Ladderized education launched

The CHED and the Technical Education and Skills Development Authority (TESDA) launched the Ladderization Program in May 2006 in Malacanang Palace with Her Excellency President Gloria Macapagal-Arroyo as guest speaker.

Executive Order (EO) No. 358 entitled "To institutionalize a Ladderized Interface between Technical-Vocational Education and Training (TVET) and Higher Education (HE)" created the Ladderized Education Program. This is aimed at addressing the 10-point agenda of the present administration, particularly the creation of 10 million jobs by 2010.

Ladderization allows the recognition of units earned in technical vocational programs in TESDA-registered schools for equivalent academic units in CHED-recognized programs and institutions. It also enables students to get out of the education system to join the workforce and re-enter at any level in the education ladder. Thus, ladderization would enable more Filipinos to upgrade their capabilities while seeking employment either as professionals or entrepreneurs.

As part of the action plan for EO 358, the CHED together with the TESDA, has initiated the mapping of competencies that integrates academic equivalent for acquired TVET competencies vis-à-vis higher education subjects. The Technical Working Group (TWG) composed of experts from CHED and TESDA already mapped the competencies for the following occupations:

- household services, household management, and valet services (national competency or NC2) embedded in BS
9 HEIs bag Best Student Services Program Award

The CHED, through the Office of Student Services (OSS), is implementing the Best Student Services Program Award to promote and enhance the quality of student services in Philippine higher education institutions (HEIs). The Award gives recognition to HEIs with outstanding programs that support their students' academic performance alongside their welfare and development.

The National Winners of the 2006 Best Student Services Awards are:

- Ateneo de Manila University, Quezon City
- Most Comprehensive Student Services
- Notre Dame of Marbel University, Koronadal City
- Best in Student Research and Extension Services
- Foundation University – Dumaguete City
- Best in Student Empowerment
- University of the Philippines, Baguio City
- Best in Student Welfare Services
- University of the Philippines-Visayas, Iloilo City
- Best in Student Welfare: Health Services
- Central Luzon State University, Nueva Ecija
- Best in Student Welfare: Housing Services
- Universidad de Sta. Isabel, Naga City
- Best in Student Development
- St. Michael’s College, Laguna
- Best in Student Welfare: Financial Assistance
- Asian Development Foundation College, Tacloban City
- Best in Student Welfare: Financial Assistance

The winners were evaluated by a Technical Working Group (TWG) on the basis of the following criteria: the program's relevance to national goals/thrusts of student services; performance in the area of student activities, welfare, control services and student extension programs; and impact/effect of the service/program on students. The TWG conducted a series of validation visits before unanimously deciding on the national winners.

2,438 earn degrees through ETEEAP

A total of 2,438 working undergraduates finished their baccalaureate degrees through the Expanded Tertiary Education Equivalency Program (ETEAP) offered by deputized Higher Education Institutions (HEIs), as of December 2006.

Majority of the ETEEAP graduates majored in the following disciplines: Engineering, Technology and Architecture (219), Criminology (207), Business and Management (107), Teacher Education (20), and Information Technology (13). The rest took up maritime technology, social work, science and math, social science and communication, agriculture, and health-related programs.

ETEAP is being implemented in 88 deputized HEIs nationwide (64 private and 24 state universities and colleges) that have programs with at least Level II accreditation, or have Center of Excellence or Center of Development status.

CHED announces revival of NAFES

CHED Chairman Carlito S. Puno has announced the revival of the National Agriculture and Fisheries Education System (NAFES) project in a meeting with the members of the NAFES multi-sectoral group early this year.

The NAFES aims to: Establish, maintain and support a complete and integrated system of Agriculture and Fisheries Education (AFE) relevant to the needs of the economy, community and society; modernize and rationalize AFE from elementary to higher education levels; and unify, coordinate and improve system of implementation of academic programs. It also seeks to upgrade quality, ensure sustainability and promote global competitiveness at all levels of agriculture and fisheries education.

