Trends and Issues on Transition from Secondary Education to Higher Education: Philippines

Ester B. Ogena, Ph.D.
Philippine Normal University
Comparison of the Curriculum of the Old Education and K to 12 Education

**BASIC EDUCATION CURRICULUM (BEC) 2002**

BEC is restructuring of the NESC (1983) and the NSEC (1989) in order to raise the quality of the Filipino learners and graduates and empower them for lifelong learning.

**OLD**

**2010 SECONDARY EDUCATION CURRICULUM**

The 2010 Secondary Education Curriculum (SEC) is the revised 2002 BEC incorporating Understanding by Design (UbD) which seeks to contribute to functional literacy for all and the development of 21st Century core skills needed for global competitiveness.

**NEW**

**K to 12 CURRICULUM 2012**

The K to 12 Basic Education Curriculum is geared towards the development of holistically developed Filipino with 21st century skills who is ready for employment, entrepreneurship, middle level skills development and higher education upon graduation.
K-12 Program
K-12 Program

**SALIENT FEATURES**

1. Strengthening Early Childhood Education (Universal Kindergarten)
2. Making the Curriculum Relevant to Learners (Contextualization and Enhancement)
3. Ensuring Integrated and Seamless Learning (Spiral Progression)
4. Building Proficiency through Language (Mother Tongue-Based Multilingual Education)
5. Gearing Up for the Future (Senior High School)
6. Nurturing the Holistically Developed Filipino (College and Livelihood Readiness, 21st Century Skills)
K-12 Program

CORE CURRICULUM

There are six subjects under the Core Curriculum. These are Humanities, Languages (English and/or Filipino), Math, Philosophy, Science, and Social Sciences. Current content from some General Education subjects are embedded in the SHS curriculum.
K-12 Program

IMPLEMENTATION AND TRANSITION MANAGEMENT

SCHEMATIC IMPLEMENTATION IN PUBLIC SCHOOLS

- First batch to start K to 12 education
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

First cohort of K to 12 Grade 6 and Grade 12 graduates of 2018

★ The first batch of learners who went through the full K to 12 system will graduate in 2024
The K to 12 Graduate

Prepared by Dr. Paraluman R. Giron, Chair-Sub TWG on Grade 1-10 Curriculum and Frederick del Rosario, Balagtas Agricultural School, Balagtas, Bulacan
Comparison of the National Assessment between the 2002 BEC and the K to 12 Curriculum

**2002 BEC**
- Determining the achievement of schools, division, region, and nation

**K TO 12**
- Determining the achievement level of students
- Determining the achievement of schools, division, region, and nation

**Purpose of Assessment**

**Format of Assessment**
- Traditional pen-and-paper test
- Combined traditional and authentic assessment

**Stages of Examinations**
- End of Grade 3
- End of Grade 6
- End of Grade 8
- End of Grade 3
- End of Grade 6
- End of Grade 10
- End of Grade 12
Students will undergo several assessments to determine their interests and strengths to help students decide on their specialization.

**DepEd:** *aptitude test, career assessment examination, occupational interest test*

**CHED:** *College Readiness Test*
Transition from Basic Education to Tertiary Education

Current Transition System

Elementary → Secondary → College/University

- National Elementary Achievement Test
- National Secondary Achievement Test
- College Entrance Test

Proposed Transition System

Elementary → Junior High School → Senior High School → College/University

- National Elementary Achievement Test
- • aptitude test
- • career assessment exam
- • occupational interest
- • College Entrance Test
How Universities Identify Their Students (PNU’s Case)

Admissions Test

Cut-off Score?

Interview

For Admission to Programs

Based on need (grants in-aid)

BSE, BEE Specializations

For Scholarships

Based on merit

Cognitive Test

Non-Cognitive
## Admissions Test - PNU

<table>
<thead>
<tr>
<th>Section</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Language Skills</strong></td>
<td></td>
</tr>
<tr>
<td>A. Structure</td>
<td>13.33%</td>
</tr>
<tr>
<td>B. Reading</td>
<td>16.67%</td>
</tr>
<tr>
<td>C. Verbal Reasoning</td>
<td>13.33%</td>
</tr>
<tr>
<td><strong>II. Number Skills</strong></td>
<td></td>
</tr>
<tr>
<td>A. Basic Mathematics</td>
<td>20.00%</td>
</tr>
<tr>
<td>B. Algebra</td>
<td>10.00%</td>
</tr>
<tr>
<td>C. Geometry</td>
<td>10.00%</td>
</tr>
<tr>
<td><strong>IIII. Predisposition to Teaching</strong></td>
<td>16.67%</td>
</tr>
<tr>
<td>Coverage</td>
<td>UP</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Language Skills/English Prof.</td>
<td>✓</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Reading Skills</td>
<td>✓</td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td></td>
</tr>
<tr>
<td>Basic Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Algebra</td>
<td>✓</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Science/Science Process Skills</td>
<td>✓</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Abstract Reasoning</td>
<td></td>
</tr>
<tr>
<td>Predisposition to Teaching</td>
<td>✓</td>
</tr>
<tr>
<td>Qualitative Ability</td>
<td></td>
</tr>
</tbody>
</table>
The Non-Cognitive Component of the Interview

- Focused on Characteristics of the Professions
  - Speaking ability and oral comprehension
  - Personality
  - Interest in the profession
  - Abilities and talents
  - Socio-economic level
  - Ability to work independently and in a team
  - Study Habits
  - Track record and co-curricular activities
  - Advocacy
  - Etc.
Process for Determining Domain Specifications for PH Science Scholarship Program

Strategy I:
Goals of Science Education and Scientific Manpower Development

Criteria for Selection of Interviewees

Strategy II:
Determination of Predictors of Success in College

Strategy III:
Determination of Domains in Existing Aptitude Tests and Related Literature

Strategy IV:
Goals of Science Education and Scientific Manpower Development

INTELLECTIVE DOMAINS

APTITUDE TEST DOMAINS

NON-INTELLECTIVE DOMAINS
Relative Importance of the Domains in the Different Specializations
Domains

**Intellective Domains**
- Scientific Abilities
- Imagery Ability
- Mechanical-Technical Abilities
- Linguistic Ability
- Quantitative Ability
- Sensory-Motor Ability
- Creative Problem Solving Ability

**Non-Intellective Domains**
- Self-Discipline
- Determination-Perseverance
- Interest/Motivation
- Achievement Oriented
- Independence
- Originality/Creativity
- Self-Confidence
- Curiosity
- Social Awareness and Responsibility
- Positive Attitude to Failure
- Interpersonal/Organizational Skills
- Social Support
- Early Exposure to Science
Other Important Issues

- Adjustments in undergraduate and graduate programs
- ASEAN 2015
- Internationalization of universities
- Typology Based Quality Assurance System for Universities
- Amalgamation of State Universities
- National College Readiness Test and University Entrance Examinations
- Assessment and Online Programs
- Social Reform Agenda - Policy of Inclusive Development
- Extended Tertiary Education Equivalency and Accreditation Programs (ETEEAP)