

Education

OUTCOME	STRATEGIES	ACTIVITIES	ACTUAL ACCOMPLISHMENTS 2004-2007	AGENCIES	PREVIOUS MEASURABLE OUTPUTS/TARGETS 2004-2010	REVISED MEASURABLE OUTPUTS/TARGETS 2008-2010
<p>Reduced poverty through improved education and more opportunities for the youth</p>	<p>Promote and maintain quality assurance in all levels of education</p>	<p>Creation of the National Educational Evaluation and Assessment and Testing System (NEEATS) as the assessment and testing agency for all education levels</p> <p>Utilization of the National Career Assessment Examination (NCAE) as a key social indicator of the efficiency of basic education</p> <ul style="list-style-type: none"> • Utilize test results (NCAE and NAT) to identify interventions to improve performance 	<ul style="list-style-type: none"> • NCAE and NAT results analyzed • Regional initiatives identified and implemented 	<p>DepED, CHED, TESDA</p>		<p>Issued policy on the creation and operationalization of the NEEATS</p> <p>Constructed NCAE as:</p> <ul style="list-style-type: none"> • An exit examination for the whole stretch of basic education and for the clients of ALS • A unified national assessment, through strong collaboration among the three education agencies (DepEd, CHED and TESDA) <p>Effective practices in 17 regions documented</p>

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	Provide Early Childhood Education	<p>Coordinate with the ECCD Council, DepEd, DSWD and LGUs in the development of a standard day care instruction</p> <p>Expand existing coverage of DCC and preschools</p>	<p><u>SY 2004-2005</u>: 526 pre-school teachers and 445,92 enrollees</p> <p><u>SY 2005-2006</u>: 460 preschool teachers and 522,257 enrollees; 44,746 Day Care Centers (DCC) and 1,419,361 children served</p> <p><u>SY 2006-2007</u>: 597 pre-school teachers and 557,220 enrollees; 45,334 Day Care Centers and 1,429,555 children served; 3,150 preschool classes organized under Service Contracting Program in municipalities and barangays without preschool and daycare centers</p>	National ECCD Council, DOH, DepEd, DSWD, LGUs	<p>80% coverage of 5-year olds by 2005 and 95% coverage by 2009</p> <p>100% of preschool teachers with the required academic qualification 30,000 preschoolers served on improved achievement</p> <p>1,200 preschool classes organized</p> <p>preschool classes monitored twice a year in all regions</p> <p>appropriate school policies reviewed and developed</p> <p>100 teachers for the gifted trained</p> <p>200 teaching materials produced</p>	<p>95% preschool education coverage of 5-year olds by 2010</p> <p>Preschool classes organized in areas without preschool and day care centers: 2008 – 31,472 2009 – 49,000 2010 – 69,769</p>

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		<p>Prepare the integration of day care as part of the regular school program and as prerequisite to Grade 1</p> <p>Adopt Standard School Readiness Assessment (SReA) to review 5-year olds' admission to Grade 1</p> <p>Expand health and nutrition programs for preschool</p>	<p>From 2004-2006: 950 preschool classes organized; 33 divisions covering 253 schools monitored nationwide</p> <p><u>SY 2005-2006 to SY 2007-2008</u>: School Readiness Assessment (SReA) Test for all Grade 1 entrants administered</p> <p><u>2007</u>: More than 1,150 Grade 1 Teachers, Master Teachers and Administrators in 23 CPC VI Divisions oriented on the administration of the SReA Test</p> <p>19 feeding days of one kilo of rice/day monitored every three months:</p>			<p>949 school areas where there is a preschool coverage of five-year old children enrolled in day care centers in the 50 percent of the lowest performing schools in each region</p> <p>Preschool beneficiaries for the School Milk Feeding Program:</p>

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	Close the Classroom Gap	<p>Include ECE in Teachers Education Curriculum</p> <p>Train preschool teachers on preschool curriculum and instructional materials</p> <p>Expand the School Building Program through:</p>	<p>2006 – 2,658 preelementary pupils provided with rice</p> <p>2007 – 129,748 pre-elementary pupils provided with rice</p> <p>Separate program on BS ECE now in place (CMO No. 30)</p> <p><u>As of SY 2006-2007:</u> 17 regional supervisors and 13 administrators for Luzon area oriented and trained</p> <p>Number of classrooms constructed under the Regular School Building Program, ODA-assisted projects and other government and private sector initiatives: <u>2004</u> : 12,490 <u>2005</u>: 9,407 <u>2006</u> : 14,887 <u>2007</u> : 15,215</p>	DepED in collaboration with DPWH, other NGAs and LGUs, and private sector	<p>6,000 classrooms built per year</p> <p>zero backlog in classrooms by SY 2007-2008 at 1:50 double shift</p>	<p>2009 – 609,655 2010 – 609,655</p> <p>ECE in Teacher Education Curriculum adopted by Teacher Education Institutions (TEIs);</p> <p>100% of preschool teachers, including DCC workers, trained on preschool curriculum and instructional materials</p> <p>6,000 classrooms built per year</p> <p>zero backlog in classrooms at 1:50 in double shift by 2010</p>

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		<ul style="list-style-type: none"> • School Mapping • Bringing down construction cost by modifying building design, adopting official development assistance (ODA) and private sector standards • Utilizing Priority Development Funds and LGU funds for school building construction • Tapping nongovernment organization (NGO) and private sector initiative through the Adopt a School Program (ASP) 	<p>Distributed and consolidated survey forms</p> <p>Integrated the SME outputs with TEEP and SEDIP and came up with a DepED SMES</p> <p>ASP generated contributions: <u>2004</u>: PhP159,498 million <u>2005</u>: PhP169,371 million <u>2006</u>: PhP400,684 million <u>2007</u>: PhP 4 billion</p>	DepED		<p>Basic school data needed for decision making (textbook, school building, repair or new construction, furniture geographical data, etc.) included in the nationwide School Mapping</p> <p>Amended Republic Act (RA) 7880</p> <p>Modified designs of school buildings based on the different designs developed by FAP</p> <p>Issued policy on improved utilization of LGU funds for school building construction</p> <p>ASP-generated contributions spent for basic education: 2008: PhP6 billion 2009: PhP8 billion 2010: PhP10 billion</p>

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	<p>Increase the access of economically and socially disadvantaged groups to education services</p>	<p>Including Muslims/ Indigenous People (IP) students as beneficiaries of scholarship/financial assistance programs</p> <p>Provide education support services and other financial assistance to pupils and students and their families by:</p> <ul style="list-style-type: none"> • Providing health and nutrition support to families to encourage parents to 	<p>ESC grantees and 64,049 EVS grantees <u>SY 2007-2008:</u> 475,560 ESC grantees and 88,346 EVS grantees</p> <ul style="list-style-type: none"> • Issued DO 37 and 144, s. 2007 to include out-of-school-youth (OSY), high school qualifiers from PEPT and A&E as program beneficiaries • Increased the subsidy from PhP4,000 to PhP5,000 per grantee in SY 2007-2008 in both programs <p><u>SY 2005-2006:</u> 117,327 Grade I beneficiaries for the Food for School Program; 20,600 pupils for School</p>	<p>DepEd, DOH, DOST, LGUs</p>		<p>Maintained projections in view of increase/decrease in subsidy or budget and conducted assessment of subsidy utilization</p> <p>Food for School Program target beneficiaries: 2008 – 566,517 2009 – 623,168 2010 – 623,168</p> <p>School Milk Feeding Program for Grade I pupils: 2008 – 50,250</p>

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		<p>send their children to school (<i>Chapter on Basic Needs: Anti-Poverty</i>)</p> <ul style="list-style-type: none"> • Tapping LGU and private sector for better targeting of scholarship and financial assistance recipients <p>Install distance learning in conflict-affected areas by:</p> <ul style="list-style-type: none"> • Expanding the SRS-Distance Learning Program • Tapping other 	<p>Milk Feeding Program; and 20,002 beneficiaries under the Breakfast Feeding Program</p> <p><u>SY 2006-2007</u>: 609,510 pre-elementary and Grade I beneficiaries under the Food for School Program; 40,160 pupils under School Milk Feeding Program and 48,347 pupils under Breakfast Feeding. Additional 23,990 pupils given supplementary feeding and 8,713 pupils/families benefited from rice distributions during emergency feedings in Regions V, IV-B and VIII due to typhoon</p> <p>Served 1,425 learners</p> <p>Conducted 20 batches of training for formal, nonformal (elementary</p>	<p>DepEd, OPAPP</p>	<p>Provided 552 formal and nonformal Teachers Training including 276 Paraguros training</p> <p>Provided multimedia materials and hardware to 29 batches</p>	<p>2009 – 2,666,376 2010 – 2,698,015</p> <p>Breakfast Feeding Program for Grade I pupils: 2008 – 60,433 2009 – 2,433,177 2010 – 2,462,049</p> <p>Secured technical assistance from private sector/donor institutions on the conduct of study to strengthen implementation of ESC</p>

