



COMMISSION ON HIGHER EDUCATION (CHED)

STRATEGIC PLAN FOR 2011-2016

1. VISION

The Commission on Higher Education – CHED is the key leader of the Philippine higher education system effectively working in partnership with other major higher education stakeholders in building the country's human capital and innovation capacity towards the development of a Filipino nation as a responsible member of the international community.

2. MANDATE

Given the national government's commitment to transformational leadership that puts education as the central strategy for investing in the Filipino people, reducing poverty, and building national competitiveness and pursuant to Republic Act 7722, CHED shall:

- a. Promote relevant and quality higher education (i.e. higher education institutions and programs are at par with international standards and graduates and professionals are highly competent and recognized in the international arena);
- b. ensure that quality higher education is accessible to all who seek it particularly those who may not be able to afford it;
- c. guarantee and protect academic freedom for continuing intellectual growth, advancement of learning and research, development of responsible and effective leadership, education of high level professionals, and enrichment of historical and cultural heritages; and
- d. commit to moral ascendancy that eradicates corrupt practices, institutionalizes transparency and accountability and encourages participatory governance in the Commission and the subsector.

3. OBJECTIVES

The overall societal goal is the attainment of inclusive growth and sustainable development while the higher education sub-sector goals are: the formation of high-level human resource, and generation, adaptation, and transfer of knowledge and technology for national development and global competitiveness.

Specifically, CHED aims to achieve the following objectives in the next five years:

- a. Improve the relevance of higher education institutions (HEIs), programs, systems, and research to respond to the thrusts of the Philippine Development Plan (PDP), 2011 - 2016;
- b. upgrade the quality of higher education institutions, programs and systems in the country towards achieving international standards;
- c. broaden access to quality higher education of those who seek it;
- d. efficiently and effectively manage the higher education system ensuring transparency and integrity in its programs and activities as its commitment to moral ascendancy; and
- e. strengthen the Commission on Higher Education and other major stakeholders.

4. STRATEGIES

The CHED overall strategic framework (Figure 1) is guided by the 16 point priority agenda of the Aquino administration clustered into five development thrusts, namely: *(1) anti-corruption/transparent, accountable and participatory governance, (2) poverty reduction and empowerment of the poor, (3) rapid, equitable and sustained economic growth, (4) just, inclusive and lasting peace and the rule of law, and (5) integrity of the environment/climate change mitigation and adaptation.*

In order to maximize the higher education system's contribution towards building the country's human capital and innovation capacity, CHED has to address the challenges besetting the subsector particularly the following: lack of overall vision, framework and plan; deteriorating quality of higher education; and limited access to quality higher education.

To achieve the above subsectoral objectives, CHED has identified and will focus on five (5) major key result areas (KRAs), namely, (1) rationalized Philippine higher education system; (2) improved quality and standards; (3) broadened access to quality higher education; (4) transparent, morally ascendant, efficient and effective management system; and (5) effective organizational development.

To achieve its first mandate and objective, CHED shall focus on KRA 4: transparent, morally ascendant, efficient and effective management system.

To achieve the first two (2) objectives of improving relevance and quality of higher education, CHED shall focus on KRAs 1 and 2: (1) rationalized higher education system and (2) improved quality and standards.

To achieve objective 3, CHED shall focus on KRA 3 and broaden access to quality higher education through diversified but comprehensive student financial assistance programs and by encouraging alternative learning systems and modes of delivery.

To achieve objective 5 or strengthen CHED, organizational and human development programs shall be conducted and facilities and operating systems shall be upgraded and modernized. To strengthen other major stakeholders, CHED shall initiate programs to reform State Universities and Colleges (SUCs).

5. PROGRAMS, ACTIVITIES, AND PROJECTS

5.1. Rationalization of HEIs and Programs within a moratorium period on the opening of new programs especially in oversubscribed disciplines. The objective is to lay the foundation for a more efficient and effective system in delivering quality public higher education services and for a more flexible regulatory framework for private higher education provision. The project components of the program include the following:

5.1.1 Aligning HEI programs with national development goals;

- Job-Skills Matching Project

In order to produce highly competent and competitive graduates, HEIs are encouraged to offer programs that are in demand and responsive to the needs of industry, both domestic and international.

