

**LEVERAGING HUMAN CAPITAL
FOR DEVELOPMENT AND
INTERNATIONAL
COMPETITIVENESS
THROUGH HIGHER EDUCATION
REFORM**

OVERVIEW OF CMO 46

What is the title of CMO 46?

“POLICY-STANDARD TO ENHANCE QUALITY ASSURANCE (QA) IN PHILIPPINE HIGHER EDUCATION THROUGH AN OUTCOMES-BASED AND TYPOLOGY-BASED QA”

1. CMO 46 is not a CMO on Typology
2. Outcomes-based=Learning competency-based
3. Outcomes=Learning outcomes
4. Competencies=learning outcomes (e.g. knowledge, thinking/life skills, technical skills, applied in context)
5. Competencies broadly conceived

Background: CMO 46 Process

- | | |
|--|-------------------|
| 1. Constitution of Task Force: | December 2010 |
| 2. Zonal consultations: | Jan-March 2011 |
| 3. Submission of Report | Sept 2011 |
| 4, Zonal consultations | Nov 2011-Jan 2012 |
| | April-May 2012 |
| 5. Drafting of CMO | June 2012 |
| 6. Zonal Public hearings | July-Aug 2012 |
| 7. Zonal consultations in
Implementing guidelines | Sept-Oct 2012 |
| 8. Approval of CMO | Nov 2012 |
| 9. Orientation to the CMO | April 2013 |

What is CMO 46 advocating?

Multiple but related advocacies:

- *Quality and quality assurance*
- *Competency-based learning standards that comply with existing international standards when applicable*
- *Outcomes-based approach to monitoring and evaluation*
- *Typology-based QA—horizontal and vertical typology*

Article 1: Rationale for Enhancing QA

Why CMO 46?: Mandate of Philippine Higher Education (PHE)

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.**

Why CMO 46?: the Mission of PHE

- 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

Why CMO 46?: the Mission of PHE

- **provide focused support to the research required for technological innovation**, economic growth and global competitiveness and for 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;**

Why CMO 46? Notes on the Mandate and Mission

1. Filipino nation (geographic and imagined)
2. Mandate and mission of the **Philippine higher education sector, not of each HEI**

Why CMO 46? To address challenges at this juncture

- The Philippines has lagged behind its neighbors in terms of economic development and moving Filipinos out of poverty;
- The Philippines has lagged behind its neighbors in global competitiveness;
- Philippine higher education has slid down vis-a-vis its neighbors
 - the Philippine Thailand story (continuation of the story in previous consultations);
 - employer perceptions of Filipino graduates: the World Bank survey
 - external market perceptions

