Newly-appointed CHED Chairman Emmanuel Y. Angeles delivers his message during the welcome ceremony at CHED, UP Diliman, Quezon City.

**PGMA names Dr. Emmanuel Y. Angeles CHED Chairman**

Her Excellency, President Gloria Macapagal-Arroyo appointed former Clark Development Authority (CDA) Director General Atty. Emmanuel Y. Angeles as the new chairman of the Commission on Higher Education effective September 1, 2008. Chairman Angeles took the place of Chairman Romulo Neri who was then named president of the Social Security System (SSS).

A veteran educator and a renowned lawyer by profession, Chairman Angeles announced during his first day of office that he will lead CHED with three Ps, namely: professional preparation, passion to serve and prayers.

**Professional preparation -** Chairman Angeles has 50 years of experience in education. Being an experienced educator, he rose from the ranks as an assistant to his uncle who managed the Harvardian chain of schools. Although he has acquired his professional education from reputable institutions here and abroad, Chairman Angeles claims that he learned the best lessons in life outside the classroom. These became his foundation as a successful leader both in the academe and industry.

**Passion to serve** - the new CHED Chairman believes that the best way to help our country is to alleviate our people from poverty through education. Though educating the whole nation will not be an easy job, he believes this is attainable.

**Prayers** - Chairman Angeles is indeed very grateful to our Creator for all the blessings and opportunities given to him and his family. He admits that he has to storm heavens anew for strength, guidance and wisdom.

Aside from the three Ps, Chairman Angeles emphasized his expectations from his co-workers as an administrator with a four-letter word - H-E-L-P. H for...
APEC Capacity Building Seminar on Transnational Education Services

One of the main activities that ensued during the first few days of Chairman Angeles in CHED was the Asia Pacific Economic Cooperation (APEC) Capacity Building Seminar on Transnational Education (TNE) Services. The seminar was held at the Crowne Plaza Hotel, Galleria, Manila, on September 23 to 26, 2008.

Delegates from Australia, China, Chinese Taipei, Mexico, Peru, Brunei, USA and the Philippines attended the seminar. Trends, directions and policies in transnational education were tackled. Existing networks and partnerships among member economies and mechanisms to strengthen and sustain the same in regulating and monitoring TNE services were also discussed. The TNE refers to all types higher education study program, or sets of courses of study, or educational services including of those of distance education in which the farmers are located in a country different from the one where awarding institution is based. Such program may belong to the educational system of a State different different from the State in which it operates, or may operate independently of any national education system.

2009 CHED Budget Gets Approved Swiftly

"More investment is needed to improve higher education!“ This is the driving force behind Chairman Emmanuel Y. Angeles when he faced up the panel of the Committee on Higher and Technical Education of the House of Representatives to present the CHED Budget for 2009 amounting to P1.5 billion in a deliberation held in November 2008. During the CHED Budget presentation, everybody was overwhelmed when the budget was swiftly approved by the panel in less than a day, breaking the record of days and even weeks when CHED officials painstakingly waited for the approval of its budget by Congress. It was the first time in the history of CHED that its budget was unanimously approved in Congress.

Chairman Angeles, believing that the problems of the sector should be addressed with urgency to include the speedy release of funding for higher education in order to keep up with the projected activities to put the country back as a leading education hub in the Asia-Pacific region.

During the Budget Presentation in Congress, the CHED Chair called for the law makers’ attention to urgently address the need for more funding in education in order to meet the demands for quality and excellence, relevance and responsiveness, and access and equity. The approved CHED budget amounting to P1.5 billion indicated an increase in the investment in the higher education sector as a whole.

Additional budget was approved to expand coverage and award ranges of ongoing programs and projects and initiate new ones to improve higher education.
A study by the Asian Development Bank (ADB) Technical Assistance for the Philippines titled Education Sector Development Program (ESDP) Faculty Development by Dr. Clayton J. Vollan and Dr. Olivia C. Caoili in August 2001 showed that two-thirds of the total faculty population in the colleges and universities all over the country have no master’s degree, rendering them “non-qualified” for college teaching positions.

