




Empowering Muslim Higher Education in the Philippines in Pursuit of Societal Peace and Justice

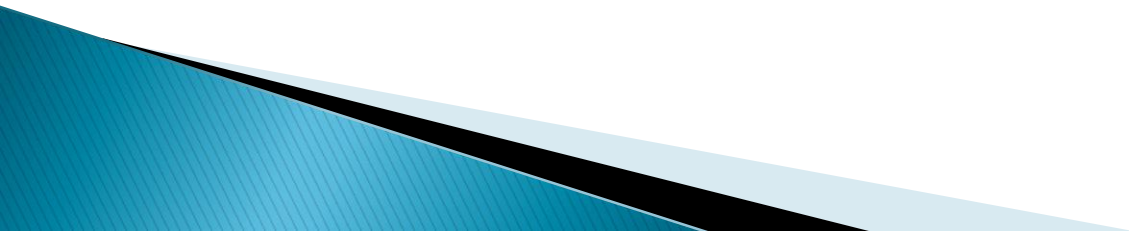
Camar A. Umpa, PhD
Abhoud Syed M. Lingga, MA

2nd International Conference on Islam and Higher Education
Kuantan, Pahang, Malaysia 13–16 November 2011

- ▶ This presentation deals on the state of Muslim private higher education in the Philippines
 - ▶ Part I explores government policies towards private higher education, and the issues and challenges in ownership and management of Muslim private colleges and universities
 - ▶ Part II is a case study on RC Al Khwarizmi International College Foundation Incorporated (AKIC), a Muslim owned and managed higher education institution
- 

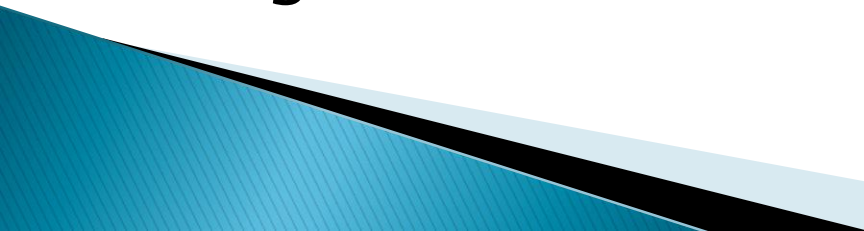
Part I

Higher Education in the Philippines

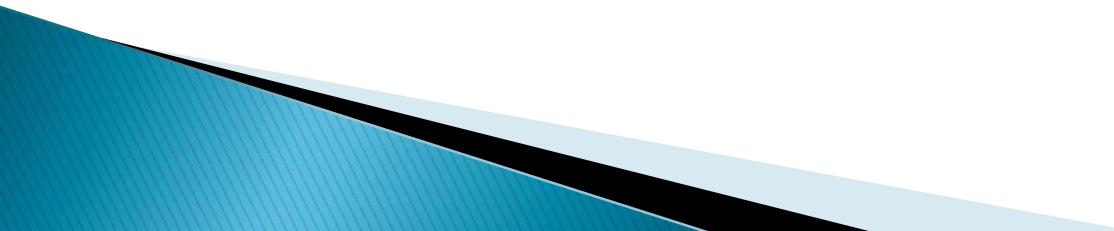


Philippine Education System

Tri-focal system

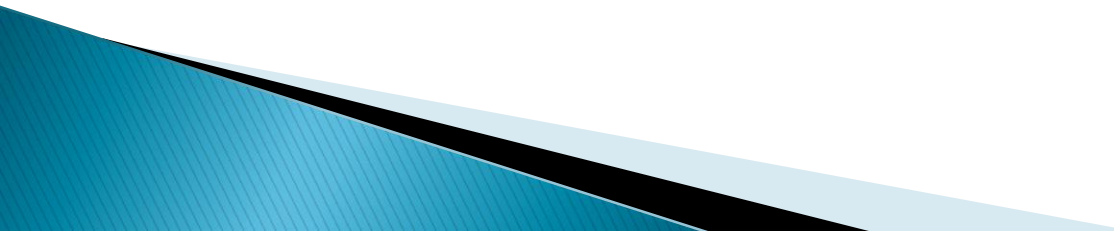
- ▶ Basic education
 - Preschool
 - Elementary
 - Secondary
 - ▶ Technical and vocational education
 - Post secondary, middle level manpower training and development
 - ▶ Higher education
- 

