UP President Edgardo J. Angara Fellowship
Research Questions

Priority 8. School infrastructure
ISSUE: Inventory of Facilities (Public and Private)

1. Which areas of the country continue to suffer from poor access to educational facilities, and/or have severe problems in congestion?

- Where will the needs be most pronounced in the next two decades?
- How could public and private capacity be jointly leveraged to respond to these strategically, while ensuring that access is to quality education, while maintaining complementarity?
- What is the absorptive capacity of public and private schools, colleges, and universities vis-à-vis long-term enrolment and projected demands? How does this differ from ECCD, basic education, SHS, TVET, higher education?
- Which areas are affected regularly by conflict and disasters? Should there be a need for reconstruction/repair? Are there resources available to these schools?
- How do these trends vary across types of municipalities?
- What models exist such that government and private building and investment programs are aligned to avoid unnecessary duplication (such as public school and a private school building classrooms near each other)?

Priority 11. Access to quality higher education
ISSUE: Develop CHED's regulatory framework to enhance its developmental and regulatory functions

2. How can CHED's developmental and regulatory capacity be strengthened to ensure quality programs and Higher Education Institutions (HEIs)?

- Given the landscape of Philippine higher education institutions—e.g., the number and types of private and public institutions, the uneven quality of higher education programs and institutions, and the current capacity of the Commission on Higher Education—what regulatory framework can the Philippines adopt vis-à-vis other regulatory models adopted by other countries that would enable the government agency responsible for higher education (CHED) to
  - Effectively perform/balance its development and regulatory functions to ensure quality higher education programs and institutions.
  - Provide HEIs space and support for developing innovative programs
  - Support, in line with its developmental function, HEI initiatives and projects to advance the quality of educational service delivery on the one hand and at the same time
  - Effectively phase out or close, in line with its regulatory functions, poor-performing programs/HEIs whose enjoyment of academic freedom infringes on students' right to quality education.

- What policies, programs/implementation rules have been adopted by similarly situated countries to enhance the quality of their higher education programs and institutions on the one hand, and phase out/close non-performing programs, on the other?
- From the experience of other countries and findings of two EDCOM II studies--1) CHED support for upgrading the quality of HEI programs over time; and 2) Factors that have facilitated or constrained the phase-out/closure of non-performing programs/HEIs from CHED cases—what policy or program recommendations would enhance the Commission's developmental and regulatory functions?
- What organizational structures/mechanisms/policies would enable CHED to perform developmental and regulatory functions that are sometimes difficult to delineate in practice?

ISSUE: Ensure closer coordination between industry and academe

3. What policies and programs can help forge and strengthen academe–industry linkages?
- What government policies facilitate academe industry linkages in the higher education institutions of ASEAN countries—Singapore, Malaysia, Indonesia, and Thailand? What are among their best practices?
- What government policies, programs, and processes facilitate or constrain academe–industry linkages in the Philippines? As one case in point, what is the state of CHED's policy requiring representatives of industry or professional associations in Technical Panels and Technical Committees and its impact on curriculum development?
- What are among the best practices at the HEI level of academe–industry linkages regarding the level and nature of industry engagement, curricular development, curricular program approval/recognition if relevant, teaching and assessment methodologies, and employment outcomes? What policies, programs, and practices may be inferred from these best practices?

4. What are the policy and implementation gaps of existing internship and externship programs?
- What are the technical and higher education internship, externship, and industry apprenticeship policies, models, and best practices of ASEAN and other countries?
- What gaps exist in existing guidelines on internships and externships considering issues, challenges, and best practices in the country? What policies or implementing rules that apply both to academe and industry might help fill the gaps?
    - Which higher education courses might consider the feasibility of apprenticeship programs?
- What existing labor laws, policies, and guidelines currently impact the design/length of internship programs (including similar consequences on SHS work immersion programs and apprenticeship programs, if any)

5. Which socialized tuition model might the Philippines consider in nuancing the current free tuition regime?
- What socialized tuition models are implemented in other countries?
- How did the University of the Philippines (UP) operationalize and implement its socialized tuition model over time? What were the gaps, issues, and challenges identified at each review of the policy and implementing rules?
- From the experience of other countries and the evolution of UP's operationalization of socialized tuition, what socialized tuition model may be proposed?
- Inferring the socioeconomic class composition of students in LUCs and SUCs from existing national surveys, what might be the projected cost of socialized tuition, including the additional subsidy for financially challenged students for different socialized tuition options?

