

K to 12 and the Higher Education Landscape: Benefits and Effects to the Philippine Educational System

K to 12 and the Higher Education Landscape (Outline)

- 1. ASEAN 2015 defines the higher education landscape as it does all the education subsectors in education**
 - 1.1 What is ASEAN 2015? Why does it compel Philippine education to be at par and aim to be a cut above other countries?**
 - 1.3 What are the important pre-conditions for Philippine education to achieve at the minimum, a quality that is at par with other ASEAN countries?**

Higher Education Landscape and K to 12 (Outline)

- 2. Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world**
 - 2.1 From 10-year to 12-year basic education or K to 12**
 - 2.2 Qualifications framework that define the core outcomes of education through the PQF (Philippine Qualifications Framework) that are referenced with the AQRF (ASEAN Qualifications Reference Framework)**
 - 2.3 Higher Education Reforms for quality and efficiency**

Higher Education Landscape and K to 12 (Outline)

2.3 Higher Education Reforms for quality and efficiency

2.3.1 HE curriculum alignment with K to 12 (College Readiness Standards, Revised GE Curriculum)

2.3.2 OBE

2.3.3 Amalgamation

2.3.4 Typology-based Quality Assurance

2.3.5 Regular QA systems and Incentives (COE/COD grants, Decentralization/Deregulation)

2.3.6 Rationalized Resource Allocation for State HEIs

2.3.7 SUC Road Map

2.3.8 Management Capacity Building for SUCs

Higher Education Landscape and K to 12 (Outline)

- 3. Assessment of the pre-conditions for Philippine education to achieve a quality that is at least at par with other ASEAN countries: the last four decades and in the recent years.**
- 4. A Note on Curriculum Alignment at All Levels in Outcomes-based education (OBE) for seamless assessment and accountability of the outcomes of learning**
 - 4.1 OBE to facilitate recognition of qualifications/credit transfer**
 - 4.2 OBE to facilitate human resource mobility**
 - 4.3 OBE for student mobility**
 - 4.1 Summary**

AEC or ASEAN 2015 defines the challenge in higher education as it does all the education subsectors in education.

“The AEC areas of cooperation include human resources development and capacity building; recognition of professional qualifications; closer consultation on macroeconomic and financial policies; trade financing measures; enhanced infrastructure and communications connectivity; development of electronic transactions through e-ASEAN; integrating industries across the region to promote regional sourcing; and enhancing private sector involvement for the building of the AEC. In short, the **AEC will transform ASEAN into a region with free movement of** goods, services, investment, **skilled labor,** and freer flow of capital. “ – AEC Blue Print (2007)

Given region-wide human resource mobility ushered in by economic integration, failure to hurdle the challenge to assure quality human capital that can compete with the rest of the ASEAN region may further aggravate the current level of unemployment and underemployment of the Philippines – 7% unemployment and 21% underemployment.

It is important to note that even as Filipino professionals and workers presently benefit from demonstrated work ethic and communication facility, they are assessed and placed below their ASEAN/foreign counterpart due to gaps vis-à-vis standards, e.g., 2-year gap in basic education. Thus, a nurse is a nursing assistant, an engineer is an engineering technologist, a teacher is teacher-aide, etc.

With ASEAN 2015, the compelling call for quality education is even more pressing.

What are important pre-conditions for quality Philippine education at par with ASEAN countries and the rest of the world?

*Supportive
POLICIES for
quality
ECONOMY that
sustains critical
requirements*

**POLITICAL
MATURITY**
that
fosters **GOOD
GOVERNANCE**

*CULTURE of
EXCELLENCE for
sustained
quality*

**Comprehensive
Philippine Educational
Reform:
PQF, K to 12,
Outcomes-Based
Education, Revised GE,
Typology-Based Quality
Assurance,
Amalgamation of SUCs,
Priority Budget
Support for Education**

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Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world

☐ 1) K to 12

What is K to 12?

- **The K to 12 curriculum is integrative, inquiry-based, constructivist; decongested that allows for mastery; learner-centered for optimum development of every learner and responsive to local needs (including Mother Tongue as medium of instruction and as a subject area up to Grade 3) for meaningful learning.**
- **Along with surmounting the challenges (poor internal efficiency, weak system governance, shortages in educational inputs and concern over quality of teachers), the enhanced curriculum is designed to address the poor quality of basic education.**

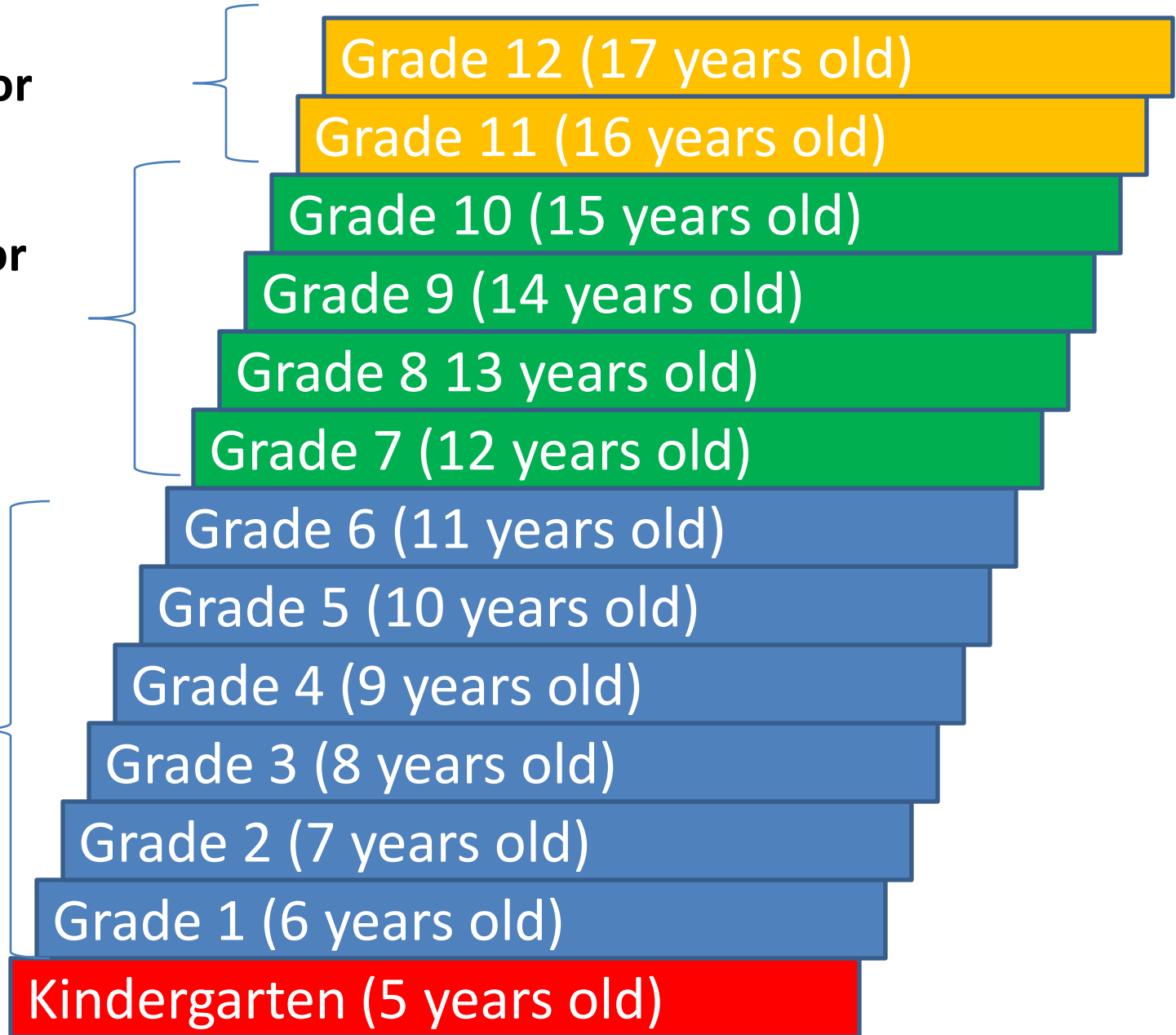
K to 12 is Kindergarten and 12 years of basic education