2012-2013 Economic World Forum innovation indicators 1=highest, 144=lowest

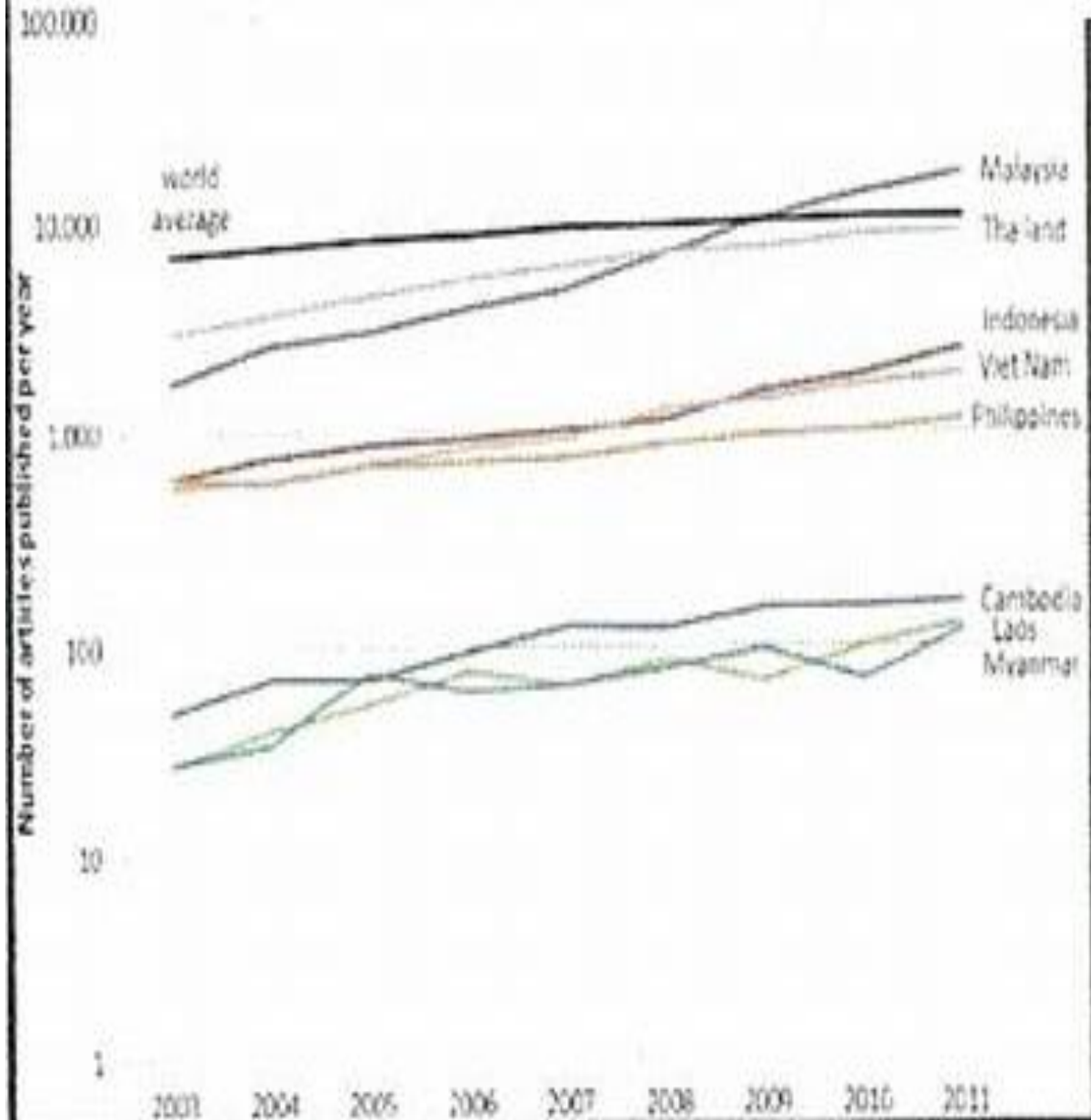


INNOVATION INDICATORS	CHIN	INDO	MLYSIA	PHIL	SING	THAILND	VIETNAM
Capacity for Innovation	23	30	17	<u>86</u>	20	79	78
Quality of scientific research	44	56	28	<u>102</u>	12	68	87
Government procurement of advanced tech products	16	29	4	<u>107</u>	2	98	39

■ 2012-2013 Economic World Forum innovation indicators 1=Highest 144=Lowest

INNOVATION INDICATORS 2012-13 Global Competitiveness Indicators	CHIN	INDO	MLYSIA	PHIL	SING	THAILND	VIETNAM
University-industry collaboration in R and D	35	40	18	<u>79</u>	5	46	<u>97</u>
Availability of engineers and scientists	46	51	20	<u>91</u>	13	57	70
PCT patent applications/ millions population	38	<u>101</u>	34	<u>83</u>	13	72	<u>97</u>

