Commission on Higher Education

The Philippine Higher Education Sector
Opportunities for Collaboration

Minella C. Alarcon, Ph.D.
Commissioner
OUTLINE OF PRESENTATION

Philippine Higher Education Landscape
- Capacity
- Excellence

The K to 12 Transition Period: Opportunities and Challenges
- PhilFrance-CHED Scholarship Program for Faculty and Staff
- Institutional Innovation Grants

Internationalization in Philippine Higher Education
SETTING THE PHILIPPINE CONTEXT

Department of Education
Pre-Kinder (0 to 4 years old)  
Kinder (6 years old)  
Grades 1 to 12 (Basic Education)

Commission on Higher Education
Bachelor’s Degree Programs  
Graduate Programs

Technical Education and Skills Development Authority
Technical and Vocational Education Skills Training
ROLES OF PHILIPPINE HIGHER EDUCATION

Expand and enhance career and life choices and chances of individuals

Is an instrument for
- Poverty alleviation
- Human capital formation
- Technology driven national development & global competitiveness
### PHILIPPINE HIGHER EDUCATION LANDSCAPE

#### DISTRIBUTION OF HIGHER EDUCATION INSTITUTIONS (HEIs)

- **Private:** 88% (1,706 institutions)
- **Public:** 12% (228 institutions)

#### DISTRIBUTION OF STUDENTS ENROLLED IN HEIs

- **Private:** 54% (2.22M students)
- **Public:** 46% (1.88M students)

*excluding 454 SUC satellite campuses*
PHILIPPINE HIGHER EDUCATION REFORM AGENDA

Expand **ACCESS** to quality education and training,

Enhance the **CAPACITY** or competencies of graduates and faculty,

Develop and foster **EXCELLENCE** in colleges and universities, and

Enshrine **ETHICAL & INNOVATIVE GOVERNANCE** in higher education institutions.
Enhance the **CAPACITY** or competencies of graduates and faculty
Establishing learning competency and outcomes-based quality assurance

- Aligning curricula with K to 12
- Implementing Revised General Education Curriculum
- Re-engineering curricula aligned with industry
- Rationalizing HEI Programs
- Operationalizing the Philippine Qualifications Framework
- Developing and delivering programs for emerging careers
- Providing support for faculty development

Steering students towards priority programs

- Labor market information
- Career guidance
- Scholarships for STEAM
R&D for technological innovation

- Philippine Higher Education Research Network (PHERNET)
- Higher Education Regional Research Centers (HERRCs)

Developing niche areas

- Food Production and Security
- Health Systems
- Environment, Climate Change Preparedness
- Disaster Mitigation and Resiliency
- Smart Analytics and Engineering Innovations
- Marine Economy (Biodiversity and Conservation)
Foster **EXCELLENCE** in colleges and universities
Support for Centers of Excellence and Development

Philippine-California Advanced Research Institutes (PCARI)

Upgrading to international standards

- Washington Accord
- Seoul Accord
- International Maritime Organization (IMO) White List
- ASEAN Mutual Recognition Arrangements

Internationalization initiatives

- ASEAN Qualifications Reference Framework (AQRF)
- International mobility for students programs
- International cooperation agreements
Republic Act 10533 or “The Enhanced Basic Education Act of 2013” was signed into law in 2013, finally extending years of basic education in the Philippines from 10 to 12.

It covers kindergarten (K) and 12 years of basic education (six years of elementary, four years of junior high, and two years of senior high school) to provide sufficient time for mastery of concepts and skills.

The additional two years of Senior High School (Grades 11 and 12) decongests the curriculum and focuses on mastery, while minimizing need to review basic subjects in college.
The K to 12 Transition Period begins this June 2016, as a result of the full scale implementation of Senior High School (Grades 11 and 12), leading to multi-year low enrolment in colleges nationwide for the next 5 years.

The worst-case scenario for estimated displacement is at 25,090 for 5 years.