2 years of Senior High School

4 years of Junior High School

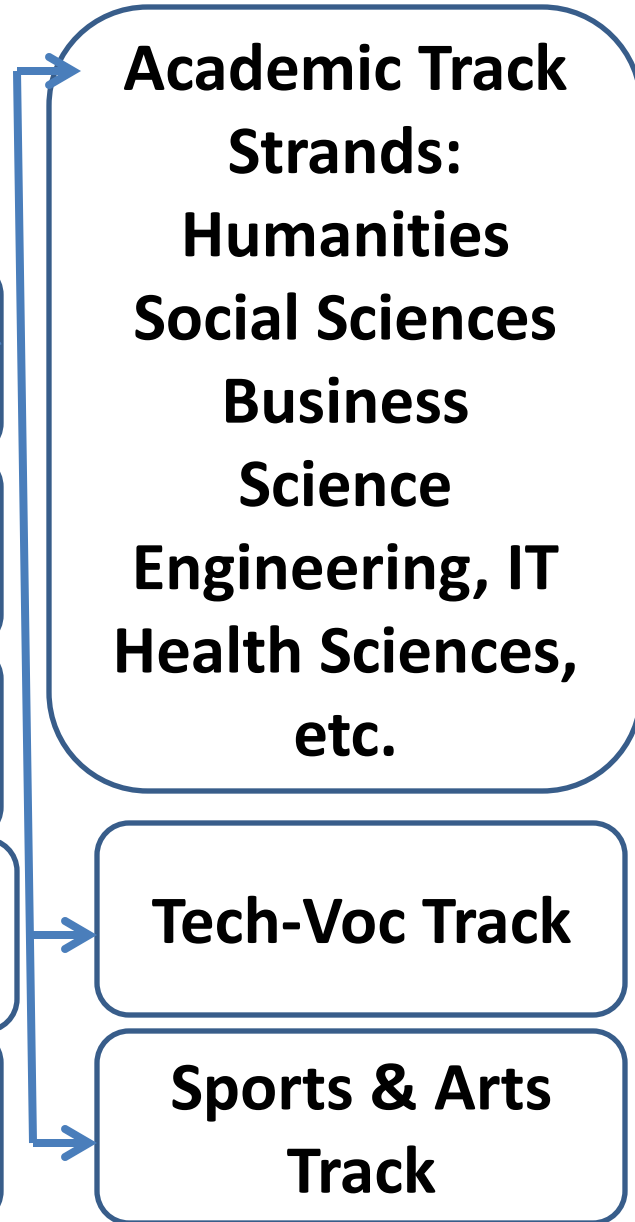
6 years of Elementary

Kindergarten



K to 12 Curriculum Model

Grades 11-12	Science, Math, English, Contemporary Issues and Specialization
Grades 9-10	Core Learning Areas , plus TLE of the student's choice
Grades 7-8	Core Learning Areas and TLE
Grades 1-6	Core Learning Areas plus Mother Tongue until Gr. 3, Science starting Gr. 3; EPP starting Gr. 4
Kinder-garten	Learning Domains



Phased Implementation of K to 12

GRADE 6

2017-2018

GRADE 12

FIRST COHORT OF K TO 12 GR 6 &
GRADE 12 GRADUATES IN 2018

GRADE 5

2016-2017

GRADE 11

GRADE 4

2015-2016

GRADE 10

GRADE 3

2014-2015

GRADE 9

GRADE 2

2013-2014

GRADE 8

GRADE 1

2012-2013

GRADE 7

Senior High School Curricula

Learning Area		Subject	Grade 11		Grade 12		Total
			1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	
C O R E	Language	English	54	54			108
		Filipino	54	54			108
C U R R I C U L U M	Literature	21 st Century Regional Phil Lit			54		54
		21 st Century Regional World Lit			54		54
	Communication	Media & Digital Literacy			54		54
	Mathematics	Mathematics	54	54			108
	Philosophy	Philosophy of the Human Person			54		54
	Natural Science	Life/Physical Sciences	54	54			108
	Social Sciences	Contemporary Issues	54	54			108
TRACKS		STRANDS	108	108	270	270	756
		Total Hours	378	378	378	378	1,512
		Hours/Day	4.2	4.2	4.2	4.2	

Sample Specialization/Strand Curriculum: Science/ IT Ed./Engineering/Technology **GRADE 11**

	1 st Sem.			2 nd Sem.		
S P E C I A L I Z E D	Subjects	Units	Hrs	Subjects	Units	Hrs
	Additional Math 1 (Pre-Calculus 1)	3	54	Additional Math 2 (Pre-Calculus 2)	3	54
	Gen Chem.	3/2	54/108	Gen Chem.	3/2	54/108
	TOTAL Specialized	8	216	TOTAL Specialized	8	216
Elective	-	-	-	-	-	-

Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world

- ☐ 2) Philippine Qualifications Framework (PQF) in conformance with the ASEAN Qualifications Reference Framework (AQRF)**

Survival in a competitive bid for jobs in an enlarged economic community where human resource movement across countries is ruled by knowledge, skills and values required in the job market, compels the need for globally competitive products of education.

