THE STATE OF PHILIPPINE HIGHER EDUCATION

PHILIPPINE HIGHER EDUCATION CONFERENCE
PRIVATE EDUCATION ASSISTANCE COMMITTEE (PEAC)
November 28, 2017, SMX Convention Center, Pasay City

PATRICIA B. LICUANAN, PhD
Chairperson
Commission on Higher Education
Outlines

Perspectives on Higher Education

Philippine Higher Education Landscape

Recent Developments / Updates

Moving Forward
 FUNCTIONS OF HIGHER EDUCATION

MACRO LEVEL

- Instrument for poverty alleviation
- Builds human capital
- Generates new knowledge
- Engenders innovation
- Drives economic growth and competitiveness
FUNCTIONS OF HIGHER EDUCATION

MICRO LEVEL

- Expands and enhances career and life choices and chances
- Produces persons with
  - humanist values
  - desire to serve the community and nation
  - academic, behavioral, and technical skills
  - ethical orientation
  - competency for lifelong learning
FUNCTIONS OF HIGHER EDUCATION

High-level academic research and knowledge
Practical and immediate usefulness

Concerns of the present
Requirements of the future
THE COMMISSION ON HIGHER EDUCATION catalyzes a Philippine higher education system that is locally responsive and globally competitive and serves as a force for lifelong learning, innovation, and social and cultural transformation.
PHILIPPINE HIGHER EDUCATION LANDSCAPE
# Distribution of 1,943 Higher Education Institutions

**AY 2016 - 2017**

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private HEIs</td>
<td>1,710</td>
<td>88%</td>
</tr>
<tr>
<td>State Universities and Colleges</td>
<td>112</td>
<td>5.8%</td>
</tr>
<tr>
<td>Local Universities and Colleges</td>
<td>107**</td>
<td>5.5%</td>
</tr>
<tr>
<td>Other Gov’t HEIs</td>
<td>14</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

* For AY 2017-18, there will only be 111 Main SUCs due to the amalgamation of MUST and MOSCAT to USTSP.

** Out of 107, 18 are now CHED-recognized (As of 31 August 2017)
## TYPES OF HIGHER EDUCATION INSTITUTIONS

<table>
<thead>
<tr>
<th>PUBLIC HEIs</th>
<th>PRIVATE HEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Universities and Colleges (SUCs)</td>
<td>Sectarian HEIs</td>
</tr>
<tr>
<td>Local Universities and Colleges (LUCs)</td>
<td>Non-sectarian HEIs</td>
</tr>
<tr>
<td>Other Government Schools (OGS) &amp; Special Government Schools</td>
<td></td>
</tr>
</tbody>
</table>
### Regional Distribution of HEIs

**AY 2016 - 2017**

<table>
<thead>
<tr>
<th>Region</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>10</td>
<td>82</td>
</tr>
<tr>
<td>II</td>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>III</td>
<td>27</td>
<td>174</td>
</tr>
<tr>
<td>IV A</td>
<td>21</td>
<td>262</td>
</tr>
<tr>
<td>IV B</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>V</td>
<td>28</td>
<td>113</td>
</tr>
<tr>
<td>VI</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>VII</td>
<td>14</td>
<td>103</td>
</tr>
<tr>
<td>VIII</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>IX</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>X</td>
<td>12</td>
<td>64</td>
</tr>
<tr>
<td>XI</td>
<td>9</td>
<td>77</td>
</tr>
<tr>
<td>XII</td>
<td>5</td>
<td>96</td>
</tr>
<tr>
<td>NCR</td>
<td>28</td>
<td>317</td>
</tr>
<tr>
<td>CAR</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>ARMM</td>
<td>11</td>
<td>54</td>
</tr>
<tr>
<td>Caraga</td>
<td>5</td>
<td>38</td>
</tr>
</tbody>
</table>

**Total:** 1,710 Private, 233 Public, 1,943 Total
Distribution of Student Enrollment (Undergraduate) 2013 - 2017

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>SUCs</th>
<th>LUCs</th>
<th>Private HEIs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2013-14</td>
<td>3,136,324</td>
<td></td>
<td></td>
<td>4,073,647</td>
</tr>
<tr>
<td>AY 2014-15</td>
<td>3,384,260</td>
<td></td>
<td></td>
<td>4,363,836</td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>3,659,482</td>
<td></td>
<td></td>
<td>4,605,771</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>3,194,916</td>
<td></td>
<td></td>
<td>3,735,510</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>2,672,769</td>
<td></td>
<td></td>
<td>3,316,659</td>
</tr>
<tr>
<td>AY 2018-19</td>
<td>2,482,844</td>
<td></td>
<td></td>
<td>3,014,906</td>
</tr>
</tbody>
</table>