To determine the National Centers of Excellence (NCEs) under the NAFES, the agriculture and fisheries education programs in the country will be assessed. The NCEs will consist of a National University or College for Agriculture and Fisheries (NUCAF) in each region.

Among the criteria that will be considered in the selection of NCEs are: Institutional accessibility, population, economic contribution of agriculture and fisheries in the community, and the needs or unique requirements of the area; quantity and quality of research studies conducted; degree of utilization of research results; quantity and quality of faculty members; type of facilities; linkage with international organizations; and potential contribution to agriculture and fisheries development in the target area. For 2007, the program has a total funding of P30 million as provided by the 2007 General Appropriations Act (GAA).

Republic Act 8435, otherwise known as the “Agriculture and Fisheries Modernization Act of 1997” mandates the CHED to establish the NAFES, in coordination with the Departments of Agriculture (DA), Education (DepEd), Interior and Local Government (DILG), Science and Technology (DOST), and Budget and Management (DBM), Technical Education and Skills Development Authority (TESDA), Professional Regulations Commission (PRC), Civil Service Commission (CSC) and the Philippine Association of State Universities and Colleges (PASUC).

The deputized HEIs are equipped with competency standards and assessment instruments, have a panel of internal and external assessors, and offer supplementation or enhancement courses.

New ETEEAP graduates inducted at the Auditionum of University of San Jose Recoletos, Cebu City
Tourism-Education Program to promote Philippines as Asia’s knowledge center

The CHED has announced a national initiative to simultaneously promote Philippine tourism and education in order to establish the country as a Tourists’ Haven and Knowledge Center in Education in the Asia-Pacific Region.

The Tourism-Education Program seeks to fast-track the elevation of Philippine education and training programs to globally competitive standards. Initially, the target markets will be China, Korea and Japan.

The program envisions to increase the number of foreign students and foreign tourist enrollees and graduates in the country to about 10,000 by 2007, and the number of part-time participant tourists to as many as 500,000 by 2010.

Aside from the CHED, the other members of Team Philippines that will implement the program include the Technical Education and Skills Development Authority (TESDA), Departments of Tourism (DOT), Foreign Affairs (DFA), and Trade and Industry (DTI), Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations (CCOPEA), Bureau of Immigration and the Office of the President.

The program will be an “education for all” opportunity specifically designed for foreign tourists who also intend to gain academic credits, skills certification, formal college or university degrees and continuing professional education.

Where applicable, the program will make use of off-campus learning mechanisms such as open and distance education, the Ladderized Program in post-secondary education, and the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) in higher education. While these programs were initiated by CHED principally for Filipinos, these will be opened to foreign tourists.

The State Universities and Colleges (SUCs) will pilot the program. Identified courses shall initially be offered in institutions located in the 8 tourist priority areas.

Certifications will be awarded after completing the courses and may be expanded to integrate units under the continuing education and ladderization programs. The TESDA has already identified the courses to be offered under the tourism-education program.

With tourism experiencing steady growth, the added dimension of education is expected to further boost the earnings of the tourism industry. It is also seen to create more employment opportunities particularly in tourist destinations.

CHED allots 3,100 slots for FacDev

A total of 3,100 scholarship slots are available to qualified higher education faculty through the CHED Faculty Development Program (FDP) from 2004 until 2010. With the FDP, CHED hopes to improve faculty qualifications and teaching methods thereby directly contribute to better student learning. This, in turn, would translate to higher passing rates in professional licensure examinations and greater productivity of graduates.

As of December 2006, the FDP has awarded 1,100 scholarship slots to faculty from various higher education institutions all over the country. There are therefore 2000 remaining slots for tertiary faculty who wish to pursue studies for Masters or Ph.D. in priority fields, namely, English, Mathematics, Natural Science, Social Sciences, Engineering, Information Technology/ System and other Center of Excellence/ Center of Development disciplines.

The FDP has a Ph.D. Sandwich component for candidates who are ready to work on their dissertation. Grantees are sent abroad for dissertation research to expose them to recent developments and quality standards in other countries and enable them to make use of facilities not available locally.