This has been a major issue in the Philippine education sector for years prior to the implementation of the Higher Education Development Project-Faculty Development Program (HEDP-FDP), which covers the period 2004 until 2010.

The HEDP-FDP is the CHED’s response to the government’s prescription that teachers at the tertiary level must have at least a master’s degree in the field in which they teach. The program offers graduate scholarships to qualified tertiary education faculty who wish to pursue graduate studies in their respective fields of specialization.

Initially in 2001, there were 3,100 slots opened for qualified faculty by the HEDP-FDP with programs for master’s and doctoral programs. Master’s scholars are expected to finish their degree within two (2) years while doctorate scholars are supposed to conclude their degree in three years. On the other hand, the HEDP-FDP offers a Doctoral (Ph.D.) Sandwich Dissertation scholarship slots where in a scholar is given a maximum of one (1) year to finish his or her research abroad and return to the country to finish Ph.D. Degree.

As of December 24, 2008, 1,750 tertiary faculty have availed of the program: 1,253 for non-thesis masters; 251 for thesis masters; 233 for full Ph.D. Programs (local); and 13 for Ph.D. Sandwich Dissertation (abroad).

The HEDP-FDP has proven to be a key instrument in upgrading faculty qualifications in the country. Thus, the CHED shall continue to support the program until substantial or total eradication of the problem has been attained.

CHED joins Project W.A.T.C.H.

Project W.A.T.C.H. (We Advocate Time Consciousness and Honesty) was endorsed by CHED to all higher education institutions (HEIs) through a Memorandum of Agreement signed with JCI Senate Philippines, Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), Philippine Association of Private Schools, colleges and Universities (PAPSCU), Philippine Association of Colleges and Universities (PACU), and Office of the Presidential Assistance for Education (OPAE) last September 24, 2008 (where?).

The project aims to promote the basic values of punctuality and honesty in the classroom, curriculum and activities of the schools.

Chairman Angeles issued CHED Memorandum Order No. 49, series of 2008 to all heads of HEIs to undertake national and regional workshops on time management for faculty, students, and administrators, contests, games and other activities promoting honesty and punctuality.

The 1st Project WATCH National Summit will be held on May 21-23, 2009 in Baguio City. Likewise, HEIs are encouraged to put up Project WATCH posters in classrooms and campuses.
On September 17, 2008, the Commission on Higher Education through the Office of Ladderized Education Program (LEP) and Alternative Learning System (ALS) conducted a zonal orientation in Tacloban City on the Implementing Guidelines of Executive Order 694 - “Enabling Higher Education Institutions to Opt to Ladderize their Education Programs without need for issuance of Permit from the Commission on Higher Education and the Technical Education and Skills Development Authority.” CHED Commissioner Nona S. Ricafort and TESDA Director Marissa Legaspi graced the orientation.

The said EO was issued by President Gloria Macapagal-Arroyo to further strengthen and expand the implementation of the LEP. HEIs may now opt to ladderize through recognized programs without need for permit from either CHED and TESDA provided that the said program has an approved model embedment by CHED.

On the other hand, the zonal orientation of CHED Memorandum Order (CMO) No. 18. s. 2008 “Model Embedment of Technical Vocational Education and Training (TVET) Training Regulations (TRs) in BS Computer Science, BS Information Technology, BS Information System Programs” were also conducted in Dipolog City and Davao City in May 2008. The Office of Programs and Standards with the LEP Technical Working Group for Information Technology Education Program organized the orientation.

The public zonal orientation on CMO 56 series 2007, Policies and Standards for Bachelor of Technical Teacher Education (BTTE) was prepared by the Technical Panel and Committee for BTTE through OPS.

Meanwhile, the model embedment curricula of other higher education programs are under way for completion by the newly appointed Technical Working Groups (TWG) for LEP.