Priority 14. Graduate education, research and innovation
ISSUE: Poor quality and uptake of graduate education in the country

6. What are the motivations of learners in pursuing graduate education or upskilling via microcredentials?
- In general, how many graduate students complete their studies against the projected number based on enrolment?
- What is the employment profile of graduate students? Are they working in the public or private sector? What programs are they enrolled in?
- Does promotion in the civil service based on graduate credits/units rather than completed graduate degrees disincentive the completion of courses?
- What prompted those who pursue certificate courses or microcredentials to do so? Would the credits they obtain from these courses be recognized by their employers?
- Why do some college graduates pursue technical skills training and TESDA's National Certificates?   Do their employers ask them to take these certificates or do they do so to acquire skills needed in their jobs without being asked to do so? Do these certificates give them an edge over other employees in their workplace?

Priority Area 19. Needs-based system projecting the demands in workers' upskilling
ISSUE 2: Understanding the future generation of the Filipino Workforce

7. What are important to the Filipino youth/ new jobseekers regarding jobs/careers? (e.g. salary, stability, flexibility, family, fulfillment, etc.)?
- What values are important to the Filipino youth? Do these differ for middle-level workers vs. professionals? How and why?
- What are their usual challenges that relate to mental health? How is this similar or different from those faced by youth elsewhere?

- What motivates / demotivates them to pursue further training (whether TVET, higher education, or independent microcredentials)?
- Why are college graduates now pursuing TVET training? What type of training are they interested in?

Priority Area 23. Ensuring seamless and integrated delivery of education
ISSUE 2: Effective coordination among education agencies

8. What are benchmarks in other countries that share the same challenges and context as ours? Why has it worked for them, but not for us?
- What was the intent of EDCOM 1 in trifocalizing the DECS? To what extent were its objectives fulfilled or not? Why?
- What are the current mechanisms for coordination of the three education agencies? In what ways is it effective or ineffective?
- What are the main reasons that constrain effective coordination, and in what aspects are they most needed?
- How does it compare to best practices globally?

Priority Area 24. Complementarity between public and private education
ISSUE 1: Lack of clarity on the government's primary roles

9. What are examples of complementarity that work well in countries with significant private provision of education similar to the Philippines?
- What legal and policy models exist in the literature to guide the development of a framework for complementarity?
- What models can the government put in place to allow both subsectors to thrive?
- What policies or supports are needed for this vis-a-vis existing government policies, rules and regulations (e.g. prohibitions from COA, policies of other government agencies that constrain DepEd, CHED and TESDA)?

Priority Area 25. Integrated system of performance and accountability
ISSUE 1: Lack of integrated system of performance and accountability

10. What mechanisms can be adopted to ensure accountability of education agencies, as well as public and private schools, in order to ensure delivery of the desired outcomes?
- How does the current system incentivize performance and good education governance? What have been the unintended consequences of incentive systems that are currently in place?
- What specific qualitative and quantitative performance outcomes–based "sticks" and "carrots" should be used? Which can be used at the national and local government levels? (i.e. the right KRAs, KPIs on Quality, Efficiency and Equity that are also informed by the Philippine Development Plan, input from industry, and other relevant sectors; different from but complementary to DBM's criteria for funding)

- How can data be collected regularly and leveraged in order to support performance and enable measurement of progress towards key targets, as well as inform and enable agile pivots?
- How are monitoring and evaluation currently practiced by education agencies to improve systems and outcomes?
- What are benchmarks in other countries that share the same challenges and context as ours? How about with more advanced countries? Why has it worked for them but not for the Philippines?
- What regulatory models exist that maximize performance and accountability would work well in a complementary educational system?

11. What are models of innovative auditing practices that enable innovation and improvements in quality education?

- What are current challenges that impede implementation of the three education agencies in relation to audit?
- What are best practices and innovations in audit elsewhere that relate specifically to the education sector that could be adopted in the Philippines?
- Which policies and practices may need to be reviewed and amended to enable more effective and efficient delivery?

Priority Area 26: Efficiency and equity in financing, resource mobilization, and delivery of education
ISSUE 1: Efficiency in education finance and resource mobilization

12. What kind of education spending should be done to improve outcomes for the short-term and long-term? Which priorities do we spend on for the biggest bang for our buck, with highest ROI (adjusted to reflect education and economic returns) and cost-effectiveness?

- How effectively has the government utilized the budget across different levels of education? Has this resulted in improvements in learning outcomes?
- What is worth investing in? Which inputs enhance learning outcomes? To what extent has the government allocated funding for these inputs?
- What are the implications on returns if current trends in public-private participation persist, including financial costs to the government, such as the public costs of switching from private to public system over time?