Without any of the usual constraints to pursuing full-time graduate studies and research (usually heavy teaching loads), and with the significant investment of the Philippine government, we will be maximizing this rare window of opportunity for strategic and intentional faculty and staff development, with the end goal of increasing competitiveness of Philippine higher education and improving training of the Filipino youth.
To provide support to higher education institutions and personnel during the 5-year transition period, CHED has designed a comprehensive range of developmental programs that both **mitigate impact on labor** and **upgrade quality of Philippine higher education**, to ensure the smooth and successful transition to K to 12, as mandated under Republic Act 10533 (the law on K to 12).
Joint Development of Niche and Priority Programs between Philippine and UK HEIs

- Piloting of the joint development of programs at the graduate level within the list of niche and priority programs/courses identified
- Preferred models are twinning, joint degrees, dual qualifications or double degrees
- Program duration is for 2 years (commencement of new program offering by Academic Year 2018)
- Collaboration between the Commission on Higher Education (CHED) and British Council
- Support includes capacity building, seed funding, and close coordination with the CHED and British Council throughout the process

CHED-INITIATED PROJECTS UNDER THE INSTITUTIONAL DEVELOPMENT AND INNOVATION GRANTS*

The Commission will also endeavor to form partnerships with local and foreign organizations to jointly initiate and fund projects in line with the thrusts and categories of the Institutional Development and Innovation Grants
What are the Niche and Priority Program Areas?

CHED Memorandum Order No. 33, Series of 2016 lists a comprehensive range of niche and priority program areas identified across disciplines. The list below is suggestive of what may be focused on for the PH-UK initiatives:

<table>
<thead>
<tr>
<th>Category</th>
<th>Major Discipline</th>
<th>Specific Area (if identified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NICHE PROGRAMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Food Production and Security</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environment, Disaster Risk Reduction, Climate Change and Energy</td>
<td>Climate Change</td>
</tr>
<tr>
<td></td>
<td>Terrestrial and Marine Resources: Economy, Biodiversity and Conservation</td>
<td>Oceanography</td>
</tr>
<tr>
<td></td>
<td>Health Systems</td>
<td>Public Health</td>
</tr>
<tr>
<td>PRIORITY PROGRAMS</td>
<td><strong>Maritime Engineering</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Design Engineering</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Education</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Economics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Architecture, Fine Arts and Others</td>
<td>Transportation Studies</td>
</tr>
</tbody>
</table>
Who are possible partners?

Joint Development of Niche and Priority Programs between UK and the Philippines

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ateneo de Manila University</td>
<td>Private</td>
</tr>
<tr>
<td>2</td>
<td>Bicol University</td>
<td>Public</td>
</tr>
<tr>
<td>3</td>
<td>Central Luzon State University</td>
<td>Public</td>
</tr>
<tr>
<td>4</td>
<td>De La Salle University</td>
<td>Private</td>
</tr>
<tr>
<td>5</td>
<td>Miriam College</td>
<td>Private</td>
</tr>
<tr>
<td>6</td>
<td>Saint Louis University</td>
<td>Private</td>
</tr>
<tr>
<td>7</td>
<td>Siliman University</td>
<td>Private</td>
</tr>
<tr>
<td>8</td>
<td>University of San Carlos</td>
<td>Private</td>
</tr>
<tr>
<td>9</td>
<td>University of Santo Tomas</td>
<td>Private</td>
</tr>
<tr>
<td>10</td>
<td>University of the Philippines</td>
<td>Public</td>
</tr>
</tbody>
</table>
The road ahead
Philippine and UK collaborations

- **We are looking for champions** from both ends who can help us pilot this first run of jointly developed programs and achieve **early wins for the K to 12 Transition Program**

- We seek **mutual gains** for both the Philippine higher education sector (in terms of gaining experience in joint development, capacity for niche and priority program areas), and for our prospective partners in the UK

- **We won’t have all the answers all the time, but we resolve to jointly find the answers for them:** either on the side of the Commission on Higher Education or the British Council

- **This is an iterative process**
Thank you very much!