



# Strengthening the Regional Engagement Role of Universities in Africa and Asia (SRERUAA)

The Philippines Case

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- Region: Manila, Philippines
- Sources of Information
  - Philippine Normal University
  - St. Scholastica's College
  - De La Salle University
  - Universidad de Manila
  - Technological University of the Philippines
  - South Manila Educational Consortium



# PHILIPPINES







# REGIONAL PROFILE

# Manila



- The capital of the Philippines
- 7<sup>th</sup> largest city in the National Capital Region (NCR), one of the 17 regions in the Philippines
- It is the center of culture, politics, education, and trade



# Manila



- European and American influences can be observed in terms of infrastructure and government system
- It is where Malacañang Palace, the seat of government and the official residence of the President of the Philippines can be found







# Manila

- There are more than 300 higher education institutions (HEIs) in NCR and about 50 of them can be found in Manila
- In the 70s and 80s, students from provinces preferred to study in Manila, but since public HEIs in provinces improved in performance, enrollment in Manila started to decrease



# Key Issues of Interest



1. High poverty incidence
2. Growth of slum areas
3. Vulnerability to floods and fire
4. Literacy of young people
5. Poor governance





# Population

- Population: 1.65 million (NSO, 2010)
- Density: 43,079 persons per square kilometer
- 14% of NCR's population is in Manila
- A number of barangays (smallest political unit in the Philippines) in Tondo is populated by migrants from other parts of the country with high poverty incidence



# Population

- About 4 million (37%) of the total population of Metro Manila live in slum areas (based on 2006 data)
- Informal settlers in Metro Manila grew from 5.3% to 9.6% from year 2000 to 2006 and still growing until today



# Geographical/Environment Features



- Total land area: 38.55 sq. km.
- Since the influx of migrants from provinces, Manila expanded to nearby towns making these group of cities as Metro Manila
- Universities were established to cater to a large number of young population

# Geographical/Environment Features



- Students usually experience class suspensions due to typhoons and floods
- Manila and the rest of the country suffer from climate change and experience “El Niño” and “La Niña”

# Economy, Industries, and Employment Features



- Economic activities include business and trading, transportation, electronics, business process outsourcing (BPO), tourism, and other service-oriented activities
- Hotels, condominiums, and malls are built to cater to tourists, residents, and other migrants



# Economy, Industries, and Employment Features



- Another new players are in the gaming industries and entertainment



- Manila and the country is economically growing as it is now a key player in BPO



- Remittances from migrant workers make the country withstand economic crisis





# KEY ISSUES AND CHALLENGES CONFRONTING THE REGION



# Economic Issues

1. Economic inequality
2. Mismatch of competencies learned from HEIs and industries
3. Poor infrastructure and aging buildings
4. Traffic congestion
5. Increasing number of population
6. Increasing number of slum areas
7. Crime and drug addiction



# Social Issues

1. Women's reproductive health
2. Health of the poor
3. High cost of medicine
4. High cost of education
5. Poor government facilities
6. Limited welfare services



# Environmental Issues

1. Poor flood control
2. Air, water, and noise pollution
3. Poor enforcement of environmental laws
4. Old transportation causing pollution







# Cultural Issues

1. Marginalized ethnic groups migrating to Manila and becoming beggars
2. Melting pot of ethnic groups and races resulting to diverse culture—ethnocentrism
3. Disregard for cultural heritage sites





# Other Issues

1. Volatile democracy
2. Corruption
3. Weak governance





# UNIVERSITIES AND OTHER HIGHER EDUCATION INSTITUTIONS (HEIs) PORTRAIT

# Structural, Legal, and Financial Status of HE System



- Widely diverse and dynamic
- Public and private HEIs
  - Public HEIs are either national or local
  - Mostly private HEIs are either sectarian (mostly Catholic) or nonsectarian

# Structural, Legal, and Financial Status of HE System



- Comprehensive universities and those that specialize in certain areas (e.g., teacher education, technology and engineering)
- HEIs are administered and regulated by the Commission on Higher Education (CHED)

# Structural, Legal, and Financial Status of HE System



- State universities are funded by the national government; local universities are city-funded
- Private universities and colleges are funded by student fees, and thus, are more costly



# Main Priorities of HEIs

- Widely diverse in terms of priorities
- Some institutions specialize in specific areas
  - E.g., teacher education (Philippine Normal University)
  - Technology and engineering (Technological University of the Philippines)
  - Medical and health sciences (University of the Philippines Manila)



# Main Priorities of HEIs

- Private Catholic HEIs integrate in their academic, research, and community extension programs the strengthening of Catholic faith and values
- Most institutions focus on strengthening their curriculum and instruction, research, and community extension, mostly through programs aimed at alleviating poverty

# Relevant Recent Changes and Developments in Policy and/or Practice



- Implementation of the K to 12 Program
  - Resulting to budget cuts, especially in private HEIs due to reduced number of enrollees in tertiary education for two years because of newly implemented senior high school program
  - Faculty deloading; reassigned to senior high school
- Focus given by CHED and accreditation bodies on research and development and extension