The job-skills matching project includes: formulation of master plans for priority disciplines; review of curricula to make them fit the needs of industries; establishment of labor market information system (LMIS) to provide up-to-date information on jobs that are in demand and hard to fill, to guide both students and parents in choosing courses; identification of areas of mismatch and implementation of strategies to address such mismatches; massive information dissemination on employment opportunities among students and HEIs; and periodic conduct of graduate tracer studies.

- Relevant and Responsive Research, Development and Extension (RDE)

Under this program, CHED supports the conduct of RDE aimed at generating, adapting and transferring or applying new knowledge and technologies for improving

productivity and livelihood, promoting peace, empowering women, protecting the environment, reducing disaster devastation, and alleviating poverty.

- **Gender and Development (GAD) Programs**

This program includes advocacy and gender sensitivity activities to promote gender parity in education, equal access to scholarships by both genders, and interventions to assist female students with extreme personal situations that prevent them from completing their higher education.

5.1.2. *Typology and Mapping of HEIs and Programs*

A system of classifying HEIs is being designed based on their mandates and functions vis-a-vis national development goals. This typology will be harmonized with quality assurance criteria to allow HEIs to focus and excel within their respective classifications and be recognized for such excellence.

A GIS-based map of HEIs and programs is currently being updated to serve as decision support system for the rationalization of HEIs and programs distribution in the county. The map will provide information on the current status of program offerings including quality, costs, and marketability. It will be used to match the program offerings with demand or thrusts at the national and regional levels.

The outputs of this project will also be used as basis for phasing out oversubscribed programs and for promoting under-subscribed but relevant programs.

5.1.3. *Amalgamation of HEIs and Programs*

The objective of this program is to restructure the higher education system specifically the public component consisting of SUCs/Local Universities and Colleges (LUCs), and other government schools to improve efficiency in the delivery of quality programs, minimize duplication and promote complementation between and among public and private HEIs. The restructuring could be achieved partly through amalgamation of SUCs into Regional University Systems (RUS) and development of specialized institutions.

The project shall provide assistance in the initial implementation of the RUS in a selected region, including joint research and extension, academic program complementation, and infrastructure improvement for the SUCs involved.

5.2. Quality and Standards

5.2.1 Quality Assurance Projects

These projects include the setting and enforcement of Policies, Standards and Guidelines (PSGs) for academic programs, monitoring of compliance and phase out/closure of non-compliant programs, Institutional Quality Assurance Monitoring and Evaluation (IQuAME), and accreditation.

- Policies Standards and Guidelines (PSGs) formulation and enforcement

In order to ensure that Philippine higher education programs are comparable to international standards, CHED periodically conducts international benchmarking, reviews and updates the PSGs for academic program offerings. These internationally-benchmarked PSGs, set the minimum quality standards and requirements that HEIs have to comply with before they are given permits to operate such academic programs and recognition to award degrees to their students. In the case of SUCs, the Commissioners who sit as Chairpersons of their Boards ensure that the SUC program offerings meet the set standards.

- Program monitoring; closure/phase out of non-compliant programs

On-going authorized programs are regularly monitored and those found to be non-compliant are ordered for immediate closure or phase out. Maritime HEIs are monitored and evaluated to determine compliance with Standard Training Certification and Watchkeeping (STCW).

- Institutional Quality Assurance Monitoring and Evaluation (IQuAME)

In addition to program monitoring and evaluation, HEIs are monitored through IQuAME. This is a mechanism for monitoring and evaluation of outcomes of the programs

processes and services of higher education institutions in the key area of quality of teaching and learning as supported by the governance and management, student services, relations with the community, and management of resources.

- Accreditation

HEIs with programs that attain standards above the minimum are encouraged and assisted to have their programs evaluated by private accreditors or a recognized body, leading to the issuance of a certificate of accredited status.

- Compliance with international standards

This involves participation in international/regional networks and cross-border collaborations, and initiatives towards recognition of HEIs/programs by international entities like the Washington Accord.

5.2.2 Quality Improvement Projects

These include interventions and initiatives aimed at improving institutional capacities and capabilities of HEIs for providing quality education, such as faculty development, HEI management development, establishment of R&D Centers, COEs/CODs, and National Agriculture and Fisheries Education System (NAFES).

