INTRODUCTION: How Philippine higher education slipped without our knowing

- Erosion of leadership in graduate education: the Thailand story
- Less than full resolve: the Singapore story
- Less than other peoples’ love of country: the Vietnam story
<table>
<thead>
<tr>
<th>INNOVATION INDICATORS</th>
<th>CHIN</th>
<th>INDO</th>
<th>MLYSIA</th>
<th>PHIL</th>
<th>SING</th>
<th>THAILND</th>
<th>VIETNAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity for Innovation</td>
<td>23</td>
<td>30</td>
<td>17</td>
<td><strong>86</strong></td>
<td>20</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>Quality of scientific research</td>
<td>44</td>
<td>56</td>
<td>28</td>
<td><strong>102</strong></td>
<td>12</td>
<td>68</td>
<td>87</td>
</tr>
<tr>
<td>Government procurement of advanced tech products</td>
<td>16</td>
<td>29</td>
<td>4</td>
<td><strong>107</strong></td>
<td>2</td>
<td>98</td>
<td>39</td>
</tr>
<tr>
<td>Innovation Indicators 2012-13 Global Competitiveness Indicators</td>
<td>CHIN</td>
<td>INDO</td>
<td>MLYSIA</td>
<td>PHIL</td>
<td>SING</td>
<td>THAILN D</td>
<td>VIETNAM</td>
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</tr>
<tr>
<td>University-industry collaboration in R and D</td>
<td>35</td>
<td>40</td>
<td>18</td>
<td><strong>79</strong></td>
<td>5</td>
<td>46</td>
<td><strong>97</strong></td>
</tr>
<tr>
<td>Availability of engineers and scientists</td>
<td>46</td>
<td>51</td>
<td>20</td>
<td><strong>91</strong></td>
<td>13</td>
<td>57</td>
<td>70</td>
</tr>
<tr>
<td>PCT patent applications/millions population</td>
<td>38</td>
<td><strong>101</strong></td>
<td>34</td>
<td><strong>83</strong></td>
<td>13</td>
<td>72</td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>
Varied output for the selected ASEAN countries

- Malaysia overtook Thailand in 2008 and is the most productive ASEAN country after Singapore.
- Even the least productive of the selected countries show above average output growth:
  - Cambodia 7%
  - Philippines 11%
  - Myanmar 15%
  - Laos 18%
  - Viet Nam 19%

As a benchmark, the world 5yr CAGR is just under 3%.
Malaysia and Thailand produce the largest amount of scientific output

- Malaysia and Thailand are the most productive of the selected countries. Indonesia, Viet Nam and Philippines form the middle section
- Fastest growing rates for Malaysia (5 yr CAGR of 38%) and Indonesia (5 yr CAGR of 24%)
THE MANDATE OF PHILIPPINE HIGHER EDUCATION

To contribute to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country’s human development, productivity and global competitiveness.
This mandate translates to multiple missions

- Produce thoughtful graduates with a humanist orientation; analytical and problem solving skills; the ability to think through the ethical and social implications of a given course of action; and the competency to learn throughout life;

- Produce competent graduates for work in the 21st century
This mandate translates to multiple missions

- provide focused support to the research required for technological innovation, economic growth and global competitiveness and crafting the country’s strategic directions and policies;

- help improve the quality of human life, respond effectively to changing societal needs and conditions; and provide solutions to problems at the local community, regional and national levels;
Improving the quality of SUCs: Why Quality and QA?

The Imperative of Building a Quality Nation

- Move Filipinos out of poverty by building their competencies;
- Strengthen the moral fiber of the Filipino youth;
- Develop the regions and local communities;
- Catch up with our Asian neighbors.
Why Quality and QA?

The Need to Survive in a Competitive World

- ASEAN community by 2015;
- the commitment of the Philippine government to the evolving efforts to recognize and develop a system of comparable qualifications, degrees, and diplomas across the Asia-Pacific region under the auspices of the UNESCO; and
- the acceptance of internationally-agreed-upon frameworks and mechanisms for the global practice of professions.
For QA purposes: what is Quality

- Alignment and consistency with the institution’s VMO, at exceptional levels, demonstrated by the learning outcomes and the development of a shared culture of quality
## How do we achieve quality? (Cuyegkeng, 2012)

<table>
<thead>
<tr>
<th></th>
<th>Alignment with VGM</th>
<th>Exceptional Outcomes</th>
<th>Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Vision</td>
<td>Management Competencies</td>
<td>Motivation</td>
</tr>
<tr>
<td><strong>Stakeholders</strong></td>
<td>Clarity of Goals</td>
<td>Disciplinary Competencies</td>
<td>Engagement</td>
</tr>
<tr>
<td><strong>Systems/ Processes</strong></td>
<td>Efficiency/ Effectiveness</td>
<td>Support Structures</td>
<td>Feedback Mechanisms</td>
</tr>
<tr>
<td><strong>Organizational Culture</strong></td>
<td>Awareness</td>
<td>Standards</td>
<td>Identity and Commitment</td>
</tr>
</tbody>
</table>
“Quality assurance is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered (Church, 1988).”