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		<p>distance learning providers such as NGOs and academic organizations</p> <ul style="list-style-type: none"> • Expanding the GOP-UNICEF Country Program for Children (CPC) projects on distance learning • Utilizing existing models for delivering education to 	<p>and secondary), and soldier-teachers found in 20 divisions</p> <p>Conducted training on the use of existing Makabayan multimedia materials; Procured 36 sets of multimedia materials for SRS provinces</p> <p>Developed 241 and 255 Self-Instructional Materials (SIMS) for Grade IV and V, respectively, for the following subjects: Science, Math, English, Filipino, HEKASI and EPP (MAKABAYAN)</p> <p>Validated 60 additional modules under the Distance Training for Teachers in Elementary School (DSTEACH) program for teachers; Served 1,425 learners from 500 barangays.</p> <p><u>2007</u>: Trained 300 special teachers on various exceptionalities; Oriented</p>		<p>SRS hardware package to be delivered to 500 identified schools</p> <p>Developed all learning materials for the SRS-identified schools nationwide</p> <p>Developed integrated Makabayan Multimedia Modules for the 500 identified schools nationwide</p> <p>Developed Supplemental Distance Learning Modules for the 500 SRS schools</p>	<p>SPED targets: <u>TRAINING</u> <u>2008</u>: 315 trained special</p>

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		<ul style="list-style-type: none"> • Mainstreaming peace education in basic education and teacher education • Provide ALS services to OSY and adults • Conduct Basic Literacy Program (BLP) across the country • IP Basic Literacy Program in 5 Indigenous Cultural Communities • Accreditation and Equivalency (A&E) Program • A&E Test 	<p>Policy on mainstreaming peace education in basic education and teacher education issued in 2006 (EO 570)</p> <p>BLP Completers:</p> <ul style="list-style-type: none"> • 2004 – 4,601 learners • 2005 – 67,800 learners • 2006 – 82,113 learners • 2007 – 85,518 learners <p>A&E Program Completers</p> <ul style="list-style-type: none"> • 2004 – 3,528 learners • 2005 – 9,125 learners • 2006 – 14,748 learners • 2007 – 32,213 learners <p>A&E Test Passers for Elementary and Secondary Level</p> <ul style="list-style-type: none"> • 2005 – 3,956 • 2006 – 9,929 • 2007 – 12,425 			<p>Implemented peace education curriculum by all private and public schools as well as duly recognized teacher training institutions throughout the country by 2010</p> <p>590,138 BLP learners for 2008-2010</p> <p>Annual Target of 1,000 BLP learners and 1,000 A&E IP learners</p> <p>297,225 learners for both Elementary and Secondary levels for 2008-2010</p>

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		<ul style="list-style-type: none"> • Establish/Strengthen Community Learning Centers (CLCs) Provide access to out-of-school children, youth and adult migrant Muslims <ul style="list-style-type: none"> - Arabic Language and Islamic Values Education (ALIVE) Program Provide ALS IP Education services and support acceptable to IPs <ul style="list-style-type: none"> - Development of IP Education Promote/institutionalize alternative delivery modes of schooling 	<p>3,700 CLCs strengthened and made functional</p> <ul style="list-style-type: none"> • Trained 32 Instructional Managers and Asatidz • Developed 15 modules • Conducted soft launching in 17 pilot sites <ul style="list-style-type: none"> • 2004 – developed IP Curriculum • 2005 – developed IP Core Messages • 2006 – created 25 IP Generic Basic Literacy Learning Materials and Session Guides • 2007 – indigenized 12 IP Generic and Prototype Basic Literacy Learning Materials <p>Modified In-School Off-School Approach (MIS-OSA)</p> <ul style="list-style-type: none"> • Initially piloted in 14 schools in 2005 and 		<ul style="list-style-type: none"> • 3,516 illiterates made to neo-literate learners per division under Basic Literacy 	<p>Established new CLCs across the country: 2008 – 1,000 2009 – 2,000 2010 – 2,000</p> <ul style="list-style-type: none"> ▪ IP ALS Core Curriculum adapted/ adopted by Indigenous Cultural Communities ▪ 100 organized learning groups for BLP and A&E Program <p>Issued and adopted policy/office order on the utilization of ADM (MISOSA, IMPACT, etc.) in critical areas</p>

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		<p>like the In-School and Out-School Adults, mobile teaching, distance teaching, and IMPACT:</p> <ul style="list-style-type: none"> • Expanding mobile teaching and multigrade teaching (ISOSA) program; • Developing curricular and evaluation systems • Considering possible policy revisions for integration into the PNQF 	<p>expanded to 30 more schools in the Non-CPC 6 areas in 2006-2007.</p> <ul style="list-style-type: none"> • Reproduced 1,400 copies of each module in English IV-VI, Mathematics IV-VI, Science and Health IV-VI, and HEKASI IV-VI with funding from the UNICEF • Distributed the SIMs modules in 48 schools with 15 classes in Grade IV, 14 classes in Grade V and 19 classes in Grade VI in identified Non-CPC 6 areas • Ongoing printing of SIMs in Filipino IV-VI and EPP IV-VI <p>DISTEACH</p> <ul style="list-style-type: none"> • Launched in 2003, developed 20 modules in Mathematics and 12 modules in Reading. These modules are being finalized for printing 		<p>Program</p> <ul style="list-style-type: none"> • 25% increase in the literacy level of the BLP learners • 30% increase in literacy level of families - 90 families per division by 2008 to 2010 under the Family Basic Literacy Program(FBLP) • 75% increased awareness on specific areas of Adolescent Friendly Literacy Program (AFLEP) • 243,600 copies of Basic Literacy Learning Materials printed • 25% improvement in the efficiency level of mobile teachers • 6,000 mobile teacher items created • 24,675 learners served under NFE A&E program Learning Support 	

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		<ul style="list-style-type: none"> • Radio-Based Instruction (RBI) Program for ALS • Capability Building Program for Mobile Teachers (MTs) and District Coordinators - Training of Basic Literacy Facilitators and Instructional Managers 	<ul style="list-style-type: none"> • 168, 633 learners registered in the A&E Test 2005 – 200 learners served 2007 – 625 learners served 2004 – 600 trained MTs (Basic Training) 2005 – 664 trained MTs (Basic and Enrichment Training) 2006 – 740 trained MTs (Advanced and English Proficiency Training) 		<p>Delivery System</p> <ul style="list-style-type: none"> • 51,500 adult learners served under Balik-Paaralan Para sa Out-of-School Adults(BP OSA) • 150,000 learners registered nationwide under A&E Test Administration • 11,100 learners served in 17 regions in 500 barangays nationwide under Strong Republic Schools Distance Learning System(SRS-DLS) • 2,625 learners served under Radio-Based Instruction 	<p>2,000 elementary and secondary school dropouts served in selected regions by 2010</p> <p>95% of new/incoming Mobile Teachers, IP Facilitators and District Coordinators trained by 2010</p>

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		<ul style="list-style-type: none"> • Provide/promote demand-based Informal Education (InfEd) as potential ALS services to various interest groups <p>Tap full potentials of informal education through the implementation of the 1997 Children’s Television Act with priority on the following:</p> <p>Maximizing the role of mass media to strengthen and enhance functional literacy, values formation and development of children and youth from early childhood to post-secondary level (ages 0-18 years)</p>	<p>2006 – InfEd Conceptual Framework developed</p> <p>2007 – informative materials developed (booklets, flyers and comics for parents and adolescents)</p>	NCCT		20 developed and printed demand-based/skills oriented/interest-based modules