The CHED FDP seeks to upgrade the academic qualifications of tertiary faculty to masters and doctorate degree levels. This is in line with the recommendations of the Philippine Education Sector Study (PESS) and the report of the Presidential Commission on Educational Reform (PCER) to increase the percentage of college faculty with at least a master’s degree from 30 to 70 percent within six years.

The privileges of FDP scholars include full tuition, book allowance, monthly stipend, and subsidy to substitutes of the full-time faculty scholars.

from page 1, Ladderized...

Hotel and Restaurant Management/ Hospitality Management (BS HRM/HM);
- practical nursing to be embedded in BS Nursing;
- slaughtering operations (NC2) to be embedded in Bachelor of Agriculture Technology and BS Agriculture major in Animal Science;
- gas welding (NC1 & 2) embedded in BS Mechanical Engineering; and
- contact center services (NC2) embedded in AB Mass Communication.

By December 2006, ladderized curricula in 8 disciplines (agriculture, business, health, criminology, engineering, teacher education, maritime and information technology) had been developed through collaboration with identified technical experts, curriculum writers and administrators of pilot institutions who assisted in the competency mapping activities. To date, 181 higher education institutions (HEIs) agreed to offer baccalaureate programs with embedded technical-vocational courses.
Chairman’s corner

No more Ivory Tower Programs, for they are but sweet nothing

The Philippine Higher Education System at present is confronted with formidable challenges. It has to undergo radical transformation and renewal if it is to effectively play its unprecedented role in the present day society, if it is to be a vital component of economic, technological and political development in the national and international scenes.

In a world of turbulent changes, there is a need for a new vision and paradigm of higher education, calling for major changes in policies, practices, means of service delivery and linkages with local and global institutions. To realize these vision and directions, it is necessary to re-engineer curricula using more focused and appropriate methods so as to go beyond cognitive mastery of disciplines and apply new pedagogical and didactical approaches.

The more effective university and college presidents must rise over and above their past experiences. One of the paradoxes of success is that the ways and means which got them to the presidency seldom are the ones that will keep them there...a lesson very hard to learn. All too often on the long road up, young academicians become "servant of "what is" rather than being "servant of what should be" thereby prolonging the 'yet' phenomenon"

In the process of learning how the system works, these up and coming educators got rewarded for playing well within the intricate structure of existing rules and by the time they reach the top, they have become trained prisoners of the structure.

This is not all bad: Every system reaffirms itself. But no system can stay vital for long unless its leaders remain sufficiently open and independent to help the system change and improve.

The Great Divide (Mismatch) Between What the Industry Needs and What HEIs Produce as Graduates

During the presentation of the Medium-term Plan for the Development of Higher Education at the Cabinet meeting on June 20, 2006, one issue that came up is the big mismatch (quantitatively and qualitatively) in the professional demand and supply situation. One example cited is the fact that the country will need and be able to absorb only about 40,000 teachers in the next five years while the projected number of teacher education graduates is 350,000. This projected oversupply is true with Business Management, Communication Arts and Customs Administration. There are indeed oversubscribed popular courses and un/undersubscribed but very much needed course offerings like science, mathematics and some technical courses.

The quantitative mismatch has been in existence in Philippine higher education for several decades. Several attempts have been made but in the past, the situation did not seem to improve. In a special Commission en banc meeting, a major paradigm shift was unanimously agreed upon to address this nagging issue. The locus and the focus of the Commission’s program thrust will be to correct these quantitative and qualitative mismatches.

There is also an urgent need to re-direct the course preferences of our graduating high school students as well as present first year and second year college students.

Redirecting Course Preferences and Addressing the Quantitative Mismatch

In order to redirect the course preferences of graduating high school students as well as first and second year college students, at the same time address the quantitative mismatch, the following initiatives shall be supported and pushed forward:

1. Implementation of a National Career Streaming and Qualifying Examination. This will come in the form of an aptitude test to guide the high school graduating students on what course to take. Based on the result of this examination, the student may be given three course choices to choose from.
2. Conduct of aggressive Career Guidance and Counseling for graduating high school students as well as first and second year college students. Since the first two years of college curriculum are devoted to general education courses, it is not yet too late for college freshmen and sophomores to change their course preferences.
3. For undersubscribed courses, attracting students by: a) providing scholarship and other incentives for students enrolling in undersubscribed but needed courses, and by providing government subsidy in the procurement of equipment for priority curricular offerings.