Higher Education

- ▶ The formulation and implementation of policies, plans and programs for the development and efficient operation of the higher education system in the Philippines is under the Commission on Higher Education
 - ▶ The delivery of higher education is provided by public and private higher education institutions (HEIs).
- 

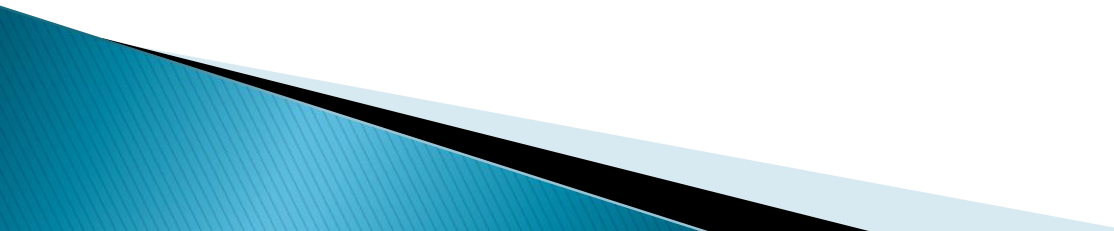
Higher Education

Public Higher Education Institutions

- State Universities and Colleges (SUCs) are chartered public higher education institutions established by law, administered and financially subsidized by the national government
 - Local universities and colleges (LUCs) are those established and financially supported by the local government units
- 

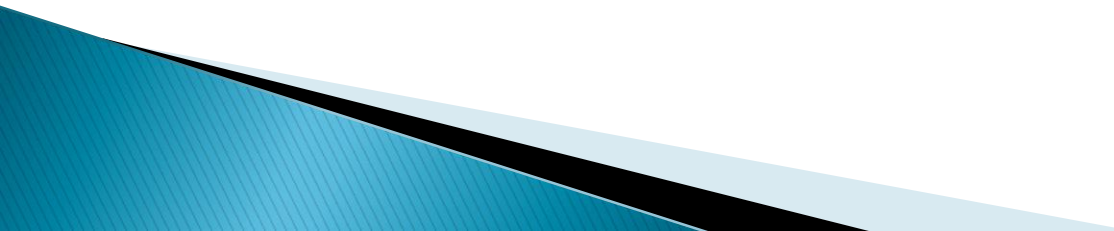
Higher Education

Private Higher Education Institutions

- Private HEIs are established under the Corporation Law and are governed by special laws and general provisions of this law. Ownership and membership of the board of directors must be 60–40 ratio in favor Filipino citizens
 - Non–sectarian HEIs are duly incorporated, owned and operated by private entities that are not affiliated to any religious organization
 - Sectarian HEIs are owned and operated by a religious organization
- 

Higher Education

Private Higher Education Institutions

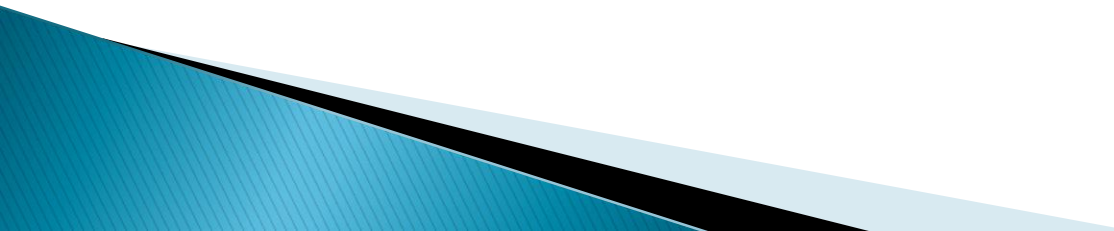
- Private HEIs are covered by the policies, standards and guidelines (PSG) set by Commission on Higher Education in terms of program offerings, curriculum, administration and faculty academic qualifications
 - Officials or owners of private HEIs manage their internal organizations and implement the PSGs formulated by CHED
- 