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		<ul style="list-style-type: none"> • Pursuing the formulation of a Comprehensive Media Program for Children • Establishing a system of incentives for commercial companies to produce appropriate developmental educational programs for children through the National Endowment Fund for Children's Television • Pushing for policy recommendations towards maximizing the educational capacity of government media by improving its content and relevance to the learning needs of children and youth. 				<p>Comprehensive Media Program for Children formulated by 2010</p> <p>System of incentives established by 2010</p> <p>Appropriate policy issued and adopted by 2010</p>

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	<p>Improve the Quality of Basic Education</p> <ul style="list-style-type: none"> • Improve learning environments 	<p>Provide and connect computers to public high schools as a tool for learning and teaching</p> <ul style="list-style-type: none"> • Expanding the operation of the Adopt-a-School Program • Expanding the DepEd-DTI collaboration on the establishment of computer laboratories in public secondary schools • Providing computer sets to selected high schools annually • Providing computer sets to Community Learning Centers for Alternative Learning System <p>Continue providing critical school</p>	<ul style="list-style-type: none"> ▪ As of June 2008, a total of 4,769 public high schools have been provided computer sets and 1,383 of them already have Internet connectivity 	<p>DepEd, DOST-SEI,</p>	<p>Provided annually from 2005-2010, the following ICT resources to selected schools:</p> <ul style="list-style-type: none"> ▪ 1 server each and connectivity to 20 school and; ▪ 1 server and 10 PCs with connectivity to 10 schools <p>Provided Internet access in selected schools in the ARMM and CAR; 10 computers, local area network, printer (100 schools each year until 2007)</p>	<p>Provided computer sets to all public high schools by 2008-2009</p> <p>Provided 5 computer sets per region for the 9 (50%) out of 17 regions for Community Learning Centers.</p> <p>The following ratios</p>

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		<p>innovations developed under the AusAID-assisted Basic Education Assistance for Mindanao (BEAM), Third Elementary Education Program (TEEP) and others</p> <ul style="list-style-type: none"> • Extending assistance to Madaris in ARMM and other areas with high concentration on the Muslim population, as well as schools catering to IPs <p>Improve pre and in service training of teachers by:</p> <ul style="list-style-type: none"> ▪ Strengthening the capacity of teachers in science and math subjects ▪ Providing scholarship/financial assistance to college faculty members pursuing doctorate or masters programs in 	<p>Training modules for Asatidz developed, reviewed and finalized</p> <ul style="list-style-type: none"> • 409 Regional and Division English supervisors trained on the administration of the Philippine Informal Reading Inventory (Phil-IRI) • 1,040 copies of Phil-IRI assessment tools distributed to regions and divisions nationwide • 512 principals of High Performing Schools oriented on APPES-SBM 	<p>DepEd, CHED, DOST-SEI</p>	<p>Developed by 2005 a Reform package covering and unifying preservice education and inservice development of teachers that will promote self reliance and long-term sustainability</p> <ul style="list-style-type: none"> • 10 science and math teaching modules for each grade and grade level developed and disseminated to all public school teachers and school administrators annually until 2010 • 3,500 Masters degree slots in Science, Math, English, Engineering, 	<ul style="list-style-type: none"> • 20 Elementary Math and 12 English (Reading) Teacher-Self Instructional materials developed <p>Annual Targets:</p> <ul style="list-style-type: none"> • PHIL-IRI – preparation of Silent and Oral Reading Tests for Gr. I-IV; 3 forms for each level – English and Filipino; then validation and finalization

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		science education • Training of science and math teachers • Developing science and math teaching modules each for different grades/year levels	<ul style="list-style-type: none"> • 30 teachers availed of Ateneo 5-year Scholarship Program • 540 teachers trained under the 14-Months Customized Scholarship Program • 540 elementary teachers trained under the Summer Scholarship Programs for Elementary Teachers • 1,524 teachers trained under the 14-months Customized Scholarship Program, Continuing Scholarship Programs • 300 teacher scholars enrolled in Masters in School Management • 480 elementary and high school teachers trained on Effective Reading in the Secondary Level • 480 high school teachers trained on traditional and alternative assessment of learning outcome • 100 teachers trained on Learning Area Specialization by 2007 • 1,920 teachers trained 		Information Technology and Social sciences from 2004-2010: for Math – 20 percent or 700 slots, Natural Sciences -20 percent or 700 slots, English – 20 percent or 700 slots <ul style="list-style-type: none"> • 50 slots for Ph.D. sandwich program for science and math in 2005-2009 • 10 dissertation grants annually for 6 years • 30 teachers availed of Ateneo 5-year Scholarship Program • 540 teachers trained under the 14-Months Customized Scholarship Program • 540 elementary teachers trained under the Summer Scholarship Programs for Elementary Teachers • 1,524 teachers trained under the 14- 	<ul style="list-style-type: none"> • SBM-APPES – 512 principals (new set) oriented on APPES-SBM and provide materials • 600 elementary teachers trained for the Summer Scholarship Program

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			<p>on the Strengthening the School- Based Training Program for science and math teachers</p> <ul style="list-style-type: none"> • In 2005 there are 1,901 participants trained and in 2006 a total number of 1,416 participants had been trained • In 2005, 10 school administrators had been trained, but only one batch of training completed against the original 5 batches of training proposed. In 2006 a total of 210 participants were trained, 3 batch of trainings accomplished against the 8 batches targeted for FY 2006 • 509 SH, teachers trained in whole school approach to reading/writing • 454 SH, teachers trained on current trends in Reading Pedagogy • Training of Science and Math teachers • 5,338 teachers completed the certificate program 		<p>months Customized Scholarship Program, Continuing Scholarship Programs</p> <ul style="list-style-type: none"> • 300 teacher scholars enrolled in Masters in School Management • 480 elementary and high school teachers trained on Effective Reading in the Secondary Level • 480 high school teachers trained on traditional and alternative assessment of learning outcome • 100 teachers trained on learning area specialization by 2007 • 1,920 teachers trained on the Strengthening the School-Based Training Program for science and math teachers • 5,000 persons 	

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			for non-specialist • 1,834 completed Term I of Certificate Program		trained on Basic School Management Course • 6,000 Principals trained on SMILE-CSA • 350 District Supervisor trained on Instructional Leadership • 120 Science and Math Teaching Modules developed by 2007 • Teachers trained on new technologies related to teaching science and math (first 3,150 by 2007 and must 1,250 by 2007) • 225 science and math scholars (PhD) by 2007; 60 science and math scholars (MaEd) by 2007 • Financial assistance to faculty members (PhP252 million by 2007)	

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	<p>Improve contribution of Teachers in Learning Outcomes</p>	<p>Improve the learning process by:</p> <ul style="list-style-type: none"> • Promoting effective use of the mother tongue in the early grades • • Establishing further public-private partnership with providers focusing on niche-subjects <p>Implement a Division and Regional plans on the adoption of CBTS</p> <p>Enforce all TEIs' compliance with the NCBTS and the Experiential Learning Courses (ELC)</p>	<p>5,000 nonspecialists high school teachers in science and math completed the certificate program conducted by some 21 teacher-education institutions (TEIs)</p> <p>10,000 science and math teachers underwent training programs</p>	<p>DepEd</p> <p>DepEd</p>	<p>Identified private providers focused on science, math, and English by 2005</p>	<p>Provided resources for the translation, development and dissemination of high quality learning materials</p> <p>100% of specialist teachers have undergone Certificate Program for Non-Specialist Teachers in other areas (Filipino, AP, TLE, MAPEH)</p> <p>17 Regional and 191 Division action plans implemented</p> <p>Advocacy to 100% of TEIs (including locally-funded TEIs) made</p>

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	<p>Institutionalize a more focused values formation program in basic education</p>	<p>Handbook (to include locally-funded HEIs with TE program)</p> <p>Mass implement/ institutionalize mandatory teacher induction program for those who are 0-3 years in service.</p> <p>Implement values formation in Day Care and Preschool</p> <p>Develop lesson exemplars for values education as a separate subject for the elementary grades</p> <ul style="list-style-type: none"> • Reviewing, revising and producing new textbooks in complementation with other print and media-based instructional materials <p>Include values formation as core</p>	<p>Lesson Exemplars for Grades I -VI finalized</p>	<p>DepEd, PIA, NCCA, PCVF, NBDB, PSC</p>	<p>Revised textbooks that systematically address concerns on: human rights, culture and gender sensitivity, environment consciousness, and child-friendly concerns</p> <p>Production of new textbooks by 2006-2007</p> <p>Training of teachers on revised modules by summer of 2006</p>	<p>Induction training of all teachers hired from 2005-2008</p> <p>Revised textbooks that systematically address concerns on: human rights, culture and gender sensitivity, environment consciousness, and child-friendly concerns</p>