Addressing the Qualitative Mismatch

The qualitative mismatch is evident in the failure of our college graduates to get employment in their area of expertise or specialization. We have Teacher Education graduates going abroad to be employed as domestic helpers, Business Management graduates being hired as clerks or...
even messengers, holders of baccalaureate degrees becoming drivers, and others. Worst is when these college degree holders join the ranks of the unemployed.

In order to address this qualitative mismatch, the following measures should be undertaken:

1. Improving quality of instruction by: a) Providing graduate study scholarships for college faculty in English, Science, Mathematics and other priority courses; and b) SUCs offering graduate study scholarship for elementary and high school teachers in English, Science and Mathematics. It has been observed that many of these teachers do not have as their majors the abovementioned courses or the courses they are teaching.
2. Offering pre-Baccalaureate Program for high school graduates who will get very low scores in the National Career Streaming and Qualifying Examination.
3. Conversion of secondary hospitals to tertiary hospitals and primary hospitals to secondary hospitals.
4. Re-engineering academic curricula to make these IT-enabled, market-responsive and globally competitive, and offering new emerging courses in Science and Technology i.e. Nano technology, biotechnology, bio-diesel and materials science.
5. Creating units in Higher Education Institutions that will promote tie-ups with local industries as well as linkages with foreign universities.

Effecting the Paradigm Shifts

The proposed paradigm shifts calling for a more focused and comprehensive action plan are aimed at systematically changing the critical structures and processes in higher education. What could have happened in the past is that key academic leaders only resorted to addition and subtraction of curricular programs and activities without necessarily knowing the basic way in which these educational programs and administrative activities are practiced.

Let us be reminded that decision-making is never a tidy affair. Decisions are made, revised or even reversed. Achieving a goal may simply make the next goal more urgent. Inside every solution are the seeds of new problems and most of the time most things are beyond control. But one thing sure: We should get things done.

Higher Education Plan addresses manpower needs of KEGs

Being a central factor in a nation’s development and growth, the enhancement of the country’s human capital to competitive international standards is a primordial concern of the Gloria Macapagal-Arroyo administration.

In the National Manpower Summit (NMS) convened by the Department of Labor and Employment in 2006, the manpower requirements of nine (9) key employment generators (KEGs) were identified and some policy and program interventions to address these were proposed. The KEGs are cyber services, mining, medical tourism, overseas employment, hotels and restaurants, aviation, agribusiness, health services, and creative industries. These KEGs are envisioned to be areas where the demand for manpower or employment opportunities will be greatest in the next five years.

The Medium Term Development Plan for Higher Education (MTDPHE) 2005-2010 directs higher education services towards addressing the human resource needs of the KEGs and guides research and extension to mobilize knowledge and technology towards enhancing productivity and reducing poverty. It spells out strategies and programs for broadening access to quality higher education, and for strengthening research and extension to enhance the subsector’s contribution to productivity enhancement and employment generation.

Programs for broadening access

In order to provide greater access to higher education especially among the poor and disadvantaged sectors of society, the Commission has revitalized and expanded various student financial assistance programs. Two new programs were added for implementation during the Plan period, the Emergency Financial Assistance for Students (E-FAST), and the PGMA-Higher Education Loan Program (PGMA-HELP).

Also in the forefront of the Commission’s campaign to broaden access to higher education is the Ladderized Education Program. This is a joint program with the TESDA that provides permeability between technical-vocational and degree programs and opens pathways for career and educational progression of students and workers in the education ladder. The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) is another route wherein Filipino skilled workers and professionals could have their experiences and prior learning credited towards a formal degree in higher education.

The disciplines needed by the KEGs will be given priority in the student financial assistance programs, Ladderization and ETEEAP.