Reduced Student Enrollment Due to K to 12

First Batch of SHS Graduates Entering College

Total Student Enrollment:
- 2013: 4,073,647
- 2014: 4,363,836
- 2015: 4,605,771
- 2016: 3,735,510
- 2017: 3,316,659
- 2018: 3,014,906
TERTIARY GROSS ENROLLMENT RATIO IN ASEAN AY 2016 - 2017

- Thailand: 53
- Brunei: 32
- Indonesia: 31
- Malaysia: 30
- Vietnam: 30
- Philippines: 28
- Lao PDR: 17
- Cambodia: 16
- Myanmar: 14
HIGHER EDUCATION GROSS ENROLLMENT RATIO BY REGION
AY 2016 - 2017
DISCIPLINES WITH HIGH ENROLLMENT
AY 2016 - 2017

- BUSINESS & RELATED: 26%, 921,324
- EDUCATION & TEACHER TRAINING: 21%, 740,713
- ENGINEERING & TECHNOLOGY: 12%, 448,550
- INFORMATION TECHNOLOGY: 11%, 398,765
- MEDICAL & ALLIED: 6%, 203,561
- OTHERS: 24%, 876,571
FACULTY QUALIFICATIONS IN HIGHER EDUCATION INSTITUTIONS
AY 2016 - 2017

151,252 Faculty in HEIs

13.32% DOCTORATE
20,149

40.37% MASTERS
61,064

46.31% BACHELOR’S
70,039
<table>
<thead>
<tr>
<th>Year</th>
<th>Higher Education Budget</th>
<th>TOTAL EDUCATION BUDGET</th>
<th>TOTAL GOV'T BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>55,297,164</td>
<td>2,135,025,637</td>
<td>2,496,358,100</td>
</tr>
<tr>
<td>2017</td>
<td>80,133,095</td>
<td>2,496,358,100</td>
<td>2,860,917,821</td>
</tr>
<tr>
<td>2018</td>
<td>80,105,699</td>
<td>2,860,917,821</td>
<td>3,222,484,642</td>
</tr>
</tbody>
</table>
## General Appropriations Act 2017

### GAA 2017

<table>
<thead>
<tr>
<th>Department</th>
<th>Budget (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DepEd</td>
<td>543.2B</td>
</tr>
<tr>
<td>TESDA</td>
<td>6.9B</td>
</tr>
<tr>
<td>SUCs</td>
<td>58.7B</td>
</tr>
<tr>
<td>CHED</td>
<td>18.7B</td>
</tr>
</tbody>
</table>

### Tertiary Education Budget

- **Total**: 700B
- **DepEd**: 543.2B (12.4% of total education budget)
- **TESDA**: 6.9B
- **SUCs**: 58.7B
- **Other Tertiary Education Budget**: 2B

### International Benchmark (WB)

- Tertiary education budget = **15-20%** of total education budget
PERSISTENT ISSUES IN HIGHER EDUCATION

- Limited access to quality higher education for the deserving poor and disadvantaged
- Commercialization of higher education as seen in the unchecked proliferation of higher education institutions (HEIs) and programs, both private and public
- Deteriorating quality that has led to skills-jobs mismatch, low productivity in research and development, and a deficient science and innovation culture
- Questionable and corrupt practices in the higher education system
THE PHILIPPINE HIGHER EDUCATION REFORM AGENDA

ACCESS and EQUITY

RELEVANCE AND RESPONSIVENESS

QUALITY AND COMPETITIVENESS

GOOD GOVERNANCE

ORGANIZATIONAL DEVELOPMENT
RECENT DEVELOPMENTS
UNIFAST COVERAGE

All Filipino students enrolling in undergraduate programs in SUCs for AY 2017-2018, subject to the President’s prioritization directive and availability of funds.

Includes subsidy for Filipino Doctor of Medicine students.