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%

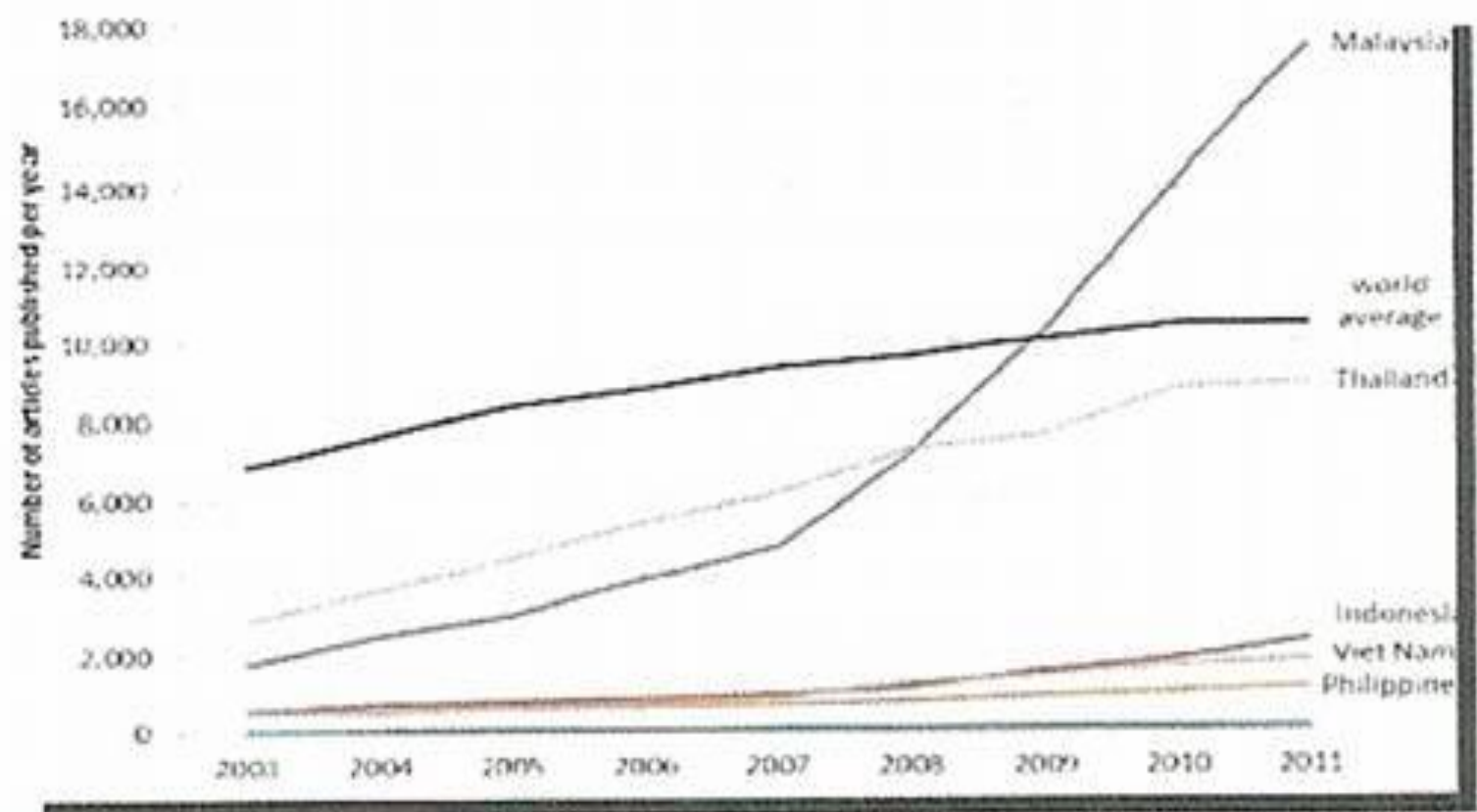
- Laos 18%

- 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%)



Economic Growth and Education Attainment (% of complete tertiary schooling attained in a population) PIDS, 2012