Honesty; E for Efficiency; L for Loyalty; and P for Performance. Chairman Angeles believes that the agency’s vision and mission can be attained when CHEDans work as a team towards one direction. CHED Executive Director, Atty. Julito D. Vitriolo, cited that Chairman Angeles would bring to CHED a treasure of experience not only as an educator but as a highly effective manager.
The Commission on Higher Education together with the EDSA People Power Commission, Good Citizenship Movement, University of the Philippines National College of Public Administration and Good Governance conducted the Third National Congress on Good Citizenship (NCGC). Dubbed with the theme “Strengthening Good Governance in the Public and Private Sectors through Responsible Citizenship,” the Congress was held on October 21 and 22, 2008 at the Assembly Hall, National College of Public Administration and Governance, University of the Philippines (UP NCPAG), Diliman, Quezon City.

Commissioner Nenalyn P. Defensor delivered the closing remarks in behalf of former CHED Chairman Romulo L. Neri. Commissioner Defensor emphasized that as forerunners of good citizenship values, the group should stand up for what is right no matter how difficult a situation or circumstance may be. Her remarks was adopted later on by the congress as its motto.

Committed in the promotion of Good Citizenship Values, the CHED has continuously supported the National Congresses through information dissemination, membership in the secretariat and production of the Good Citizenship Values Modules used during the congresses. The CHED also assists in the dissemination of the modules for the National Service Training Program instructors and conducts congresses for student governments and campus journalists.


The right mix of the different sectors’ involvement in the promotion of good citizenship values is vital in developing responsible students. This endeavor is only a testament on how CHED is fully committed to hone a responsible citizenry.

The CHED recognizes local higher education researchers in disseminating their research findings and contribute knowledge to the world’s pool of experts through paper presentations in international conferences.

The program aims to provide opportunities to home-grown Filipino researchers to interact with other researchers in the international research community by availing the CHED’s program on Support for Paper Presentation in International Conferences.

To qualify for the program, an applicant must be a Filipino, a full-time faculty member, a researcher or a scientist who works in a research unit of a public or private HEIs. A qualified grantee will receive financial assistance which include allowance, airfare, and registration fee for the period of travel.

To date, the CHED has provided support to 124 paper presenters/faculty researchers from public and private institutions nationwide. The research grantees were able to present papers in Asian and European countries like Japan, Thailand, UK, France, Germany and the USA. The most number of grantees come from NCR (51) followed by Region IV (16), Regions I, III and XII had nine (9) faculty researchers who were given the opportunity to present their paper abroad.

The program is open to both public and private HEIs.
The awarding of the CHED Best Higher Education Institution (HEI) Research Program as well as the CHED Best Extension Program were held on December 17, 2008 at the SEAMEO INNOTECH, Diliman, Quezon City. Chairman Angeles led the ceremonies together with Representative Joseph Emilio Abaya, Jr., Co-Chairman, Committee on Science & Technology & Engineering (COMSTE) who delivered the keynote address.

The CHED bi-annually confers the REPUBLICA and the Best Higher Education Institution Research Program Awards which are the two on-going programs of the agency that recognizes outstanding researchers and research programs. This year, the CHED launched its third award-giving program, the Outstanding HEI Extension Program Award. The program aims to recognize both implementers and the HEIs for their outstanding extension programs, encourage HEIs to conduct extension programs relevant and responsive to the needs of the community and the society and promote the appreciation of the importance of the extension function of HEIs.

The program is in line with the present administration’s thrust to mobilize knowledge and technology towards enhancing productivity, generating employment and reducing poverty. Higher education institutions have been actively conducting research and extension programs/projects, particularly transfer and/or application of knowledge/technologies that contribute to the attainment of the country’s development goals.

CHED awards Best Higher Education Institution Research and Extension Programs

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CHED Chairman Emmanuel Y. Angeles hands over the cheque to the 2008 Outstanding HEI Extension Program National Winner, Mariano Marcos State University headed by Dr. Miriam Pascua, President MMSU. Included in the picture are: (from R-L) CHED Commissioners Nona Ricafort, Nenalyn Defensor and Congressman Joseph Emilio Abaya. Other MMSU officials are also in the photo. Awarding ceremony was held on December 17, 2008 at SEAMEO INNOTECH, Diliman, Quezon City.

