The K to 12 Curriculum

Brenda B. Corpuz, Ph.D
Scope of the Presentation

1. What is the structure K to 12 Basic Education Program?

2. When did the implementation begin?

3. What is the goal of K to 12? Who is the K to 12 graduate?

4. Why is there a need for K to 12?
Scope of Presentation

4. What are the features of the K to 12 Curriculum?

5. What is Senior High School?

6. What is good with the K to 12 Curriculum?

7. How does K to 12 affect YOU and higher education institutions?
The Structure of the K to 12 Program
Kindergarten
6 years Elementary
4 years Junior HS
2 years Senior HS
K+6+4+2
Comparison of 2002 BEC and K to 12 Education Structure

**2002 BEC CURRICULUM**
- Optional Pre-school
- Elementary Grades 1 to 6
- Highschool Year 1 to 4

**K TO 12 STRUCTURE**
- Mandatory Kindergarten
- Elementary Grades 1 to 6
- Junior High School Grades 7 to 10
- Senior High School Grades 11 to 12

**Age Groups**
- 5 YEARS OLD
- 6-11 YEARS OLD
- 12-16 YEARS OLD
- 17-18 YEARS OLD
Implementation Plan
When did it begin?
Phased Introduction of New Curriculum in Public Schools

SCHOOL YEAR

GRADE 6 2017-2018 GRADE 12
*first cohort of K to 12 Grade 6 and Grade 12 graduates in 2018

GRADE 5 2016-2017 GRADE 11

GRADE 4 2015-2016 GRADE 10

GRADE 3 2014-2015 GRADE 9

GRADE 2 2013-2014 GRADE 8

GRADE 1 2012-2013 GRADE 7
*start of K to 12 education for Grade 1 and Grade 7
K to 12 schematic implementation plan

- **2011-2012**: Grade 1 implementation in K to 12 curriculum
- **2012-2013**: Kindergarten to Grade 1 in K to 12 curriculum
- **2013-2014**: Grade 2 implementation
- **2014-2015**: Grade 3 implementation
- **2015-2016**: Grade 4 implementation
- **2016-2017**: Grade 5 implementation
- **2017-2018**: Grade 6 implementation
- **2018-2019**: Grade 7 implementation (HS Year 1)
- **2019-2020**: Grade 8 implementation
- **2020-2021**: Grade 9 implementation
- **2021-2022**: Grade 10 implementation
- **2022-2023**: Grade 11 implementation (HS Year 5)
- **2023-2024**: Grade 12 implementation

Implementation of Grade 7 (HS Year 1) in K to 12 curriculum

First batch of senior high school graduates

Grade 11 (HS Year 5) implementation

First batch of K to 12 graduates

Implementation of Grade 1 in K to 12 curriculum
<table>
<thead>
<tr>
<th>School Year</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Kinder</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Grade 1</td>
<td>Grade 7</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Grade 2</td>
<td>Grade 8</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Grade 3</td>
<td>Grade 9</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Grade 4</td>
<td>Grade 10</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Grade 5</td>
<td>Senior HS/grade 11</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Grade 6</td>
<td>Grade HS/grade 12</td>
</tr>
</tbody>
</table>
What is the overarching goal of the K to 12 Curriculum?

Who is the K to 12 Graduate?
Information, Media and Technology Skills
Learning and Innovation Skills
Communication Skills
Effective Life and Career Skills
Higher Education
Middle Level Skills Development
Entrepreneurship
Employment
Kto12

Basic Education Program

Batang Kto12, Handa sa Trabaho o Kolehiyo, Handa sa Mundo
Effective Communication Skills

Learning and Innovation Skills

Info, Media and Technology Skills

Life and Career Skills

21st Century Skills
Life and Career Skills

- flexibility and adaptability
- leadership and responsibility
- social and cross-cultural skills
- initiative and self-direction
- productivity and accountability
- ethical, moral and spiritual values
Learning and Innovation skills

- 1) creativity and curiosity;
- 2) critical thinking problem solving skills and
- 3) risk taking
Effective communication skills

The following skills must be taught:

1) teaming, collaboration and interpersonal skills;
2) personal, social and civic responsibility
3) interactive communication,
4) local, national and global orientedness
Information, Media and Technology Skills

- Multicultural literacies;
  - Global awareness
- Visual and information literacies
- Media literacy
- Basic scientific and economic literacies
Why is there a need for K to 12?