The PQF defines broad specifications of quality human resource that are recognized in the ASEAN community.

The PQF is a common reference of basic education, training and skills development, and higher education for quality education that is responsive to the manpower needs of AEC.

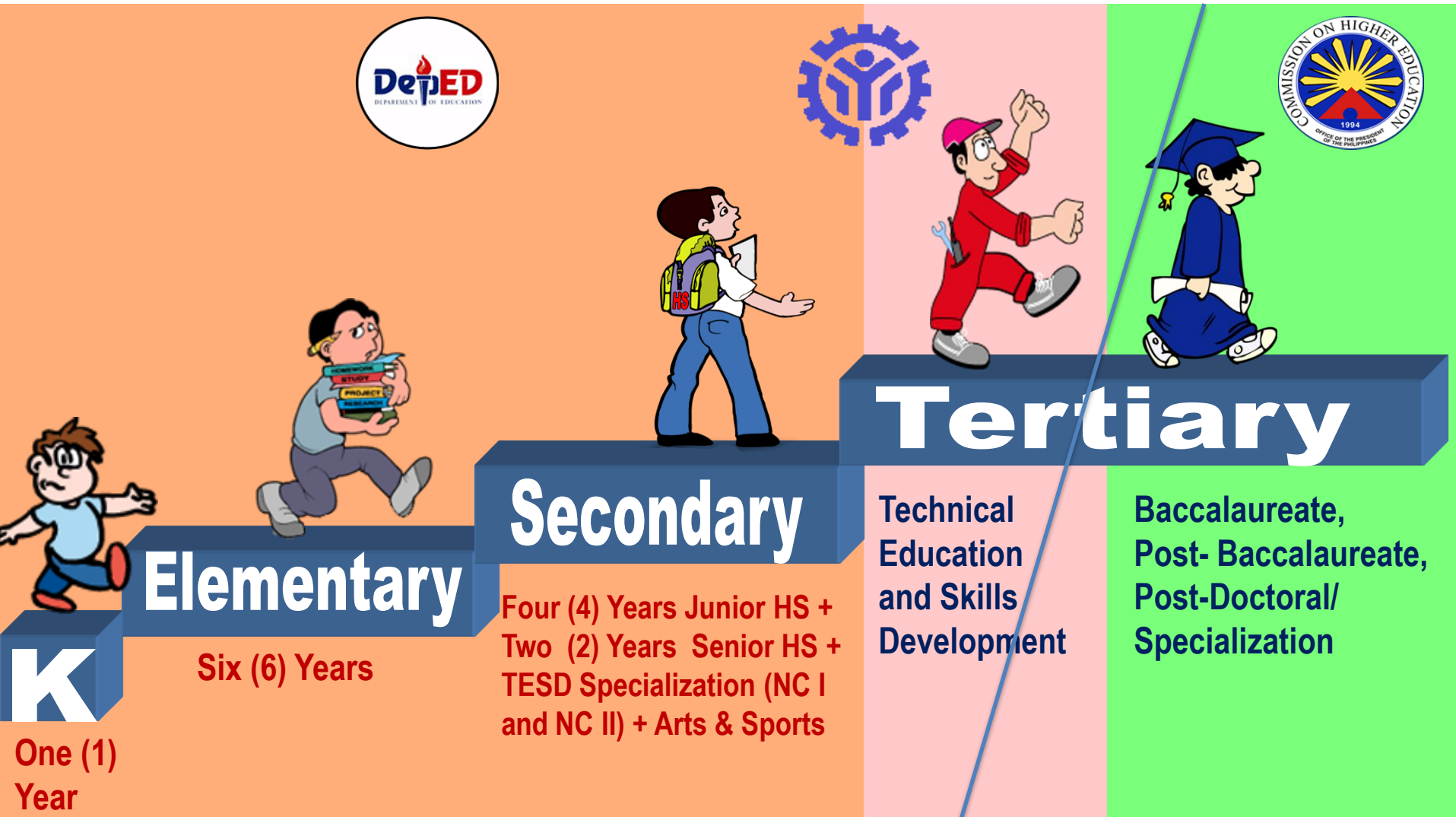
What is the Philippine Qualifications Framework (PQF)?

- **It is a national policy that describes the levels of educational qualifications and sets the standards for qualification outcomes.**
- **A quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country**

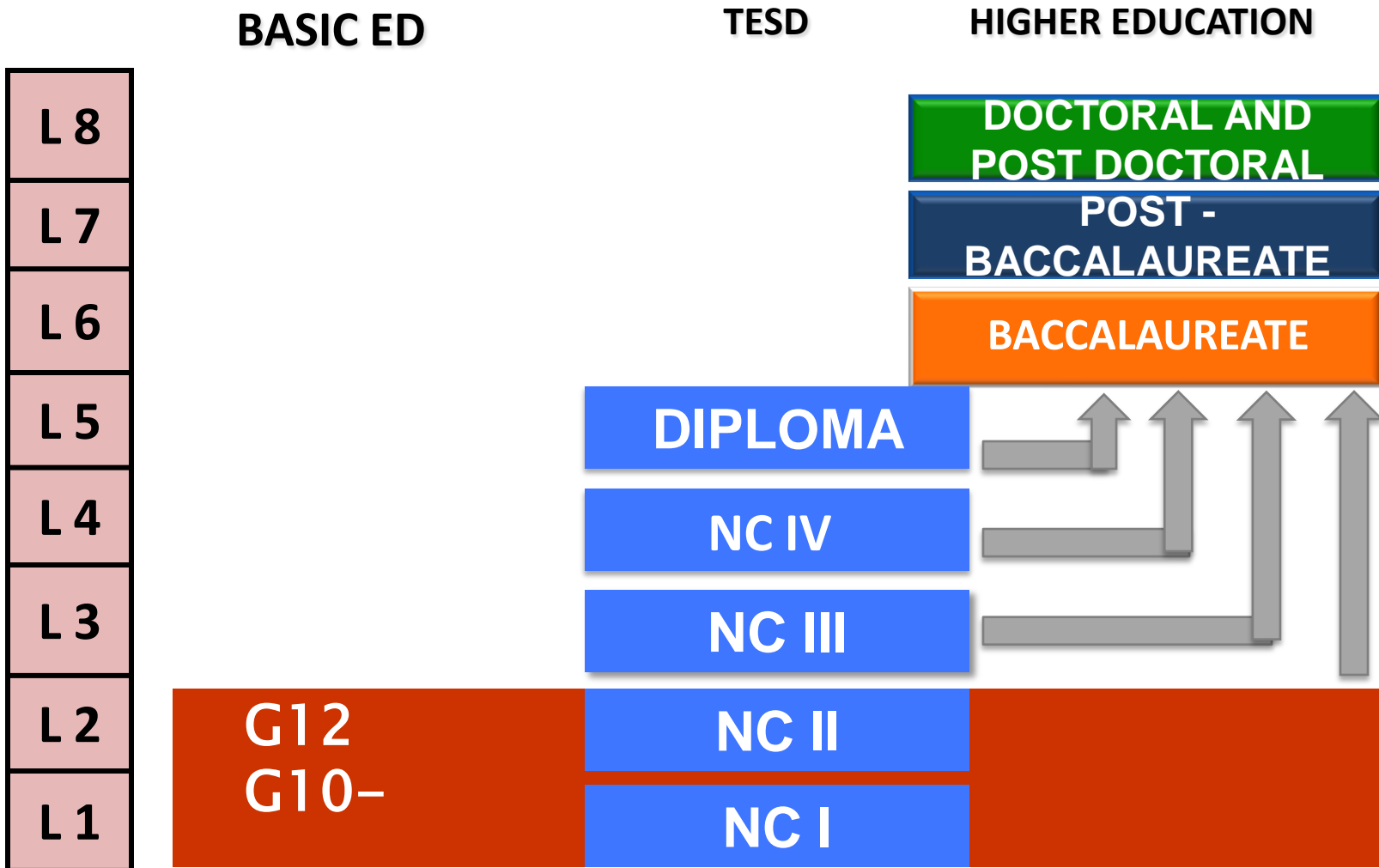
Objectives of the PQF:

