

A Quantum Leap in Excellence – Education Without Borders





















15 October 2019

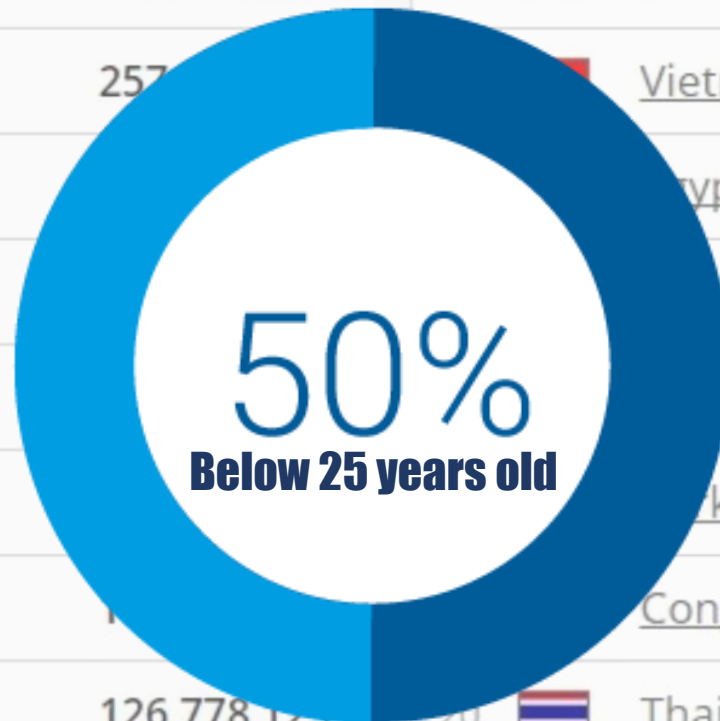
The Bayleaf, Intramuros, Manila



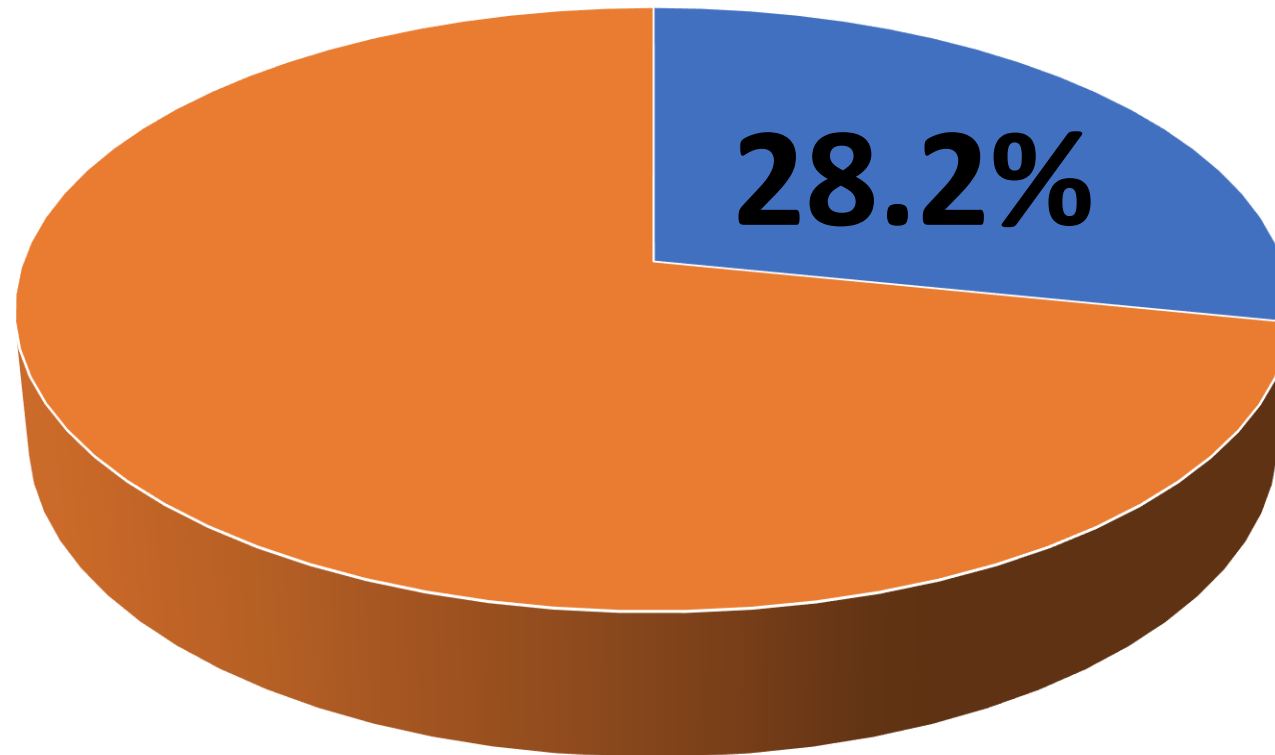
Dr. Aldrin A. Darilag **CHRP, RMT, RN**
Commissioner
Commission on Higher Education