1. To improve the quality of education in the country there is need to expand the ten-year basic education program in the country. What other countries are getting in 12 years we are teaching them only in 10 years.
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Basic education cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei</td>
<td>12</td>
</tr>
<tr>
<td>Cambodia</td>
<td>12</td>
</tr>
<tr>
<td>Indonesia</td>
<td>12</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>12</td>
</tr>
<tr>
<td>Malaysia</td>
<td>12</td>
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<tr>
<td>Myanmar</td>
<td>11</td>
</tr>
<tr>
<td>Philippines</td>
<td>10</td>
</tr>
<tr>
<td>Singapore</td>
<td>11</td>
</tr>
<tr>
<td>Thailand</td>
<td>12</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>12</td>
</tr>
<tr>
<td>Vietnam</td>
<td>12</td>
</tr>
</tbody>
</table>
Insufficient mastery of basic competencies due to congested curriculum
Many students who finish basic education do not possess sufficient mastery of basic competencies.
## Trends in International Mathematics and Science Study (TIMSS- 2003)

<table>
<thead>
<tr>
<th>Grade IV Math and Science</th>
<th>HS Math</th>
<th>HS Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Top</td>
<td>1. Top</td>
<td>1. Top</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>...</td>
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</tr>
<tr>
<td>21.</td>
<td>34. <strong>Philippines</strong></td>
<td>42.</td>
</tr>
<tr>
<td>22.</td>
<td>35.</td>
<td>43. <strong>Philippines</strong></td>
</tr>
<tr>
<td><strong>23. Philippines</strong></td>
<td>36.</td>
<td>44.</td>
</tr>
<tr>
<td>24.</td>
<td>37.</td>
<td>45.</td>
</tr>
<tr>
<td>25. Bottom</td>
<td>38. <strong>Bottom</strong></td>
<td>46. <strong>Bottom</strong></td>
</tr>
<tr>
<td></td>
<td>Scores</td>
<td>International Average</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>2003 Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade IV</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>332</td>
<td>489</td>
</tr>
<tr>
<td>Mathematics</td>
<td>358</td>
<td>495</td>
</tr>
<tr>
<td><strong>HS II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>377</td>
<td>473</td>
</tr>
<tr>
<td>Mathematics</td>
<td>378</td>
<td>466</td>
</tr>
<tr>
<td><strong>2008 Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Mathematics</td>
<td>355</td>
<td>500</td>
</tr>
</tbody>
</table>

*Source: TIMSS, 2003 and 2008*
Low Survival Rate

Typical Progression of a Cohort of Pupils
(based on cohort of Grade I pupils from SY 1995-1996 to College Graduates SY 2008-2009)

PHILIPPINES
Unemployed VS. Available Skilled Jobs

650,000 ++
Available Skills Based Jobs

Source: NSO, 2009 & 2010
The proposal to expand the basic education dates back to 1925

- K-12 is not NEW.
- Has been studied since 1925.
- No political will to do it.
- Need to be more competitive.
- Monroe Survey, 1925
- UNESCO Mission Survey, 1949
- Swanson Survey, 1950
- Education Act of 1982
• Presidential Commission to Survey Philippine Education (PCPE), 1970
• SOUTELE
• Congressional Commission on Education (EDCOM) Report, 1991
• Presidential Commission to Educational Reforms, 2000
• Philippine Education for All (EFA) 2015 National Action Plan
• Presidential Task force on Education, 2008
2. For Global Competence and Competitiveness

- Trade Liberalization
- Globalization
- Rapid ICT
- Scientific advancement
- 21st Century skills
Why K to 12?

3. 12-year pre-university education has become the international standard

**Washington Accord** - The Washington Accord prescribes a minimum of 12 years of basic education as an entry to recognition of engineering professionals

**Bologna Accord** - in European countries

**ASEAN 2015** – GET ready for the ASEAN Economic Community
• The Bologna Process requires 12 years of education for university admission and practice of profession in European countries. On account of the Bologna Accord, starting 2010, undergraduate degrees in the Philippines are no longer recognized in most European countries.

• (Accessed 11 September 2010)
3. Economic Advantage of Long Education Cycle Based on Studies

• Each additional year brings 10% increase in wage earning.

(OECD, 2008)
• Longer time spent in education increases likelihood of employment.

(OECD, 2008)
K to 12 will allow students to pursue 2 more years of education at high school rates.