Higher Education Institutions

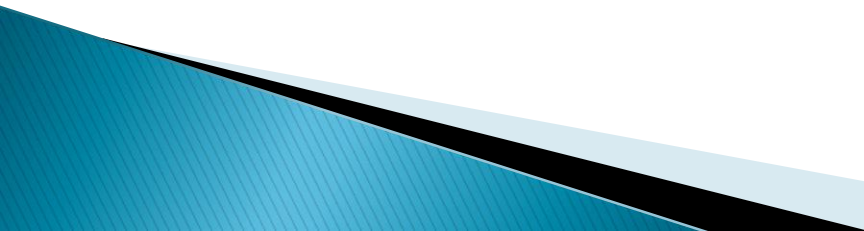
Total number		2,180
◦ Public	607	
◦ Private	1,573	
• Private Non-Sectarian – 1,249		
• Private Sectarian – 324		

Source: Commission on Higher Education
As of August 2010

Higher Education Institutions

- ▶ Private sectarian higher education institutions are mostly owned and managed by the Catholic Church and other Christian churches
 - ▶ Most Muslim owned and managed colleges are registered as private non-sectarian
- 


Muslim Private HEIs

- ▶ Muslims in the Philippines can establish private colleges and universities
 - ▶ They can design their own curriculum provided that the basic CHED requirements are met (like subjects required in a particular program)
 - ▶ As of 2008, there were 45 HEIs owned/managed by Muslims in five provinces where Muslims are majority
- 

Challenges facing Muslim Private Higher Education Institution

- ▶ Preparation for college work
 - Basic schooling in the Philippines is 10 years, less than the international standard of 12 years
 - Philippine Government plans to increase this to 12 years but not yet implemented
- ▶ Access to higher education
 - In Muslim provinces, the cohort survival rate in the elementary level is 45, the national figure is 66
 - Using national figure of 66, CHED estimated that out of 100 grade I enrollees, only 14 graduate in college

Challenges facing Muslim Private Higher Education Institution

- ▶ Faculty qualifications
 - Few faculty members have MA/MS and PhD degrees
 - Due to limited financial resources, Muslim colleges cannot afford to hire highly qualified faculty members
 - ▶ Facilities
 - Except for few that get outside support for building construction, many Muslim colleges have poor physical facilities
 - Library collections are very poor and laboratory facilities are non-existent
- 

Challenges facing Muslim Private Higher Education Institution

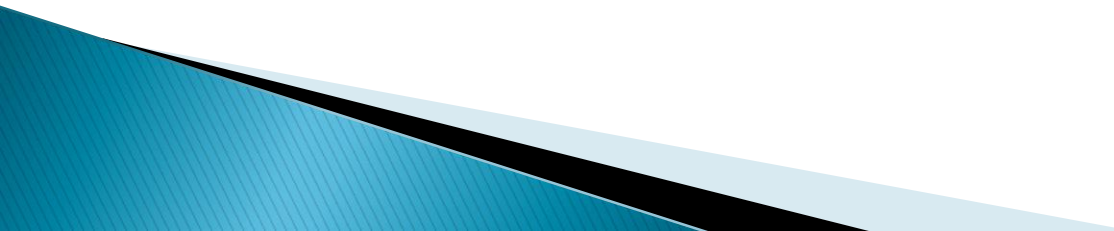
▶ Funding

- Budget of Muslim colleges come from student fees
- Because of limited funds, minimal budget are allotted for books, laboratory equipment and other facilities

▶ Research and extension

- Universities and colleges are mandated to perform instruction, research and extension.
- Muslim colleges are focus on instruction

