Western Visayas context;
- Competency improvements and AI literacy levels among Region VI teaching and non-teaching personnel;
- Challenges in implementation, specifically addressing the digital divide in remote and island schools; and
- Strict adherence to ethical compliance, "Human-in-the-Loop" protocols, and data security standards.

B. Roles and Responsibilities across Governance Levels

Regional Office (RO)

- **Policy Oversight:** Formulates and refines regional standards for AI utilization in research to ensure alignment with national directives.
- **Technical Assistance:** Provides specialized guidance to SDOs on managing high-level AI ethical dilemmas and complex data privacy concerns.
- **Regional Consolidation:** Evaluates the overall impact of AI on research productivity and administrative efficiency across Region VI.
- **Quality Assurance:** Conducts periodic audits of research outputs approved at the division level to ensure strict adherence to non-negotiable ancillary functions.



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Department of Education
REGION VI-WESTERN VISAYAS

Schools Division Office (SDO)

- Implementation Monitoring: Tracks the actual utilization of AI tools by teacher-researchers through the Schools Division Research Committee (SDRC).
- Compliance Auditing: Verifies that all AI-assisted research within the division undergoes the mandatory ethics review and data anonymization process.
- Capability Assessment: Measures improvements in AI literacy and research competency among personnel within the division.
- Reporting: Consolidates findings on implementation gaps, risks, and best practices for submission to the Regional Office.

School Level

- Direct Supervision: Ensures that teacher-researchers comply with the specific provisions on "human agency" and "ancillary support" during the conduct of research.
- Data Safeguarding: Monitors the school-level handling of participant data to prevent the unauthorized input of sensitive information into AI systems.
- Ethical Verification: Confirms that all student participants have undergone the mandatory orientation regarding AI involvement in school-based interventions.
- Progress Tracking: Documents on the immediate challenges and benefits of AI use in the classroom context for school-based action research.

C. Continuous Improvement

Findings from the RMEA, DMEA, and SMEA cycles regarding AI utilization shall serve as the primary basis for the refinement of regional contextualized guidelines, strategic planning, and targeted professional development programs for Western Visayas educators.

Effectivity/Transitory

These guidelines on the Use of AI in DepEd R6 Research (Basic and Action) shall take effect immediately upon approval by the Regional Office, requiring all researchers and research managers to adhere to the outlined standards of transparency and human accountability; provided, however, that research projects already in progress or approved prior to this date shall be granted a thirty (30) day transition period to align their documentation with these standards, during which researchers must submit a supplemental disclosure of any AI tools previously utilized. All existing regional orders, memoranda, or issuances inconsistent herewith are hereby repealed or modified accordingly, and if any provision of these guidelines is held invalid, the remaining provisions shall continue to be in full force and effect. Non-compliance after the transition period may result in the invalidation of research findings or disciplinary review to ensure the integrity of scholarly output remains beyond reproach.



Republic of the Philippines
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REGION VI-WESTERN VISAYAS

References

Department of Education. (2026). Foundational Guidelines on Artificial Intelligence (AI) in Basic Education (DepEd Order No. 3, s. 2026). Department of Education. https://www.deped.gov.ph/wp-content/uploads/DO_s2026_003r-1.pdf

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