- **To establish national standards and levels for outcomes of education and training, skills and competencies;**
- **to align the PQF with international qualifications framework to support the national and international mobility of workers thru increased recognition of the value and comparability of Philippine qualifications**

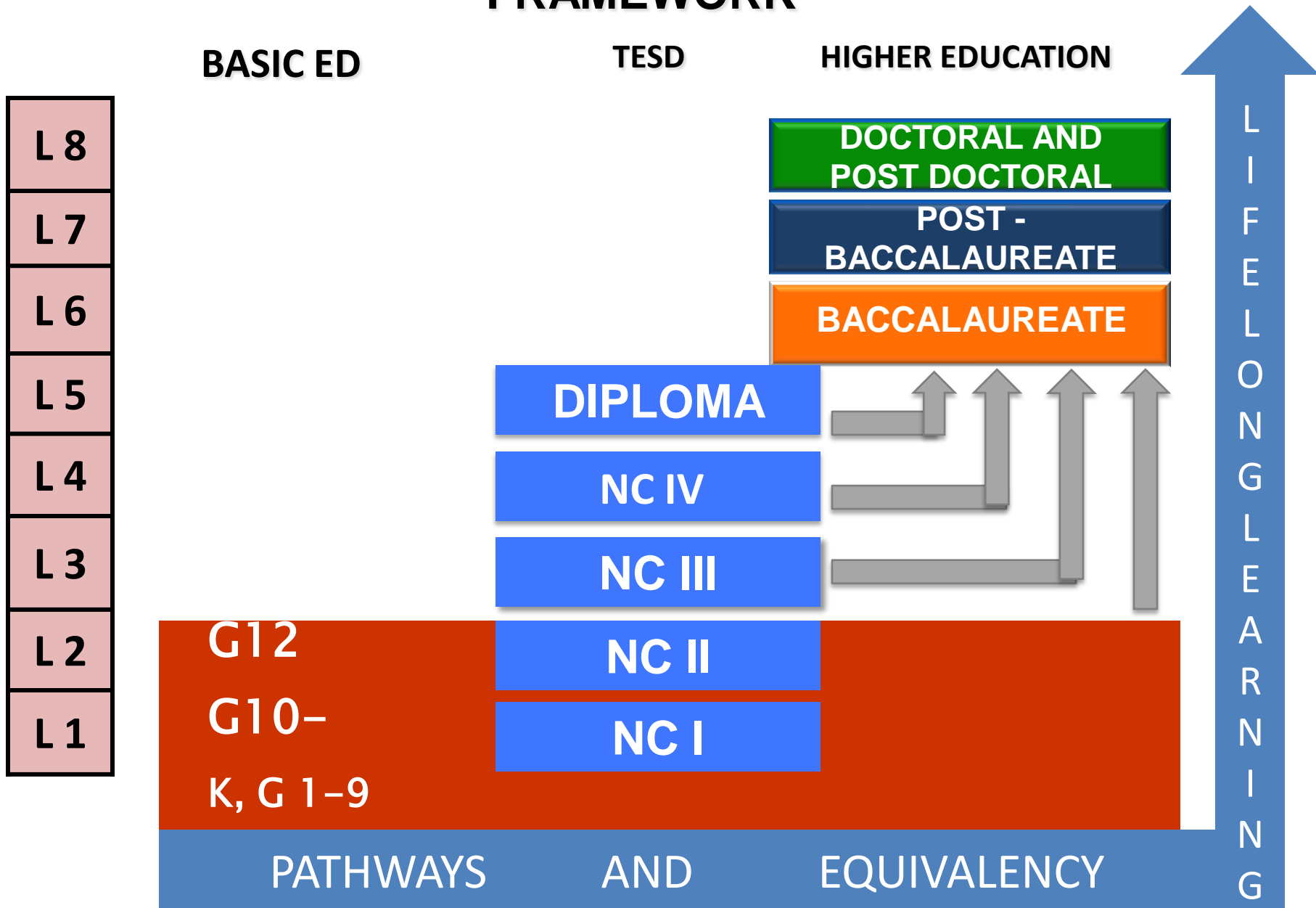
The Philippine Education System



THE PHL QUALIFICATIONS FRAMEWORK



PROPOSED REVISED PHL QUALIFICATIONS FRAMEWORK



LEVEL	1
KNOWLEDGE, SKILLS AND VALUES	Knowledge and skills that are manual or concrete or practical and/or operational in focus.
APPLICATION	Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures.
DEGREE OF INDEPENDENCE	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.
QUALIFICATION TYPE	NATIONAL CERTIFICATE I

LEVEL	2
KNOWLEDGE, SKILLS AND VALUES	Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.
APPLICATION	Applied in activities that are set in a range of familiar and predictable contexts; involve routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures.
DEGREE OF INDEPENDENCE	In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.
QUALIFICATION TYPE	NATIONAL CERTIFICATE II

LEVEL**3****KNOWLEDGE,
SKILLS AND VALUES**

Knowledge and skills that are a balance of theoretical and/or technical and practical.

Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used.

APPLICATION

Applied in activities that are set in contexts with some unfamiliar or unpredictable aspects; involve routine and non-routine issues which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.

**DEGREE OF
INDEPENDENCE**

Application at this level may involve individual responsibility or autonomy, and/or may involve some responsibility for others. Participation in teams including team or group coordination.

QUALIFICATION TYPE**NATIONAL CERTIFICATE III**

LEVEL	4
KNOWLEDGE, SKILLS AND VALUES	Knowledge and skills that are mainly theoretical and/or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.
APPLICATION	Applied in activities that are set in range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation.
DEGREE OF INDEPENDENCE	Work involves some leadership and guidance when organizing activities of self and others
QUALIFICATION TYPE	NATIONAL CERTIFICATE IV

LEVEL	5
KNOWLEDGE, SKILLS AND VALUES	<p>Knowledge and skills that are mainly theoretical and/or abstract with significant depth in some areas together with wide-ranging, specialized technical, creative and conceptual skills.</p> <p>Perform work activities demonstrating breadth, depth and complexity in the planning and initiation of alternative approaches to skills and knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination.</p>
APPLICATION	<p>Applied in activities that are supervisory, complex and non-routine which require an extensive interpretation and/or adaptation/innovation.</p>
DEGREE OF INDEPENDENCE	<p>In conditions where there is broad guidance and direction, where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.</p> <p>Undertake work involving participation in the development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organizing others</p>
QUALIFICATION TYPE	DIPLOMA

LEVEL	6
KNOWLEDGE, SKILLS AND VALUES	Demonstrated broad and coherent knowledge and skills in field of study for professional work and lifelong learning
APPLICATION	Application in professional work or research in a specialized field of discipline and/or for further study
DEGREE OF INDEPENDENCE	Some degree of independence in teams of related field with minimal supervision
QUALIFICATION TYPE	Baccalaureate Degree

LEVEL**7****KNOWLEDGE, SKILLS
AND VALUES**

Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning

APPLICATION

Applied in professional/creative work that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research

**DEGREE OF
INDEPENDENCE**

Substantial degree of independence that involves exercise of leadership and initiative in individual work or in teams of multidisciplinary field

QUALIFICATION TYPE

Post-Baccalaureate Program

LEVEL**8****KNOWLEDGE,
SKILLS & VALUES**

Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-disciplinary field of learning for complex research and or professional practice and leadership for the advancement of learning

APPLICATION

Applied for professional leadership for innovation/ research and/or development management in highly specialized or multi-disciplinary field

**DEGREE OF
INDEPENDENCE**

High degree of independence in teams of multi-disciplinary and more complex setting that demands leadership for creativity and strategic value added. Significant level of expertise-based autonomy and accountability

QUALIFICATION TYPE

Doctoral Degree and Post-Doctoral Programs

The standards in the 3 focal mandates in education, namely: 1) basic education, 2) technical education and skills development and 3) higher education as set by the 3 focal agencies provide the details to the broad descriptors of the PQF, as follows:

Mandate	Agency	Set Standards
Basic Education	DepED	Learning Standards
Tech Ed and Skills Dev	TESDA	Training Regulations
Higher Education	CHED	Policies, Standards and Guidelines

PQF-related CHED Priorities

CHED PQF-related Priorities	Timetable
1. OBE-aligned policies, standards and guidelines of degree programs	March 2014
2. Implementation start of Typology-based Institutional quality assurance	January 2014
3. Washington Accord membership	December 2014
4. SUC Road Map for Reform	Ongoing
5. Implementation start of the revised GE (synched with K to 12)	SY 2018-2019

Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world

- 3. HE curriculum alignment with K to 12 (Defining the college readiness standards, revised general education curriculum)

Example: Given the college readiness standards what general education subjects are to be unloaded to Grade 11 & 12 as they provide the avenue for spiral progression of competencies in the lower grades ?

Grade/Content	Performance	Gen Ed Course for Unloading to Basic Ed
Example: Grade 12		Elementary Statistics
Probability and Statistics	Deal with random variables	
	Work with expected values	
> Random variables	Work with variance and standard deviation	
* Expected value	Recognize the different probability distributions	
* Variance and Standard deviation	Work with binomial distribution	
> Probability distributions	Work with Poisson distribution	
* Binomial distribution	Work with normal distribution	
* Poisson distribution	Estimate various measures	
* Normal distribution	Estimate population proportion	
> Estimation	Estimate population mean	
> Testing	Perform various hypothesis testing	

Example: Given unloaded general education subjects to basic education, what courses develop higher order proficiencies which should be retained in the general education curriculum?

Example

PRE-CALCULUS PERFORMANCE/PROFICIENCIES	GEN ED COURSE FOR UNLOADING TO GRADE 12	HIGHER ORDER CALCULUS PROFICIENCIES	GEN ED COURSE FOR RETENTION
Work with analytic geometry concepts	Pre-Calculus	Recognize and work with problems involving limits	Calculus
Deal with translation of axes		Recognize continuity concepts	
Recognize and solve problems involving conic sections		Recognize the relationships between limits and asymptotes	
Solve problems involving functions and their graphs		Work with basic differentiation	
Solve/prove problems involving math induction		Introduce derivatives and tangents	
Work with circular functions and their graphs		Apply differentiation rules on functions	
Derive and work with identities		Solve problems on rates of change and related rates	
Work with inverse trigonometric functions ...		Recognize second derivatives and graphs ...	

Why change GE (External)

- No longer multiple-choice world; need for big-picture thinking
- Explosion of knowledge
- New globalized, technology-driven order
- More complex, widespread problems

Framework of Revised GE

- General education, the part of the curriculum common to all undergraduate students regardless of their major, exposes them to various domains of knowledge and ways of comprehending social and natural realities, in the process developing:
 - intellectual competencies – critical analytical and creative thinking, and multiple forms of expressions; and
 - civic capacities demanded of membership in the local, national and world community

Proposed General Outcomes

Holistic
development of the
person, conscious
of his/her identity
as an individual
Filipino and a
member of the
global community

Understanding
and
appreciation of
ways of
knowing the
self, society,
world
environment

Specific Outcomes

Appreciation of
the human
condition

Capacity to
personally
interpret the
human experience

Ability to view the
contemporary
world from both
Philippine and
global perspectives

