

Draft Notes for Discussion. Not for Distribution

Practices in Addressing Higher Education Inequity in the Philippines

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Presentation notes for discussion at the webinar on “Exchange with Local Administration Modesl in Managing Education to Reduce Education Inequality”
May 26, 2022 from 13.30 – 15.00

We are grateful to **Professor Woothisarn Tanchai** and **Ms Apiwan Success** of the **King Prajathipok Institute (KPI)** and to the **Friedrich Naumann Foundation** (Thailand Office) for the invitation to be part of this very important event.

Outline

Context: ASEAN and the Philippines

Philippines in Handling Education Inequality

- Socialized Tuition of UP
- Universal Education Act (RA 10931) Highlight

Issues

- Access vs. Quality
- Capacities
- Role of Leadership

Recommendations

ASEAN Context

MALAYSIA TOP 3	Global Rank
University Malaya	133
University Putra Malaysia	270
University Technology Malaysia	288

INDONESIA TOP 3	Global Rank
Universitas Indonesia	325
Bandung Institute of Technology (ITB)	401-410
Gadjah Mada University	501-550

THAILAND TOP 3	Global Rank
Chulalongkorn University	252
Mahidol University	283
Chiang Mai University	551-600

PHILIPPINES TOP 3	Global Rank
University of Philippines	374
Ateneo de Manila University	501-550

SINGAPORE TOP 3	Global Rank
NUS	12
NTU	13
Singapore Mgmt University	431-440

2 of the various ASEAN universities are within the top 100 globally

Source: QS University Ranking 2016

QS (Quacquarelli Symonds) World University Rankings 2020 Southeast Asia's Best Universities

Singapore 4

Malaysia 8

Indonesia 3

Brunei 1

Philippines 1

Rank	University	Country
1	Nanyang Technological University	Singapore
2	National University of Singapore	Singapore
3	Universiti Malaya	Malaysia
4	Universiti Putra Malaysia	Malaysia
5	Universiti Kebangsaan Malaysia	Malaysia
6	Universiti Sains Malaysia	Malaysia
7	Universiti Teknologi Malaysia	Malaysia
8	Chulalongkorn University	Thailand
9	Universitas Indonesia	Indonesia
10	Universiti Brunei Darussalam	Brunei
11	Mahidol University	Thailand
12	Universitas Gadjah Mada	Indonesia
13	Institut Teknologi Bandung	Indonesia
14	University of the Philippines	Philippines
15	Universiti Teknologi Brunei	Brunei
16	UCSI University	Malaysia
17	Singapore Management University	Singapore
18	Universiti Teknologi Petronas	Malaysia
19	Universiti Utara Malaysia	Malaysia
20	Universiti Teknologi MARA	Malaysia

TOTAL NUMBER OF UNIVERSITIES IN THE SOUTHEAST ASIAN REGION			TOTAL
COUNTRY	NO. OF HEIs (Higher Education Institutions)		
	PUBLIC	PRIVATE	
PHILIPPINES	1,710	233	1,943
THAILAND	150	71	221
INDONESIA	122	3353	3,475
MYANMAR	174	0	174
BRUNEI	5	2	7
CAMBODIA	34	57	91
VIETNAM	357	88	445
SINGAPORE	5	31	36
MALAYSIA	20	491	511
LAOS	22	77	99
GRAND TOTAL			7,002

Source: Various references. See bibliography at the end

NEWS

What do you do with millions of extra graduates?

By Yojana Sharma

1 July 2014 Business

Rank

28	National University of Singapore (NUS)
101-150	Nanyang Technological University (NTU)
101-150	Singapore Management University
151-200	Ateneo de Manila University
151-200	Mahidol University
151-200	Universiti Malaya (UM)

Nearly one in 10 new graduates 'unemployed'

By Angela Harrison
Education correspondent, BBC News
27 June 2014

Why Chinese College Graduates Aren't Getting Jobs

Despite a still-thriving economy, university graduates struggle to overcome an employment market increasingly skewed to the well-born and the well-connected.