TOP 20 LARGEST COUNTRIES BY POPULATION (LIVE)

1		<u>China</u>	1,406,568,570	11		<u>Mexico</u>	126,098,853
2		<u>India</u>	1,291,335,619	12		<u>Philippines</u>	102,784,174
3		<u>United States</u>	323,050,792	13		<u>Ethiopia</u>	100,341,513
4		<u>Indonesia</u>	257,540,612	14		<u>Vietnam</u>	93,904,827
5		<u>Brazil</u>	215,000,000	15		<u>Egypt</u>	85,483,537
6		<u>Pakistan</u>	235,000,000	16		<u>Germany</u>	82,537,547
7		<u>Nigeria</u>	206,000,000	17		<u>France</u>	80,076,603
8		<u>Bangladesh</u>	165,000,000	18		<u>United Kingdom</u>	77,255,024
9		<u>Russia</u>	145,000,000	19		<u>Congo</u>	72,311,024
10		<u>Japan</u>	126,778,125	20		<u>Thailand</u>	67,552,386



The Gross Enrolment Ratio at Tertiary Level



there has been **significant high level of English proficiency; enough English Language Training (ELT) destinations, and the predominance of private institutions.**



Local and global partnerships and collaborations
proliferative sprouting of COE/COD programs



THE PHILIPPINE TALENT MAP

Top 5 Competencies of Filipino Learners

**Problem
Sensitivity**

**Decision
Making**

Innovation

**Planning
and
Organization**

**Creative
Problem
Solving**



top 10

Key Employment Generators



Hotel, Restaurant and Tourism

3 Major Reforms in Educational System

Reforming the basic education through the Implementation of K to 12 wherein kindergarten is made compulsory beginning SY 2012 and added two (2) years in Senior High School

The policy shift from inputs- and knowledge-based education and training approach to learning outcomes-based approach.

putting emphasis on the importance of non-formal and informal learning and expanding the equivalencies and credit transfers in line with the precepts of Lifelong Learning (LLL)



Ladderized Education Act of 2014

Philippine Qualification Framework Act of 2018



The implementation of the New General Education Curriculum beginning AY 2018 – 2019 which provides learners holistic understandings as well as intellectual and civic competencies; b) The issuance of CHED Administrative Order No. 3, S2019 in which revisions of the policies and guidelines in the reconstitution of technical panels for various disciplines and programs



**"aligned with international standards,
national policies and local needs"**



Develop a roadmap for academic programs which is responsive to the demands of 21st century and 4th industrial revolution

Promote outcomes-based education and improve the competitiveness and employability of Filipino workforce

Ensure accountability, transparency, and participation in policy-making, and in program institutional monitoring and evaluation

Institutionalize the representation of experts from the government, academe, and industry in education policy making



The issuance of **CMO No. 62, S2016** or the **Policies, Standards and Guidelines on Transnational Education Programs** which affirm the CHED's policy and intent to "internationalize Philippine higher education in order to facilitate the development of a human resource base that is responsive to the needs of the times".