Self-
assuredness in
knowing and
being a Filipino

Specific Outcomes

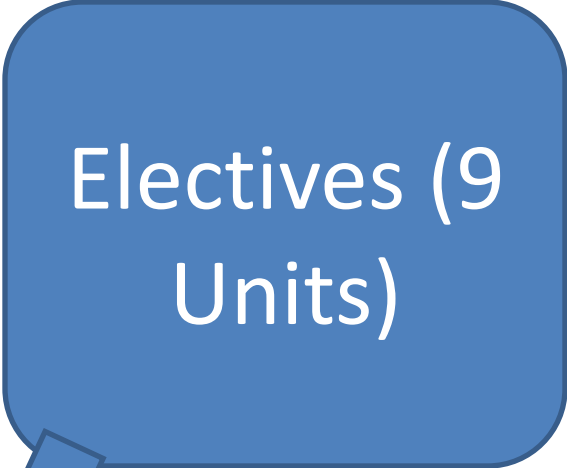
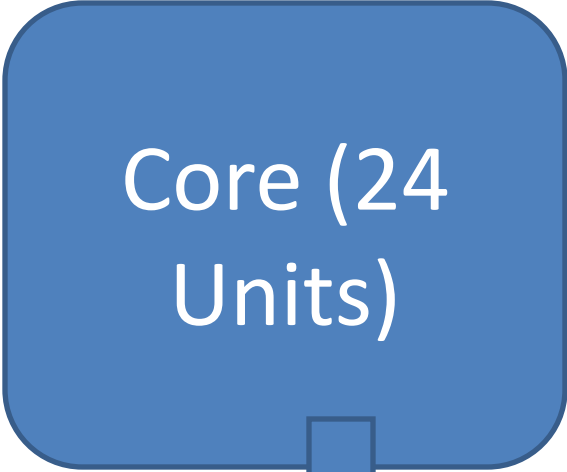
Capacity to reflect critically on shared concerns and think of innovative, creative solution

Ability to appreciate and contribute to artistic beauty

Aptitude to tackling problems methodically and scientifically

Ability to contribute personally and meaningfully to the country's development

- **Applied Mathematics**
- **Environmental Science**
- **Contemporary Phil**
- **Ethics**
- History**
- **Creative Communication**



- **Life and Works of Jose Rizal**

CONTEMPORARY ISSUES

Particular problems or concerns approached and examined in a multidisciplinary way

POVERTY

LAND REFORM

URBAN CONGESTION

OVERSEAS WORKERS

CORRUPTION

ANXIETIES OF YOUNG
FILIPINOS

ENVIRONMENTAL DEGRADATION

ELECTIVES


Generalized inter- and multidisciplinary,
embed GE philosophy



Math, Society
and
Technology



Arts and
Humanities



Social Science
and
Philosophy

In Sum: Features of New GE

Attempts to capture all knowledge domains in core courses, while giving space to multidisciplinary courses & contemporary concerns

Reduced number of units (from 63/51 to 36) assumes remedial courses will be taken up in basic education

Element of choice gives HEI greater autonomy to design GEC

Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world

☐ 4. Outcome and Typology-Based Education

OBJECTIVES OF OUTCOME AND TYPOLOGY BASED QUALITY ASSURANCE

- To regain the Philippines' competitive edge in Asia in 1945 to 1970s
- To remain in step with the ASEAN in adopting and substantiating a National Qualifications Framework
- To enhance the competitiveness of Filipino graduates, reduce their vulnerability to sub-optimal working conditions within and outside the country, and help the Philippines catch up with its neighbors

2.1 Basic Elements of Outcomes-Based Education

- Focus is on the learning process, i.e., outcome is fixated on competencies and less fixated on content
- Learning by doing, therefore, learner-centered
- Teacher is less of content authority and more of learning process facilitator
- Demonstrated competencies is central to learning assessment and peripheral to sheer content
- Workshops, laboratories, other process-centered facilities are critical learning resources
- Central to competencies is on higher order thinking, application, integration of learning; less fixated on sheer knowledge domain
- Quality assurance systems, i.e., mechanisms, procedures and processes for quality results are critical to ensure the delivery of desired outcomes

Central to the shift to OBE is in the review and revision of the policies, standards and guidelines of all higher education programs. It is an ongoing exercise of all Technical Panels with their respective stakeholders.

Sample Review Process: PSG in
Engineering, a Model OBE Program
versus PSG of an Existing Degree
Program

Sample Review Template for OBE-aligned Curriculum

STANDARDS		MODEL: PSG for Civil Engineering	PSG for IT Ed
Basic Principle	Descriptors		
Defined outcomes	<ul style="list-style-type: none">○ Define outcomes on the three learning domains (KSV)○ Express observable/demonstrable outcomes○ Correspond to all specified courses	Article II, Section 5, CHED Memo Order No. 29 Series of 2007 provide the competency standards	Does CMO 30 S. 2004 provide defined outcomes/ com- petencies per descriptors?

Sample Review Template

STANDARDS		MODEL: PSG for Engineering	PSG for IT Ed
Basic Principle	Descriptors		
Provision of learning resource requirements that foster OBE	<ul style="list-style-type: none"> ○ Foster student engagement in learning by doing ○ Align with KSV outcomes ○ Provide opportunity for full participation of all students 	<ul style="list-style-type: none"> ○ Provisions on learning resources that foster OBE (Section 4.2 CMO 25 S. 2005) <ul style="list-style-type: none"> ➤ Laboratory Specifications ➤ Facilities and Resources 	Does CMO 30 S. 2004 provide for learning resources per descriptors?

Sample Review Template

STANDARDS		MODEL: PSG for Engineering	PSG for IT Ed
Basic Principle	Descriptors		
Teaching-learning processes promote student-centered learning	<ul style="list-style-type: none"> ○ Cover the KSV domains ○ Foster student engagement in learning by doing ○ Provide full participation of all students 	<p>Teaching-learning process that promotes student-centered learning (Section 4.1, CMO 25 S. 2005)</p> <ul style="list-style-type: none"> ➤ Instructional Program Quality ➤ Instructional Materials, Methods and Facilities 	<p>Does CMO 30 S. 2004 provide for teaching-learning process that promotes student-centered learning?</p>

Sample Review Template

**MODEL: PSG for
Engineering**

PSG for IT Ed

STANDARDS

Basic Principle

Descriptors

Sequence of courses promotes progression of developed competencies

- **Correspond to the defined outcomes**
- **Clear progression in breadth and depth**
- **Logical sequence of theoretical and practical courses**

Article III, IV, and V (prescribing logical sequencing of cognitive courses with laboratory experiences), CMO 29 S. 2007

Does CMO 30 S. 2004 provide for sequence of courses that promotes progression of developed competencies per descriptors?