LOTUS YUEN | MAY 23 2013, 2:49 PM ET

THE STAR ONLINE

Community Home > News > Community

Published: Saturday July 27, 2013 MYT 12:00:00 AM
Updated: Saturday July 27, 2013 MYT 2:40:02 PM

Close to half of Malaysian graduates either jobless or employed in mismatched fields

BY YU JI

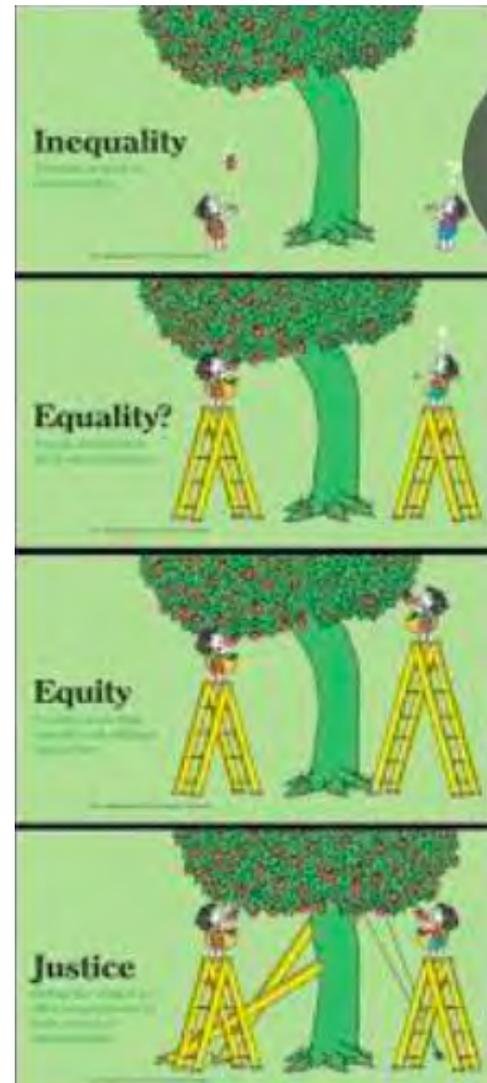
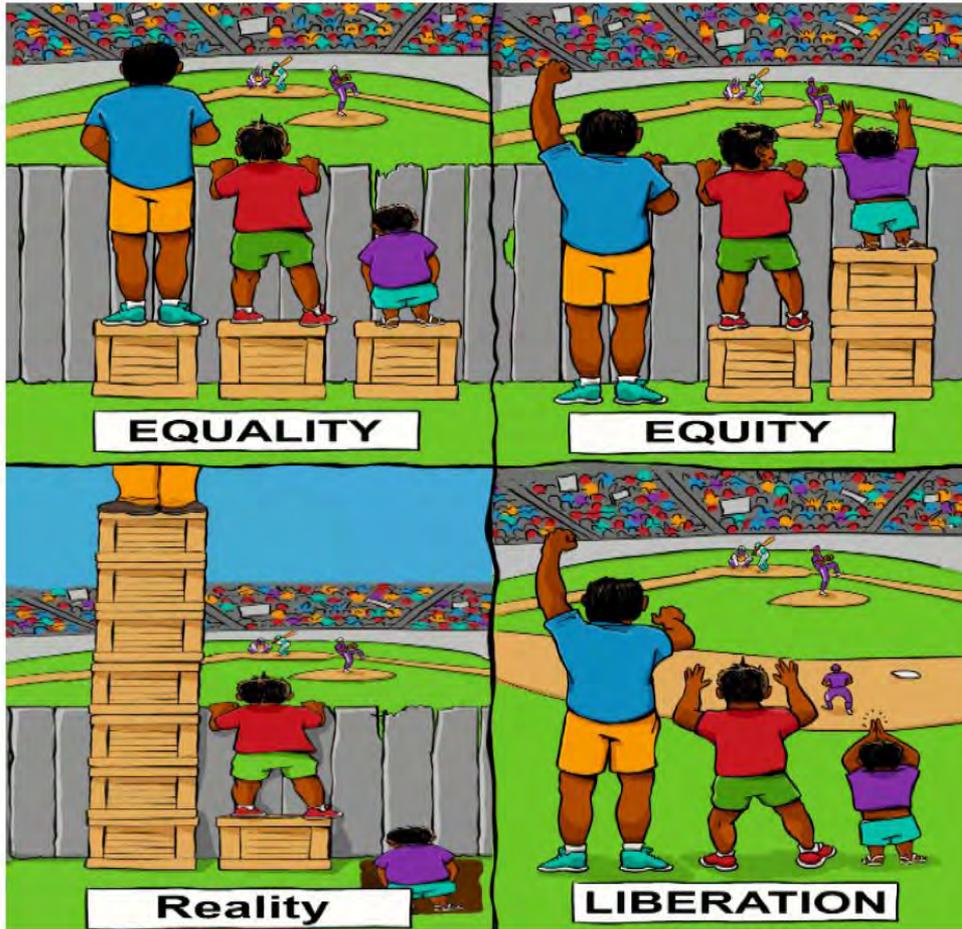
Addressing Education Inequity in Higher Education in the the Philippines