Programs for promoting quality and excellence

CHED shall sustain the Centers of Excellence/Development (COE/D) Project to recognize and support higher education institutions (HEIs), both public and private, that demonstrate the highest degree or level of standards along the areas of instruction, research and extension.
The Internationalization Program will be strengthened and focused on establishing and firming up linkages with counterpart institutions in other countries, benchmarking curricula and programs against international standards, obtaining international recognition of Philippine higher education programs and graduates, and promoting participation of local institutions, faculty and students in joint or multi-country undertakings.

Other major programs and projects for upgrading quality of Philippine higher education are: Faculty Development Program - to upgrade the academic qualifications of tertiary education faculty; Pre-Baccalaureate or "bridging" programs - to improve the preparedness of high school graduates for college or university education; and Institutional Quality Assurance Monitoring and Evaluation (IQUAME) – to ensure quality of higher education.

With the objective of promoting and cultivating a research culture in higher education institutions, CHED formulated and implemented the ten-year National Higher Education Research Agenda (NHERA) for 1998-2007. The NHERA defines the general goals, directions and priorities for research in and on higher education. Through this Program, CHED has provided technical and funding support for research activities and expertise building, as well as recognition and awards for outstanding research outputs. The NHERA will be updated/reformulated before the end of 2007.

Programs for ensuring relevance and responsiveness

The National Agriculture and Fisheries Education Systems (NAFES) Project shall be revived and strengthened to enhance the relevance and responsiveness of agriculture-related higher education programs to the needs of the country.

In line with the Administration’s thrust on job creation, the Integrated Research Utilization Program (IRUP) shall be continued not only to support research, development and extension activities of HEIs but also to encourage dissemination and utilization of research outputs for production and income generation. The IRUP serves as a mechanism for promoting linkages between and among research institutions and potential users of research outputs at the national and international levels. Projects under the IRUP are the University Network with Local Government for Agricultural Development (UNLAD) and the Technology Commercialization for Poverty Alleviation, Food Production, and Sustainable Development (TechComm).

Another CHED-funded project supportive of the Administration’s drive to create employment opportunities is the Biofuel Research and Enterprise Development in SUCs. The aim is to establish economically viable science and technology-based biofuel enterprises using Jatropha curcas L. and other biofuel crops.

Programs for improving efficiency and effectiveness

Through the SUC Development Program, CHED has been supporting the capacity building projects of SUCs such as library and laboratory facilities upgrading, HEI Management Development, and computerization of operations and services.

Other ongoing projects to be sustained are the SUCs Corporation Program and SUCs Income Generating Projects to support the initiatives of SUCs towards fiscal autonomy; CHED Link and Higher Education Management Information System (HEMIS) to improve data and information flow within the system as well as between the system and its clients; and Updating of the Manual of Regulation of Private Education – to introduce flexibilities in the regulation of private higher education provision in the country.

HEDF Funding

In 2006, the CHED, through the Higher Education Development Fund (HEDF), earmarked a total of P919.1 million for the various programs and projects. The total budget covers the following: P643.4 million (70%) for capacity building, which includes the financing of scholarships and students financial assistance programs amounting to P377 million; rationalization of programs, standards and guidelines in higher education, P183.8 million (20%); and research, P91.9 million (10%).

from page 1, CHED grants . . .

Two new financial assistance programs were recently launched with the blessing of PGMA - the Emergency Financial Assistance for Students or E-FAST program with a funding of P190 million and the PGMA-Higher Education Loan Program (PGMA-HELP) with an allocation of P215 million. There are 23,951 grantees under E-FAST and 9,548 loanees under PGMA HELP.

As embodied in CHED Memorandum Order No. 26, series of 2006, the E-FAST program provides a special study grant to students belonging to the low and middle income families who are encountering economic difficulties. With the grant, students are able to enroll in a course or apply for any curriculum year level in any public or private higher education institution.

The PGMA-HELP addresses the need of students particularly those studying in private colleges and universities and who are in their 3rd year or 4th year. It is intended for those whose allowance for tuition is delayed due to force majeur or other unforeseen or unavoidable circumstances.

