

Online Guide to

Educational Systems



Around the World—Philippines



NAFSA

Association of
International Educators

Submitted by Marianne T. Lee

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In 1948, NAFSA pioneered the concept of providing professional services for postsecondary exchange students. Early efforts to enhance living and learning environments for exchange students have blossomed into today's active association of accomplished professionals whose numbers continue to grow worldwide.

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Instructions for Using the *Online Guide to Educational Systems Around the World*

Susan Whipple, Editor

December 2008

These documents are updates to those in the 1999 publication *A Guide to Educational Systems Around the World* (which was an update to *The Handbook on the Placement of Foreign Graduate Students*, published in 1990 and colloquially known as the "Graduate Handbook.")

It is important to note that these documents do not replace either of the earlier publications, which should be used for credentials issued prior to 1999, the period those publications cover.

Readers familiar with the original version of *A Guide to Educational Systems Around the World* will note that these updates use the same format:

1. Each of these publications provides lists of credentials and other data that can be used both for undergraduate and graduate admissions.
2. "Advice for admissions officers" is intentionally not provided. We have attempted to avoid all types of subjective interpretation, relying instead on objective data. Users of these updates should use the information provided in conjunction with other resources to determine their own placement recommendations and possibility of transfer credit. Questions about credentials can be posted on the Admission and Credential Evaluation discussion forum on the Recruitment, Admissions, and Preparation Knowledge Community Web site:
http://www.nafsa.org/knowledge_community_network.sec/recruitment_admissions/admissions_and_credential/forums.

Please note that these updates should be supplemented by additional written materials that describe complete foreign educational systems, including data on specific institutions, and by professional training in the theory and practice of credential evaluation. Many of these resources are available from NAFSA, either as printed publications or on-line. The need for institution support for budgetary resources and training for undergraduate and graduate admissions personnel remains important, regardless of the increased availability of resources on the Web.

These publications were compiled by many authors using a standardized template and style. Although minor variations among entries do occur, the basic guidelines are explained as follows:

Educational Ladder

1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2
1 ~ 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
A B B

The year or half-year at which a credential is awarded is the point at which the corresponding credential letter is placed. In the example above, credential A is awarded after the 9th year of education. Note that the corresponding letter is placed directly below the number 9.

All *normal* possibilities of the total number of years of education that a credential might require are indicated on the ladder. This occurs for credential B, in which the credential can be awarded after either 12 or 13 total years of education. An explanation is provided in the description of the credential whenever a letter appears on the ladder more than once. There are a few cases when this multiple-listing style was not used; in these cases, there are explanatory comments.

An arrow (→) is used after a credential letter in cases where no maximum length of study for a particular program is specified, or where the study time is open-ended. For example, a doctor of philosophy degree program may require a minimum of three years of enrollment. The corresponding credential letter with an arrow will appear under the minimum number of total years of education required to earn the Ph.D.

Explanations About Documents

Credentials are divided into two categories: secondary and postsecondary. The decision to include the credential under one or the other category is not a subjective one—a credential is determined to be either secondary or postsecondary according to its designation by the country of origin, regardless of how individual institutions might perceive the level (and recommend transfer credit).

Numerical endnotes, placed directly after the complete list of credentials, are used when a lengthy explanation about a credential is necessary.

Foreign Terms and Words

Foreign terms are used whenever possible, and are translated literally, in most cases. Literal translations are used to avoid subjectivity. We have attempted to be consistent with translations across languages, though readers may notice some differences between countries because of preferences indicated by the submitters. Credential evaluators and admissions personnel should always rely on official foreign language documents, using translations only as guides.

Grading Information

Only the most common grading scales used in each country are listed. Evaluators understand that variations in grading are common and that one should always consult the grading information that may be provided on official transcripts. Rather than making grade equivalency statements, the submitter(s) of the update provided information regarding grading practices within the countries.