- On the average, households currently invest P57,776 for HS and two-year college education (total of 6 years schooling).
- Under K to 12, households will only invest P18,444 for the same duration of schooling.
724,060 GASTPE Grantees
HALF of the 1.4 M Private HS Students
K to 12 is no longer an option. It is a necessity!
What’s new with K to 12 Curriculum?
New Feature of K to 12

Mandatory Kindergarten

RA 10157 - the policy statement of the new law—to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional, and skills stimulation and values formation to sufficiently prepare them for formal education.
New Feature of K to 12

Use of Mother Tongue as Medium of Instruction - from K to 3

Bases:
- Local initiatives as well as international studies support the use of MT as medium of Instruction
  - learn second language faster
  - improved performance
New Feature of K to 12

• MAPEH as a separate subject is introduced as early as Grade 1

• In the 2002 BEC:

- Musika, Sining at Edukasyong Pangkatawan (MSEP) was integrated in Sibika at Kultura in Grades 1-3

- MSEP was a separate subject in Grades 4-6
Feature of K to 12

Use spiral progression approach especially in Science & Math
Grades 7-10
Grades 4-6
Grades 1-3
K – Algebra, Geometry, Statistics and Probability
Advantages of Spiral Progression

• Avoids disjunctions between stages of schooling
• Allows learners to learn topics & skills appropriate to their developmental/cognitive stages
• Strengthens retention & mastery of topics & skills as they are revisited & consolidated
Discipline-based Approach

First Year – Integrated Science

Second Year - Biology

Third Year – Chemistry

Fourth Year – Physics
New Feature of the K to 12 Curriculum

Training Regulations-based TLE

Grade 10 – NC I is obtained
Technology and Livelihood Education

- **Components:**
  1. Home Economics-
  2. Industrial Arts -
  3. ICT – 3 mini-courses
  4. Agri-Fishery-
# Old TLE versus new TLE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Old TLE</th>
<th>New TLE</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not very focused on TR</td>
<td>Focused on TR</td>
</tr>
<tr>
<td>10</td>
<td>Specialization with Entrep</td>
<td>Specialization with Entrep</td>
</tr>
<tr>
<td>9</td>
<td>Specialization with Entrep</td>
<td>Specialization with Entrep</td>
</tr>
<tr>
<td>8</td>
<td>Specialization with Entrep</td>
<td>Exploratory with Entrep</td>
</tr>
<tr>
<td>7</td>
<td>Specialization begins with Entrep</td>
<td></td>
</tr>
</tbody>
</table>
• Grades 7-8 TLE – Certificate of Competency

• The 26 TLE specializations are EXPLORATORY.

• Teaching of these TLE specializations is focused on 5 common competencies:
  1. Use of tools
  2. Maintenance of tools
  3. Measurement and computation
  4. Interpreting drawing
  5. Occupational safety and health
• TLE – Grades 9 and 10

• Specialization – 26 leading to NC 1
Industrial Arts

1. Automotive Servicing
2. Carpentry
3. Drafting
4. Electrical Installation and Maintenance
Industrial Arts
5. Electrical Servicing
6. Handicraft
7. Masonry
8. Plumbing
9. Refrigeration and air conditioning
10. Shielded Metal And Welding
11. Tile Setting
• Industrial Arts, continued

5. Electrical Servicing
6. Handicraft
7. Masonry
8. Plumbing
9. Refrigeration and air conditioning
10. Shielded Metal And Welding
11. Tile Setting
12) Caregiving  
13) Dressmaking/Tailoring  
14) Household Services  
15) Bread and Pastry Production  
16) Beauty Care  
17) Commercial Cooking
Agri and Fisheries

18. Animal Production

19. Crop Production

20. Food Processing
Agri and Fisheries

21. Horticulture
22. Fish Capture
23. Fish Culture
24. Fish Processing
ICT

25. PC Hardware Servicing

26. Technical Drafting

27. Medical Transcription
Tracks in Senior High School

1. Academic
2. TechVoc
3. Sports
4. Arts and Design
Tracks in Senior High School

Grade 11
- Academic
- TechVoc

Grade 12
- Sports
- Arts and Design
Academic Track → Strands

- STEM
- ABM
- HUMSS
- EDUCATION

- Science, Technology, Eng’g, Math
- Accountancy, Business and Management
- Humanities and Social Sciences
- Education
Academic Track - 5 Strands