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Presenting the 2008 Best HEI Research Program Award to Central Luzon State University President and other representatives as the National Winner is CHED Chairman Emmanuel Angeles. Dr. Angeles is also joined by (from R-L) Commissioners William Medrano, Nona Ricafort, Nenalyn Defensor and Congressman Joseph Emilio Abaya.
Reaching out to Students in Nation Building

The Commission on Higher Education came up with a series of Student Congresses, which convened heads of student governments to increase the student leaders’ awareness on government’s programs and projects relative to their role in nation building. In addition, the Student Congresses promoted good citizenship values, civic consciousness, environmental protection, governance and reforms and address the issues and concerns in relation to the CHED’s thrust for quality education, policies, standards in student assistance and services. In order to optimize participation of student leaders all over the country, the CHED through the Office of Student Services (OSS) held the Congresses on the following dates and venues:

1. 1st NCR Congress of Student Leaders with 200 participants, June 26-27, 2008, Marikina City
2. North Luzon Congress of Student Leaders with 40 participants, September 4 and 5, 2008, Bataan
3. South Luzon Student Leaders Congress with 78 participants, October 23-24, 2008, Tagaytay City
4. Visayas Student Congress with 85 participants, November 11-12, 2008, Bacolod City
5. Mindanao Student Congress with 104 participants, November 27-28, 2008, Davao City
6. 3rd National Student Congress of Student Government with 125 participants, December 11-12, 2008, Baguio City

These activities were undertaken in partnership with the Office of External Affairs, Office of the President, EDSA People Power Commission, and Confederation of Student Government of the Philippines (CSGP).

CHED-HEDF supports “Vermiculture” in Isabela

The Isabela State University (ISU) has institutionalized the project titled “Ensuring Farm Productivity through Co-managed Technology Based Production among small hold farmers in Northern Isabela (Vermicompost Production) which was funded by the CHED Higher Education Development Fund (HEDF) through the Integrated Research Utilization Program - Technology Commercialization (IRUP – TC).

Upon approval of the research proposal submitted to CHED, the project received a funding from the HEDF. The project which started in 2006 thru the collaboration of faculty, students and administration, now has an in-campus demo-project (for technology showcasing) on vermiculture where on-site training for vermicomposting and business opportunity presentations are held. ISU developed an Info-Bulletin as a part of their advocacy in introducing the vermiculture technology. Vermiculture is a process of rearing and breeding earthworms with the use of biodegradable materials such as agricultural, industrial and backyard wastes. Vermicast – a pure bio-organic fertilizer, comes from the feces of worms that are fed with these wastes.

ISU has also organized several operational student micro-enterprises in nearby municipalities of Cabagan, Tumauini, Sta. Maria and Peñablanca. They have likewise conducted a series of tests to determine the effects of vermicast on different crops such as rice, corn, banana and eggplant.
Jump-starting the RUS in Davao Region

Chairman Emmanuel Angeles led the formal launching of the Regional University System (RUS) Project in Region XI on October 8, 2008 at the University of Southeastern Philippines’ (USEP) main campus in Davao City. In attendance were officials from the CHED Regional Office, presidents of the four state universities and colleges (SUCs) in the Davao Region along with key officials of their respective institutions and representatives from the private higher education institutions (PHEIs). The launching was highlighted by the signing of the Memorandum of Agreement (MOA) between and among the partner institutions, which would commit them into implementing the RUS project with funding support from CHED-Higher Education Development Fund.

The Regional University System (RUS) has been identified as one of the most viable and cost effective strategies to rationalize the public higher education system in the country. This is clearly evident in the many studies on education that have been conducted in the past which include the Laya-Mananghaya study, the PCER and the EDCOM among others. It is for this reason that the Commission on Higher Education (CHED) has committed itself in implementing this innovative approach to improve the governance structure and internal operations of the state universities and colleges (SUCs) at the regional level.