Why QA

- Because we want quality: our nation deserves no less
- Survival versus quality
- Quality can help the institution survive;
- What HEI does is based on institution’s VMG, not on the leader’s personality
  - Continuity of most initiatives, despite changing administrations
  - Transformative, because it can change culture and mindsets
QA: Towards Mature HEIs

- Clear VMG
- Definition of desired learning outcomes
- Learning environment
  - Outputs: Program delivery, services
  - Inputs: Human, physical, financial resources; Systems
- Monitoring and assessment
  - Performance indicators
  - Appropriate instruments
  - Internal and external perspectives
QA Systems in HEIs

- Mechanisms, procedures and processes are systematized and institutionalized
  Efficiency: doing things right
  Effectiveness: doing the right things
- The HEI is protected from arbitrary changes that can be imposed by stakeholders with new interests
- The quality cycle becomes integral to the HEI operations
THE PHL QUALIFICATIONS FRAMEWORK  
(as endorsed by the SDC-TB on February 21, 2012)
THE PHL QUALIFICATIONS FRAMEWORK

(Adopted by the TESDA Board on May 9, 2012)
ASEAN Quality Assurance Network Project

“To promote regional harmonization in higher education by developing a QA framework in higher education that develop regional identities which countries could benchmark and align their own QA system of higher education with”
AQAN Project’s Proposed Focus

- External Quality Assurance Agency Principles:
  - generic guides pertaining to the establishment, mandate and governance of a national QA agency

- EQA Principles:
  - generic guides pertaining to among others, QA policies, standards and mechanisms applied by the Agency
AQAN Project’s Focus

- Institutional QA Principles
  - generic guides pertaining to the internal QA arrangements set up by higher education institutions

- Qualifications principles:
  - generic guides pertaining to the characteristics of a national qualifications framework or its subsystems
External Quality Assurance Principles

- Interests of students and society should be at the forefront of EQA processes.

- QA standards, criteria and procedures are:
  1) developed together with stakeholders
  2) published in advance and readily accessible to the public
  3) applied consistently, fairly and with due regard for cultural diversity
External Quality Assurance Principles

- The process normally includes
  1) a self-evaluation or equivalent procedure
  2) external assessment by a group of reviewers and site visits as agreed upon
  3) formal written feedback and recommendations for improvement
  4) QA activities at the institutional and program level
  5) formal procedures in place to ensure reviewers are free from conflict of interest
  6) An appeal mechanism in place
Institutional Quality Assurance Principles

- Institution has the primary responsibility for ensuring its institutional and programmatic quality;
- Quality is a social responsibility and the institution promotes the balance between institutional autonomy and public accountability
- Quality culture is defined and a key part of the institutional ethos
- Structured QA system with clearly defined responsibilities
Institutional Quality Assurance Principles

- The quality system is promulgated and supported by the top management to ensure effective implementation
- QA is participatory, cooperative process across all levels with the involvement of staff, students and other stakeholders
- Resources for establishing and maintaining an effective QA system within the institution should be provided
- Quality is regularly monitored and leads to continuous improvements at all levels
Institutional Quality Assurance Principles

- Relevant and current information about the institutions, its programmes, achievements and quality processes is made accessible
Qualifications Principles

■ NQF should facilitate

1. Progressive nature of learning and training
2. National and cross border recognition of qualifications
3. Credit transfer and learner mobility
4. Worker mobility
5. Lifelong learning
Qualifications Principles

- NFQ must
  1. Be based on learning outcomes
  2. Have distinct levels of learning
  3. Be based on credit system
  4. Emphasize student centered learning
  5. Integrate various forms of learning and training (formal, informal, non-formal)
  6. Integrate various education and training sectors
Qualifications Principles

- Implementation of the NFQ is
  1. carried out by an authorized body
  2. Supported by a set of agreed upon QA principles and standards
  3. Complemented by an authorized information center
1. **Underscore the importance of quality and quality assurance in education;**

2. **Develop competency-based learning standards that comply with existing international standards when applicable** (e.g., Outcomes-Based Education for fields like engineering and maritime education)

3. **Adopt an outcomes-based approach to monitoring and evaluation**
4. Adopt a QA system that is appropriate to the function/mission of HEIs vis-à-vis the needs of the nation
5. Adopt a vertical typology within the horizontal type
Institutional Goal:
- HEIs with established internal quality assurance systems to translate policies into quality programs and quality results:

program implementation, planning and action

↓

continuing monitoring, review, and evaluation

↓

for improvement and/or enhancement

based on type
Maraming salamat po!