SITUATION WITH RESPECT TO EDUCATION ATTAINMENT	SITUATION WITH RESPECT TO PER CAPITA GDP GROWTH (2005 PPP\$)				
	SITUATION	LOSING MOMENTUM	MOVING AHEAD	FALLING FURTHER BEHIND	CATCHING UP
	LOSING MOMENTUM	United States New Zealand Canada	Australia	Philippines	
	MOVING AHEAD	Japan			Korea Taiwan
	FALLING FURTHER BEHIND				
	CATCHING UP		Singapore Hong Kong	Mexico	China Indonesia Malaysia Thailand Vietnam

Why CMO 46?: To address challenges at this juncture

- **ASEAN Economic Community 2015**
- **Recognition of Degrees, Diplomas: UNESCO 2011 Tokyo Convention; ASEM, ASEAN Reference Qualifications Framework; APEC**
- **Quality Online Programs (MOOCs):** disruptive but exciting
- **Increasing employer demand for competent graduates** regardless of degree and type of institution;
- **A slowly maturing market** for educational services;
- **Poverty, inadequate moral compass** etc.

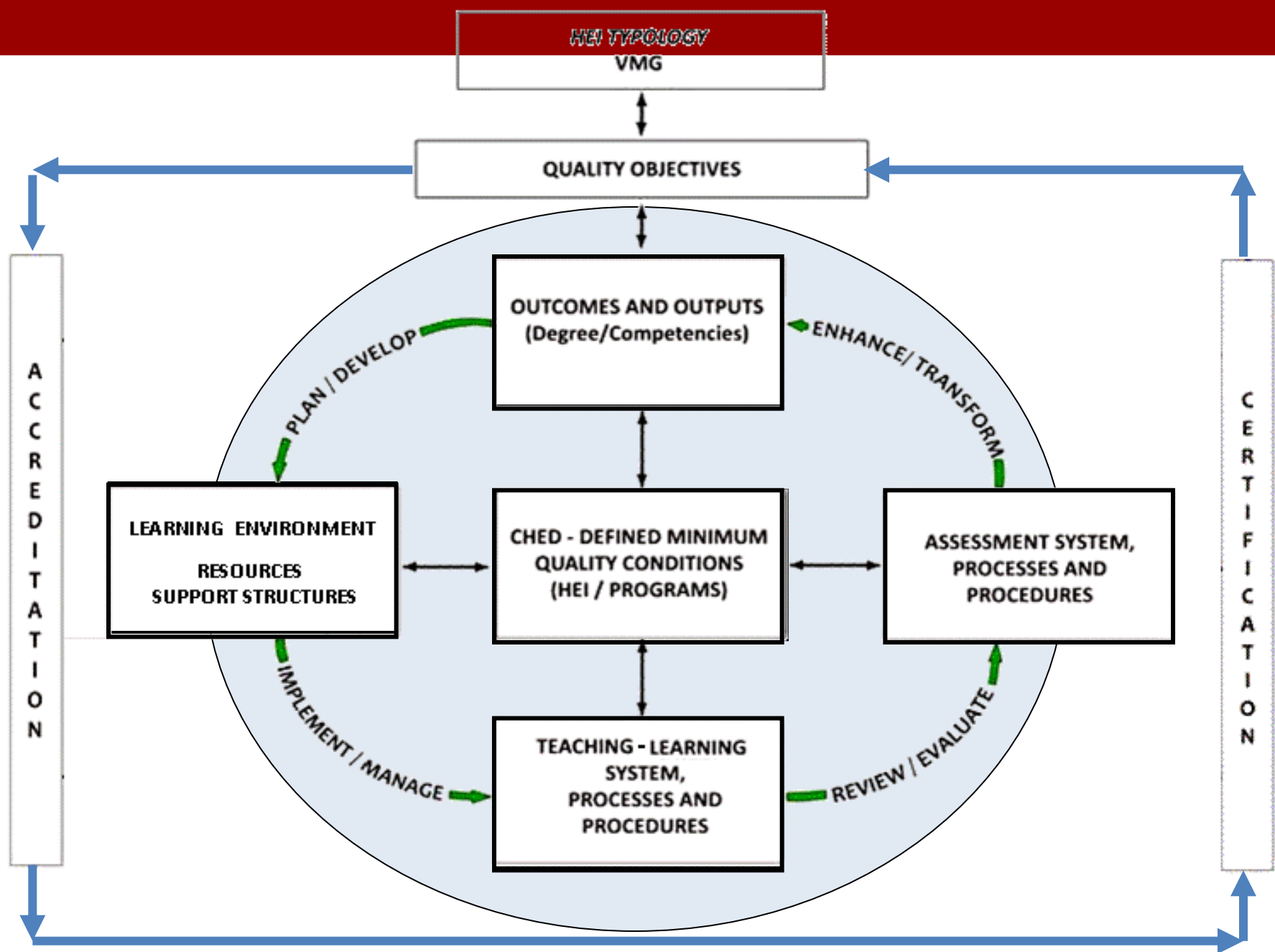
Article 2: Quality Assurance Framework

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

What is Quality Assurance?

- “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 .”
- Provides confidence that the quality requirements will be fulfilled;



PROPOSED LOGICAL FRAMEWORK for QUALITY ASSURANCE
 TFQA - CHED

ASEAN QA Framework: Selected 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

Article 3: Rationale for Competency-Based Learning Standards and Outcomes-Based QA

Why Focus on Learning Competencies? Learning Outcomes in Quality Assurance

- to help learners cope with a rapidly changing and reorganized world of life and work in the 21st century;
- To enable and enhance lifelong learning;
- To facilitate comparability of programs across borders and enhance student and labor mobility;
- “For QA, to increase both the effectiveness of the QA system, and the quality, efficiency, and effectiveness of higher education. Mature evaluation systems are based upon outcomes, looking particularly into the *intended, implemented, and achieved* learning outcomes.” CMO

Learning Outcomes Approach in a Nutshell

- The **best** way to learn is to first determine what needs to be achieved;
- Once the **desired results** or **exit outcomes** have been determined, the **strategies, processes, techniques** and means are put in place to achieve the predetermined goals;
- In essence, **a working backwards with students as the center** of the teacher-learning milieu