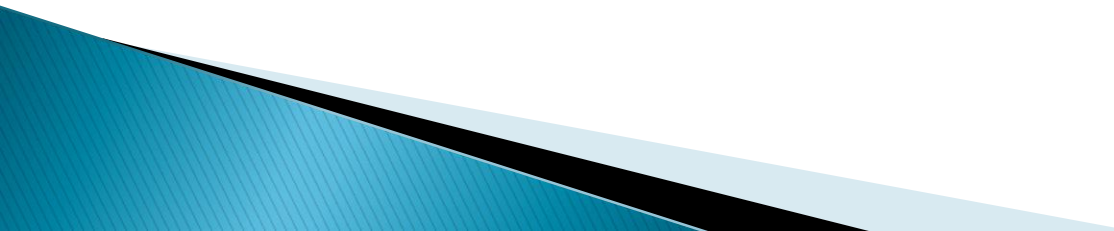
Recommendations

- ▶ Muslim HEIs should invest more in faculty development, upgrading of libraries and laboratories
 - ▶ Muslim HEIs should encourage their faculty members to undertake research
 - ▶ Community service should also be encouraged
- 

Recommendations

- ▶ Organizational capacity building
 - Many problems can be addressed by creative, innovative and entrepreneurial school management
 - Capacity building on networking, fund sourcing and financial management are basic needs
- ▶ Organize Muslim HEI consortia to complement each other strength

Recommendations

- ▶ Within the parameters of government regulations the Muslim owned and controlled colleges in the Philippines should evolve into Islamic higher education institutions
 - ▶ The curriculum, faculty and textbook development programs must be geared towards this end
- 

Part II

RC Al-Khwarizmi International College Foundation Incorporated (RC-AKICFI)

A Case Study



- ***RC Al-Khwarizmi International College Foundation Incorporated (RC-AKICFI)*** is a Muslim-owned private college established in Marawi City, Mindanao, Philippines to empower the Filipino Muslim minorities in Christian-dominated Philippines.
- It offers a comprehensive educational program from basic education to tertiary and eventually graduate education.
- It was founded in 2008 by members of ***The Lanao Council Incorporated (RC)***, a group of Filipino Muslim Professionals.

- ▶ The *Ranao Council* was organized by Filipino Muslim students in 1978 in to survive the martial law years amidst a brutal war between Muslim *mujahedens* and the *Armed Forces of the Philippines*.
- ▶ RC members thought that excellent higher education would empower the Muslim community to survive its difficulties and ultimately prosper.
- ▶ They obtained experiences as academic managers of *Mindanao State University* and as co-founders of an Islamic private school, *Ibn Sina Integrated School*.

- ▶ **RC–AKICFI** is named after the great 9th Century Muslim mathematician, *Muhammad Ibn Musa Al Khwarizmi*, the founder of Algebra to symbolize the desire by the RC founders for young Muslim students to strive for excellence and contribute albeit modestly to the revival of Muslim supremacy in all relevant human knowledge.
- ▶ Earlier, **Ibn Sina Integrated School** was named by the RC co–founders after the great Muslim scholar to remind young Muslim students about lasting Muslim contributions in the field of medicine.

Financing

- ▶ Contributions by RC–AKIC Foundation members amounted to P6,634,715.00 (\$154,295.69) on May 31, 2011.
- ▶ Collegiate tuition fee is at P300.00 (\$7)/unit; Basic education tuition fee is at P700.00–P900.00 (average \$18.60)/month. Both fees are comparable to those charged by other schools in the locality.
- ▶ Ultimately, RC–AKICFI will need assistance in the form of soft loans and grants from well-meaning Muslim financial institutions.

