

PROGRAMS AND PROJECTS CATEGORIZED WITH THE FIVE KEY RESULTS AREAS

FY 2012

DEPARTMENT: LEYTE NORMAL UNIVERSITY

Key Results Area	Description of Program/Project Objectives	Department FY 2011 Actual Accomplishment	Department FY 2012 Targets/Milestones	Total Program/Project Budget	Beneficiaries	Program/Project Budget for FY 2012	Responsible Bureaus/Delivery Units	FY 2012 Bureau/ Delivery Unit Targets/Milestones				Status
								Q1	Q2	Q3	Q4	
Poverty reduction and empowerment of the poor and vulnerable	The SGP-PA aims to contribute to the national government's thrusts in effectively addressing Poverty Alleviation by increasing the number of graduates in higher education among poor households and to get these graduates employed in high value added occupation in order to lift their families out of poverty and contribute to national development		1.Admission of grantees 2. Release of financial benefits 3.Monitoring of Academic performance 4.Mentoring/remedial classes	P 22.0 M	(see attached master list of scholars)	P 11.0 M	COE, CAS, Admin Division, Student Affairs Office			181		on going implementation
										5	6	
										3	3	
										1	2	

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<p>Poverty reduction and empowerment of the poor and vulnerable</p> <p>and</p> <p>Rapid, inclusive, and sustained economic growth</p>	<p>Regional Training of Teachers on the Implementation of Grade 7 of the K-12 Basic Education Curriculum</p> <p><i>General Objective:</i> 1. To give every student an opportunity to receive quality education based on an enhanced and decongested curriculum that is internationally recognized and comparable.</p>		<ol style="list-style-type: none"> 1. Conduct the training on Grade 7 of the K-12 Basic Education Curriculum 2. Provide the training venue, training materials, board and lodging of the participants and pay the honoraria of trainers 3. Advance the initial training expenses 4. Ensure the training is conducted in not less than 54 hours and that trainees prepare portfolios and other learning evidences that will qualify the training for accreditation in a master's course 5. Prepare and submit reports required as financial statements, original copies of daily attendance with signature, copy of notarized MOA and matrix of the training design and others that may be required for payment. 	26.9 M	(see attached list of participants)	26.9M	COE, CAS,CME Admin Division	<ol style="list-style-type: none"> 1.Orientation of participants on the salient and core elements of the Grade 7 K-12 Basic Education Curriculum 2.Discussion on the K-12 Basic Education Curriculum along with the following learning areas: MAPEH, English, Filipino, Araling Panlipunan, Edukasyong Paggapakatao, TLE, and Mathematics; its content outline, objectives, scope and sequence and learning standards; 3. Offering of the Grade 7 K-12 Basic Education Curriculum; its content outline, action standards, teaching guides, learning modules and evaluation standards; 4. Giving to participants the opportunity to enhance their knowledge and pedagogical skills in teaching the curriculum through demonstration teaching. 5. Identification of issues that may crop up in the training or in the implementation of the curriculum, as well as recommended steps to respond to these issues 6. Provision of a pool of highly qualified and academically trained teachers who will train teachers on the K-12 Basic Education Curriculum. 7. Submission of technical and financial report. 	100%

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Poverty reduction and empowerment of the poor and vulnerable	Promotion of the Mother Tongue-Based Multilingual Education in Region VIII	<ul style="list-style-type: none"> Conducted an Education Forum on Accessing Success: Language Component Bridging Program Experience last March 08, 2011 Conducted a Seminar on "Pagbaskog han Minatan nga Pinulongan last May 16, 2011 Conducted a Seminar on "An Pagsabwag: Workshop on Writing Waray Stories for Children last June 26-28, 2011 Conducted a Seminar-Workshop on Preparation of Instructional Materials Across Areas, Including Mother Tongue-Based Materials last Sept. 21-23 and Nov. 7-11, 2011 Conducted a Seminar-Workshop on Mother Tongue- Based Multilingual Education for Future Educators last October 7-9, 2011 	<ul style="list-style-type: none"> Conduct Researches on Validation of Mother Tongue-Based Instructional Materials Prepared for Implementation Produce more Mother Tongue-Based Instructional Materials for use in teaching Kindergarten and Grade I pupils Disseminate Information on the importance of mother tongue-based instructional materials in achieving equity, access, relevance, and quality education for all 		<ul style="list-style-type: none"> LNU Faculty Faculty of other SUCs in Region VIII DepEd Teachers LNU Education Students others 		<ul style="list-style-type: none"> Center for Teaching Excellence College of Education Centro ng Wikang Pambansa LNU Administration 	To strengthen the implementation of Mother Tongue-Based Multilingual Education as a means to achieve equity, access, relevance, and quality education for all	<ul style="list-style-type: none"> On-going research on a repertoire of stories for children (for validation) On-going research on repertoire of poems for children (for validation) Conducted an Exhibit on Mother Tongue-Based Instructional Materials at the CTE Lobby last August 17 to October 12, 2012 (opened to LNU pupils, college students and DepEd Kindergarten and Grade I teachers) Presentation of Mother Tongue-Based Instructional Materials (songs for children, poems and stories) prepared by fourth year college students as part of their in-service training on a particular professional education subject.