Off the press

Ripples of Change: A Journey of Pre-service Teacher Education Reform in the Philippines.
This is an output of the CHED-Queensland University of Technology joint project on Capacity Building for Teacher Education.
Best HEI Research Program identified

The Marine Laboratory Program on Marine Protected Areas of Silliman University in Dumaguete City was adjudged the Best Higher Education Institution (HEI) Research Program in the country by the Commission on Higher Education. It bested 11 other entries.

The search for Best HEI Research Program was launched this year to recognize research programs that have contributed significantly to society, the authors/implementers, and the supportive higher education institutions.

Nominations for this year's award were received by the Regional Offices starting April 2006. These were evaluated at the regional level by the CHED Regional Office Evaluation Committees composed of the Regional Director and research experts.

The best research programs from 11 participating regions vied for the national award. The national winner was selected from among the regional winners by a National Evaluation Committee chaired by Dr. Emil Q. Javier, former Secretary of the Department of Science and Technology and former President of the University of the Philippines.

The best research programs were evaluated and selected based on 5 key criteria: 1) development impact (40%) which refers to the contribution of the program to national development and productivity; 2) impact on discipline (40%) or the contribution of the program to science and technology, improvement of academic programs such as new courses instituted/courses revised; innovative ways of teaching; better teaching materials and new technology/theory obtained from the research program; 3) institutional and policy environment (10%) or the organizational/infrastructural and policy support provided by the HEI; 4) novelty or originality of the program (5%); and 5) recognition given to the program (5%), by both local and international award-giving organizations/bodies.

A trophy and P1 million cash award await the national winner. The regional winners shall receive plaques of recognition and cash awards: P300,000 for the regional best research program; P200,000 for the first runner up; and P100,000 for the second runner up. The awards ceremony will be held in Manila in February 2007.

The search for the Best HEI Research Program is conducted every two years. It is open to all HEIs, public and private. To be eligible for the award, the research program should be applied and multidisciplinary, active and with breakthrough accomplishment during the last five years.

Search for REPUBLICA 2007 On

CHED announced the search for the most outstanding research and publications for the 2007 REPUBLICA. The Award recognizes outstanding research outputs that have contributed to the discovery and adoption of new knowledge and innovative technology.

There were 3 national and 12 regional REPUBLICA awardees in 2004 and another 2 national and 12 regional winners in 2005. Dr. Cesar Saloma and co-researchers of the University of the Philippines won the first prize in 2004 for their paper entitled Self-Organized Queuing and Scale-Free Behavior in Real Escape Panic. Drs. Angelo Unite and Michael Sullivan of De La Salle University won as National 1st runner-up while Dr. Lorelei Mendoza of UP-Baguio won as 2nd runner-up.

In 2005, Drs. Ilagan, Lavina, Natural and Raymundo of UP-Los Banos won the REPUBLICA national award for natural sciences for their study on Genetic Homogeneity of the Banana-Infecting Strains of Ralstonia solanacearum (Smith) Yabuuchi et al j in the Philippines; while Dr. Larry Dugal of UP-Mindanao won the national award for social sciences for his paper, Quality of Grading in the Supply Chain: The Case of Vegetables in Southern Philippines.

Nominations for REPUBLICA 2007 should be submitted to the CHED Zonal Research Centers not later than end of March 2007. Each higher education institution can nominate two research outputs: one for Natural Science, Math, Engineering and Information Technology, and one for Social Science, Economics, Education and Humanities.

To be eligible, the research output must have been published in a refereed journal within the last three years prior to the date of the award. The greater part of the research must have been conducted in Philippine HEIs by a Filipino researcher or a research team with a Filipino as lead researcher.

The criteria for selection of awardees include: originality of research; quality of publication; and relevance or potential impact of the research output to the region and country in terms of contribution to community/national development, global concerns and policy development.