From the Implementing Guidelines:

3.0 Learning Competency-based/Outcomes-based Standards in Higher Education

3.1 CHED strongly advocates a **shift from a teaching-centered to a learner-centered paradigm within a lifelong learning framework.**

3.2 **Teachers remain important catalysts and facilitators of learning** but the **focus shifts to learners** and the process that will hone competencies as defined by disciplinary and multi-disciplinary communities of scholars, professional practitioners, and where applicable, industry;

3.0 Learning Competency-based/Outcomes-based Standards in Higher Education

- **3.3** For disciplines with internationally agreed-upon frameworks and mechanisms, **align competency standards with such frameworks;**
- **3.4** Special programs in disciplines with internationally agreed-upon frameworks and mechanisms (e.g. medical programs geared towards producing doctors who will serve disadvantaged Filipino communities) **shall, in addition to what the Technical Committee/Panel considers the core learning competencies of the discipline, include learning outcomes that are appropriate to the mission of the special program.**

3.0 Learning Competency-based/Outcomes-based Standards in Higher Education

3.5 For disciplines without internationally agreed frameworks and mechanisms such as some programs in the humanities and the social sciences, **learning outcomes or learning competency standards as determined by the Technical Committees and Technical Panels shall nevertheless be comparable** (not necessarily equivalent) to similar programs in the Asia-Pacific region and other regions of the world.

CHED Competency-based related activities in 2013

- Technical Panels and Committees revision of PSGs along learning competencies;
- For industry-oriented programs, parallel identification of competencies by industry and professional association converge with/input to the work of the Technical Committees/Technical Panels;
- Obe Workshops for Technical Panels/Technical Committees/relevant CHED staff;
- TP/TC consultations/workshops on obe

Two Approaches to Outcomes-based QA

- Program assessment: evaluation of individual programs that lead to learning outcomes (based on PSGs).
- An audit of the quality systems of an institution—
Are internal QA systems in place?