Out of the 8.3 billion, 317 Million is intended for tuition subsidy for the eight (8) government-funded medical schools (UP Manila, UP Leyte, MMSU, UNP, CSU, Bicol U, WVSU and MSU Main).

IMPROVING ACCESS AND EQUITY

P8.317 Billion Free Tuition in State Universities & Colleges
Academic Year 2017-18

1,000,000
TARGET BENEFICIARIES

111
STATE UNIVERSITIES & COLLEGES

COVERAGE
### IMPROVING ACCESS AND EQUITY

### MEDICAL EDUCATION SCHOLARSHIPS

#### CASH GRANT TO MEDICAL STUDENTS IN SUCS PER JMC 2017-4

Special Provisions No. 6 Applicable to SUCs, Volume 1-A, page 964 of R.A. No. 10924 also known as the General Appropriations Act (GAA) of FY 2017

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariano Marcos State University</td>
<td>95</td>
</tr>
<tr>
<td>University of Northern Philippines</td>
<td>298</td>
</tr>
<tr>
<td>Cagayan State University</td>
<td>454</td>
</tr>
<tr>
<td>Bicol University</td>
<td>249</td>
</tr>
<tr>
<td>West Visayas State University-Main</td>
<td>140</td>
</tr>
<tr>
<td>University of the Philippines-Leyte</td>
<td></td>
</tr>
<tr>
<td>Mindanao State University-Main</td>
<td>267</td>
</tr>
<tr>
<td>University of the Philippines-Manila</td>
<td>660</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,163</strong></td>
</tr>
</tbody>
</table>

Of the **P317 Million** budgeted for 2017, **P122 Million** is projected to be utilized for the First Semester while the remaining amounts shall be budgeted for the Second Semester.
**Pertinent Provisions**

Free **tuition and other school fees** for students in SUCs, LUCs and state-run Technical-Vocational Institutions

**Tertiary Education Subsidy**

**National Student Loan Program (NSLP)**

**Next Steps**

Finalization of the **Implementing Rules and Regulations (IRR)**

To be implemented starting AY 2018-2019
Pertinent Provisions

- Designed to **unify all modalities of publicly-funded StuFAPS** (i.e. Scholarships, Grants-in-Aid and Student

- Institutionalization of the **Qualifying Exam** and Registry of Institutions and Programs

- Priority given to **poor but deserving SHS graduates**
UPGRADING QUALITY
Produce thoughtful graduates imbued with values reflective of a humanist orientation, conscious of his/her identity as an individual, a Filipino, a member of the global community, and a steward of the environment.

**CORE COURSES:**

<table>
<thead>
<tr>
<th>Art Appreciation</th>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Contemporary World</td>
<td>Readings in Philippine History</td>
</tr>
<tr>
<td>Mathematics in the Modern World</td>
<td>Purposive Communication</td>
</tr>
<tr>
<td>Science, Technology, and Society</td>
<td>Understanding the Self</td>
</tr>
</tbody>
</table>
Beginning June 2018, a new and enhanced college curriculum will be implemented that is aligned to K to 12, the Philippine Qualifications Framework (PQF) and the ASEAN Qualifications Reference Framework (AQRF), and is now outcomes based.

- Prepares Filipino learners for the 21st Century
- Increased work-readiness
- Deepened opportunities for practice and immersion
- Aligned with local requirements
- Complies with international standards
UPGRADING QUALITY

Referencing the PQF with AQRF

Assist the National Referencing Committee in the preparation of the Report on the Referencing of the Philippine Qualifications Framework (PQF) to the ASEAN Qualifications Reference Framework (AQRF) to be submitted in 2018 to the ASEAN Undergraduate Courses

- Level 6
  - 51 PSGs issued
  - 55 PSGs being finalized

- Level 7
  - Ongoing Review of Graduate Programs
  - For 2018: Beginning alignment of graduate programs to the PQF

- Level 8

Piloting PQF career pathways and progression for Agricultural and Biosystems Engineering

Fleshed-out the level qualification descriptors and learning outcomes

Among three pilots: the two others: Dentistry (by PRC), and Cookery (by TESDA)

Development of a seamless Philippine Credit Transfer System (PCTS) across education levels

Led by CHED and in coordination with other PQF-NCC member agencies

Translation of PQF Qualification Descriptors into Program Outcomes
Centers of Development & Centers of Excellence (CODs and COEs)

