

The PHILIPPINES

Country Summary of Higher Education

Background¹:

Recent expansion of tertiary education sector: The higher education sector in the Philippines has grown rapidly since the early 1990s, especially in the private sector. Currently, about 2.4 million students are enrolled in a total of 1,619 Higher Education Institutions (HEIs). The number of graduates increased from 277,399 in 1991 to 401,787 in 2003 and the number of HEIs almost doubled during the same period. The population enjoys a high degree of access to HEIs, with a ratio of 1 institution for every 66,000 people.

Tertiary education system: Philippine higher education system consists of public and private HEIs. A total of 176 public HEIs consist of 111 State Universities and Colleges, 50 Local Universities and Colleges, 9 technical-vocational education institutions, 5 special HEIs for training in areas such as military service and national defense, and 1 Commission on Higher Education (CHED) supervised institution. A total of 1443 private HEIs consist of 1103 non-sectarian institutions operated and owned by a non-regions private entity and 340 sectarian institutions operated and owned by a regions organization. The CHED is responsible for formulating and implementing policies, plans, and programs for the higher education sector.

Quality assurance mechanisms: The CHED practices both internal and external quality assurance systems. HEIs are required to submit a Self-Study Report, which are then audited or verified by an external quality assurance team, to receive permission for their programs to be operated. For accreditation, it is voluntarily conducted for programs rather than institutions. The Federation of Accrediting Agencies of the Philippines (FAAP) was established in 1976 as an umbrella organization of accrediting agencies. Under its accreditation system, programs are categorized into four levels: Level I – programs that have undergone a preliminary survey and are certified as capable of acquiring accredited status within two years; Level II – programs that receive full administrative deregulation and partial curricular autonomy; Level III – programs that receive full curriculum deregulation; and Level IV – internationally competitive programs that are eligible for grants and autonomy from government supervision and control. During 2004–2005, FAAP accredited 1,562 higher education programs, categorizing 317 as Level I, 1,057 as Level II, and 186 as Level III, and 2 as Level IV. Lately, the CHED has embarked on a program for international accreditation system on voluntary basis.

Government Strategy & Policy Reforms: The most significant reforms for the higher education sector took place in 1994 as the CHED was established to govern all HEIs. The CHED defines four goals for the higher education sector: 1) promoting quality and excellence; 2) promoting relevance and responsiveness; 3) broadening access; and 4) improving efficiency and effectiveness. For each goal, the governmental strategies are 1) upgrading HEI programs and standards towards global competitiveness and providing program assistance to prepare students entering the higher education system; 2) ensuring labor market responsiveness of higher education and strengthening the research and extension functions of HEIs; 3) Rationalizing and expanding student financial assistance and expanding alternative modalities of higher learning; and 4) rationalizing state universities and colleges programs and resource allocation and strengthening the management information systems and improving labor-market information.

¹ References: Higher Education Research in the Philippines: Policies, Practices, and Problems. Rose Marie Alazar-Clemena, 2006; Higher Education in South-East Asia, UNESCO, 2006; www.ched.gov.ph, Commission on Higher Education official website.

Summary Data Table on Higher Education (Data in 2005)

Enrollment	Total Enrollment	2,402,649
	% of Female	54.2%
	% of Private	66%
Gross Enrollment Rate	Total	28.1%
	Male	25.3%
	Female	31.0%
Student Teachers Ratios		23:1
Teaching Staff	Total Number	113,716 (2004)
	% of Female	56% (2004)
	% of teachers with Masters	30.19% (2004)
	% of teachers with Doctorate	9.26 % (2004)
Gross Graduation Rates*	Total	18.9%
	Male	14.2%
	Female	23.7%
Total Public Expenditure on Education	% of GDP	2.7%
	% of Govt. Expenditure	16.4%
Total Public Expenditure on Higher Education	% of total education budget	13.4%
Number of Higher Education Institutions	Total	1,619
	Public	176
	Private	1,443

Source: Global Education Digest 2006, UNESCO/ www.ched.gov (Commission on Higher Education official site)

- Number of graduates regardless of age in a given level or program expressed as a percentage of the population at the theoretical graduation age for that level or program

Issues:

Quality	<ul style="list-style-type: none"> • A performance-based system for granting incentives to teachers needs to be developed. • Higher engineering training is not available. There is a shortage of specialists in mathematics and pure sciences. • There is lack of funding for training and research for teachers.
Relevance	<ul style="list-style-type: none"> • The responsiveness of higher education programs to labor market and national development needs, particularly for agricultural modernization, is weak. • There is an oversupply of business courses graduates and teacher education graduates. Each counts for 26% and 18% of the total students, respectively.
Financing	<ul style="list-style-type: none"> • Scholarship grants and financial assistance for disadvantaged groups are limited. • Only 35% of the students received a subsidy.
Governance/ Management	<ul style="list-style-type: none"> • There are a very few institutions that are accredited as Level IV where they eligible for grants and autonomy from government supervision and control.