- Faculty Development Program

This program provides scholarships to upgrade the academic qualifications of HEIs faculty (private and public) to masters and doctorate degree levels and training for Continuing Professional Education (CPE). It is expected that through the FDP and CPE, the improved qualifications and teaching methods will contribute directly to better student learning which in turn would translate into higher passing rates in professional licensure examinations and greater productivity of graduates.

- HEI Management Development Program.

This program aims to create awareness of the relationship between the quality of senior/middle-level management and the quality of HEIs performance. It gives senior/middle-level managers appropriate incentives and

opportunities to access high-quality and relevant management development programs to strengthen their capacity as leaders of both public and private HEIs.

- Establishment of Research & Development (R&D) Centers

The R&D Centers are mobilized to help CHED in promoting higher education research and bringing closer the assistance necessary to strengthen research and development functions of HEIs. These centers are also tapped to enhance the research productivity of the HEIs in terms of intellectual property generation.

- Centers of Excellence (COEs)/Centers of Development (CODs)

These are HEIs identified and recognized by CHED to serve as models of excellence and resource centers for the other HEIs. Support to the COEs/CODs includes provision for student scholarships, faculty development, library and laboratory upgrading, research and extension services, development of instructional materials and implementation of networking and linking activities.

- National Universities and Colleges for Agriculture and Fisheries (NUCAFs)/Provincial Institutes of Agriculture and Fisheries (PIAFs)

NUCAFs and PIAFs make up an integrated system of agriculture and fisheries education, and are tapped and supported to upgrade quality, ensure sustainability and promote global competitiveness of agriculture and fisheries education at all levels.

- Contributions to K-12

These include: CHED's provision of technical assistance to the K-12 inter-agency body; formulation of standards for contents/methods of Grade 11 and 12; and policy and program inputs to Teacher Education COEs/CODs in improving pre-service and in-service education of basic education teachers and managers.

□□□□ ***Participation in International and Regional Networking***

CHED, in coordination with the Department of Foreign Affairs strengthens international cooperation by joining international and regional bodies/networks, negotiating and facilitating bilateral/multilateral agreements on academic

cooperation and linkages of local HEIs with their counterparts in other countries as well as with international organizations.

5.3 Access to Quality Higher Education

□□□□ *Student Financial and Assistance Programs (STUFAPs)*

Aimed at providing access to quality higher education among poor but deserving students, STUFAPs consist of: (1) scholarships - including the Full Merit, One-Town-One-Scholar (OTOS) and Half Merit programs, the beneficiaries of which are selected on the basis of their performance in qualifying examinations; (2) Grants-in-Aid-Tulong-Dunong including: Study Grant Program for Solo Parents and their Dependents, DND-CHED-PASUC Study Grant, OPAPP-CHED Study Grant Program for Rebel Returnees, and CHED Special Study Grant Programs for Senate and House of Representatives, which are meant for the students from poor families, indigenous communities, and persons with disabilities; and (3) student loans for the needy but deserving students.

5.3.2 Promoting Alternative Learning System (ALS)

The Commission recognizes that education and acquisition of higher learning take place both within and beyond the confines of the classrooms, and hence, the need to formally acknowledge higher learning obtained from informal and non-formal modes of education.

- Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

Under this program, skills and competencies acquired outside the formal education system are evaluated and accredited. ETEEAP is being implemented through deputized HEIs strategically located all over the country. The deputized HEIs are CHED's partners in providing opportunities for qualified working undergraduates to earn their academic degree through equivalency and accreditation.

- Ladderized Education Program (LEP)

This program allows recognition of units earned in technical vocational programs in TESDA-registered schools for equivalent academic units in CHED-recognized programs and institutions. LEP enables students to get

out of the education system to join the workforce and re-enter at any level in the education ladder.

5.4. Transparent, Morally Ascendant and Efficient and Effective Management System

5.4.1. Governance Reforms in SUCs

Reforms are being instituted in the governance, administration, and financial management of SUCs, including (1) rotation of chairs in SUC boards; (2) a strengthened search and appointment system for SUC Presidents; (3) adoption of a code of good governance; and (4) implementation of guidelines in the utilization of income.