The Davao Region has been chosen as the pilot region for the following reasons: (1) the presidents of the 4 SUCs in the region were all receptive to the RUS concept; (2) selection of the RUS main campus will not be an issue since clearly USEP as the only state university among the 4 SUCs will be a hands-down choice; (3) the political leaders in the Davao Region headed by Congressman Boy Nograles who is now the Speaker of the House of Representatives, formerly, the House Minority Floor Leader along with the other 11 or so congressmen in the region were perceived to be supportive of the idea of establishing a Davao Regional State University System (DRSUS) through legislation.

The CHED funding are intended to implement priority activities, which include among others advocacy activities, complementation programs, research and crafting of a legislative proposal. The complementation programs would basically involve institutional capacity building activities through Faculty Development and conduct of Management Development Trainings in the areas of Strategic Planning / Management, Executive Leadership and Academic Leadership. The RUS also has a research component. Firstly, a feasibility study was conducted to establish the viability of the concept. Secondly, policy research will be conducted as well in order to ensure implementation of harmonized academic policies, systems and procedures in the event that the four (4) SUCs in the Davao Region are finally integrated through legislation.

In addition to the above, the following were some of the modest accomplishments of the project:

1. A final draft of the proposed RUS bill has been prepared which will be submitted to the House Committee on Higher and Technical Education;
2. CHED and the four SUCs in the Davao Region has entered into
PWDs or persons with disabilities should not be hampered in accessing education. Data from the National Council for Disability Affairs (NCDA) show that there are about 650 million people in the world who are disabled and 70% of them live in developing countries like the Philippines. According to Ms. Geraldine P. Ruiz, Executive Director of the Council, 80 to 90% of the PWDs come from poor families who have difficulty in accessing tertiary education. In one way or another, PWDs encounter difficulties on using facilities, impairing their mobility, which aggravate, as they grow older.

In recognition of the looming situation and the need for PWDs to gain equal footing with non-disabled persons in accessing tertiary education, the Commission on Higher Education (CHED) and the NCDA-Education Committee spearheaded a consultative workshop held at the University of the Philippines Hotel on November 25, 2008. The workshop aimed to gain knowledge on the provisions of the Magna Carta for Persons with Disabilities and come up with a manual and evaluation checklist on the admission of students with disabilities in higher education institutions (HEIs). During the workshop, CHED was provided with a suggested checklist on how to make tertiary education more PWD-friendly.

Fifty participants coming from different regions in the country with background on student affairs and services as well as experience on accommodating PWDs in their respective HEIs took part in the workshop. The workshop session included the following topics: Enabling Laws on Education for Persons with Disabilities, presentation of the Guidelines in the Admission of Students with Disabilities (such as students with visual impairments, students with learning disabilities, students with physical disabilities, deaf and hard of hearing students) in higher education and post secondary institutions in the philippines.

With the valuable support of the respective institutions involved, CHED is set to print and distribute the manual in 2009 as an output of the workshop.
The Commission on Higher Education (CHED) has identified and awarded the first batch of Centers of Excellence (COEs) and Centers of Development (CODs) in Criminology Program under Criminal Justice Education discipline. In the awarding ceremony presided by CHED Chairman Emmanuel Y. Angeles at the SEAMEO INNOTECH, Diliman, Quezon City on October 9, 2008, three (3) higher education institutions were named COEs in Criminology with a three-year term covering the period from October 9, 2008 to October 9, 2011: 1) University of Luzon in Dagupan City; 2) University of Baguio in Baguio City; and 3) University of the Cordilleras, also in Baguio City. Likewise, Capitol University and Cagayan De Oro College, both in Cagayan De Oro City, were awarded CODs in Criminology with the same term. The first call for application in January 2007 yielded applications from seven (7) HEIs.

The selection criteria and identification process of COE/COD in Criminology are contained in CHED Memorandum Order (CMO) No. 48, series of 2006, crafted by the Commission’s Technical Panel for Criminal Justice Education (TPCJE).