4.0 Outcomes-based QA

4.1 CHED strongly advocates a paradigm shift from inputs-based to outcomes-based quality assurance.

4.2 Inputs are still important to promote and maintain quality in HEIs. **However, in an outcomes-based QA paradigm, inputs may be considered as part of the strategies in achieving the goals of the institution.** The inputs, the approaches, the means or vehicles of implementation are all aspects of strategies that should lead to the goals of the HEI. The level of attainment of outcomes reflect how much of the goals have been met.

CHED QA-related activities in 2013

- Workshops to assist SUCs and private HEIs in enhancing/putting QA systems in place [voluntary basis; no grade as stated in the Guidelines]
- Training Workshops for volunteer “assessors”/reviewers who will help HEIs in their review of their QA Systems [in the Workshops];
- Workshops on strategic planning for public and private HEIs [voluntary basis];

Article 4: Rationale for Typology-based QA

Why typology-based QA

- To help HEIs be more efficient by focusing on their mission and yet achieve excellence;
- To recognize the differences in the roles of professional institutions, universities, and colleges in nation-building and for CHED to be able to deploy its assistance to schools in a more rational, if not optimal, manner.

Background Notes on Typology

- The idea is not new in CHED. (From EDCOM to the Bernardo proposal to CMO 46);
- Typologies are developed to serve specific functions (e.g. US Carnegie classification for research; Task Force classification for QA). Hence, they are context-specific.
- Considerations in developing a typology: a priori (e.g. Germany) and a posteriori (US Carnegie)
- Other countries do not have typologies; why classify now?

Horizontal Typology



Professional
Institute



College



University



Professional Institutes

Focus: To develop technical knowledge and skills at the undergraduate and/or graduate levels that lead to professional practice (e.g., Engineering, Medicine, Law*, IT, Management, Teacher Education, Maritime)

- **Programs/competencies of graduates:** specialized professional field/s and skills
- **Faculty:** full-time faculty members who have the required degrees and professional licenses and/or professional experience
- **Learning resources and support structures:** appropriate for the HEI's professional programs
- **Nature of linkages and outreach activities**
 - Links with relevant industries, professional bodies and organizations
 - Outreach that develop service orientation in the profession

*Law is regulated by the Legal Education Board

Universities

- **Focus:**
 - **To provide highly specialized, trained experts in various technical and disciplinal areas**
 - **To develop new knowledge and skills through R&D**
- **Programs/competencies of graduates:** comprehensive fields; from basic post-secondary through doctoral programs
- **Faculty:** grad degrees in pertinent fields; research
- **Learning resources and support structures:** to explore basic, advanced, and cutting edge knowledge in a wide range of disciplines or professions
- **Nature of linkages and outreach activities:**
 - Links with international research institutions
 - Outreach programs that allow application of new knowledge to address specific social development problems

Consultation-based decision

- Existing universities will retain their status—whether they comply with the minimum requirements or not—unless they choose to be typed differently;

Colleges

Colleges contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, technical and social skills to participate in various types of employment, development activities and public discourses, **particularly in response to the needs of the communities they serve.**

5.0 Horizontal Typology

Common Guidelines

- All HEIs may offer either undergraduate or graduate programs or a combination of both programs subject to compliance with relevant CHED policies;
- *Sample Case 1:* Colleges or professional institutes may have the same number of graduate programs as a particular university but may opt to be classified as “college” or “professional institute” in accordance with their respective missions.

5.0 Horizontal Typology

Common Guidelines

All HEIs may offer a combination of “professional” and “liberal arts” programs subject to compliance with relevant CHED policies;

- *Sample Case 1:* Colleges may have the same proportion of “professional” programs as professional institutes but may opt to be classified as “college” in accordance with their mission.