**A Quantum
Leap in
Excellence**



**Education Without
Borders**



In terms of National and International Development related to Education without Borders, the Commission is now Institutionalizing the Philippine Qualification Framework (PQF) by virtue of *an Executive Order No. 83 series of 2012 and Republic Act. No. 10968.*



Objectives of the PQF:

- a. Adopt national standards and levels for outcomes of education;**
- b. Support the development & maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between different education & training sectors and between these sectors and the labor market; and**
- c. Align domestic qualification standards with the international qualifications framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.**



*In May 2019, the Philippine Qualification Framework **has been accepted as aligned to the ASEAN Qualification Reference Framework Referencing Criteria** and has been endorsed by the AQRF Committee to the ASEAN Ministers of Economy, Education and Labor.*



*CHED is keeping pace with the trends of internationalization, more specifically with the intensifying influence of the 4th industrial Revolution and Education 4.0 and **Sustainable Development Goal No. 4** that is towards equity, relevance, sustainability and global citizenship.*



*In terms of **Non-Conventional Modes of Delivery**, we are providing **Open and Distance Learning** to the qualified learners.*

***Republic Act 11448, otherwise known as the
“Transnational Higher Education Act of 2019”***



In terms of Updates on Tourism and Hotel & Restaurant Management programs. CHED is currently revising the general criteria on the identification of Centers of Excellence and Centers of Development across all programs. To date, there are six (6) HEIs which are COEs and/or CODs in the areas of Tourism Management and Hospitality Management.



COE/COD in Tourism and Hospitality Management



UNIVERSITY
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CMO No. 30, series of 2006 entitled “Policies, and Standards for Bachelor of Science in Tourism Management (BSTM)/Bachelor of Science in Hospitality Management (BSHM)/ Bachelor of Science in Hotel and Restaurant Management (BSHRM)/Bachelor of Science in Travel Management (BSTRM),”



K to 12 Curriculum; New General Education Curriculum; Paradigm shift to Outcomes-based Education (OBE); Institutionalization of Philippine Qualifications Framework (PQF).



- (1) Philippine tourism sector has shown strong performance exhibiting double-digit growth in domestic and foreign tourist arrivals for the past several years;***
- (2) Tourism accounts for 8% of the country's gross domestic product, generating 4.7 million jobs and contributing more than 1.74 billion in tourist receipts;***
- (3) Multiplier-effect of tourism has prompted investments, created new business and employment opportunities cutting across a wide variety of sectors which demand knowledgeable and highly-skilled workers.***



- 1) The inputs from stakeholders – academe, industry professionals, professional associations, government agencies from the consultations conducted by CHED through the Technical Committee for Tourism and Hospitality Management, both regional and national***
- 2) Implementation of the ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals together with the Common ASEAN Tourism Curriculum (CATC), the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP), the toolboxes which have been integrated both in the technical and higher education programs***