Education in a National Priority: Education and the Philippine Constitution

The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

-Art. XVI, Sec.5., para. 5, 1987
Constitution

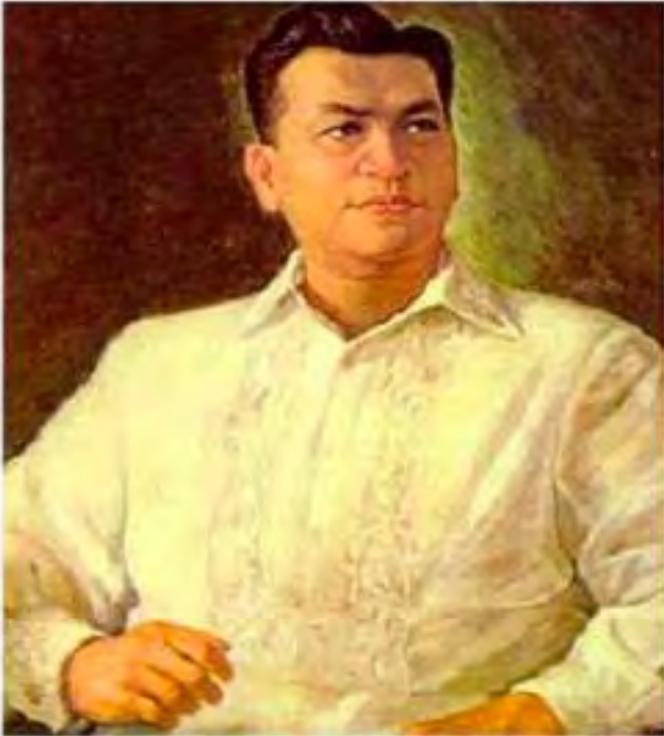
EQUALITY AND EQUITY



Two dimensions of EQUITY:

Ramon Magsaysay: *“Those who have less in life should have more in law”*; Vulnerable (SDGs)

Intergenerational Equity: *“Meeting the needs of the present without compromising the ability of future generations to meet their needs”*



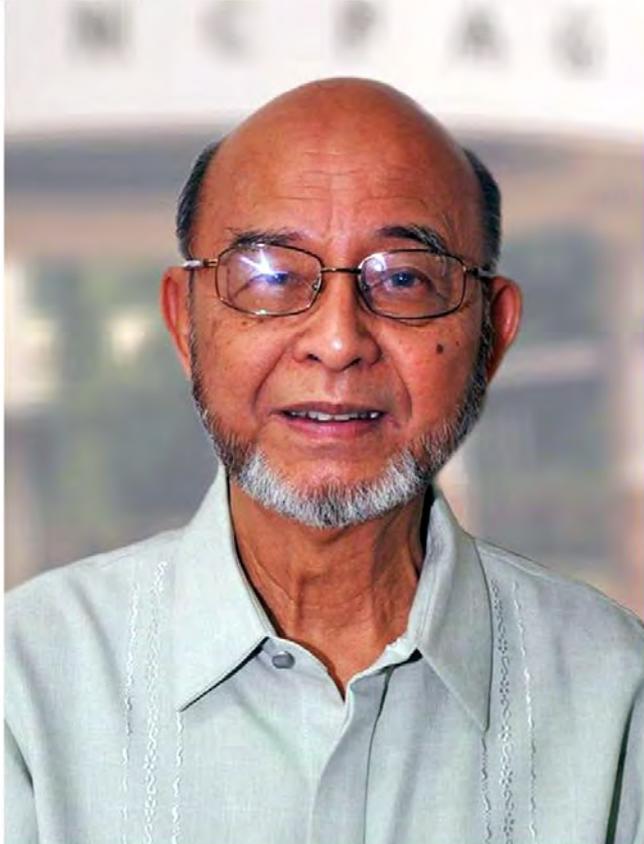




Addressing Higher Education Inequity in the Philippines

- University of the Philippines and Socialized Tuition Fee
- Commission on Higher Education and STUFAP