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	<p>Improve the Relevance of Secondary Education</p>	<p>content of Teacher Education and Training</p> <ul style="list-style-type: none"> • Training teachers on the “revised” values education curriculum and instructional materials <p>Integrate values formation in the home, media, and sports</p> <ul style="list-style-type: none"> • Mobilizing parents and communities in the values formation of learners through barangay consultations <p>Institutionalizing the use of mass media and sports as deliberate channels of values formation</p> <p>Implement the High School Bridge Program through:</p> <ul style="list-style-type: none"> • Conducting IEC dissemination campaign to promote the program 	<ul style="list-style-type: none"> • Implemented the High School Bridge Program in 2004 (between Grade 6 and Year I) for students who are deemed not yet ready for Year I curriculum: 	<p>DepEd, PIA</p>	<p>100% enrollment in Bridge Programs for students needing remedial lessons in science, math and English by SY 2006 - 2007</p>	<p>Finalized, adopted, and operationalized the Short-Term Philippine Sports Development Plan</p>

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		<ul style="list-style-type: none"> • Reviewing and revising diagnostic tests as an effective assessment tool • Administering diagnostic tests to potential enrollees of public high schools' (HS) • Continuing the implementation of the competency-based student assessment <p>Revisit the secondary education curriculum to improve outcomes, delivery and processes.</p>	<p>Optional implementation weakened program success. Many parents opted to bring children to 1st year high school due to the financial burden of supporting an extra year of high school education</p> <ul style="list-style-type: none"> • All public high schools were mandated to provide remedial instruction programs (DO 27, s. 2005) • English and math teachers from 40 schools underwent training on managing Remedial Program (DM 200, s. 2007) • 2 consultations with stakeholders conducted • 8 workshops to develop curriculum documents held • 414 pilot implementers trained on Yrs I and II of the 2009 secondary education curriculum 			<p>Implement a refined secondary education curriculum by SY 2009</p>

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		<p>Ensure relevance of the TLE program in general high schools by restructuring the program into career pathways</p> <p>Strengthen Madrasah Education by:</p> <ul style="list-style-type: none"> • Formulating / implementing a culturally-sensitive, gender-responsive and rights-based and appropriate (for the Muslim population) standard curriculum for the Madaris • Developing and producing instructional 	<ul style="list-style-type: none"> • 480 instructional consultants (ES) trained on the 2009 SEC • 6 workshops to develop curriculum documents held • 475 pilot implementers trained on the CP-TLE • The Standard Madrasah Curriculum for Elementary is now fully implemented (DepED Order No. 51, s. 2004) in public schools in 11 of the 17 regions (except ARMM) in the country. The remaining 5 regions are currently undergoing orientation. • Created 190 Teacher I items intended for Muslim Public School Teachers handling RBEC 	<p>DepEd/ ARMM/ OMA</p>	<ul style="list-style-type: none"> • 6,216 madaris teacher items created for DepEd, ARMM and outside of ARMM • 1,543,760 textbooks in Arabic language (AL) and Islamic values printed • 1,543,760 textbooks in Arabic language and Islamic values developed • 246,616 GASTPE grantees including elementary schools for ARMM and 	<p>Implement the Career Pathways in TLE of general high schools by SY 2009</p> <ul style="list-style-type: none"> • Additional schools for Regions 1, 2, 5, 8 and ARMM • Grades 3-6 textbooks printed and distributed at 300,000 copies per grade level (1,200,000 AL and 1,200,000 IS) for a total of 2,400,000. • Add: Islamic Studies Instructional Materials at 10,000 copies per year in 4 years for a total of 40,000 copies

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		<p>materials to support the implementation of the standard curriculum</p> <ul style="list-style-type: none"> • Training Madaris teachers on the delivery of the unified curriculum, especially with regard to improving their English language skills • Preparing and implementing a catch up plan for Madaris students that will enable them to actively participate in societal development 	<p>or ALIVE subjects</p> <ul style="list-style-type: none"> • More than 670 public Schools implementing Arabic Language and Islamic Values Education (ALIVE) - excluding ARMM 300,000 copies of Grade I textbooks delivered and 62,500 for delivery; 200,000 copies of Grade II textbooks printed and delivered to Public schools w/ ALIVE • 1,753 Asatidz for public schools trained on Beginning English for Asatidz (BEA) and Language Enhancement and Pedagogy (LEaP) by DepED CO and 733 by BEAM 		<p>outside of ARMM on private Madaris</p> <ul style="list-style-type: none"> • 12,330 Madaris teachers trained on the delivery of the unified curriculum (English Proficiency-TOEFL level, 18 units of education subjects and major subjects in English, mathematics, science and Makabayan) • Increased resource inputs (classrooms, furniture, science laboratories, computer laboratories, computer hardware) • 300 regular Madrasah to be assisted during the plan period 	<ul style="list-style-type: none"> • 3,805 Asatidz deployed to schools until 2010. • Full implementation of the standard madrasah curriculum in Regions 1, 2, 5, 8 and ARMM by 2010

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		<p>Strengthen Indigenous Peoples Education by:</p> <ul style="list-style-type: none"> • Developing and promoting an indigenous curriculum that will preserve the cultural heritage of the indigenous cultural communities/ peoples • Producing instructional materials and training teachers in IP schools on the use as well as on the requirements of the indigenous curriculum • Including IP materials/documents in public school libraries to permit information sharing/ exchange between cultures 	<ul style="list-style-type: none"> • IP Education-Curriculum <u>2005</u> :_1 IP Core Curriculum for Alternative Learning System (IPCC-ALS) developed; 1 project plan prepared for the pilot-testing of the IPCC- ALS <u>2006</u> : 1 IPCC-ALS validated in an IP multistakeholders workshop and through continuing ground validation and orientation activities with IPs; 4 project proposals prepared for the 4 pilot areas of testing the IPCC-ALS; 20 learning materials for 5 learning core areas prepared for the IPCC-ALS in 2 pilot sites; 1 training workshop conducted for community facilitators or instructional managers from 2 pilot areas on the IPCC-ALS 	<p>NCIP, DepEd,</p>	<ul style="list-style-type: none"> • Indigenized curriculum adopted by various IP schools • Indigenized instructional materials developed and disseminated to IP schools • Higher percentage of IPs receiving scholarship and financial assistance from government programs • 1 policy/plan for indigenization of curriculum formulated, implemented and evaluated <p>12 IP community schools assisted through school supplies, textbooks,</p>	<ul style="list-style-type: none"> • 100 learning groups organized for BLP and A&E Program • 1, 415, 000 A&E learning materials printed • IP Core Curriculum on ALS developed, issued with the corresponding memorandum and mainstreamed to the DepEd's BEE and BSE for a similar initiative • 5 Workshops on IP Education conducted with various partner-stakeholders/ agencies/ institutions/ organizations within 2008-2010 • Conducted assessment/ evaluation activity for the implementation of the IP Core Curriculum on ALS ▪ 60 IP-serving community-based schools assisted by 2010

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		<ul style="list-style-type: none"> • Accommodating IP students in all of its programs for children/students e.g., GASTPE, health and nutrition, and school sports, and their teachers in in-service training programs 	<p><u>2007</u> : 2 literacy classes conducted for pilot testing the IPCC-ALS in 2 pilot sites; 4 project proposals prepared for the next batch of 4 pilot areas of testing the IP Core Curriculum for ALS; 4 orientation activities on the IPCC-ALS conducted in the pilot areas; 2 monitoring cum dialogue activities done in 2 previous pilot areas</p> <p>Assistance to community schools in IP areas <u>2004</u> - 26 community schools assisted through school needs <u>2005</u> - 20 community schools assisted through school needs <u>2006</u> - 28 community schools assisted through school needs <u>2007</u> - 5 community-based schools serving IPs assisted through school needs 17 project proposals evaluated</p>		salary of teachers and construction of schools	<ul style="list-style-type: none"> • Policy on IP education issued and adopted