- N Doctor of Optometry (O.D.) degree: six years of study beyond credential **A** or **B**.
- O Doctor of Veterinary Medicine (D.V.M.) degree: six years of study beyond credential **A** or **B** (usually), or four years of study beyond credential **J** (occasionally).
- P *Batsilyer sa Batas* or *Batsilyer sa Pambabatas*, or Bachelor of Laws (L.L.B.) degree: four years of study beyond credential **J**
- Q *Doktor sa Medisina* or Doctor of Medicine (M.D.) degree: four years of study beyond credential **J**.
- R Juris Doctor (J.D.) degree: five years of study beyond credential **J**
- S Doctor of Business Administration (D.B.A.) or Doctor of Business Management (D.B.M.): three years of study beyond credential **L**
- T Doktor sa Edukasyon or Doctor of Mathematics (Ed.D.), or Doctor of Education Management (D.E.M.), or Doctor of Mathematics Education (D.M.E.), or Doctor of Vocational Education (D.V.E.) degree: three years of study beyond credential **L**
- U *Doktor sa Pilosopiya* or Doctor of Philosophy (Ph.D.) degree: two to three years of study beyond credential **L**
- V Doctor of Public Administration (D.P.A.) or Doctor of Public Management (D.P.M.) degree: three years of study beyond credential **L**

- Most Philippine institutions award their credentials in English, but credentials in Pilipino are becoming more common.
- Barangay* is the native Filipino term for the word village or district.

GRADING INFORMATION

Secondary

| <u>Numeric</u> | | | <u>Letter</u> | <u>Description</u> |
|----------------|------|--------|---------------|---|
| 1.00 | 5.00 | 98-100 | A | Outstanding |
| 1.50 | 4.50 | 95-97 | A- | Very Satisfactory (VS) |
| 1.75 | 4.25 | 92-94 | B+ | Very Satisfactory (VS) |
| 2.00 | 4.00 | 89-91 | B | Satisfactory (S) |
| 2.25 | 3.75 | 86-88 | B- | Satisfactory (S) |
| 2.50 | 3.50 | 83-85 | C+ | Moderately Satisfactory (MS) |
| 3.00 | 3.00 | 80-82 | C | Moderately Satisfactory (MS) |
| 3.50 | 2.50 | 75-79 | D | Provisionally Satisfactory (PS) or Needs Improvement (NI) |
| 4.00 | 2.00 | | D- | Provisionally Failing (PF) or Needs Improvement (NI) |
| 5.00 | 1.00 | 0-74 | F | Failing (F) or Needs Improvement (NI) |

| <u>Numeric</u> | <u>Description</u> |
|----------------|-------------------------------|
| 75-100 | <i>Paso</i> or Pass (P) |
| 0-74 | <i>Bagsak</i> (B) or Fail (F) |

- Secondary schools that use the pass/fail grading scale rarely indicate the numeric grade, but instead mark all classes as P or B/F.
- Provisionally Satisfactory and Provisionally Failing are also written as Conditionally Satisfactory (CS) and Conditionally Failing (CF). These grades imply that the student will usually be able to receive a passing grade for the course by submitting extra work or passing an extra examination. This explanation also applies to the Conditional Failure (CF) grade below.

Higher Education

| Numeric | | Percentage | | | Letter Grade | | | Description |
|---------|-----|-------------|--------|--------|--------------|---|----|---------------------|
| 1.00 | 4.0 | 97.00-100 | 95-100 | 97-100 | A | A | A | Excellent |
| 1.25 | | 94.25-96.99 | | 94-96 | A- | | A- | Excellent |
| 1.50 | | 91.50-94.24 | 90-94 | 91-93 | B+ | | B+ | Very Good |
| 1.75 | | 88.75-91.49 | | 88-90 | B | | B | Very Good |
| 2.00 | 3.0 | 86.00-88.74 | 85-89 | 85-87 | B- | B | B- | Good |
| 2.25 | | 83.25-85.99 | | 83-84 | C+ | | C+ | Good |
| 2.50 | | 80.50-83.24 | 80-84 | 80-82 | C | | C | Satisfactory |
| 2.75 | | 77.75-80.49 | | 75-79 | C- | | C- | Satisfactory |
| 3.00 | 2.0 | 75.00-77.74 | | 75-79 | D | C | | Pass |
| 4.00 | 1.0 | 70.00-74.99 | 70-74 | 70-74 | CF | D | D | Conditional Failure |
| 5.00 | 0.0 | 0.00-69.99 | 0-69 | 0-69 | F | F | F | Failure |

- At some institutions, a 2.75 average is required to graduate, but often a 3.0 average is sufficient. At many universities, the colleges and schools within the institution will have different graduation requirements.
- Many schools employ slight variations on the above scales, but such variations will usually be explained on the transcript.