Socialized Tuition Fee Program (STFAP) in UP



Jose V. Abueva, PhD

Concurrent President of the UP System (1990-1991)

Professor Emeritus, National College of Public Administration and Governance (NCPAG)

Abueva was the 16th UP President (1987 to 1993) and concurrently served as UPD Chancellor from 1990 to 1991.

As president, he introduced the Socialized Tuition Fee Assistance Program (STFAP) in 1987 and institutionalized a Filipino language policy within the university.

Source: <https://upd.edu.ph/chancellorabueva/>

UP Socialized Tuition System Table**Source:** Manasan (2012)

Category	Description
Bracket A	Students whose family income is more than PhP 1 million annually) are required to pay full-cost tuition fee (equal to PhP 1,500 per unit), and full miscellaneous and laboratory fees.
Bracket B	Students whose family income is between PhP 500,000 and PhP 1 million per year) are required to pay base tuition fee (equal to PhP 1,000 per unit) and full miscellaneous and laboratory fees.
Bracket C	Students whose families have annual income is between Php 250.000 and PhP 500,000 get 40% discount on base tuition fee but are still required to pay full miscellaneous and laboratory fees.
Bracket D	Students whose families have annual income is between Php 250.000 and PhP 500,000 get 70% discount on base tuition fee but are still required to pay full miscellaneous and laboratory fees.
Bracket E1	Students whose annual family income is between PhP 80,000 and PhP 135,000) are entitled to a 100% discount on tuition, miscellaneous and laboratory fees
Bracket E2	Students whose annual family income is PhP 80,000 or less) are entitled to a stipend of PhP 12,000 per semester in addition to free tuition, miscellaneous and laboratory fees.



Former UP President
Alfredo Pascual

STFAP to STS

- STFAP for students who are having the difficulty to pay for their tuition
- Need to Sort students according to their capability to afford academic programs.
- STFAP promotes fairness and social justice among the students
- Disadvantages of this program have been observed through the years that deprive the students from the program's true objective (de Vera, 2013).
- Pascual : “the STFAP was a part of UP’s effort to democratize access to its academic programs while promoting fairness and social justice in the university. It was a program to make UP education affordable, despite tuition increase for students, particularly those from poor families.”
- *Because of these disadvantages in STFAP, it was replaced by a new program called STS or the Socialized Tuition System (de Vera, 2013).*
 - Hasten the process of the tuition bracket applications
 - Fix the appropriate income brackets for student applicants
 - Increase the stipend of the impoverished students of the University of the Philippines.

Socialized Tuition System (STS) of the University of the Philippines:



- All students receive financial support from the National Government
- Diverse social status of UP Students → UP created the Socialized Tuition System (STS)
 - provides tuition discount at rates that are based on the assessment of the paying capacity of the household to which a student belongs
 - Assessment looks at the income as well as the socio-economic characteristics of the household.

The current STS was approved by the UP Board of Regents on 13 December 2013.

Motivations for Adopting Free Higher Education

Various factors may influence a government's decision to adopt free higher education policy.

According to Marcucci and Johnstone (2007), the common arguments behind free higher education are as follows:

- 1) educated population induces great benefits to the society in the long run;
- 2) access to education is perceived as a basic right;
- 3) tuition costs may discourage the enrollment of students, especially those who come from low-income households and other minority groups, which could lead to worsened inequality, and
- 4) costs of staying in school, in addition to the forgone student earnings, may be very high and burdensome for many households.

Source:

<https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1936.pdf>

Continuing efforts to address education inequity
Role of the Commission on Higher Education

RA 10687 - the UniFAST Act - October 15, 2015.

RA 10931:

Universal Access to Quality Tertiary Education Act (2015)

RA 10687 - the UniFAST Act - October 15, 2015.