Autonomous and Deregulated Institutions

Support for Network of Leading HEIs
- Philippine Higher Education Research Network
- Higher Education Regional Research Centers
- National Agriculture and Fishery Education System
K TO 12 TRANSITION PROGRAM
Support for teaching and non-teaching personnel

UPGRADING QUALITY
Investing in the Future of Higher Education through Faculty and Staff Development

SCHOLARSHIPS FOR GRADUATE STUDIES
INSTITUTIONAL DEVELOPMENT & INNOVATION GRANTS
INSTRUCTION, RESEARCH AND SECTORAL ENGAGEMENT GRANTS
SENIOR HIGH SCHOOL SUPPORT
PRIORITIES:

Policy Framework and Strategies on the Internationalization of Philippine Higher Education

Higher Education Strategy Action Plan (HESAP) for ASEAN Economic Cooperation (AEC)

INTERNATIONALIZATION

Mobility of Students

Mutual Recognition Arrangements

Bilateral Agreements
The Philippines as the chair of the 50th Anniversary of the Association of Southeast Asian Nations (ASEAN)
UPGRADING QUALITY

HARMONIZED KEY ACADEMIC PROGRAMS WITH INTERNATIONAL STANDARDS

PRIORITIES:

Policy Framework and Strategies on the Internationalization of Philippine Higher Education

Higher Education Strategy Action Plan (HESAP) for ASEAN Economic Cooperation (AEC)

- **Engineering**
  - Washington Accord

- **Information Technology**
  - Seoul Accord

- **Maritime**
  - Standards of Training, Certification, and Watchkeeping (STCW)
COMPETITIVENESS

Upgraded capacity for directed R&D and extension Programs to Serve Socio-Economic Goals

RESEARCH & DEVELOPMENT

DEVELOPED NICHE AREAS

A. Food Production and Security
B. Environment, Disaster Risk Reduction and Response, Climate Change and Energy
C. Marine Resources/Systems: Ecosystem, Biodiversity and Conservation
D. Smart Analytics and Engineering Innovations
E. Health Systems
F. Education for S.T.E.A.M.
A new approach to enhance capacity of Philippine HEIs for R&D that translates to technological innovations for addressing societal problems.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projects</th>
<th>HEIs</th>
<th>Study Support Grantees</th>
<th>R&amp;D Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>9 projects</td>
<td>4 HEIs</td>
<td>170</td>
<td>480</td>
</tr>
<tr>
<td>2014</td>
<td>9 projects</td>
<td>4 HEIs</td>
<td>170</td>
<td>480</td>
</tr>
<tr>
<td>2015</td>
<td>17 projects</td>
<td>15 HEIs</td>
<td>142</td>
<td>410</td>
</tr>
<tr>
<td>2016</td>
<td>35 projects</td>
<td>18 HEIs</td>
<td>150</td>
<td>410</td>
</tr>
<tr>
<td>2017</td>
<td>44 projects</td>
<td>25 HEIs</td>
<td>170</td>
<td>480</td>
</tr>
</tbody>
</table>

Establishment of the PCARI Project; Two virtual institutes, and Project Management and Coordination Office.
COMPETITIVENESS
Philippine-California Advanced Research Institutes (PCARI) Project

CLOUD-BASED INTELLIGENT TOTAL ANALYSIS SYSTEM
Early warning system for plant diseases affecting banana plantations
ATENEO DE MANILA UNIVERSITY
UNIVERSITY OF CALIFORNIA BERKELEY

ACCESSIBLE DETECTION OF DENGUE
Portable, cost-effective diagnostic kit for faster detection of dengue
UNIVERSITY OF THE PHILIPPINES DILIMAN
UNIVERSITY OF CALIFORNIA BERKELEY

LOCALLY-FORMULATED GOLD NANO INK
Inks and tools for fabricating low-cost printed electronic devices
ATENEO DE MANILA UNIVERSITY
UNIVERSITY OF CALIFORNIA BERKELEY
MOVING FORWARD
Reflections on Reform

Some issues, debates and concerns

The long, winding and bumpy road to reform

- Role of government
- Role of public and private institutions
- Tuition Fees
- Internationalization
- K to 12 issues
- Conversions
THE ROAD AHEAD

Recommitment to Reform

Sustaining and Advancing the Gains

Strengthening and Reaffirming the Commitment to Reform