Liberal Arts
ABM
STEM
HUMSS
Education

Total = 5 Strands
Senior High School

Total = 31 Subjects

- 15 Core
- 7 Contextualized
- 9 Specialization
Core Subjects

Language

1. *Oral Communication*

2. *Reading & Writing*

3. *Talastasang Filipino sa Lipunang Pilipino*

4. *Pagbasa, Pagsulat, Pananaliksik sa Wika at Kulturan Pilipino*
• Humanities

5. 21st Century Literature from the Philippines and the World
6. Contemporary Music and Arts
15 Core

Communication

7. Media & Information Literacy

Mathematics

8. General Math

9. Statistics & Probability
15 Core

Science
10. Life Sciences – Lecture and Laboratory
11. Physical Sciences – Lecture and Laboratory

Social Science
12. Personal Development
13. Understanding Society & Culture
15 Core Subjects

Philosophy

14. Intro to Philosophy of the Human Person
15 Core Subjects

15. PE and Health
7 Contextualized Subjects

Academic
1. English for Academic and Professional Purposes
2. Research 1: Qualitative Research in Daily Life

• Tech-Voc, Sports, Arts and Design
7 Contextualized Subjects

4. Pagsulat sa Filipino sa Piling Larangan
5. Entrepreneurship
6. ICT
7. Research Project / Culminating Activity
9 Specialization Subjects
Work Bound Competencies

Athlete
- Collegiate player (scholarship)
- National Team member
- Professional player

Coach / PE Teacher Assistant
- Certified First-aider & Basic Life Support
- Coach (NC 2 and certified by an NSA)
- Coach Assistant (NC 1)
- Teacher’s Aide

Sports Official
- Certified First-aider & Basic Life Support
- Referee (certified by an NSA)
- Table officials; i.e. scorer, line judge, etc. (certified by an NSA)

Fitness or Recreation Leader
- Certified First-aider & Basic Life Support
- Fitness Leader (certified by a local fitness association)
- Recreation Leader; i.e. surf instructor, wakeboard instructor, mountaineer, lifeguard, etc. (certified by the leading industry)
- Certified First-aider & Basic Life Support
Certification thru NSA’s/Others

First-Aid certification

COACH / PE TEACHER ASSISTANT / SPORTS OFFICIAL

RECREATION LEADER

FITNESS LEADER

SPECIALIZATION COURSES:
(1) Fitness Testing & Exercise Prescription; (2s, 2r, 2f) Sports/Recreation/Fitness Management; (3) Internship

ELECTIVES
(1 & 2) Coaching & Officiating Certification

FOUNDATION COURSES:
(1) Safety & First-Aid; (2) Understanding Human Movement; (3) Understanding Social & Cognitive Development; (4) General Coaching Course; (5) Student-Athlete Enhancement & Formation

ELECTIVES
(1 & 2) Recreation Certification

ELECTIVES
(1 & 2) Fitness Certification

ENRICHMENT PROGRAM FOR STUDENT-ATHLETES (EPSA)
G7 to 10 (PHAS & SPS)

Certification thru NSA’s/Others

NC 1

NC 2

ELECTIVES
(1 & 2) Recreation Certification
Teachers for Grades 11-12

Who can teach in Senior High School?
a) Graduates of science, mathematics, statistics, engineering, music and other degree courses with shortages in qualified teacher applicants to teach in their specialized subjects in the elementary and secondary education
Conditions Set

- Provided, That:
  a) they pass the LET within five (5) years after their date of hiring:
  
  b) Provided, further, That if such graduates are willing to teach on part-time basis, the provisions of LET shall no longer be required;
Hiring of Teachers

(b) Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education:

Provided, That these graduates possess the necessary certification issued by TESDA:

Provided, further, That they undergo appropriate in-service training to be administered by DepEd or higher education institutions (HEIs) at the expense of DepEd;
Hiring of faculty

• (c) Faculty of HEIs be allowed to teach in their general education or subject specialties in the secondary education: *

* Provided, That the faculty must be a holder of a relevant Bachelor’s degree, and must have satisfactorily served as a full-time HEI faculty;
Hiring

• The DepEd and Private Education Institutions may hire practitioners, with expertise in the specialized learning areas offered by the Basic Education Curriculum, to teach in the Secondary Level: Provided, That they teach on part-time basis only.
Career Guidance and Counselling

Advocacy

To properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with DOLE, TESDA and CHED, shall regularly conduct career advocacy activities for secondary level students.
Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the Guidance and Counselling Act of 2004, career and employment guidance counsellors, who are not registered and licensed guidance counsellors, shall be allowed to conduct career advocacy activities to secondary level students of the school where they are currently employed.
Provided, That they undergo a training program to be developed or accredited by the DepEd.
Expansion of E-GASTPE Beneficiaries

