

## Introduction

Those who are familiar with the first two issues of *Alipato, Journal of Basic Education* (Vol 1 No. 1 October 1996 and Vol 2 Nos. 1 and 2 April and October 1997) will find many changes in this latest issue of the journal. While the publication still carries the same title and logo, it is now published in a smaller size and in a relatively different format.

The more important change, however, is the fact that *Alipato* is now a refereed journal. Its publisher, the Office of Research, Development and Publication (ORDP) of U.P. Integrated School has formed an Editorial Board that initially screens all submitted articles. Those found worthy for publication are then sent to referees who are all scholars in their own field of specialization and have been carefully selected based on their expertise on the topics of the submitted articles.

The referees assume any of these tasks: analyze the accuracy of data, comment on the content and depth and breadth of the discussion, review the importance or relevance of the study to basic education, and offer other suggestions which can help the article attain a high degree of scholarship. In the end, they decide whether an article can be published in full without any revision, if it needs to be revised with some or with extensive changes, or if it cannot be published at all.

With the referees' comments, the article is returned to the author for revision. The revised article later goes back to the Editorial Board to find out if the suggestions have been addressed. Finally, the style editor does the final editing. Indeed, each article submitted to *Alipato* has to go through this extensive evaluation process before it gets selected or rejected.

It is also important to emphasize that this issue pursues the original aim of this journal: "to disseminate results of studies/innovations on the philosophy, institution and curriculum development, and evaluation of basic education as well as information on trends, developments and research findings relevant to basic education" (*Alipato*, 1996).

The first issue of *Alipato* dealt on the theme indigenization of education while the second focused on efforts at curriculum development. This issue now features research reports and findings that address varied issues on basic education such as language of instruction, innovative teaching strategies and assessment, and even teacher empowerment. Through these studies, it is hoped that the readers will be inspired to be researchers/investigators themselves so that they too will someday contribute to this journal which also aims to become a forum for sharing ideas relevant to basic education.

*Vilma M. Resuma*

Vilma M. Resuma, Ph.D.  
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