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	Promote School and Area-based Management	<p>Mobilize community participation in school governance</p> <ul style="list-style-type: none"> • Developing interventions to include advocacy and replication of best practices that will make schools continuously perform better; its teachers to continuously improve their teaching practices; and getting all parents/ communities and local governments to support the schools more • Engaging the schools to undertake self-evaluation, using data as baseline for formulating their own improvement plans and determine the kinds and sources of resources they will require to improve learning 	<ol style="list-style-type: none"> 1. Administered SBM Framework and standards 2. Formulated assessment tools to measure level of SBM practice based on standard as basis for improvement 3. Provided SBM installation and support fund 4. Drilled down school-based MOOE to schools including elementary level 5. Conducted study on a formula-based allocation that is not only based on population but demand-driven 	DepEd	School-based management adopted by 100 percent of public schools by 2010	<p>School-based management adopted by 100% of public schools by 2010</p> <p>100% of all public ES and HS oriented on the DepEd standards for Improved SBM Practice by 2008;</p> <p>50% of all public schools implementing SIPs conforming to DepEd standards for Improved SBM Practice by 2009</p> <p>100% of all public schools implementing SIPs conforming to DepEd standards for Improved SBM Practice by 2010</p> <p>40% of all public ES and HS with principal items by 2009</p> <p>50% of all public ES and HS with principal items by 2010</p>

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	Rationalize the budget for basic education	<ul style="list-style-type: none"> • Continuing to reengineer its systems and procedures to maximize the benefits that will go down to the schools, e.g., procurement of goods and services, financial management, payroll services, teacher welfare, health and nutrition, alternative learning programs and management information system • Using the Child-Friendly School System (CFSS) indicators in promoting and evaluating SBM performance <p>Expand Service Contracting</p> <ul style="list-style-type: none"> ▪ Determining the priority educational 	SARO amounting to PhP140 million for the Basic Education Survey released in November 2007 with a validity period until December 2008	DepEd	Monitoring scheme to track academic outcomes of purchased services developed by 2006	<p>Conducted the Basic Education Survey by 2008</p> <p>Enhanced school resources database/information system</p> <ul style="list-style-type: none"> ▪ Upgraded the existing BEIS from Excel-based to Web-based <p>Adopted the CFSS indicators in promoting and evaluating SBM performance</p> <p>Monitoring scheme to track academic outcomes of purchased services developed by 2010</p>

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		<p>services that will be purchased from qualified private providers</p> <ul style="list-style-type: none"> • Identifying qualified private providers for priority educational services • Developing monitoring scheme for periodic assessment of academic outcomes and financial impact of purchased services • Ensuring budgets for basic education that addresses enrolment growth and inflation • Developing policy imperatives related to the revision of the GASTPE Law <p>Provide Critical Resources - Providing textbooks</p>	<p>4,702,380 textbooks and Teachers Manuals procured in 2006 for Hekasi and Araling Panlipunan;</p> <p>26,079,186 textbooks in 2007 for English; 4,671,437</p>		<p>Ensured increased share of the education budget</p> <p>25,541,803 textbooks procured by 2005 in English; 26,055,946 by 2006 in Filipino; 18,733,112 by 2007 in math; 19,136,921 by 2008 in science; 29,343,738 by 2009</p>	<p>Ensured increased share of the education budget</p> <p>Amended the GASTPE Law</p> <p>Procured textbooks by 2008-2010:</p> <ul style="list-style-type: none"> • 7,799,843 in Science Grades 3-6 • 12,880,214 in Mathematics Gr. 1-6 • 3,265,784 in Music and

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		<p>• <i>Iskolar ng Mahihirap na Pamilya</i> (IMP)</p> <p>Implement Ladderized Interface Between Voc-Tech and College</p> <p>Accelerate the implementation of EO 358 s. 2004</p>	<p>2005: 6,587 2006: 4,952 2007: 1,667</p> <p>Jobs-Directed Scholarship Program (JDS) grantees: 2005: 1,913 2006: 1,279 2007: 853</p> <p>PGMA-Training for Work Scholarship Program May-December grantees: 2006: 73,254 2007: 76,836</p> <p>IMP grantees: 2004: 57 2005: 44 2006: 43</p> <p>Ladderized Education Program (LEP) Scholarship</p> <p>2005: 1,863 enrollees; 21 partner institutions;</p>	<p>TESDA CHED</p>	<p>1,713 student beneficiaries of the TESDA Student Loan Fund annually (Program completed in June 2007)</p> <p>1,979 beneficiaries of financial assistance for TVET learners under the IMP for SY 2005-2006 (slots will depend on available funding)</p> <p>Curricular and evaluation systems for accreditation of TVET courses developed by 2005</p>	<p>100,000 Scholarship Coupons distributed 75,000 scholars enrolled 50,000 scholars graduated (annually)</p> <p>(taken over by the PGMA-TWSP scholarship in 2007)</p> <p>50,000 LEP scholars annually</p>

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		<ul style="list-style-type: none"> • Adopting the broad framework of the Philippine National Qualifications Framework • Determining/ defining and finalizing the appropriate descriptors for TVET and college • Developing curricular and evaluation systems • Considering possible policy revisions for integration into the PNQF • Accelerating the implementation of Recognition of Prior Learning (RPL) • Developing equivalency system within TVET <p>Establishing Polytechnic System</p>	<p>2006: 9,560 enrollees; 181 partner institutions</p> <p>22007: 443 partner institutions; 70,640 scholars cumulative since July 2006</p> <p>Establishment of Polytechnic system not pursued; legislation required</p>		<p>Institutionalization of the ladderized program by SY 2005 – 2006</p> <p>500 students/persons awarded with equivalency credits annually</p> <p>Polytechnic system established in 2 regions by 2005</p>	<p>100% of HEIs/ SUCs participating in LEP by 2008</p> <p>All disciplines covered by LEP by 2010</p> <p>Study on the viability of Polytechnic System/ Community Colleges conducted and Polytechnic system establishedestablished by 2010</p>

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	Improving Competitiveness of Middle-Level Skills Development (MLSD)	<p>Enhance TVET curricula and TVET environment</p> <ul style="list-style-type: none"> • Reviewing and revising regularly TVET curricula to strengthen foundation skills such as communication skills, entrepreneurship development, values and work ethics • Incorporating science, math and language content in TVET • Incorporating appropriate work values and ethics, gender sensitivity concepts to TVET curricula • Establishing e-centers in every TESDA Technology Institutions (TTIs) <p>Install TVET distance learning:</p>	<p>2005: Additional 34 additional curriculum exemplars established 2006: 38 curriculum exemplars developed</p> <p>Contextual learning in TVET curricula, values and GAD concerns incorporated</p> <p>24 learning materials developed in 2006</p> <p>Distributed education materials in hard, soft and</p>	<p>TESDA and TVIs</p> <p>TESDA</p>	<p>Prototype curricula developed and adopted by 2005</p> <p>Revised TVET curricula developed for utilization by training institutions by 2005</p> <p>Media-based education materials produced</p>	<p>Development of competency standards/ Training Regulations (TRs) in priority sectors</p> <p>Curriculum exemplars developed for developed TRs</p> <p>TESDA Learning modules converted into</p>

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		<ul style="list-style-type: none"> • “<i>Kasanayan at Hanapbuhay</i>” Program • Dual Training System • Dualized Training Programs b. Intensifying the availability and quality of skills specific training programs • Conducting purposive training for requirements of the overseas job market c. Implementing competency-based training 	<p>KasH (Apprenticeship) Program 2004: 21,733 2005: 101,650 2006: 62,399 2007: 71,424</p> <p>DTS/DTP Program 2004: 1,243 2005: 2,866 2006: 472 2007 : 14,700</p> <p>TESDA Language Institute established in July 2007 945 graduates of TESDA Language Institute in 2007</p> <p>Competency-based TVET system implemented in 40 Centers of Technical Excellence (CenTexes)</p>		<p>41 TVET institutions adopting competency-based training by 2005</p>	<p>Network of Language Skills Institute established in all TESDA Technology Institutions by 2008 Training for Work Scheme institutionalized by 2008</p> <p>All TVET institutions adopting competency-based training by 2010</p>

