

CENTER FOR GOVERNANCE

(Center)

2018 PROJECT ACCOMPLISHMENT REPORT

I. Project Information

Project Code: CPREQ
Project Title: Higher Education Career System
Project Start: January 5, 2015
Project End: December 31, 2017
Project Price: 72,500,000.00
Client Organization: Commission on Higher Education

II. Project Team

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III. Project Details

Project Description:

The Commission on Higher Education's (CHED) Higher Education Reform Agenda (HERA) endeavors to enhance internal governance of State Universities and Colleges (SUCs) by strengthening accountability, leadership, and management competencies of HEI leaders and executives. As such, under the HERA, CHED is investing in the development of leaders and executives of Philippine higher education institutions (HEIs) through the development of the Career System for Higher Education Executives (CSHEE) that will establish and maintain a pool of public higher education executives who will lead change and innovation to bring SUCs to respectable international standards and reputation.

Project Objective:

The project seeks to design and operationalize a Career System for Higher Education Executives. Specifically, it will:

1. Design a coherent and merit-based career system for senior executives in public HEIs that will attract, hone competencies, set the career path, deploy and retain managerial
2. Design and propose an appropriate institution to administer the career system and its components;
3. Draft the Executive Order that will provide legal basis to activate the career system;
4. Design and conduct an integrated career and capability development program for incumbent and would-be executives of public HEIs; and
5. Create a monitoring and evaluation plan for the program.

Focus Area: Governance in Higher Education
Project Type: Technical Assistance/ Training
Project Beneficiary: Education Sector
Regional Coverage: National Coverage

IV. Project Accomplishments

Key Activities Implemented:

1. Preparation of Project Mobilization Documents including Memorandum of Agreement, work plan, logical framework and financial plan; Invitation and Contracting of Resource Persons; Consultations/meetings with the project team;
2. Preparation of inception report;
3. Design a Higher Education Career System for Philippine SUCs
4. Preparation of Executive Order;
5. Design and implementation of Professional Advancement Program for incumbent SUC Presidents and aspiring presidents

Major Outputs:

1. Inception Report
2. Draft Executive Order
3. Draft Concept Paper on the Higher Education Career System
4. Jumpstart Action Plan
5. Developed training modules
6. Report on Stakeholder Consultations
7. Monitoring and Evaluation Plan
8. PLP Training Reports for 6 Courses
9. EDP Batch 1 Training Report
10. EDP Batch 2 Training Report
11. Framework and Draft Roadmap 2 CEB Resolution No. 627-2015
12. Final Report

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Project Impact:

Strengthened governance of Philippine public higher education.

Lessons Learned:

It is best to identify the people who will be handling the residential training from the beginning up to the end. In this case, the team will be familiar with its members and build camaraderie along the way. The manual should also be updated after an agreement or approval by the heads to properly document the changes made. All the team members should also be knowledgeable on the different tasks to be able to do it should the need arise.

Application Requirements should be more specific such as stating "academic administrative experiences." Also, a behavioral aspect in the assessment center during the recruitment and selection phase must be included in the portfolio assessment together with the cognitive and competencies that are being assessed.

Specific details such as the number of modules and topics should be identified. The significant topics should also be determined as to properly insert it in the specific modules. Also, as much as possible, topics should be related and properly connected to each other. Documents from SUCs should be asked to be bought by the candidates prior to the start since these data will be used in the course of the training.

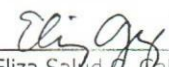
The definition, purpose, and composition of the learning team should be specified right from the beginning. Despite the thought of the candidates' need to be flexible, the EDP team should be able to facilitate the management of the learning teams. This should also be properly brought up to the TWG and other respective decision making heads. Should learning teams not be the grouping for the UDL, they candidates should be primed of what the learning teams are and why is there a need to have one at the beginning so that future expectations will not be built ahead.

Activities which need to go through procurement should be given at least a 2 month lead time, if possible. The issue on the unexpected issuance of the new policy for branding, which entailed additional processing time was addressed through a short meeting to which the team was able to clarify that the policy should not be applied to certain projects.

V. Attachments

- Minutes of Inception Meeting
- Certificate of Project Deliverable Accepted for the PAP modules
- Other certificates to follow

Prepared by:


Eliza Salud C. Calang
Project Manager

Noted / Approved by:


Imelda C. Caluen
Managing Director

Notes:

1. Project details on Section I-III can be generated thru PMIS based on PMs Inputs.
2. Project Managers are required to accomplish Section IV & provide Section V to reflect results of project implementation
3. Project Managers can update/adjust the pre-filled sections(I-III) based on actual data