13. What are the financing strategies, policies, and instruments (e.g. GAA, SEF, loans, vouchers, grants) that result in more resources for education, better outcomes, and cost-effectiveness, both in the short-term and long-term?

14. How has aid funding been utilized in the education system? Have these resulted in sustainable reforms? What have been the hindrances to transformation? What are examples of aid-funded projects in the Philippines that have resulted in sustained reforms?

ISSUE 2: Increasing efficiency and effectiveness through digital transformation

15. How could digital transformation be leveraged to increase efficiency and effectiveness of the system as a whole (from skills development of learners, to enhancing efficiency of processes, to providing solutions to abiding challenges in infrastructure?)

- How should the education system ensure that students are not only literate, numerate, and critical thinkers but also digitally savvy? (Bridging the digital divide, not just in terms of access to connectivity or to technology, but also in terms of digital skills and digital literacy)
- How can it be ensured that efforts at digital transformation actually abate, not exacerbate, inequality?

Priority Area 27: Decentralization and participatory governance
ISSUE 1: Highly centralized governance structure results in limited participation of local government in education governance, and lack of agility and innovation in the system

16. What are the responsibilities and functions of central and local governments in the delivery of education in early childhood, basic education, higher education, and technical–vocational education?

- What are the different forms of decentralization and devolution of education governance? What are the processes involved? What factors (e.g. contextual conditions) make it work?
- How can LGUs of diverse capacities be reformed, empowered (e.g. capacity building programs), and mobilized to implement reforms in education in a manner that delivers quality education outcomes, and responds to the diverse needs of cultural communities? What models and success cases are available that can be replicated?
- What is the role of the national government in addressing inequities? What are the means by which the national government could redress disparities in education access and quality? How do we harmonize the budget for education of central and local governments?
- What mechanisms can be put in place to insulate delivery of education both at central and local governance levels from political interference?
- To what extent has planning, decision–making, allocation of resources, and monitoring and evaluation of performance been decentralized? What are issues/ challenges in the decentralization of resources, particularly in terms of planning and utilization? What has been its impact on equity?
- How can decentralization and participatory governance be designed to incorporate complementarity?

17. How can formulation, implementation, and evaluation of education policy,

plans, and budget at the central and local level be made participatory?
- How do we ensure stakeholder support for quality education and continuity of reforms?
- What existing policies institutionalize participation of stakeholders in education policy making? To what extent have they been effective or not?
- What has been our experience in the education sector, as well as in other sectors such as health and/or agrarian reform?
- Which stakeholders are most important to engage across different levels of education? What are best practices elsewhere?
- What policies, programs, or initiatives may be put in place to enable this?
- How can decentralization and participatory governance be designed to incorporate complementarity?

18. How have other countries similar to the Philippines utilized performance metrics in ensuring quality of education governance as power and accountability are devolved to local governments?
- What education outcomes should mayors be accountable for? Which can be legislated?
- How can implementation of performance standards be ensured in autonomous regions such as BARMM?

Other Research Questions:

19. In a world that is expected to soon be transformed by AI, how should the education system similarly evolve?
- If AI is expected to enable more personalized learning through differentiated instruction, intelligent textbooks, and improved assessment (World Economic Forum 2023), what steps need to be taken today so that our education system is prepared / won't be left behind?

20. Given existing policies/programs in the Philippines and the experience of other countries, what different pathways to work and life might be considered for the Philippine education system?
- How do ASEAN and other countries define lifelong learning, and what are the different pathways to work and life in their education journey?
- What is the country's national definition and framework for lifelong learning as gleaned from various documents, including its development plans? What are the gaps in this definition?
- What is the state of implementation of existing programs that potentially provide exits from the formal system and re-entry to or equivalencies for qualifications in the formal system (e.g., ALS, Credit Transfer System, validation and recognition of prior learning, ladderization, ETEEAP)? What constrains their implementation, and how can these constraints be addressed at the policy and implementation levels?
- Assuming a seamless mapping of foundational learning necessary for lifelong and life-wide possibilities for a productive and fulfilled existence, what are

the exits and entry points for different types of learners in the formal education system?;

- ○ What alternative paths (and possible means of acquiring literacies and obtaining qualifications for those who exit grade schools without the necessary foundational literacies?; those who exit after primary school? In junior high school? After graduating from junior high school? In senior high school? In college, after completing an associate in arts degree? After graduation from college?
- ○ What about the adult education pathways? Might micro-credentials that fill gaps in their competence at work or in life be stacked for formal credits?
- ● What might these pathways and the qualifications obtainable for diverse learners at different education stages imply for the Philippine Qualifications Framework?