# Relevant Recent Changes and Developments in Policy and/or Practice



- National Economic and Development Authority (NEDA), Sustainable Development Goals (SDG), and Association of Southeast Asian Nations (ASEAN) Integration's focus on alleviating poverty

# Ways of Organizing and Managing within HEIs



- Hierarchical structure
  - President as officer in charge of overall effectiveness and management of delivery of various programs and services
  - Vice Presidents/chancellors with more specific functions (e.g., academic, research, nonacademic and administrative functions)
  - Dean and vice/associate deans for academic programs and directors for offices and services

# Ways of Organizing and Managing within HEIs



- Centralized and decentralized decision-making
  - Centralized for matters concerning the institution
  - Although specific offices may exercise autonomy for matters that particularly concern them
  - Same with policies; there are policies that apply to the whole institution, and there are some that are specific to certain colleges/offices

# Ways of Organizing and Managing within HEIs



- Some functions intersect; thus, various offices may work together
  - E.g., extension programs – there is usually a centralized office that oversees the extension programs in the institution, while each college or even student societies also propose and carry out their own extension activities

# Ways of Organizing and Managing within HEIs



- Catholic institutions are usually affiliated to a specific order or congregation
- All HEIs must comply with the requirements and policies set by the Commission on Higher Education (CHED)



# REGIONAL ASPIRATIONS AND AGENDA



What aspects of regional development and the role of higher education in particular do you wish to engage with, focus on, and improve through your involvement in SRERUAA and any subsequent project?



# From the Point of View of the Region



- City of Manila's agenda is to address the following issues:
  1. Peace and order
  2. Health
  3. Housing/urban settlement
  4. Transportation and traffic
  5. Cleanliness
  6. Education
  7. Sports
  8. Governance
  9. Transparency
  10. People participation

# From the Point of View of the Region



- While various programs and projects of HEIs somehow align with these agenda, the partnership between City Administration and HEIs need to be strengthened and be made more deliberate

# From the Point of View of HEIs



- Most HEIs design their programs and projects based on the needs they observed in their immediate communities
- For Catholic universities, the advocacies and charism of their order/congregation guide their extension programs
- Community partnerships are not limited to Manila; some extend to other provinces

# From the Point of View of HEIs



- Similar to previous observation, the partnership of HEIs and local government must be strengthened and be made more deliberate to improve the specificity of the programs and projects of HEIs to the needs identified by the local government



# The Effect of Policies

- Role of policies in favor of ‘third mission’ in overcoming barriers for engagement work
  - Government agencies (e.g., CHED) provide funds for projects on priority areas pertaining to the needs of the community (e.g., disaster prevention, health systems, food production and security); not specific to HEIs but for other government agencies
  - Inclusion of research and extension programs as criteria for accreditation encourage HEIs to engage in community service and extension programs



# The Effect of Policies

- Impact of policies on engagement activity of HEIs concerning environmental issues
  - Some of the priority areas CHED identified are environment, disaster prevention, climate change, and energy, and poverty
  - This encourages HEIs to participate in research and projects in this area as they are more likely to get funding for this



# The Effect of Policies

- Impact of policies implementing LLL on HEI engagement activities
  - It was observed that most HEIs are not very familiar with policies, but looking at their programs, they seem to somewhat address the issue on LLL (e.g., programs that aim to provide various forms of literacy such as financial, leadership, and creativity and innovation literacy to communities)





# The Effect of Policies

- Impact of innovation and research policies on engagement work of HEIs
  - CHED and accreditation bodies emphasize the need for HEIs to integrate research and extension; this motivates HEIs to incorporate extension services to their research programs and highlight the benefits of their research projects to the community



# The Effect of Policies

- Impact of policies on administrative and governance issues on engagement work of HEIs
  - Most HEIs are not aware of these policies and how they are affected by it
  - This may be one of the areas HEIs need to improve on



# The Effect of Policies

- How universities perceive the third mission
  - While most HEIs agree that community engagement is an essential function of universities, it is considered as a lesser priority compared to core teaching and research
  - Community engagement is given less points in promotion of faculty



# The Effect of Policies

- Impact of globalization of the economy on engagement activities
  - Globalization has somehow influenced engagement activities of HEIs such that it allows them to partner with other institutions not only for research or teaching, but also in their extension projects (e.g., ASEAN Integration)
  - It also brings HEIs awareness to ecological, social, and cultural issues on a larger perspective (e.g., climate change, migration, etc. as global issues)



# The Effect of Policies

- HEIs prioritize careers that encourage migration (e.g., nursing, caregiving, hotel/restaurant management)
- Pressure on using English as medium of instruction in HEIs

# Subjects of Interest for Collaboration with Other Regions in SRERUAA



- Literacy for SMEs
- Cultural literacy
  - Strengthening national heritage; at the same time, learning about and living in diverse cultures
  - Building a culture of peace
- Targeting the integration of sustainable development goals



Thank you and Mabuhay!