- The Philippine government has initiated other programs geared towards increasing the participation of Filipino students in quality tertiary education. These include various scholarships, grants-in-aid (GIA), and student loans, among others.
- To make the provision of student financial aid programs (StuFAPs) more harmonized, effective, efficient and free of political patronage, the UniFAST Act or RA No. 10687 was formally adopted on October 15, 2015.

- The Unified Financial Assistance System for Tertiary Education Act, or UniFAST — also known as Republic Act No. 10687 — was signed into law in 15 October 2015
- UniFAST reconciles, improves, strengthens, expands, and puts under one body all government-funded modalities of Student Financial Assistance Programs (StuFAPs) for tertiary education – and special purpose education assistance – in both public and private institutions.
- Include scholarships, grants-in-aid, student loans and other specialized forms of StuFAPs formulated by the UniFAST Board.

- The **Student Financial Assistance Programs** (StuFAPs) is one of the major programs of the Commission on Higher Education to increase the number of graduates in colleges and universities offering programs crucial to the development of a strong and vibrant Philippine economy.
- As a CHED scholar, **you don't have to worry about paying your tuition, miscellaneous fees, and other school fees**. CHED scholars also get a monthly allowance or stipend every semester which will be released directly to the scholars or through the school/Higher Education Institution.
- Special Group of Persons are those persons such as the **Underprivileged and Homeless Citizens** under Republic Act (RA) No. housing facilities. Section 6. A qualified student may be awarded Full Scholarship or Half Scholarship under the State Scholarship and Private Education Student Financial Assistance (PESFA).

Number of StuFAP (Student Financial Assistance Program) grantees and share to total HE enrollment, AY 2007 to AY 2016

Academic Year	Total Enrollment	No. of StuFAP Beneficiaries	Percentage of total enrollment
2007-08	2,632,935	71,542	3%
2008-09	2,627,798	144,735	6%
2009-10	2,774,368	57,566	2%
2010-11	2,951,195	58,449	2%
2011-12	3,044,218	63,346	2%
2012-13	3,317,265	53,792	2%
2013-14	3,563,396	58,155	2%
2014-15	3,811,726	391,817	10%
2015-16	4,104,841	164,475	4%
2016-17	3,589,484	166,204	5%

In terms of access to student financial assistance programs, the table shows that prior to the enactment of the free tuition law, only a very low proportion of higher education students benefit from StuFAPs. Except for SY 2014-2015, only around 3 percent of total enrollees, on the average, are beneficiaries of these programs. With the implementation of the Free Tuition law, the student financing subsidy is provided on a far larger scale.

Source: Ortiz et al. (2019)

The granting of the StuFAPs above are mostly merit-based, providing an assurance that students will get equal opportunity in accessing their needed financial assistance so long as their performance meet the requirements.

Moreover, similar to the voucher system in the K-to12 program, these schemes give students the liberty to enroll in their preferred schools - whether this should be a private or public HEI, or a technical-vocational institution. In this way, the complementary roles of public and private HEIs in providing higher education is also supported. However, the policy faced challenges as it had no separate budget for its programs and it lacked the needed organizational support to be implemented smoothly.

Source: Ortiz et al. (2019)

**RA 10931:
Universal Access to Quality
Tertiary Education Act (2015)**



**What is Universal Access to
Quality Tertiary Education Act
or Republic Act No. 10931?**

RA 10931 made it possible for students to pursue quality tertiary education without paying tuition and other school fees in State Universities and Colleges and CHED-recognized Local Universities and Colleges. Students can also enroll in Technical-Vocational Education and Training programs in public training institutions for free.

It also provides financial aid to students from the poorest of the poor households. Students who need additional finances to support their tertiary education can also apply for short-term loan.

Who is implementing RA 10931?

The Unified Student Financial Assistance System for Tertiary Education or UniFAST is the government agency in charge of implementing RA 10931.

It was created in 2015 by virtue of RA 10687 as a system to unify existing government student financial assistance programs for Tertiary Education in the Philippines.

The UniFAST will ensure that deserving Filipinos are given equitable access to educational opportunities.

What are the four programs of RA 10931?