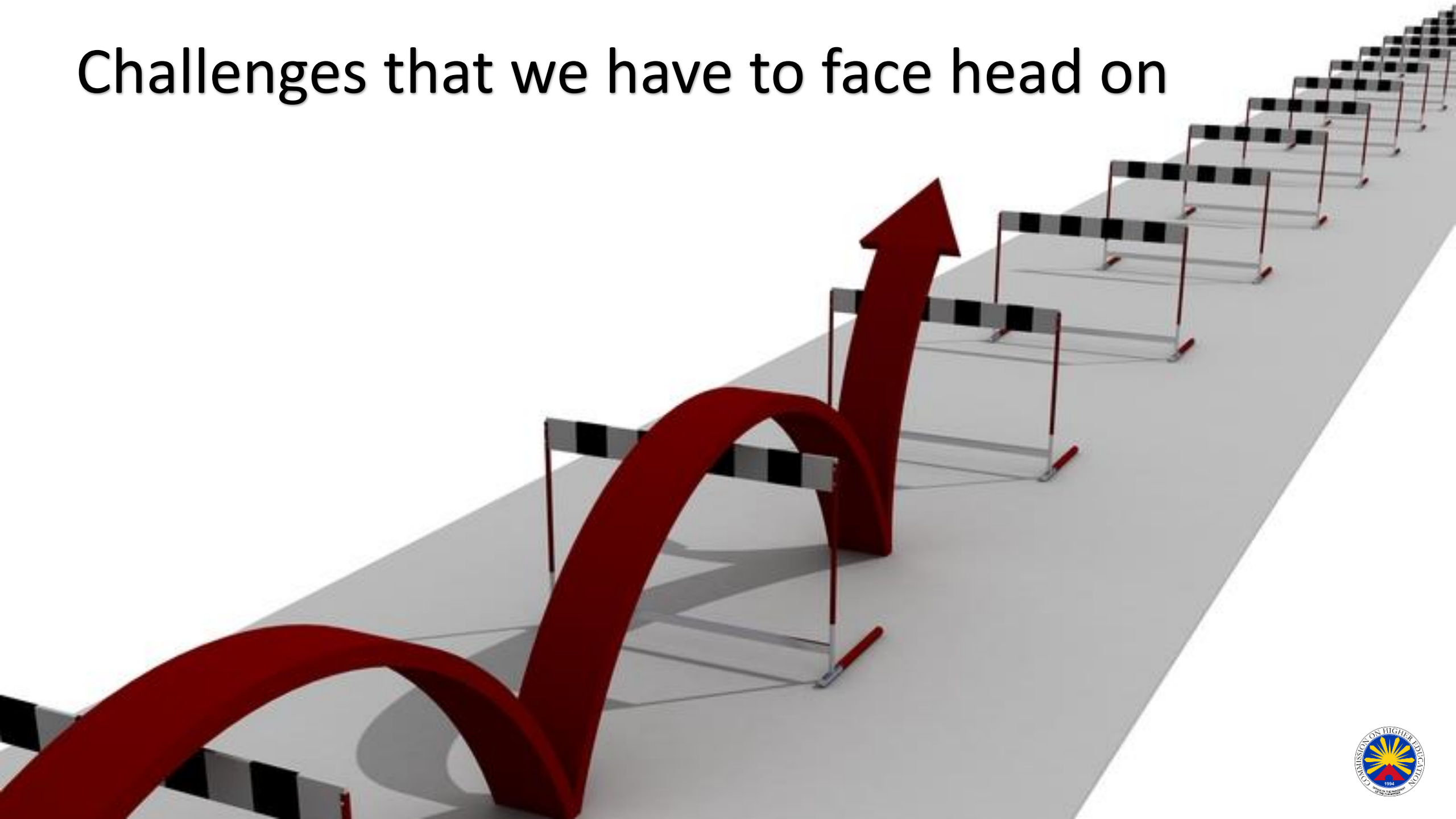
- 3) 2016-2022 National Tourism Development Plan and the 2016-2025 ASEAN Tourism Strategic Plan that focuses on human capacity and capability development for tourism professionals***
- 4) Project Jobs Fit of Department of Labor and Employment (DOLE) that identifies the hard to fill, ion demand and emerging jobs in various sectors including the Tourism sector, regionally, nationally and outbound work of Filipinos***



- 5) Developing a Curriculum (DACUM) report from USAID provided by Philippine Business Education (PBE)***
- 6) Philippine Improving Competitiveness Tourism Project (PICtourism) led by the Department of Tourism (DOT), Asian Development Bank (ADB) and Government of Canada***



Challenges that we have to face head on



*With the issuance of the new PSGs for the TM and HM programs, all the existing HEIs are expected to comply with all the requirements **within a 3-year period as specified in the transitory provision of each PSGs.***



HEIs need to further enhance their programs in anticipation of challenges brought by the 4th industrial revolution. As such, there is a need to:

- 1) Capacitate CHEDRO Staff in-charge, HEI administrators and faculty members in the implementation of the new OBE-aligned curricula and integrate programs that is geared towards Education 4.0.***
- 2) Strengthen partnership with agencies like TESDA, DOT, and DOLE and other private agencies/associations/organizations to further enhance existing guidelines related to the development of quality TM and HM programs.***



What are updates on Development Initiatives and Linkages?



These initiatives are all in line with the following principles under CHED Administrative Order No. 3, s. 2019:

- 1. aligning higher education to international standards, national priorities, and local needs to be able to ensure a highly employable and skilled work force;***
- 2. strengthening of Philippine higher education towards upholding the country's reputation as center of quality higher education in ASEAN region by ensuring PSGs are continuously developed and updated to meet national and***



international standards, and industry demands through implementation of robust quality assurance mechanisms, and prioritizing the key roles of higher education in socio-economic development particularly in institutionalizing representation and engagement of the academe, industry and government in the design and formulation of PSGs for various programs and disciplines/program areas;



3. maximizing the assistance of experts in policy formulation and implementation; promotes transparency, accountability and participation in selection and operation of Technical Panels and Committees; and the complementarity of public and private higher education institutions in the development of Philippine higher education.



"Education is the single most important legacy that we can bestow upon our youth. It opens doors for countless opportunities that will to their further empowerment, greater success and the realization of their individual aspirations."

- Pres. Rodrigo R. Duterte