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		<p>d. Institutionalizing quality assurance mechanism through the Unified TVET Program Registration and Accreditation System (UTPRAS)</p> <p>e. Increasing workers productivity through competency standards development and assessment and certification program</p>	<p>2004: 31 training regulations (TRs) for NC II qualifications promulgated 2005: 69 TRs promulgated 2006: 55 TRs promulgated 2007: 24 TRs promulgated</p> <p>UTPRAS (registered programs) 2004: 11,228 2005: 12,920 (<i>1,692 additional registered programs</i>) 2006: 16,523 (<i>3,603 additional registered programs</i>) 2007: 2,565 additional registered programs registered</p> <p>2004 -163,425 persons assessed -83,428 persons certified -51% certification rate (CR)</p> <p>2005 -271,161 persons assessed -136,304 persons certified</p>		<p>29 Training Regulations developed and promulgated by 2005</p> <p>UTPRAS institutionalized by 2005</p> <p>1,000 TVET programs registered/ renewed annually</p> <p>10% of all registered programs subjected to compliance audit (1,100 in 2005; 10% increase annually)</p> <p>300,000 persons assessed annually 150,000 persons certified annually At least 50% Certification rate annually</p>	<p>Training Regulations developed and promulgated for priority occupations</p> <p>1,000 TVET programs registered/ renewed annually</p> <p>10% of all registered programs subjected to compliance audit</p> <p>300,000 persons assessed annually 150,000 persons certified annually At least 50% Certification rate annually</p>

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		<p>f. Establishing/ Operationalizing National IT Training Center and Food Processing and Mechanization Center</p> <p>g. Accelerating the implementation of SZOPAD projects in Mindanao</p> <p>h. Promoting training programs on nontraditional trades</p>	<p>-50% CR</p> <p>2006 -237,546 persons assessed -145,688 persons certified -61.33% CR</p> <p>2007 -368,576 persons assessed -272,383 persons certified -73.9% CR</p> <p>2 National IT Training Centers established and operationalized (in Bulacan and Quezon City) by 2005</p> <p>1 Training Center on Food Processing and Agri- Mechanization established and became operational (in Davao City) in 2005</p> <p>2004: 2,240 trainers trained 2005: 609 persons trained (Program completed in 2005)</p>		<p>2 National IT Training Centers [established] operationalized (in Bulacan and Quezon City) by 2005</p> <p>1 Training Center on Food Processing and Agri-Mechanization [established] operationalized (in Davao City) by 2005</p> <p>1,000 beneficiaries of SZOPAD projects annually</p> <p>10,000 persons trained annually</p>	

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		<p>and jobs for women and men</p> <p>Capability-building program for TVET institutions</p> <ul style="list-style-type: none"> • Trainers Training • Training on Competency-based TVET Curriculum Development • Training on Institutional Quality Management System <p>Pursue benchmarking activities through participation in Skills Competitions</p>	<p>134 TVET institutions assisted</p> <p>2,427 public and private trainers certified as TQ1/AQ1</p> <p>Philippines ranked 3rd overall during the 5th ASEAN Skills Competition in 2004 (Hanoi, Vietnam) – 1 gold, 2 silver, 1 bronze medals and 6 Diplomas of Excellence</p> <p>Philippines received 4 Diplomas of Excellence in the 2006 ASEAN Skills Competitions in Brunei</p> <p>Winners emerged from the Philippine National Skills</p>	<p>TESDA</p>	<p>200 trainers trained annually</p> <p>50 TVET institutions assisted annually</p> <p>At least 3rd place overall in the ASEAN Skills competitions</p>	<p>At least 5,000 TVET trainers/assessors obtained necessary qualifications by 2008</p> <p>Continued participation</p>

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		<p>Strengthen TVET governance by harnessing the participation of the private sector through the following:</p> <ul style="list-style-type: none"> • Generating industry signal in aid of planning and programming • Establishing industry working groups for competency standards development and assessment and certification • Continuing the implementation 	<p>Competition conducted in April 2006: Dressmaking (winner from NCR); Cookery (Region 6); and Restaurant Services (Region IV-A)</p> <p>Industry working groups (IWGs) on Agri-fishery, tourism, ICT and Health established in 2005 namely: IT Federation of the Philippines; Tourism Industry Board Foundation; Philippine Chamber of Agriculture; and Healthcare Industry Training Council</p> <p>42,260 persons trained on entrepreneurship</p>		<p>IWGs established by 2005</p> <p>50,000 graduates of entrepreneurship</p>	<p>Generation of periodic labor market information from local and overseas sources</p> <p>At least 5 Recognized National Industry Boards (RNIBs) recognized by 2008</p>

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		<p>of <i>Negosyong Agrikultura sa Eskwela</i>: Community-based Enterprise Development (CBTED) and Entrepreneurship development training programs</p> <ul style="list-style-type: none"> • Co-managing arrangements of TESDA institutions with industry partners and LGUs <p>Mobilize resources for education and training</p> <ul style="list-style-type: none"> • Looking for alternative sources of financing (i.e. PDAF, LGU funds) 	<p>development in 2006</p> <p>TESDA Training Institutions with co-management arrangements adopted: RTC-Iligan City (Region X) and RTC-Cebu City (Region VII)</p> <p>3 Co-management schemes coordinated by TESDA Training Centers Taguig Campus Enterprise (TTCTCE) namely: -CATFABS -CATIAFI -OEMAP</p> <p>TESDA Foreign-assisted projects implemented: -TESDP (2001-2007) -EDET (2002-2005) -CEMMT (2003-2009)</p>		<p>development programs annually</p> <p>25 TESDA institutions adopting comanagement arrangements by 2005; 50 by 2006; 150 by 2008</p> <p>At least PhP50 million additional funding for TVET sourced out annually</p>	<p>At least PhP50 million additional funding for TVET sourced out annually</p>

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	Broaden the access of economically and socially disadvantaged groups to Education	<ul style="list-style-type: none"> • Strengthening collaboration among TVET stakeholders • Directing ODA initiatives in priority areas <p>Scholarships (including PESFA Fund and <i>Iskolar ng Mahirap na Pamilya</i>) and Financial Assistance Programs (Student Financial Assistance Program or STUFAP)</p> <p>Science and Technology Scholarship Programs</p>	<p>-PAQTVET (2002-2006) -KOICA 2003-2005)</p> <p>I-CARE Funds solicited from PDAF of legislators/LGUs (i.e., scholarships, training supplies and materials, venue, logistics, honoraria of trainers, etc.)</p> <p><u>Number of beneficiaries:</u> AY2004-2005: 47,004 AY2005-2006: 33,466 AY2006-2007: 58,547 AY2007-2008: 54,188</p> <p><u>Number of beneficiaries:</u> AY2004-2005: 12,109 AY2005-2006: 10,796 AY2006-2007: 9,776 AY2007-2008: 9,798</p> <p>Total number of beneficiaries from AY2004-2005 to AY 2007-2008: 18,815</p>	<p>CHED</p> <p>DOST</p>	<p>42,600 beneficiaries per year 40,000 scholars graduate from 2005-2010</p> <p>28,369 S&T Scholars by 2010</p>	<p>2008-2009: 40,887 2009-2010: 44,976 2010-2011: 49,473</p> <p>Increase financial assistance by 10% every year</p> <p>AY2008-2009: 11,411 AY2009-2010: 13,132 AY2010-2011: 15,031</p>

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	<p>Improving the Quality of HEIs, Programs and Graduates to match the demands of Domestic and Global Markets</p>	<p>Formulate and implement policies and guidelines on establishing, monitoring and evaluating TNE arrangements</p> <p>Develop models of Madaris integration into mainstream higher education</p> <p>Implement/Pilot the College Bridge Program by:</p> <ul style="list-style-type: none"> • Introducing the prebaccalaureate system (Pre-Bac) to provide sufficient period of college education 	<p>education</p> <p>Finalized PSGs for transnational distance education</p> <p><u>Phase I</u></p> <ul style="list-style-type: none"> ◦ Developed 3 models for integration ◦ Designed a pilot implementation plan for 3 models including the requirements and expected learning outcomes <p><u>Phase II</u></p> <ul style="list-style-type: none"> ◦ Final Report on the pilot testing (still ongoing) <p>• Piloted in 10 institutions in 2005</p>	<p>CHED with selected HEIs in Mindanao</p> <p>CHED</p>	<ul style="list-style-type: none"> • Developed curricular models for pilot implementation • Guidelines formulated by 2005 • Supported 350 students for prebaccalaureate studies 	<ul style="list-style-type: none"> • Evaluation of pilot project for possible adoption by selected HEIs • Beneficiaries/scholars graduated by 2009