ELIGIBILITY

Free Higher Education (FHE)

Students enrolled in their first undergraduate degree program subject to the admission and retention policies of the Higher Education Institution

Free Technical-Vocational Education and Training (TVET)

Implemented by the Technical Education and Skills Development Authority (TESDA)

Learners enrolled in their first post-secondary TESDA-registered TVET programs

Learners who are not holding a National Certificate III or higher, except those enrolled in bundled programs

Subject to prioritization and availability of funds

BENEFITS

Tuition and **13 other school fees:**

- Admission fees
- Athletic fees
- Computer fees
- Cultural fees
- Development fees
- Entrance fees
- Guidance fees
- Handbook fees
- Laboratory fees
- Library fees
- Medical/Dental fees
- Registration fees
- School ID fees

- Tuition and miscellaneous fees/other related fees

- Trainee support provisions including:

- National Competency Assessment
- Instructional materials
- Living allowance
- Starter toolkit
- Workshop shirts

CO-IMPLEMENTERS

- State Universities and Colleges (SUCs)
- CHED-recognized Local Universities and Colleges (LUCs)

- State-run Technical-Vocational Institutions

ELIGIBILITY

Tertiary Education Subsidy (TES)

Undergraduate students enrolled in SUCs, CHED-recognized LUCs and quality-assured private Higher Education Institutions (HEIs)

**Subject to prioritization and availability of funds*

Student Loan Program for Tertiary Education Short-Term (SLPTE-ST)

Undergraduate and graduate students enrolled in SUCs, CHED-recognized LUCs and quality-assured private HEIs

Subject to prioritization and availability of funds

BENEFITS

- Grantees enrolled in private HEIs shall be entitled to a maximum of PhP 60,000 (TES 1 + TES 2) per academic year while the grantees enrolled in SUC or LUC shall receive PhP 40,000.00 (TES 2)
- **TES 1** - for tuition and other school fees
- **TES 2** - for other education-related expenses
- Additional benefits for TES grantees
 - **TES 3a** - Persons with Disability (PWD): PhP 30,000/year
 - **TES 3b** - Board/Licensure Examination: maximum of PhP 10,000 one-time reimbursement

- Short-term loan to cover expenses for pursuing either undergraduate and graduate programs including medicine and law
- Maximum loan of PhP 60,000/academic year
- No interest will be charged if paid within the loan term

CO-IMPLEMENTERS

- SUCs
- CHED-recognized LUCs
- Private HEIs
- Landbank of the Philippines

- SUCs
- CHED-recognized LUCs
- Private HEIs
- Development Bank of the Philippines

Issues in Providing Free Higher Education

- Financial Sustainability
- Operational Concerns
- Intergovernmental Coordination
- Impact of Migration of private students in private HEIs to SUCS
- Access vs Quality

Issue: The Universal Tertiary Education - according to the PH economic managers

HEADLINES

Economists reject full tuition subsidy for SUCs

The Philippine Star ①
February 12, 2017 | 10:55pm



MANILA, Philippines - Economic managers are opposing proposals to fully subsidize tuition in state universities and colleges (SUCs), saying it would not be beneficial to the poor and would be a financial drain for the government.

In a position paper submitted to President Duterte, economic managers recommended as an alternative fully funding the Unified Student Financial Assistance System for Tertiary Education (UniFAST), an existing program that rationalizes the allocation, utilization and targeting of recipients of assistance.

The paper was signed by Socioeconomic Planning Secretary Ernesto Pernia, Finance Secretary Carlos Dominguez III and Budget Secretary Benjamin Diokno.



They argued that providing free tuition in all SUCs would benefit households with greater resources more than poor households as tuition is only a fraction of the total cost of higher education. As such, households that have more income would benefit more from the proposal because they have the resources to finance the rest of the expenses.

In 2014, the economic managers said only 12 percent of the students attending SUCs belonged to the bottom 20 percent based on Annual Poverty Indicators Survey or the country's family income classification.

Issues in the Universal Tertiary Education Act (RA 10931)

Source: Ortiz et al. (2019)

- One of the major issues is the delay in the release of program guidelines of the law regarding subsidies.

-One of the recurring issues among state universities is the billing of the other school-related fees. The IRR specifies the types of fees that may be billed to CHED but there are other existing school fees that were not named in both the law and its IRR. Since these fees form portion of the SUC's income and are used in the SUC's operations prior to the free higher education, failure to reimburse these fees would either result in schools absorbing this deficiency or the cost being passed on to students.