5.4.2. Simplification of Frontline Services through IT Systems

IT systems have been developed and will be enhanced and fully utilized to improve efficiency in the provision of services to CHED clients. These systems include the website, webmail, electronic verification and certification system (E-CAV), document tracking system, document archival system, one stop shops, scholarship administration system and feedback mechanisms (help desks and hotlines).

5.4.3. Tibay Edukasyon

Under this program, violations of laws, rules and regulations and other complaints are acted upon through mediation, and conduct of fact-finding investigations. Cases are filed with the appropriate bodies against officials who are found to have committed punishable violations.

5.5. Organizational Development

CHED Human Resource Development

This program is designed to improve efficiency and effectiveness of CHED through managers and staff participation in training programs, team building activities, and the availment of scholarships for graduate studies.

5.5.2. Rationalization, Modernization and Upgrading of Physical Plant

A functioning building maintenance office with CCTV cameras and updated security systems and outsourced

building maintenance, security, and housekeeping services will be established in CHED national and regional offices for the efficient use of its resources.

6. MAJOR TARGETS

The major targets vis-a-vis the KRAs are as follows:

6 .1. Rationalization of Higher Education Institutions and Programs

- GIS-based map of HEIs and programs completed by 2011;
- A typology of HEIs framework developed by 2011 and initially implemented in 2012;
- Master plans for key higher education programs (teacher education, nursing education, agriculture and sustainable development, maritime education and ETEEAP) completed and implemented;
- Curricula developed and implemented to integrate 21st century skills and other competencies responsive to labor market needs both local and international as well as to the requirements of national development. Industry representatives shall be involved in all CHED technical panels/technical committees that review and develop curricula;
- An updated and reliable labor market information system (LMIS) established by 2012;
- Increased enrollment in critical high-level professional disciplines and hard-to-fill jobs (ex. Geology, meteorology, etc), to be further reinforced by specially designed student financial incentives and scholarships;
- Decreased enrollment in oversubscribed disciplines;
- Three (3) Regional University Systems (RUS) and two (2) specialized HEIs pilot-tested from 2012 to 2016;
- Moratorium effected on the creation/conversion of new SUCs and LUCs pending the formulation of a development blueprint for the restructuring of public higher education institutions. This will effectively address the far-reaching effects of too many institutions and programs on the quality and relevance of higher education programs and on the optimization of national resource allocation.
- Support provided for the conduct of at least 25 RDE (including 7 in NAPC identified focus municipalities) in 2011 and 96 (including 6 in NAPC identified focus municipalities) in 2012-2016, for the development/adaptation/transfer of technologies for enhancing productivity and quality of life, improving social services, and promoting environmental protection, climate change mitigation and disaster risk reduction.

- Heightened commitment and support to sustainable development initiatives through the significant participation of HEIs, faculty and students (particularly NSTP students) in the National Greening Movement (NGM), disaster response and related activities; development and launching of new academic programs in fields needed for hazard reduction/environmental protection, e.g. atmospheric sciences, seismic engineering, volcanology. Under the GAD program, 800 female scholars will be supported during the plan period to pursue higher education in traditionally male dominated programs.

6 .2. Quality and Standards

- PSGs periodically reviewed/updated/revised;
- Non-viable and substandard programs phased-out or closed;
- Improved HEIs compliance to standards and increased number of programs accredited and supported;
- Scholarship and training provided for HEIs faculty and managers to upgrade their academic qualifications and capabilities;
- Centers of Excellence/Centers of Development, and Research and Development Centers recognized and supported; and
- Global comparability and competitiveness of Philippine higher education enhanced through current and expanded initiatives such as negotiation and execution of Mutual Recognition Agreements with foreign economies, inclusion of maritime institutions in the International Maritime Organization (IMO) white list, and regular membership in the Washington Accord.