5.0 Horizontal Typology

Common Guidelines

All HEIs are expected to develop programs that are relevant to their respective local, regional or national communities/publics (e.g. extension programs). However, the relative weight of these programs in the horizontal classification of HEIs will depend on their core mission. These programs will likewise figure in the vertical typology

5.0 Horizontal Typology

Common Guidelines

There is a core of permanent full-time faculty members who all have the minimum educational qualifications by 2017 as stipulated in CHED CMO 40 Series of 2008 or in highly exceptional cases, the equivalent of such qualification to be proposed by a CHED Technical Working Group in consultation with the Technical Committees, Technical Panels and other experts, which shall be incorporated into the revised draft PSGs on faculty qualifications by the end of June 2013;

5.0 Horizontal Typology

Common Guidelines

- There should be sufficient appropriate learning resources and support structures for the HEI's programs.
- All HEIs are expected to develop competencies that develop higher order thinking, problem solving, decision-making, communication, technical, and social skills.

5.0 Horizontal Typology

Common Guidelines

At the program level, all HEIs are expected to develop the same core competencies stipulated in the Revised PSGs across HEI types. **Differences in the quality of graduates in the same field should reflect variations in program quality rather than differences in HEI type.**

5.0 Horizontal Typology

Common Guidelines

- All HEIs are expected to **undertake scholarly work** that reflects at the very least the scholarship appropriate to their type (either one or a combination of scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching).

5.0 Horizontal Typology

Common Guidelines

- The guidelines for operationalization of horizontal typology also **do not mean that they are mutually exclusive to the HEI type, e.g., colleges and universities may offer professional programs, professional institutions and universities may have their own core curricula, professional institutions and colleges may conduct research associated with the scholarship of discovery.**

VERTICAL TYPOLOGY OF HEIs

- **Autonomous HEIs (by Evaluation)** demonstrate exceptional institutional quality and enhancement through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of COE and/or COD;
- **Deregulated HEIs (by Evaluation)**
- **Regulated HEIs**

Criteria for Vertical Classification

- Commitment to Excellence (70%)
- Institutional Sustainability and Enhancement (30%)

VERTICAL CLASSIFICATION:

Criteria for Commitment to Excellence (70%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
COE (type-based)	10/COE	60
COD (type-based)	5/COD	
Local accreditation	Please refer to Annex 2	60
International accreditation (mobility)	10/program	40 (60 in January)
International certification	10/program	20 (30 in January)

VERTICAL CLASSIFICATION:

Criteria for Institutional Sustainability (30%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
Institutional accreditation based on program accred* using instrument for type-based institutional accred	25* [may be 30 with harmonization w/accreditation bodies] 30 Points to be aligned with IQuAME	30
IQuAME (Categories from 2005-2010)*	Category A: 30 Category B: 25	30
IQuAME (Revised)	Please refer to Table 4-2. Ave \geq 2.75: 30 2.75 > Ave \geq 2.50: 25 2.50 > Ave \geq 2.00: 20	30

VERTICAL CLASSIFICATION:

Criteria for Institutional Sustainability (30%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
Institutional certification	ISO 2014: 25 ISO 9001: 20 Six Sigma/Baldrige: Philippine Quality Awards: Other recognized certifications	25
Add'l evidence (type-based)* <ul style="list-style-type: none">• Governance & Mgt• Quality of Teaching & Learning• Quality of Professional Exposure/Research/Creative Work• Support for Students• Relations with the Community	Max 4/key result area	20

CHED Typology-related activities in 2013

- Classifications will take place in 2014 not in 2013;
- Piloting of typology among volunteer HEIs;
- Incorporation and nuancing of typology in normative financing of public HEIs; amalgamation options

Key Message 1:

CMO 46 as integral to KRA2 of the Higher Education Reform Agenda

which aims to

***LEVERAGE HUMAN CAPITAL
FOR PHILIPPINE DEVELOPMENT
AND INTERNATIONAL
COMPETITIVENESS***

KEY MESSAGE 2:

CMO 46 Aims to Address Challenges Facing the Country AT THIS PARTICULAR

HISTORICAL JUNCTURE not for 10 years from now

Reform is iterative. The refinement happens in the course of implementation

Message 3:

Quality and quality assurance have been prioritized in the strategic plans for the higher education system of different countries

- 1) To ensure their economic development and international competitiveness through quality research that translate into technological innovations;
- 2) To ensure the competitiveness of their higher education institutions and graduates

The Philippines is cramming!!!