The benefits accorded by Republic Act No. 8545, or the Expanded Government Assistance for Students and Teachers in the Private Education Act, shall be extended to qualified students enrolled under the enhanced basic education.
The DepEd shall engage the services of private education institutions and non-DepEd schools offering senior high school through the programs under Republic Act No. 8545, and other financial arrangements formulated by DepEd and DBM based on the principles of public-private partnership.
Transitory Provision

To manage the initial implementation of the enhanced basic education program and mitigate the expected multi-year low enrolment turnout for HEIs and Technical Vocational Institutions (TVIs) starting School Years 2016-2017, the DepEd shall engage in partnerships with HEIs and TVIs for the utilization of the latter’s human and physical resources.
Transitory Provision

Moreover, the DepEd, CHED, TESDA, TVIs and HEIs shall coordinate closely with one another to implement strategies that ensure the academic, physical, financial, and human resource capabilities of HEIs and TVIs to provide educational and training services for graduates of the enhanced basic education program to ensure that they are not adversely affected.
Transitory Period

The faculty of HEIs and TVIs allowed to teach students of secondary education under, shall be given priority in hiring for the duration of the transition period.
Qualifications

(IRR of EO 83. s. 2012)

- Package of competencies describing a particular function or job role existing in an economic sector that covers the work activities required to undertake a particular job role.
<table>
<thead>
<tr>
<th>PQF(Sec 2, IRR, EO 83 s. 2012)</th>
<th>AQRF</th>
</tr>
</thead>
<tbody>
<tr>
<td>a national <strong>policy</strong> that describes the <strong>levels</strong> of educational qualifications and sets the corresponding <strong>standards</strong> for qualification outcome</td>
<td><strong>common reference framework</strong> that will function as a translation device to enable comparisons of qualifications across participating ASEAN countries</td>
</tr>
<tr>
<td>Quality assured national system for the development, recognition and award of qualifications based on standards acquired in different ways and methods by learners &amp; workers</td>
<td></td>
</tr>
<tr>
<td>Competency-based; labor market driven, and assessment-based qualifications recognition</td>
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</tbody>
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## Origin & Development

<table>
<thead>
<tr>
<th><strong>PQF</strong></th>
<th><strong>AQRF</strong></th>
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<tbody>
<tr>
<td>Started with TVET sector 2004-2005</td>
<td>- ASEAN Framework Agreement on Services 1995</td>
</tr>
<tr>
<td>National Coordinating Committee (NCC) Sec 2. of EO 83 s. 2012</td>
<td>- MRAs - engineering (2005), nursing (2006)</td>
</tr>
<tr>
<td>Creation of WGs</td>
<td>- MRAs in 2007 &amp; 2009 – architecture, surveying, medical and dental practitioners, accountancy</td>
</tr>
<tr>
<td>• Qualifications Register</td>
<td>- Initial draft of concept proposal developed thru: AANZFTA ECWP (ASEAN Australian New Zealand Free Trade Agreement Economic Cooperation Work Programme), May 2010, Manila</td>
</tr>
<tr>
<td>• Pathways and Equivalencies</td>
<td>- AANZFTA Qualifications Framework Forum 2011</td>
</tr>
<tr>
<td>• International Alignment</td>
<td></td>
</tr>
</tbody>
</table>
## Scope

<table>
<thead>
<tr>
<th>PQF</th>
<th>AQRF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Covers all qualifications from lower secondary education, vocational education and higher education</td>
<td>• Covers all qualifications from upper secondary education, vocational education and higher education ASEAN member countries</td>
</tr>
<tr>
<td>• Promotes lifelong learning</td>
<td>• Accommodates lifelong learning as well as learner mobility</td>
</tr>
<tr>
<td>• Recognizes prior learning, formal, home-based or work experience-based experience</td>
<td>• Is used to link learning paths of each level of education &amp; referencing in all sections of education</td>
</tr>
</tbody>
</table>
## Benefits