Sample Review Template

STANDARDS

**MODEL: PSG for
Engineering**

PSG for IT Ed

Basic Principle

Descriptors

**Map of
specified
courses
with the
defined
outcomes**

**Present the
correspondence
of all specified
courses with
defined outcomes**

**Annex II, CMO
29, S. 2007
(Detailed
mapping of
specified courses
with defined
outcomes/com-
petencies)**

**Does CMO 30 S.
2004 provide
for detailed
mapping of
specified
courses with
defined
outcomes/com-
petencies
per
descriptors?**

CMO 37, Series of 2012. Policies, Standards and Guidelines of an Outcomes-Based Education (OBE) System in Engineering

Salient Provisions

General Standards on the Establishment of an OBE System

- Mission and Vision
- Program Educational Outcomes
- Program or Student Outcomes
- Curriculum Map
- Outcome-Based Teaching and Learning Delivery Process
- Program Assessment
- Continuing Quality Improvement Program

2.2. Typology-Based Quality Assurance

It is a departure from one-size-fits-all expectations. Standards and leveling of roles of individual HEI are based on self-determined typology and its defined vision, mission, goals and objectives.

It is an exit from the false notion of university status as the apex of an HEI's development.

The Horizontal and Vertical Typologies

Typology	Professional Institution	College	University
Autonomous			
Deregulated			
Regulated			

Horizontal Typology of HEIs; why do it?

1. To help HEIs focus on their mission; the triple role (instruction, research, outreach) but the extent and manner to which it is done depends on the mission of the HEI
2. To recognize the differences in the roles of professional institutions, colleges and universities in nation-building and for CHED to be able to deploy its assistance to schools in more rational and optimal manner

Vertical Typology of HEIs; why do it?

1. To recognize quality HEIs among those with similar mission while doing away with one-size-fits all model of quality
2. To promote quality in HEIs, in order to make them more relevant and competitive in the Asian region or in the world
3. To develop a quality of culture in HEIs by promoting QA systems based on clearly defined vision, mission, goal and objectives.

Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world

- 5. Amalgamation of State HEIs**

Amalgamation (Regional University System)

- Rational merger of public universities and colleges in a region to form a Regional University System

GIVEN ECONOMIES OF SCALE ACHIEVED THROUGH AMALGAMATION, THIS RESULTS TO:

- Greater efficiency in the use of government resources arising from economies of scale**
- Improvement on the quality of educational outputs resulting from niche assignment of component universities**
- Reduced competition with the private sector**
- Reduced program overlaps and duplication**

Current educational reform programs that are basic to achieve comparable quality with ASEAN countries and the rest of the world

- ❑ 6. Regular QA systems, Incentives (for COEs and CODs, Autonomous and Deregulated HEIs) and Sanctions for Non-compliant programs/HEIs

Quality Criteria for Exemplar Programs and HEIs

What makes a COE and A COD?

Per CHED Memorandum Orders (CMO) of the respective disciplines of academic programs, COEs and CODs are identified based on the following criteria:

- 1. Accreditation of at least Level III**
- 2. Innovativeness of curriculum**
- 3. Quality of physical resources**
- 4. Faculty qualifications**
- 5. Involvement in graduate level education**
- 6. Employability of graduates**
- 7. Scale of operation**
- 8. Other criteria specific to the discipline/field**

What determines a Level III program?

Per CMO No. 1, Series of 2005, Level III accredited undergraduate programs must satisfy the first two of the following criteria and two others of the succeeding ones:

- I. Reasonably high standard instruction
- II. Highly visible community extension program
- III. Highly visible research tradition
- IV. Strong faculty development
- V. Highly credible performance of graduates in licensure examinations
- VI. Existence of working consortia or linkages with other schools/ and/or other agencies
- VII. Extensive and functional library and other learning resource facilities

What determines a Level IV program?

Level IV accredited programs must have met the following additional criteria/guidelines:

Excellent outcomes in:

1. Research as seen in the number, scope and impact of scholarly publications in refereed national and international journals
2. Teaching and learning as proven in excellent performance of graduates and continuing assessment of student achievement
3. Community service and the impact of contributions to economic and social uplifting, on both regional and national levels
4. Evidence of international linkages and
5. Well developed planning processes which support quality assurance mechanisms

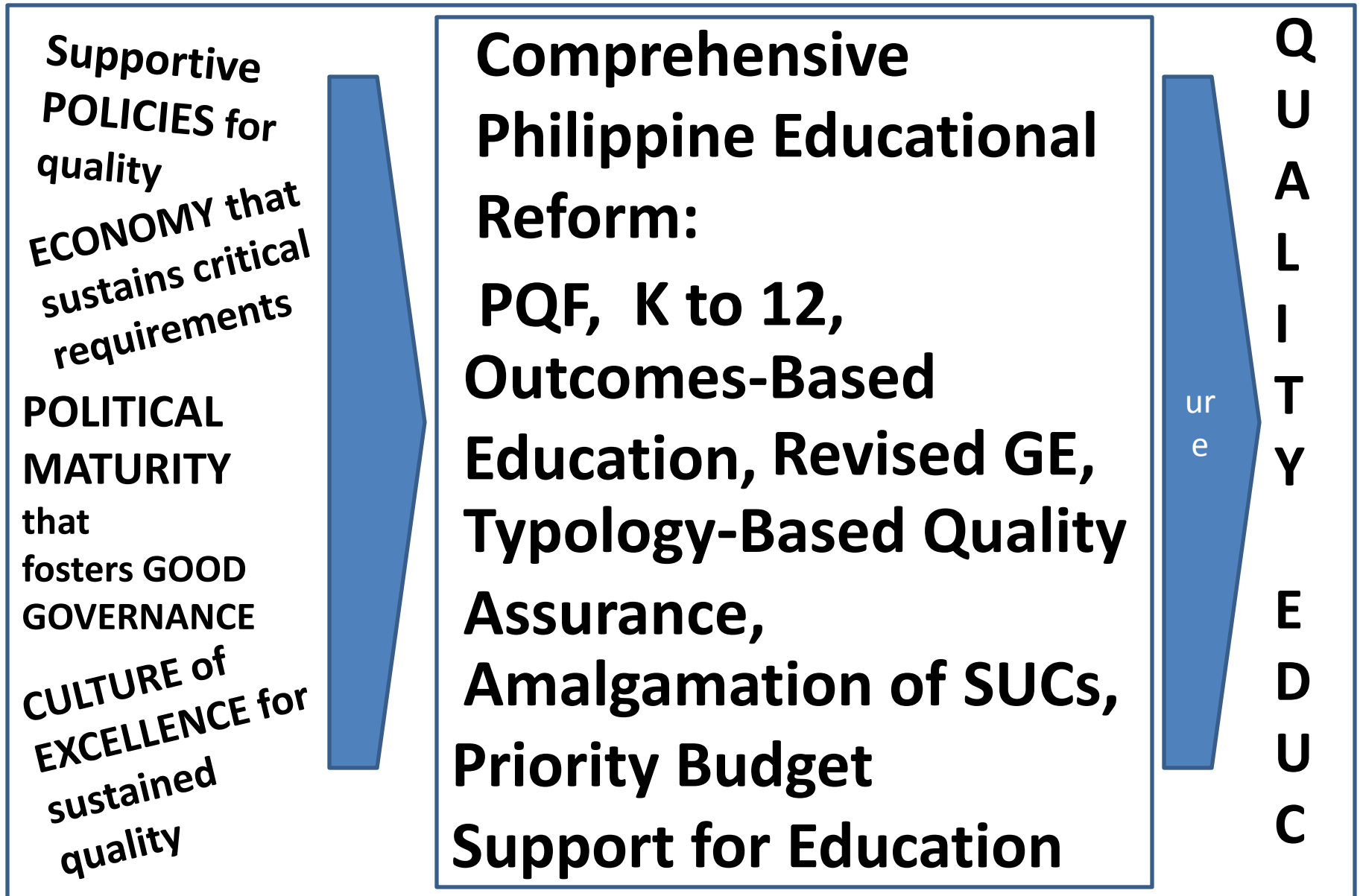
Incentives for Exemplar HEIs and Programs