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		<p>preparation of secondary education graduates</p> <ul style="list-style-type: none"> • Refining the details of the scheme and adopt the pre-baccalaureate policy • Commencing the information dissemination campaign to greater social acceptance • Developing/pilot testing/ refining the standardized test to be used • Developing the curriculum/ program of the pre-baccalaureate program <p>a. Philippine National Qualifications Framework (PNQF)</p> <p>Development of Philippine National Qualification Framework</p>	<ul style="list-style-type: none"> ▪ Developed instructional materials and modules for English, math and science • Trained 63 Pre-Bac teachers • 500 students given financial assistance to undertake the pre-baccalaureate programs • Administered posttests to 500 examinees from 7 pilot HEIs 			<ul style="list-style-type: none"> • Finalized and adopted Philippine National Quality Framework

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		<p>b. Ladderization Program</p> <ul style="list-style-type: none"> - Development and implementation of ladderized programs <p>c. Centers of Excellence (COEs) and Centers of Development (CODs)</p> <ul style="list-style-type: none"> • Identifying and supporting Centers of Excellence (COEs)/Centers of Development (CODs) • Regularly updating and upgrading existing CODs and COEs in various field • Upgrading HEI curricula towards 	<ul style="list-style-type: none"> • 23 Model ladderized programs developed (8 implemented and 15 for implementation) - 624 Institutions offering ladderized programs • 22 COEs and 18 CODs in science and math identified • 9 COEs and 31 CODs in information technology identified • Implementing guidelines and criteria developed for 8 disciplines 		<ul style="list-style-type: none"> • All priority areas with COEs/ CODs by 2010 Revised/updated HEI curricula for 42 board programs (covered by PRC) be revised by end of 2009-2010) 	<ul style="list-style-type: none"> • Ladderized curricula jointly developed by CHED/TESDA and delivered by HEIs in 10 priority disciplines • 100% of SUCs and 50 percent of private HEIs offering ladderized priority programs • All priority areas with identified COEs/CODs by 2010 • Revised/updated HEI curricula - (all PRC covered programs) by end of 2009-2010

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		<p>competency-based curricular programs</p> <ul style="list-style-type: none"> • Improving the process of accreditation of academic programs • Phasing out of HEI programs with poor PRC results <p>d. Values Formation in Higher Education</p> <ul style="list-style-type: none"> • Integrating values formation in higher education programs, particularly in the National Service Training Program and other relevant subjects • Developing modules focusing on Filipino value systems, beliefs and knowledge that integrates peace, cultural heritage human rights, gender sensitivity 	<ul style="list-style-type: none"> • Visited in 2006 10 low performing institutions in Accountancy and Customs Administration • Implemented the National Service Training Program (NSTP) • Values formation integrated into content of curricula of NSTP and other higher education programs 	<p style="text-align: center;">CHED</p>	<ul style="list-style-type: none"> • CHED Memo Order No. 26,s.2005 on the Program of Instruction on Values Formation in NSTP was issued enjoining all HEIs to integrate Good Citizenship Values in the National Service Training 	<ul style="list-style-type: none"> • Values formation modules developed and integrated in NSTP programs • Modules on Good Citizenship Values has been widely used by HEIs in the implementation of NSTP

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		<p>and environmental concerns</p> <ul style="list-style-type: none"> • Reviewing, revising and producing new textbooks in complementation with other print and media-based instructional materials • Promoting values-based good citizenship <p>e. Curriculum Updating and Upgrading</p> <ul style="list-style-type: none"> • Strengthening the Technical Panels 	<ul style="list-style-type: none"> • Revised textbooks that systematically address concerns on: human rights, culture and gender sensitivity, environment consciousness, child-friendly concerns • Modules on the 16 Core Filipino Values in the Preamble of the Constitution • Constituted Technical Committee to support the TP in curriculum updating/upgrading and in the formulation and revision of Policies and Standards 			<ul style="list-style-type: none"> • Conducted quarterly Trainors Trainings on Good Citizenship Values for Values Teachers • Curricula of 24 professional programs updated/upgraded to international standards

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		<ul style="list-style-type: none"> • Conducting international benchmarking of programs • Establishing international linkages 	<ul style="list-style-type: none"> • Conducted international benchmarking of the BS in Electrical Engineering curriculum • Finalized the benchmarked curricula for the BS in Civil Engineering, BS in Electrical Engineering, BS in Electronics and Communications and BS in Mechanical Engineering and BS in Mechanical Engineering • 8 Memoranda of Understanding on Academic Cooperation under negotiation in coordination with the DFA • 7 Bilateral Consultations in coordination with DFA • Signed RP-China MOU on Academic Cooperation • 47 Engineers registered under the Asia Pacific Economic Cooperation (APEC) Engineers' 			<ul style="list-style-type: none"> • 20% of HEIs have international linkages. MOU executed with selected Asian countries

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		<ul style="list-style-type: none"> • Encouraging the use of ICT in the enrichment of teaching and learning • Reengineering the curricula of priority programs to make them ICT-enabled, market-driven/responsive, and internationally comparable • Strengthen industry-academe partnership by: <ul style="list-style-type: none"> - Identifying HEIs with collaborative projects with industry 	<p>Registry-Phils. in 2006-2007</p> <ul style="list-style-type: none"> • 87% of HEIs using ICT • 5 Engineering programs revised (The revised programs are already ICT-enabled) 		<ul style="list-style-type: none"> • 95% of HEIs using ICT • Increased number of HEIs with collaborative projects with industry by 2005 - 30% of HEIs; and by 2010-60% of HEIs 	<ul style="list-style-type: none"> • 100% of HEIs using ICT • 30% of engineering curricular programs and standards benchmarked against international standards • 100% of HEIs general education programs with integrated ICT subjects • 10%0 percent of students and faculty with access to ICT infrastructure and services • 60% of HEIs utilizing ICT in the delivery of academic programs • Increased number of HEIs with collaborative projects with industry by 2010 – 60% of HEIs

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		<p>- Establishing a program of complementation and cooperation between the labor market and higher education</p> <p>f. Faculty Development Program</p> <ul style="list-style-type: none"> • Providing scholarship/ financial assistance to college faculty members doing doctorate or masters programs in the identified priority fields (English, Natural Sciences, Mathematics, Materials Science, Social Sciences, Information on Technology System and Engineering 	<ul style="list-style-type: none"> • 1,474 college faculty granted graduate scholarships (Masters and Ph.D.s) in the identified priority fields under the HEDP funded programs • 154 slots were granted under the PGMA SEGS for MS/ Ph.D. 	<p>CHED with DHEIs</p>	<ul style="list-style-type: none"> • 3,500 Masters degree slots in science, math, English, engineering, information technology and social sciences from 2004-2010; for math - 20% or 700 slots, natural sciences – 20% or 700 slots, English – 20% or 700 slots • Additional 225 slots were granted under the PGMA Science and Engineering Graduate Scholarships (PGMA SEGS) for MS and Ph.D. programs 	<ul style="list-style-type: none"> • 2,500* college faculty to be granted graduate scholarships both Masters and Ph.D.s, targetting 1,074 slots to be filled- in by 2008 (*decrease of the target was due to the increase of financial benefits to the grantees) • Additional 40 new slots for a total of 265 under the PGMA SEGS for 2008

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		<p>g. Strengthening of Quality Assurance System</p> <ul style="list-style-type: none"> • Rationalizing regulatory and quality assurance policies and procedures • Promoting accreditation through incentives and financial assistance • Improving monitoring and evaluation of HEIs through the implementation of Institutional Quality Assurance and Monitoring and Evaluation (IQuAME) 	<ul style="list-style-type: none"> • A total of 28 board programs revised/updated • Conducted Monitoring of HEI programs • Conducted training for 100 accreditors under the Higher Education Development Project-Quality Assurance (HEDF-QA) • PhP13 million financial assistance given to 113 HEIs for accreditation • 26 HEIs have undergone IQuAME 			<ul style="list-style-type: none"> • 100% of HEIs monitored and evaluated for compliance • 15% of HEIs with programs having Level III accreditation • Senior and middle managers of majority of HEIs given training <p>For 2008 - 60 HEIs, retraining of 240 assessors and 160 CHED RO Staff</p>