POSTSECONDARY INSTITUTION RECOGNITION BODIES

Commission on Higher Education (CHED), 3/F & 5/F Development Academy of the Philippines Building, San Miguel Avenue, Pasig City, Manila, Philippines.

Tel: 2-633-5573. Fax: 2-633-1927. E-mail: ched@mnl.sequel.net

Technical Education and Skills Development Authority (TESDA), TESDA Complex, South Super Highway, Taguig, Manila, Philippines. Tel: 2-817-4000. Fax: 2-817-9040. (TESDA only recognizes postsecondary technical and vocational programs.)

ACCREDITING AGENCIES

- Accrediting agencies serve an important quality control purpose in the Philippines, and cooperate with the government in issuing Level IV accreditation, which is designed to identify “world-class” academic programs. All of these agencies are members of the Federation of Accrediting Agencies of the Philippines.

Accrediting Agency of Chartered Colleges and Universities of the Philippines, PUP Hasmin Hostel, Magsaysay Blvd., Santa Mesa, Manila, Philippines. Tel: 2-716-0944. Fax: 2-716-0944.

Association of Christian Schools and Colleges – Accrediting Agency, Inc., P.O. Box 71, Murphy District, Quezon City, Philippines. Tel: 2-911-5888.

Federation of Accrediting Agencies of the Philippines, 7/F Concorde Condominium, Benavides cor. Salcedo Streets, Legaspi Village, makati, Manila, Philippines.
Tel: 2-818-7553. Fax: 2-818-0013.

Philippine Accrediting Association of Schools, Colleges, and Universities, 10/F Aurora Towers, Cubao, Quezon City, Philippines. Tel: 2-911-2845. Fax: 2-911-0807.

Philippine Association of Colleges and Universities - Commission on Accreditation, Room 135, University of the Philippines Alumni Center, University of the Philippines, Diliman, Quezon City, Philippines.

Republic of the Philippines , Professional Regulation Commission, P. Paredes., Cor. Morayta St., Sampaloc, Manila, Philippines e-mail: webmaster@prc.gov.ph

RESOURCES FOR ADDITIONAL INFORMATION

Published

Clemente, Alejandro. 1996. *Philippine Education into the 21st Century*. Quezon City, Philippines: Department of Education, Culture, and Sports.

Commission on Higher Education. 1997. *Directory of Higher Education Institutions in the Philippines*. Manila: Department of Education, Culture, and Sports.

Department of Education, Culture and Sports. 1997. *Facts and Figures on Philippine Education*. Manila: Department of Education, Culture, and Sports.

Feagles, Shelley M., editor. *A Guide to Educational Systems Around the World*. Washington, DC: NAFSA, 1999.

Gallant, Isabelle. 2005. *Country Education Profile – Republic of the Philippines*. The Crown in right of the Province of Alberta, as represented by the Minister of Advanced Education, Alberta Advanced Education, International Qualifications Assessment Service.

National Office of Overseas Skills Recognition. 1995. *Country Education Profiles: The Philippines*. Canberra: Australian National Government Publishing Service.

PIER World Education Series, 2001. Philippines Workshop Report

Southeast Asian Ministers of Education Organization. 1998. *Handbook on Diplomas Degrees and Other Certificates in Higher Education in Asia and the Pacific*. Bangkok: Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development.

Technical Education and Skills Development Authority. 1998. *Directory of Training institutions in the Philippines*. Manila: Technical Education and Skills Development Authority.

Vorderstrasse, Jason, et. Al. Unpublished, circa 1999. *The Philippines: A Workshop Report of the Educational System of the Philippines and a Guide to the Academic Placement of Students in Educational Institutions in the United States*. Contact PIER Publications (see Appendix A) for information about this book's, availability.

On-Line

Commission on Higher Education (CHED): <http://www.ched.gov.ph/>

1. To download directories of higher education institutions, go to http://www.ched.gov.ph/hei_dir/index.html
2. To search the CHED directories for higher education institutions and courses / program offerings, go to <http://www.ched.gov.ph/search.html>

Fund for Assistance to Private Education (FAPENET): www.fapenet.org

Technical Education and Skills Development Authority (TESDA): www.tesda.org

UNESCO-World Academic Database: www.unesco.org/iau/educph.html

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