The Center of Excellence in Criminology, as a distinctive title, is awarded to a criminology program under a college or department within a higher education institution, which demonstrates excellent performance in the areas of instruction, research, extension and linkages, and institutional qualifications; while a Center of Development title is awarded to a criminology program, which has the potentials to become a COE.

Aside from the roles and responsibilities defined for the identified COEs and CODs under CMO No. 48, s. 2006, the aforementioned higher education institutions are expected to partake in strengthening other non-COE/COD Criminology programs for the attainment and fulfillment of providing professionally competent and morally upright criminology graduates who can deliver efficient and effective services in the prevention and detection of crimes, investigation, and law enforcement, among others.

The COE/COD identification is a project implemented by CHED pursuant to Section 8 [f] of Republic Act No. 7722 otherwise known as the “Higher Education Act of 1994”, which aims to promote quality and excellence in higher education.
New COEs and CODs conferred for Teacher Ed Program

The Commission on Higher Education announced the new list of Centers of Excellence (COEs) and Centers of Development (CODs) for Teacher Education program led by CHED Chairman Emmanuel Angeles, the Conferment Ceremony of the COEs and CODs was held at the SEAMEO INNOTECH, Quezon City on October 9, 2008.

Among the sixty-four (64) teacher education institution applicants, thirty-four (34) qualified after the initial screening. After the evaluation and validation, the Technical Committee, together with the Technical Panel for Teacher Education (TPTE), identified (19) TEIS – fourteen (14) Centers of Excellence (COE) and five (5) Centers of Development (COD).

The following is the full list of the awarded COEs and CODs as per CMO 31, s. 2008: 1.) Mariano Marcos State University, Laoag City; 2.) Saint Mary’s University, Bayombong Nueva Viscaya; 3.) Bicol University, Legaspi City; 4.) Ateneo de Naga University, Naga City; 5.) West Visayas University, Iloilo City; 6.) University of San Carlos, Cebu City; 7.) Leyte Normal University, Tacloban City; 8.) Siliman University, Dumaguete City; 9.) Notre Dame of Marbel University, Koronadal City; 10.) De La Salle University, Manila; 11.) Philippine Normal University, Manila 12.) Centro Escolar University, Manila; 13.) University of Santo Tomas, Manila; and 14.) St. Louis University, Baguio City.

The Centers of Development (COD) are: 1.) St. Paul University-Philippines, Tuguegarao City; 2.) Holy Angel University, Angeles City; 3.) Cebu Normal University, Angeles City; 4.) Xavier University, Cagayan de Oro; and 5.) Ateneo de Davao University, Davao City.

As COEs and CODs in the teacher education program, the HEIs are expected to serve as role models, leaders in the local, regional and national community; sustain and enhance research capabilities and upgrade professional or research graduate programs in the discipline; provide assistance to agencies/institutions within their respective geographical areas of coverage, and undertake other activities/projects necessary in developing quality education in the specific discipline.
Having waited for more than a decade, the Commission on Higher Education has finally moved into its new home, the Higher Education Development Center (HEDC) on August 8, 2008. A four-storey architectural landmark located along C.P. Garcia Avenue, University of the Philippines, Diliman, Quezon City, the HEDC building is a new spectacle upon entrance to the University.

Since its groundbreaking in 1995, the CHED hurdled all obstacles including the limited funding allocated for the higher education sector in the past.

The HEDC will provide a unified workplace for the central management of the higher education system. Nestled amidst the greenery of the University of the Philippines, the HEDC is designed to offer liaison offices, work and consultation rooms for accrediting bodies, the Professional Regulations Commission, and Technical Panels to facilitate harmonization of quality assurance systems and activities such as benchmarking, standard setting, curriculum review/updating and accreditation.

The HEDC will house a one-stop shop for the various services needed by higher education clientele, including students, HEI researchers, guests from industries and foreign visitors. It shall also serve as a main facility for research, project implementation and information dissemination and a central repository of information and a hub for information and materials sharing and exchange. The building will include function rooms, a dormitory, chapel, cafeteria, and ample spaces for the different CHED offices.

The HEDC will also be known as a focal station for national and international linkingage.