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	<p>Strengthening Research and Extension in HEIs for improving livelihood and entrepreneurship and quality of life in Host Communities</p>	<ul style="list-style-type: none"> • Phased out and closed poor quality programs <p>Strengthen research and extension in HEIs:</p> <ul style="list-style-type: none"> • Supporting the conduct of research in HEIs 	<ul style="list-style-type: none"> • 85 phased out programs of HEIs <p><u>For CY 2005:</u></p> <ul style="list-style-type: none"> • Allocated a total of PhP8.3 million to support the conduct of research in HEIs in line with the thrusts identified by the Zonal Research Program (ZRP) <p><u>For CY 2006:</u></p> <ul style="list-style-type: none"> • Allocated a total of PhP11.7 million to support the conduct of research in HEIs in line with the thrusts identified by the Zonal Research Program (ZRP) • 8 GIA projects and 1 Commissioned research with a total budget of PhP10 million approved 		<ul style="list-style-type: none"> • Implementation of old NHERA 	<ul style="list-style-type: none"> • NHERA reformulated/ priorities supported • 8% of HEI faculty with published

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		<ul style="list-style-type: none"> • Developing research capabilities of HEIs 	<p><u>For CY 2005:</u></p> <ul style="list-style-type: none"> • CHED provided PhP0.97 million to 12 deserving faculty-researchers in support for paper presentation in an international conference abroad. • For thesis grant: Awarded 40 slots to college faculty with a total budget of PhP0.84 million - 25 slots awarded for dissertation grants with an approved budget of PhP1.8 million <p><u>For CY 2006:</u></p> <ul style="list-style-type: none"> • CHED provided the amount of PhP4.9 million to 53 deserving faculty-researchers in support for paper presentations in international conference abroad. • Awarded financial assistance to 28 faculty members who are completing their doctoral dissertation work with a 			<ul style="list-style-type: none"> • Presentation of selected research papers abroad of HEIs researchers/ faculty

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		<ul style="list-style-type: none"> • Providing a system of rewards and incentives for research 	<p>total budget of PhP1.591 million</p> <ul style="list-style-type: none"> • Awarded 1 Visiting Research Fellowship with a budget of PhP0.458 million <p><u>For CY 2005:</u></p> <ul style="list-style-type: none"> • Awarded two grants for Visiting Research Fellowship (1 Senior and 1 Junior) with an approved funding of PhP1.0 million. • Recognized and awarded 2 National Winners and 18 Zonal Winners with a total budget of PhP3.46 million for the CHED Republica Awards <p><u>For CY 2006:</u></p> <ul style="list-style-type: none"> • Recognized and awarded 1 National Winner, 1st runner-up and 2nd runner-up and 23 Regional Winners with a total budget of PhP10.46 million for the Best Higher Education Institution Research Program 		<ul style="list-style-type: none"> • System for recognizing research outputs and research programs developed and implemented - Search for REPUBLICA and Best HEI Research Program Conducted 	

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		<ul style="list-style-type: none"> • Supporting extension activities and using research outputs to improve livelihood and entrepreneurship and quality of life, including technology incubation projects Services for Indigenous peoples • Executing MOAs between the HEIs and industrial entities Selected HEIs to become “cultural banks” 	<p><u>For CY 2005:</u></p> <ul style="list-style-type: none"> • From the allocated budget of PhP10 million for 2005: the amount of PhP5.4 million was obligated for the Technology Commercialization Program (9 SUCs at PhP600,000) and PhP2.0 million for University Network with Local Government for Agricultural Development (UNLAD) <p><u>For CY 2006:</u></p> <ul style="list-style-type: none"> • From the allocated budget of PhP50 million for 2006, the amount of PhP28.071 million was granted to 38 SUCs for technology transfer and commercialization 			<ul style="list-style-type: none"> • Extension programs for all SUCs evaluated and those with high potential for enhancing production and employment supported • 15-20% of HEIs with collaborative projects with industry 1 HEI per region by 2010

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	<p>Rationalizing Governance and Financing Higher Education in a Manner that would Unleash</p>	<ul style="list-style-type: none"> • Intensifying cultural research, especially on the ethnolinguistic groups in their area • Proper storing and analyzing the accumulated body of knowledge and making the information accessible • Utilizing information in the transmission and promotion of the country's heritage. These shall also be integrated into their respective curricula particularly in the social sciences and the humanities <p>Rationalize governance and financing of higher education by:</p> <ul style="list-style-type: none"> • Rationalizing program offerings of HEIs • Strengthening 	<p>For CY 2005:</p> <ul style="list-style-type: none"> • CHED with a group of technical experts 			

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	Institutional Creativity and Entrepreneurship	<p>the external governance of the higher education subsystem</p> <p>• Providing incentives and technical assistance to identified SUCs in innovating their</p>	<p>conducted ocular inspection of 14 state colleges and evaluated them in terms of their proposed conversion for university status, based on the Omnibus Rules and CMO #48, s. 1996</p> <p><u>For CY 2006:</u> ° CHED assisted by a group of technical experts conducted ocular inspection in 33 SUCs re governance and policy formulation and program/ policy implementation. Out of these, 8 SUCs were evaluated in terms of their proposed conversion for university status, based on the Omnibus Rules and CMO #48, s. 1996. A total of 20 State Colleges (SCs) with Bills are still in Congress for further deliberation</p> <p><u>For CY 2005:</u> ° The amount of PhP17.8 million has been allocated to 24 SUCs to implement</p>			

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		<p>internal generation of revenues</p> <ul style="list-style-type: none"> • Rationalizing tuition fee structures of HEIs 	<p>their IGPs with cost-recovery arrangement under the HEDP Corporatization Program</p> <p><u>For CY 2006:</u></p> <ul style="list-style-type: none"> • CHED has continually assisted/supported SUCs in the application and utilization of their matured technologies and Income- Generating Projects (IGPs) through financial assistance. Out of the 24 approved SUCs projects from June 2005- June 2007, 3 were given additional funding to improve their respective projects with the total allocation of PhP23.84 million. <p><u>For CY 2005:</u> CHED issued CMO #14 s. 2005 re tuition fee increase in private HEIs</p> <p><u>For CY 2006:</u> CHED issued CMO #42 of 2006 amending CMO #14 s.2005 requiring</p>			

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		<ul style="list-style-type: none"> • Designing/ Implementing a normative financing formula for SUCs • Defining typologies of public HEIs • Rectifying inconsistencies in regulatory framework through the revision of Manual of Regulations (MOR) for private HEIs 	<p>consultation before any increase in tuition and other</p> <p>fees is implemented by private HEIs</p> <p>As a general rule: - Tuition fee rates of SUCs are to be determined by their respective Governing Board (GBs) per RA 8292</p> <ul style="list-style-type: none"> • CHED applied a normative financing formula in allocating 50 percent of SUCs MOOE for FY 2005 and 2006 • A draft bill has been formulated ◦ MOR finalized and ready for printing 			<ul style="list-style-type: none"> • Normative financing formula applied on 100% of SUCs MOOE • • • Typology of SUCs defined/ implemented - Law on Typology of HEIs enacted • MOR for private HEIs revised, introducing flexibility in the regulation of private HEIs

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		<ul style="list-style-type: none"> • Restructuring existing SUCs into Regional University Systems (RUS)/Provincial University System (PUS) <p>Improve the governance and financing of scholarship and student financial assistance programs in higher education</p> <p>Amendment of RA 7722 and RA 8292</p>	<ul style="list-style-type: none"> • A proposed bill was drafted to integrate the four SUCS in Region XI 			<ul style="list-style-type: none"> • 1 RUS/PUS model developed • 5 complementation programs implemented <p>Establish a system that would harmonize the governance of all existing post-basic education scholarships and student financial assistance programs, especially student loans, ensure complementarity between scholarship and student loans and standardize and rationalize means of targeting and screening</p>