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Poverty reduction and empowerment of the poor and vulnerable	Promotion of Gender Education through Gender Sensitivity and Equality	Presented the Pre-survey Output on Gender-Related Issues Among LNU college Students	<ul style="list-style-type: none"> • Conduct Researches on Gender-Related Issues/Problems • Integrate gender-related concerns/issues in actual classroom instruction • Promote gender equality among learners and other people through the intervention of educators • Disseminate the importance of gender education in achieving equity, access, relevance, and quality education for all 		<ul style="list-style-type: none"> •LNU Faculty •Faculty of other SUCs in Region VIII •DepEd Teachers •LNU Education Students •Pupils/ Students • others 		<ul style="list-style-type: none"> • Center for Teaching Excellence • LNU Research and Development Office • College of Education • LNU Gender and Development Office <p><i>LNU Administration</i></p>	Institutionalize Gender Education through Gender Sensitivity and Equality	<ul style="list-style-type: none"> • On-going protocol writing on a gender-related research entitled: "Prevailing Gender Issues Among College Students of the Leyte Normal University: Inputs for Policy Directions and Enhanced Classroom Instructions • Conducted a Seminar on Gender Sensitivity and Equality on October 17, 2012 a co-curricular activity of education students taking the subject: Social Dimensions of Education • Conducted an Orientation on how gender issues, gender sensitivity and gender equality be adhered by teachers in actual classroom instruction – the activity is also a co-curricular activity for Social Dimensions of Education

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Just and Lasting peace and the rule of law	Promotion of Peace-Building through Education	<ul style="list-style-type: none"> • Celebration of the World Peace Day on September 21, 2011 • A symposium on peace education with the theme: "Give Peace a Chance and Heal the World" last September 21, 2011 	<ul style="list-style-type: none"> • Support through co-curricular and extra curricular activities the United Nations' move towards a culture of peace through building bridges of understanding • Uphold the national mandate (Executive Order No. 570, s. Sept. 26, 2006) through integrating peace education in teacher education 		• LNU faculty, staff, pupils and students		<ul style="list-style-type: none"> • LNU Center for Teaching Excellence • LNU College of Education • COE - Circle of Future Educators • LNU Supreme Student Council • ILS Pupil Government • Integrated Laboratory School • LNU Administration 	Institutionalize Peace Education in Teacher Education and other related fields	<ul style="list-style-type: none"> • Celebrated the World Peace Day on September 21, 2012 • Conducted A Training-Workshop on Peace Education and Team-Building on September 19, 2012 • Conducted an Exhibit of Peace Symbols/Icons at the CTE Lobby last September 19-21, 2012 • Came up with a documentary on LNU students' commitment for the attainment of a peaceful environment • Conducted teaching-demonstrations where the integration of peace education was given ample consideration • An analysis of virtual presentation of global scenarios/issues/situations that threatens global peace

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Integrity of the Environment and climate change adaptation and mitigation	Promotion of Education for Sustainable Development	<ul style="list-style-type: none"> Conducted a symposium on Education for Sustainable Development as part of the Selected Topics for Professional Education 122 in the first and second semesters of school year 2011-2012 Conducted "earthquake and fire drills" in the first and second semesters of school year 2011-2012 Finished landscaping the ILS grounds, ORC quadrangle and other parts of LNU campus Conducted clean-up drives with LNU faculty, pupils and students Required projects using recycled materials 	<ul style="list-style-type: none"> Support through co-curricular and extra-curricular activities the UNESCO's move towards Education for Sustainable Development Integrate education for sustainable development in teacher education 		<ul style="list-style-type: none"> LNU faculty, staff, pupils and students 		<ul style="list-style-type: none"> LNU Center for Teaching Excellence LNU College of Education COE - Circle of Future Educators LNU Supreme Student Council ILS Pupil Government Integrated Laboratory School LNU Security System LNU Administration 	Institutionalize Education for Sustainable Development in Teacher Education and other Courses	<ul style="list-style-type: none"> Conducted a symposium on Education for Sustainable Development for the first semester (school year 2012-2013) as part of the Selected Topics for the subject Professional Education 122 Maintains a "Clean and Green" Learning Environment through planting trees, ornaments, vegetables, others Conducts regularly "earthquake and fire drills" Regular Conduct of Clean-up Drive Conducted Teaching-Demonstration on the Integration of Education for Sustainable development in actual classroom instruction - as a culminating activity in Social Dimensions of Education ESD-Related Activities are still to be conducted in the 2nd semester of SY 2012-2013

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Anti-Corruption, Transparent, accountable and participatory governance	1. Sexual Harassment Lecture	Conducted Lecture on September 21, 2011	1.Replication of Lecture		Students		Resident Ombudsman	1.Conduct Lecture on December 2012	On-going Implementation
	2.Assist-text -text by victims of abuse / corruption		2. Relaunching of Assist-text		Students		Resident Ombudsman	2. Relaunching of Assist-text	On-going Implementation
	3. Tel-o-phone -calling by victims of abuse/corruption		2. Relaunching of Tel-o-phone		Students		Resident Ombudsman	3. Relaunching of Tel-o-phone	On-going Implementation
	4. Sexual Harassment Awareness Regionwide Program (SHARP)		4. Expansion of SHARP		Other SUCs		Resident Ombudsman	4. Expansion of SHARP	On-going Implementation
	5. Information Drive: Corruption Education through Info-Board		5. Continuation of Information Drive		Students and Teachers		Resident Ombudsman	5. Continuation of Information Drive	On-going implementation

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Integrity of the Environment and Climate Change Mitigation and Adaption	Implementation of the segregation of waste at source.	4 buildings out of 14 have fully implemented the program	6 buildings out of 14	P28,000.00	6674 students 134 faculty 80- staff	P30, 000.00	General Services	6 additional buildings will have trash bins designated for biodegradable and non-biodegradable by December	On-Going Implementation
Integrity of the Environment and Climate Change Mitigation and Adaption	Research on Solid Waste Management Program at LNU: Implications for Policy, Innovation, and Community Extension (Phase 1)	10%	50%	P50,000.00	6674 students 134 faculty 80- staff	P50,000.00	Research Office and Science Unit	Data will have been gathered by December	On-Going Instrument Pilot Testing