- For COEs and CODs and Levels III and IV
 1. Entitlement to Development Assistance
 2. Major consideration as Autonomous/Deregulated HEI
 3. Recognition as Program of Good Standing by CSC for Entitlement of Honor Graduate Eligibility per PD 907
 4. Stamp of approval/prestige of the program to the public
- For Autonomous/Decentralized HEIs
 1. All of the above
 2. Autonomy to open new program offerings
 3. Exemption to Special Order requirement for graduation documentation

Sanctions for Non-Compliant Programs

- Withdrawal of Authority to offer the program for persistent non-compliance
- Reversion to permit status of recognized program for

What are important pre-conditions for quality Philippine education at par with ASEAN countries and the rest of the world?



The Philippines and Other Asian Countries in the last four decades

Given the prerequisites in a comprehensive intervention to the quality issue in education, these questions beg for candid answers:

- Do we have the will to pay the right price for quality education?
- Do we face head on the need for admission policy in higher education?
- Is there governance efficiency in both government and private sector that leads to quality delivery of services?
- Are efficiency issues of colleges and universities being addressed?
- Do we have the economic capacity to pay the price of quality education and to create job opportunities for professionals and middle level workers?

Has government been paying the right price for quality education? 1/

Country	Public Expenditure in Education as % of GNP: 2001-2010 Average
UNESCO STANDARD	6.0%
PHILIPPINES	2.2%
OTHER ASIAN COUNTRIES	
India	3.4%
Malaysia	5.5%
Sri Lanka	3.0%
Singapore	3.0%
Thailand	4.1%
<u>1/</u> World Bank data	

Are PH households paying the price for quality education?

Philippine Tuition Fees (PH 1/ vs. Foreign Universities)2/

US (U of Cambridge)	\$18,000-\$20,000
Singapore (Singapore National U)	\$8,824 - \$11,384
Hong Kong (U of Hong Kong)	\$14,000 - \$16,000
Malaysia (U of Nottingham, Malaysia)	\$ 8,000-\$12,540
FEU	\$1,619-\$2,1095
UST	\$1,714-\$2,667
DLSU	\$3,950-\$5,000
CEU	\$1.667-1\$,904
UP Diliman	\$0-\$1,071 (Bracket E- Bracket A; with per capita subsidy of \$3,050)

1/ Naval, Jane. Philippine universities tuition comparison. 2012

2/ Quacquarelli Symonds. Broad spectrum choice. 2013

Is there governance efficiency in both government and private sector that leads to quality services?

GOVERNANCE	Rank/Profile as of July 2010
Public	85 th out of 187 countries <u>1/</u>
Corporate	15 th out of the 16 rated countries
Governance of Private HEIs	Based on good governance criteria, only 64 or 3.9 % of the 1,636 private HEIs are assessed as deserving autonomy or deregulated status. <u>2/</u>

Source: 1/Global Competitiveness Report, 2010

2/ CHED, 2010

Do we face head on the need for admission policy in higher education?

The Philippines' top HEIs and all other topnotch Universities of the world have one common attribute - an admission policy that assures optimum use of resources in a chosen field of the qualified college entrant.

The rest of Philippine HEIs mostly have a policy of open admission with in-school screening based on performance. This policy results to:

1. Waste of the initial investments of students and parents; and/or
2. Forced fitting of students in career paths who could otherwise be situated with better options if given post-secondary assessment prior to tertiary education.

Thus, student population over the typical 4-year college year levels reveals a tapering trend:

LEVEL	SY10-11		SY 11-12		SY 12-13	
	No. (Thou)	%	No. (Thou)	% of Y1	No. (Thou)	% of Y1
FRESHMEN	501.9	35.8	521.4	40.0	554.2	35.6
SOPHOMORES	345.5	24.7	359.9	24.8	387.0	24.9
JUNIORS	291.2	20.8	305.6	21.1	329.5	21.2
SENIORS	262.0	18.7	262.9	18.1	284.3	18.3
TOTAL	1,400.6	100.0	1,449.8	100.0	1,555.0	100.0

Source: CHED, 2013

Do we have the economic capacity:

> to pay the right price for quality education?

> to create job opportunities for professionals and middle level workers?

Selected Countries Per Capita GNP in US\$

Singapore	59,790
South Korea	30,290
Malaysia	15,190
Thailand	8,390
Sri Lanka	5,560
Philippines	4,160
Source: World Bank	

The Philippines in the last three years

If sustained, the resilient and growing economy for the last 2 years and last 2 quarters in the face of dismal performance in most parts of the world, is the anchor for quality Philippine education as it ensures needed resources to sustain the ongoing reforms.

Affirming the strong and growing Philippine economy is the raised investment grade given by major credit assessors – Moody's Ratings, Fitch Ratings, and Standard and Poors Ratings, the first ever seal of endorsement on the management of the country's economy.

Further acknowledging the gains in Philippine governance is the continued upgrading of the Philippines rank in the Global competitiveness rating among 175 countries, a 26-point gain for the last three years:

2010: 85th

2011: 75th

2012: 65th

2013: 59th

If sustained, the recent headway in pursuing educational reform, the momentum for economic growth, improved standing in global competitiveness and substantial increase in government support to education bode well for quality Philippine education to happen.

With shared optimism, we look forward for the best that is to come.

Thank you.