6 .3. Access to Quality Higher Education

- Institution of a harmonized/integrated scheme of student financial assistance program (STUFAP) through inter-government agency collaboration aimed at channeling the bulk of public resources for post-basic education to students rather than institutions through efficient and effective governance (assuming the proposed moratorium on various STUFAP bills will be expedited). This will improve the clientele targeting of the expanded scholarship, grants and student loans and other forms of student financial assistance. The revitalized scheme is also expected to:
 - increase the number of recipients from poor families,
 - optimize the use of public investments/ resources,
 - promote the matching of supply and demand for critical skills and professions, and
 - address emergency situations and provide assistance to displaced or repatriated OFWs and their dependents and some marginalized groups.

- Widened access to higher education through current non-conventional higher education schemes like the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) and the Ladderized Education Program (LEP) shall be further enhanced.

6 .4. Transparent, Morally Ascendant and Efficient and Effective Management System

CHED's practical contribution to good governance, transparency and the rule of law through:

- Reforms in SUCs governance and administration;
- simplified frontline services such as the certification, authentication and verification functions (CAV) which could be sources of rank-and-file graft and corruption and waste of financial/manpower resources;
- designation of an independent resident ombudsman; and
- expeditious action on complaints/cases.

6 .5. Organizational Development

A professionalized bureaucracy to include an improved and functional CHED organizational structure and a well maintained office with upgraded facilities and updated security system by 2012.

Detailed targets for each KRA/strategy are shown in Annex A.

7. HIGHLIGHTS OF MAJOR ACCOMPLISHMENTS (July 2010 to June 2011)

In line with the President's thrust for poverty reduction and rapid, equitable and sustained economic growth, CHED took bold steps to reform the higher education system and enable it to provide quality education and produce globally competitive graduates; provided scholarships and financial assistance to more than 60,000 students from poor and disadvantaged families; supported Research and Development and Extension (RDE) initiatives of higher education institutions (HEIs) that developed/adapted and transferred knowledge/technologies for improving productivity and quality of life. In support of the Administration's anti-corruption drive and platform of good governance, CHED also instituted reforms in the governance of SUCs.

The Aquino Administration inherited a chaotic higher education system characterized by too many higher education institutions and programs, job-skills mismatch, oversubscribed and undersubscribed

programs, deteriorating quality, and limited access to quality higher education.

The following are some significant milestones towards reforming the system that have taken place during the last twelve months:

1. The new CHED leadership has set the stage for more determined and concrete steps towards higher quality and relevance of higher education through the formulation of typologies of HEIs and quality assurance frameworks.
2. The momentum for rationalizing public HEIs through regional amalgamation was sustained and even accelerated with the further preparatory steps taken on the merging of five state universities and colleges towards the creation of the envisioned Regional University System in Region XI. The proposed enabling law has been deliberated on and endorsed by the Regional Development Council XI.
3. Curricula of in-demand programs such as Information Technology, Accounting Technology, Maritime and English were reviewed and updated to make these more responsive to the needs of industry.
4. Moratorium was declared by CHED on the opening of new programs in oversubscribed disciplines (CMO No. 30 s. 2010): Business Administration, Nursing, Teacher Education, Hotels and Restaurants Management and Information Technology Education.
5. As a result of the upgrading of minimum quality standards for academic programs and tightened monitoring undertaken during the past few months, 358 programs of 248 HEIs were closed or phased out and 31 HEIs were ordered to phase out/close substandard, inefficient and deficient programs.
6. A well-attended public hearing on the implementation of the new policies, standards and guidelines (PSGs) called by CHED and the Technical Committee on Nursing was recently concluded, demonstrating the government's resolve to address the fundamental problems affecting nursing education. The new PSG provides more rigid requirements for continued operation of Nursing programs effective AY 2011-2012.
7. With the updating/reengineering of curricula that are aligned with the Washington Accord and other international standards, the Philippines is now on its way towards being accepted as member of international benchmarking bodies/exercises. The

Philippines has obtained provisional membership in the Washington Accord and has been retained in the International Maritime Organization (IMO) White List.