Message 4:

- While the Filipino public is still unable to process published lists and information on the quality of HEIs, **sub-standard programs and HEIs will continue to proliferate in the market until the level of public consciousness is raised through a system of lists in the CHED website and Information center;**
- The graduates of substandard programs may still enjoy labor mobility in ASEAN **BUT BY NOT INTERVENING AT THIS POINT, CHED WILL BE PARTLY RESPONSIBLE FOR rendering them vulnerable to exploitation/sub-optimal work conditions.**

Message 5:

- CMO 46 is a CMO on quality assurance, not a CMO on typology
- HEIs will be differentiated by the quality of their programs and their institutional quality rather than by whether they have university or not
- The typology can potentially enhance the mission of an HEI , whether it be religious or a secular mission

Message 7

- CMO 46 resonates with the preliminary principles drawn up by the of the ASEAN Quality Assurance Framework Project
- A. External Quality Assurance Principles
- B. Institutional QA Principles

AQAF: Selected 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

AQAF: Selected 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

AQAF: 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**

AQAF: Qualifications Principles

- **NQF 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**

Message 8:

- CHED has no intention of becoming an accreditation body
- Despite pressures to push for the development of an external QA body such as that found in Malaysia or the Philippines, CHED respects the voluntary nature of accreditation and will continue to support the accreditation bodies in their shift to learning-competency-based/outcomes based QA;

Message 9:

- QA for CHED entails program accreditation and institutional audit. CHED urges accreditation bodies to do both and to expand their reach beyond their coverage of only 15%-20% of all HEIs;

Message 10

- CMO 46 does not compel the classification of all HEIs; Classification, like accreditation is by application and is voluntary

Sample Critique of CMO 46

- The implementation of CMO46 is not sensitive to the plight of HEIs in light of K to 12—postpone implementation to after K to 12 stabilizes;
- The mandate of contributing to building a “quality nation” can be construed as mandating all HEIs to do so; breach of mission (e.g. the mission of transformative education; the Catholic mission);
- Competency-based education too biased for work and job requirements;

Sample Critique of CMO 46

- CMO 46 enacted in excess of authority—its main role in RA7722 being to set “minimum standards reasonably determined—QA is not the mandate of CHED”;
- CMO 46 breaches the academic freedom of HEIs that is enshrined in the Constitution—what to teach, **how to teach**, who will teach, who to teach to;
- By specifying outcomes-based CMO 46 breaches the right of accreditation bodies, especially those with a long and excellent track record, to use instruments it deems appropriate and effective;
- Uneven playing field—why not pilot test CMO 46 on SUCs first?

Sample Critique of CMO 46

- Use of terms such as “enjoins accrediting bodies” is inconsistent with the purported voluntary character of CMO 46; Wording inconsistent with the voluntary aspect of the CMO— misunderstandings/misperceptions due to the text and the lack of a shared understanding of the terms;
- Use of “outcomes”-based is passe; OBE failed in some countries
- The CHED Task Force to assist OPS in the Management of the Transition is not in the Guidelines;

Sample Critique of CMO 46

- CMO 46 is merely a cover for IQuAME;
- The CMO deviates from the usual administrative orders/bills/laws “one subject per CMO” by combining competency-based learning, outcomes-based QA, horizontal typology and vertical typology;
- Uneven playing field for private HEIs and SUCs not addressed---CHED ought to apply reforms to SUCs first and if it works moves on to private HEIs

MARAMING SALAMAT PO!