Each national winner receives a trophy, cash prize of P150,000 and another P150,000 to cover expenses for an in-country lecture tour, paper presentation in an international conference or conduct of another research. A regional winner gets a trophy and cash prize of P50,000.
Bridging program for seafarers approved

Graduates of B.S. Mechanical Engineering (BSME) and B.S. Electrical Engineering (BSEE) who would like to pursue B.S. in Marine Engineering (BSMarE) can now avail of the bridging program for seafarers as provided for by CHED CMO No.38, series of 2005.

The bridging program was formulated by CHED in collaboration with qualified technical experts from the academic, maritime industry, professional organizations, concerned government agencies and stakeholders.

The national standards and the Standards of Training, Certification and Watchkeeping (STCW '95) for seafarers, as amended, have been incorporated in the bridging program.

The Technical Panel for Maritime Education (TPME) and the Task Force on Mechanical Engineering and Electrical Engineering of CHED have also reviewed the academic requirements for the bridging program.

With this bridging program, graduates will be eligible to take the board examination for 3rd Engineer Officer. Board passers will have prospective careers as engine officers on-board ships.

Only those higher education institutions that have been granted authority by the CHED or by their respective boards in the case of state universities and colleges (SUCs) are allowed to offer bridging programs.

CHED-MAP sponsors IGPs for SUCS

State Universities and Colleges (SUCs) are being encouraged to go into income generating projects (IGPs) through an alliance between the CHED and the Management Association of the Philippines (MAP).

The Commission granted IGPs worth P17.8 million to 24 state universities and colleges which are now helping communities in the provinces. The IGPs are expected to strengthen the fiscal capability of SUCS and provide a venue for apprenticeship for senior students.

To gauge the progress of their projects, CHED officials recently visited three schools in Central Luzon: Bulacan Agricultural State College (BASC), Tarlac College of Agriculture (TCA) and Bataan Polytechnic State College (BPSC).

The BASC in San Ildefonso, Bulacan received a P1 million grant from CHED for its 2000-head layer production project which has helped residents in the area. The project is expected to generate P423,516 net income for the first cycle or a total of P1.4 million in the five-year life span of the project.

For TCA in Camiling, the Commission gave P1.43 million for the production of Oyster and Volavariella Mushrooms which is estimated to earn P1.4 million during the first year of operation.

The CHED granted the BPSC P810,000 for the development of foundry technology. The school is envisioned to be a metal-casting production center in Central Luzon.

CHED goes KM!

Officials and staff of CHED were trained on Knowledge Management (KM) by the Center for Knowledge Management (CKM) of the Development Academy of the Philippines (DAP) last April and May 2006 through the initiative of the Office of Policy, Planning, Research and Information - Management Information System Division (OPPRI-MISD).

The training was designed to generate awareness and increase knowledge on: basics of KM; steps that an organization can take to build a successful KM initiative from the ground up; planning and designing the KM Project; aligning the KM effort with the organizational unit’s vision/mission/goals; and creating and managing organizational learning.

Discussions, workshops and presentations focused on factors that have strong impact on the operational efficiency and effectiveness of CHED. Factors identified by the group include: frequent changes at top level; preparation for people to take on responsibilities; strategic plan for CHED to include CHED vision; inventory of human capital in terms of knowledge, skills, and attitude; enhancement of internal systems; conduct of regular meetings/ assemblies to generate and disseminate feedback and resolutions; and standards for handling clients/customers.

In view of these challenges, it was recommended that CHED take advantage of the following strengths to fully achieve the purposes of KM:

- existence of knowledge assets in terms of human capital (highly trained staff), structural capital (existence of guidelines and operating procedures), and stakeholder capital (pool of experts);
- support of CHED officers and staff for KM;
- KM practices already present in CHED CO and ROs IX, XI, XII; and
- commitment of CHED directors to adopt KM culture (e.g. to share best practices)

The output of the training was a proposed CHED KM Plan presented during a Commissioners Executive Session. Another offshoot of the KM training was the KM Audit of CHED which yielded an overall rating of 508 points, meaning CHED is beginning to recognize the need to manage knowledge.

fabricating barbells, dumbbells and other metal products sold locally and exported abroad.