8. The 1,129 faculty graduate scholars under the expanded Faculty Development Program and 400 HEI administrators trained under the various HEI Management Development Programs are expected to improve the quality of teaching and management in the beneficiary institutions.
9. CHED identified and recognized 91 Centers of Excellence (COEs) for Teacher Education, Agriculture, Science and Math, and Medicine. These are institutions that demonstrate the highest levels of standards in instruction, research and extension services. COEs offer academic programs that have been benchmarked against international practices and are recognized for their capacity to produce globally competitive graduates and cutting edge research outputs relevant to the needs of the disciplines and the country's development objectives. These COEs will produce the next batch of competent teachers needed to effectively implement the new curricula for K-12, health and related workers that will help the country achieve the Millennium Development Goals, and engineers and scientists who will conduct research generate and adapt technologies for enhancing productivity and promoting rural/economic development.
10. In addition, 14 Zonal Research Centers (ZRCs) and 7 research program component implementers were identified and mobilized by CHED to help improve research capability and enhance research productivity among HEIs. These research centers, in turn, established networks/communities of researchers that are now actively implementing CHED-funded R & D programs/projects that are aimed at generating/adapting knowledge/technologies that could be transferred to/applied by end-users for enhancing productivity and quality of life, particularly in the identified poorest communities.
11. To broaden access to higher education and improve opportunities for productive employment among the poor and disadvantaged, CHED provided scholarship and study grants to 60,789 financially disadvantaged but academically deserving students in SY 2011-2012.
12. In support of the President's drive against corruption and for good governance, CHED instituted reforms in the governance of SUCs particularly in the search for and selection of SUCs presidents and in the utilization of their internally generated income. In addition, CHED filed complaints with the

Ombudsman and worked for the dismissal of erring officials, terminated the services of a midnight appointee and non-career officials in compliance with President's Memorandum Circular Nos. 1 and 2, at the same time embarked on a Human Resource Development Program to improve the morale and competency of the agency's work force.

Additional accomplishments during the period are listed in Annex A.

8. ORGANIZATIONAL STRUCTURE (Appendices 1 and 2 present the Current Organizational Structure and Existing Staffing Pattern)

The Commission is composed of five full-time Commissioners, a Chairperson and 4 Commissioners appointed by the President, making up the Office of the Chairperson and the Commissioners (OCC). The Commissioners act as a collegial body in the formulation of plans, policies and strategies relating to higher education.

The Board of Advisers assists the Commission in harmonizing its policies and plans with the development needs of the country. Also assisting the Commission in setting standards for the different disciplines and program areas and in institutional monitoring and evaluation are the Technical Panels composed of technical experts in various disciplines.

The Office of SUCs/LUCs Concerns serves as the clearing house for the Chairperson and Commissioners on SUCs/LUCs matters. The Higher Education Development Fund (HEDF) referred to as the Fund is the Commission's mechanism for the strengthening of higher education in the country. This Fund is managed with the assistance of the HEDF Secretariat (HEDFS).

Under the OCC is the Executive Office (EO) which is the operating and executive arm of the Commission and is headed by an Executive Director. The EO heads the Commission Secretariat that implements the plans and policies of the Commission. It oversees the overall implementation of policies, programs, projects by the various offices, namely: Office of Programs and Standards (OPS), Office of Policy, Planning, Research and Information (OPPRI), Office of Student Services (OSS), International Affairs Services (IAS), CHED Legal Services, Administrative and Financial Services (AFS) and the fifteen (15) Regional Offices (ROs). The EO coordinates with the HEDFS the utilization of HEDF funds for the efficient implementation of programs and projects.

As approved by the DBM, the Commission has 609 plantilla positions: 258 in the Central Office (CO) and 351 in the Regional Offices (ROs).