Unclear program implementation: e.g. subsidies: some of the miscellaneous fees identified in the law; the entrance exam fee. Since there is a natural tendency for the applicants to apply to as many schools as they want to increase their chances, as well as options, for their tertiary education, the Implementing Rules and Regulations allows subsidizing multiple instances of the same fee for one student. Apart from the entrance exam fee, medical and dental fees are also waived in the IRR.

-Disadvantages experienced by students from lower socioeconomic classes in primary and secondary education tend to remain barriers to their entrance to tertiary education, despite the provision of tuition subsidies. Various alternative schemes, such as the socialization of tuition fees, as potentially more efficient ways to leverage limited government higher education funds. Orbeta and Paqueo (2017): untargeted tuition subsidies may worsen income inequalities, like the findings in the international literature.

Economically better-off students really have the advantage in terms of passing the admission policy of the schools, although there are other private HEIs which target certain income classes

The seeming lack of other types of support such as guidance counseling, prioritization for dormitories, and other important ad hoc programs. The IRR, mandates the UniFAST to coordinate with relevant NGAs, e.g. DOLE, DepEd, DOST, CHED, TESDA, among others, in crafting guidelines for nationwide guidance, counseling, and career development programs to students.

For public HEIs, improving quality would surely entail significant amount of public resources. Unfortunately, drastic increases in its budget allocation can prove to be challenging as the national government is currently financing other equally important social programs (e.g. Universal Health Care Law).

Migration of students from private schools to SUCs because of “free tuition”

Access vs Quality: Conchada and Tiongco (2015), even with the compliance with CHED, there are HEIs that still have bad performances. The government may need not just to simply incentivize or encourage HEIs to be government-recognized institutions, but more importantly revisit the accreditation standards and the entire process, including the costs involved, in ensuring that HEIs indeed perform with quality.

Recommendations

- Consider the Model of the University of the Philippines: Socialized Tuition Fee
- Clear vision, institutional reform, facilitative leadership and adequate resources:
- Academe-Industry linkages: Collaborative networks (i.e. partnerships, international linkages, diversity) in university-industry-government complex should be cultivated
- Universities must ensure that outputs will be relevant to the requirements of the manufacturing industries for the country's future industrialization push.
- Build special economic zones and science parks for Research and Development in the STEM (science, technology, engineering and mathematics)
- Income Generating Programs for HEIS
- Continuing monitoring and assessment of current capabilities and limitations Recognize it is a work in progress.
- Depoliticize "free tuition":
- Clear Role of Government as Enabler and Regulator to address access and Inequity concerns

Revisiting our Outline

Education and the Philippine Constitution

Context: ASEAN and the Philippines

Philippines in Handling Education Inequality

- Socialized Tuition of UP
- Universal Education Act (RA 10931) Highlight

Issues

- Access vs. Quality
- Capacities
- Role of Leadership

Recommendations

Thank you very much for listening!

ขอบคุณมากสำหรับการฟัง

Maraming salamat po!

Sources of the Total Number of Universities in Southeast Asia

- **Philippines** - As of August 2017 there are 1,943 private HEIs in the Philippines with 1,710 private universities and 233 state universities and colleges.
<https://www.britishcouncil.ph/tne/facts-figures/philippines>
- **Thailand** - Public universities consist of Limited Admission Universities 63 329,473 Open Admission Universities, Autonomous Universities, Rajabhat Universities (formely Teacher Training Colleges), and Rajamangala Universities
<http://www.headfoundation.org/featuredresearch/Final%20-%20Thailand%20PB.pdf>
- **Indonesia** - As of 2018, there were [122 state universities](#)
- 3,353 total private universities as of 2013 DGE
- <https://www.statista.com/statistics/704777/number-of-state-university-students-in-indonesia/>
- https://www.britishcouncil.in/sites/default/files/indonesian_higher_education_system.pdf
- **Myanmar**- All of Burmese HEIs are under the government. 134 are in the oversight of the Education Ministry and the other 40 are scattered among other departments
- https://site.unibo.it/chinlone/it/results/wp1/chinlone_report_web.pdf