<table>
<thead>
<tr>
<th>Persons</th>
<th>Employers</th>
<th>Education &amp; Training</th>
<th>Authorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages <strong>lifelong</strong> learning</td>
<td>Assures that standards and qualifications are <strong>consistent with job</strong> requirements/demands</td>
<td>Ensures <strong>transparency</strong> in training provision that conforms with standards &amp; preciseness of <strong>accountability for learning outcomes</strong></td>
<td>Provides the standards taxonomy and typology of qualifications as basis for <strong>granting approval</strong> to providers and stakeholders</td>
</tr>
<tr>
<td>Provides <strong>access</strong> to certification and licenses recognized by the government</td>
<td>Provides common understanding of policies &amp; guidelines in credit transfer articulation, portability, bridges pathways &amp; recognition of prior learning</td>
<td></td>
<td><strong>Harmonizes qualifications</strong> in education and training across the country</td>
</tr>
</tbody>
</table>

- **Persons**
  - Encourages lifelong learning
  - Provides access to certification and licenses recognized by the government

- **Employers**
  - Assures that standards and qualifications are consistent with job requirements/demands

- **Education & Training**
  - Ensures transparency in training provision that conforms with standards & preciseness of accountability for learning outcomes
  - Provides common understanding of policies & guidelines in credit transfer articulation, portability, bridges pathways & recognition of prior learning

- **Authorities**
  - Provides the standards taxonomy and typology of qualifications as basis for granting approval to providers and stakeholders
  - Harmonizes qualifications in education and training across the country
Levels & Domains: PQF and AQRF

<table>
<thead>
<tr>
<th>PQF</th>
<th>AQRF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes 8 levels of complexity of learning outcomes based on 3 domains:</td>
<td></td>
</tr>
<tr>
<td>✖ Knowledge and system - kind of knowledge involved</td>
<td></td>
</tr>
<tr>
<td>✖ Application - context in which the K&amp;S are applied</td>
<td></td>
</tr>
<tr>
<td>✖ Responsibility and accountability - level of independence</td>
<td></td>
</tr>
<tr>
<td>Domains</td>
<td>Level 1</td>
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<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Knowledge skills and values</td>
<td>K &amp; S that are manual or concrete or practical and/or operational in focus.</td>
</tr>
<tr>
<td></td>
<td>• Possess foundational knowledge across a range of learning areas with core competencies in communication; scientific, critical and creative thinking; and the use of technologies.</td>
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<tr>
<td></td>
<td>• Have an understanding of right and wrong; one’s history and cultural heritage; and deep respect for self, others and their culture, and the environment.</td>
</tr>
<tr>
<td>Domains</td>
<td>Level 1</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Application</td>
<td>Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures.</td>
</tr>
<tr>
<td>Application</td>
<td>• Apply foundational knowledge, skills, and values in academic and real-life situations through sound reasoning, informed decision-making, and the judicious use of resources.</td>
</tr>
<tr>
<td>Domains</td>
<td>Level 1</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Degree of independence</td>
<td>In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.</td>
</tr>
<tr>
<td>Degree of independence</td>
<td>Apply skills in limited situations with close supervision.</td>
</tr>
<tr>
<td>Domain</td>
<td>Level 8</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>KSV</td>
<td>Have highly advanced systematic knowledge and skills in very specified or complex multidisciplinary field of learning for multifaceted research or professional practice or for the advancement of learning</td>
</tr>
<tr>
<td>A</td>
<td>Apply in highly specialized or complex multidisciplinary field of professional work, research and or further study that requires management expertise, innovation and leadership</td>
</tr>
<tr>
<td>DI</td>
<td>Independent and /or in teams of multidisciplinary ad complex setting with significant level of expertise –based autonomy and accountability</td>
</tr>
</tbody>
</table>
Deadline

Placed on member countries to finalize the referencing process is the end of 2018

• All new qualification certificates and related documents issued by the relevant authorities will contain a clear reference by way of NQFs to the appropriate AQRF level
Referencing using the AQRF

Process that results in the establishment of a relationship between the NQF and that of common reference framework

Include international experts and each country’s referencing panel at least one internal representative (external to ASEAN and internal to ASEAN but not a representative of the referencing country or the observed country)
Importance of the AQRF

1. Support recognition of qualifications
2. Facilitate lifelong learning
3. Promote and encourage credit transfer and learner mobility
4. Will support and enhance NQFs qualifications system while providing a mechanism to facilitate comparison and transparency
PQF: significant changes in the education system

1. The identification of qualifications, competency standards
2. The benchmarking of standards and international alignment of qualifications
3. The improvement of quality assurance mechanisms
4. The shift to outcomes-based education and the use of learning outcomes
5. The cooperation and collaboration among the regulatory bodies, the education/training providers, the industry, the professions and representatives of workers and students
Change does not necessarily lead to progress. But progress requires change.
Thank You!