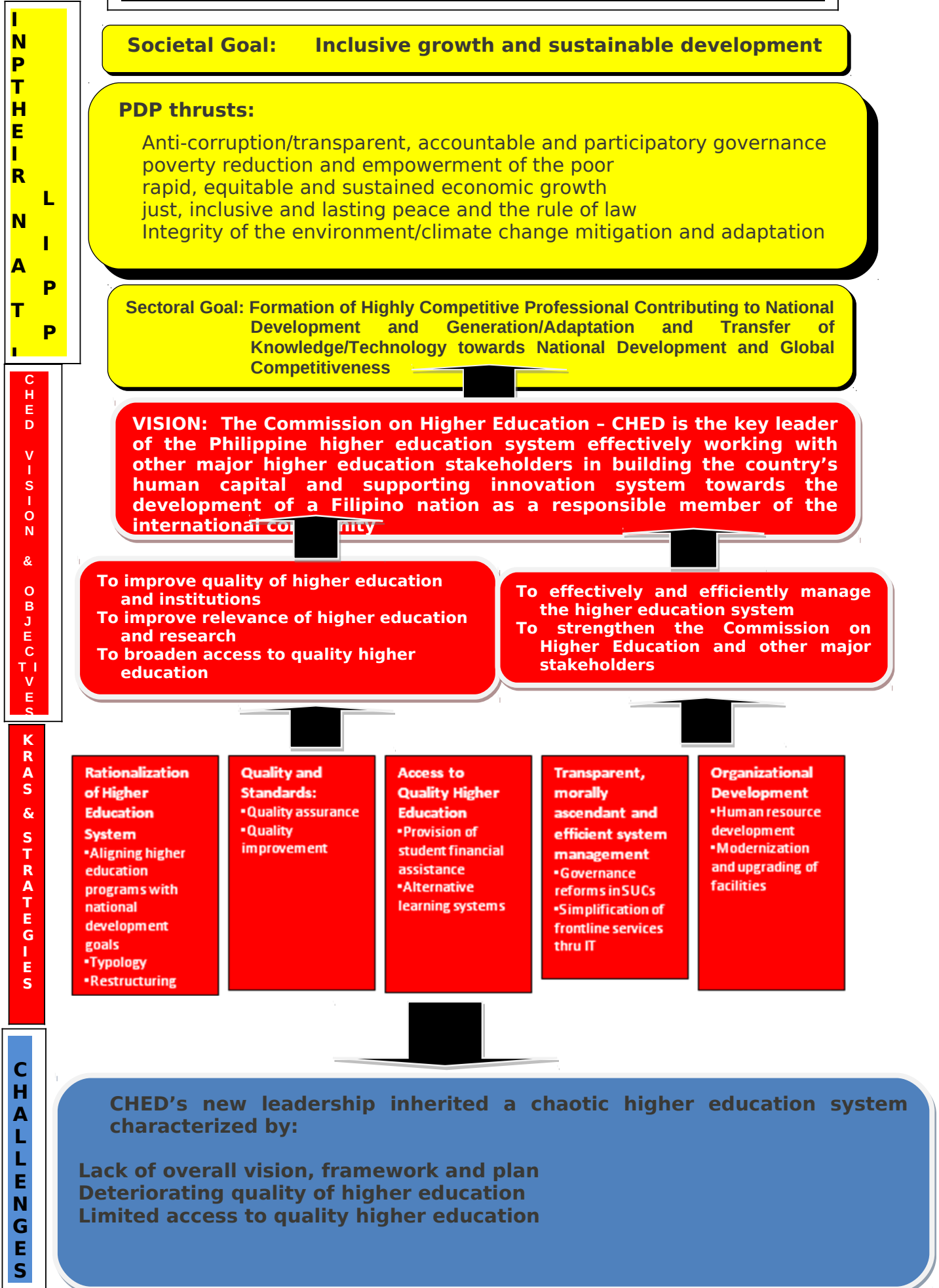
9. FINANCIALS (Appendix 3 provides 20 11 Actual and 2012 Proposed CHED Budget)

The total CHED budget for 2011 amounts to P1.688 billion which is almost the same as the actual budget of P1.568 billion in 2010 or a very slight increase of 6%.

For 2012, CHED is expecting a budget (based on the National Expenditure Program or NEP) of P 2.207 billion. This amount, however, includes P500 Million which is specifically earmarked for SUCs: P250 Million for Capital Outlay (CO), and P250 Million for Maintenance and Other Operating Expenses (MOOE). This will be additional funding for the SUCs activities in line with the government priority areas for growth and employment, namely, agriculture and fisheries, tourism, general infrastructure, semiconductor and electronics, and business process outsourcing.

Without the P500 Million allocation for SUCs, the actual budget of CHED in 2012 is only P959.37 Million. Of this amount, P590 Million is for scholarship and study grants, leaving P141.4 Million for operating expenses.

FIGURE 1: CHED'S OVERALL STRATEGIC FRAMEWORK



COMMISSION ON HIGHER EDUCATION
Organizational Structure