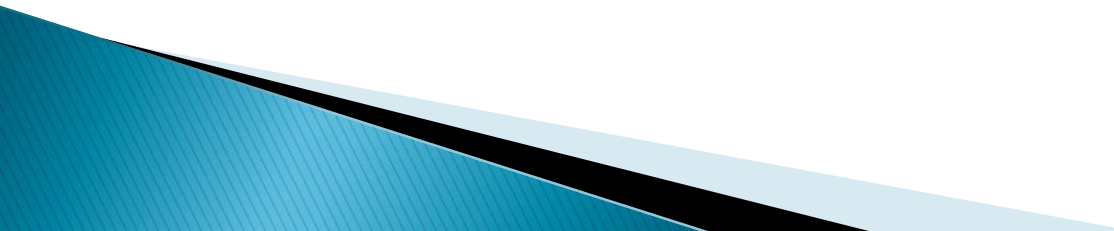
Curricula

- ▶ Initially, bachelor's degree courses are offered in (1) *Accountancy*, (2) *Elementary Education*, (3) *Secondary Education*, (4) *Computer Science*, (5) *Information Technology* and (6) *Diplomacy and International Relations*.
- ▶ Curricula for basic education are offered in three levels: (1) pre-school, 2 years; (2) elementary, 6 years; and (3) secondary, 4 years.
- ▶ Arabic language & Islamic studies are taught in all year levels from pre-school to tertiary by graduates of Islamic schools (including those from the Middle East) to enable students & pupils to become practicing Muslims.

Faculty or teaching force

- ▶ Collegiate teaching force is composed of:
(1) senior part-time lecturers from among MSU professors (PhDs and MAs/MSs or licensed professionals); and
(2) full-time young instructors, who are mostly MSU honor graduates and/or outstanding student leaders.
- ▶ RC-AKICFI pays twice as much as MSU for the overload of senior lecturers and more than twice as much as other private colleges for full-time teachers and instructors.

Facilities and library

- ▶ RC–AKICFI has not yet acquired its own campus and facilities, except for its AKIC Annex Campus.
 - ▶ It owns long–term leases to its present facilities at AKIC Main Campus for its tertiary programs and AKIC SLS Campus for its basic education programs.
 - ▶ RC–AKICFI has each a library, a computer laboratory, a science laboratory, separate prayers rooms for boys and girls for both the tertiary and the basic education campuses.
 - ▶ Laboratory facilities obviously need to be upgraded to satisfy international standards.
- 

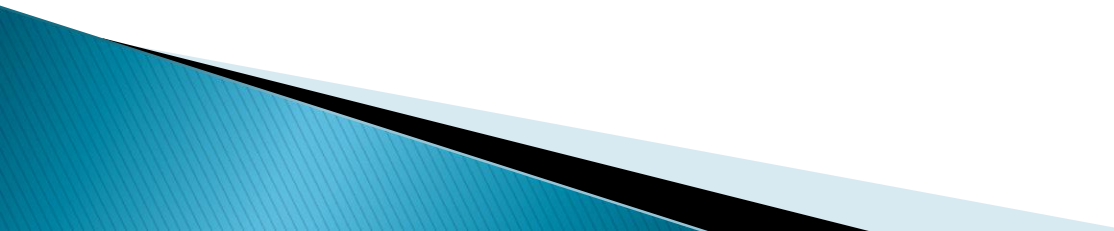
Students and pupils

- ▶ Tertiary enrolment jumped from 98 in June 2008 to 592 in June 2011 (annual average increase 168.02%). RC-AKICFI is the only tertiary institution in the Philippines, which does not lose students during the 2nd or 3rd term, but instead adds more students.
- ▶ Enrolment in basic education, likewise, increased from 108 in 2009 to 896 in June 2011 (average annual increase 337.79%).
- ▶ All spaces for new sections in basic education are reserved by parents before actual enrolment starts in June of every school year.


Modest accomplishments

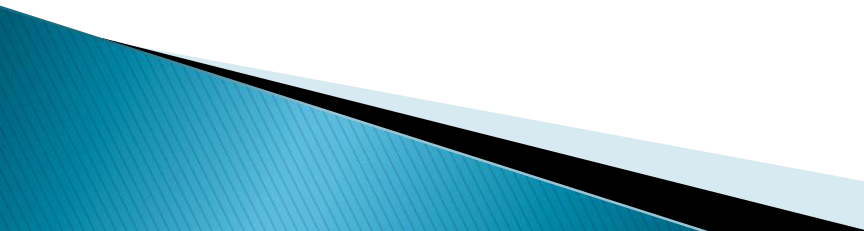
- ▶ After only 3 years and 1 trimester of operation, RC–AKICFI graduated 28 college students on October 30, 2011, as follows: *Accountancy* (15), *Education* (6), and *Diplomacy and International Relations* (7).
- ▶ Its contestants dominated all academic categories in the CHED–sponsored regional contests for ARMM in 2010, and most quiz bowls in Marawi City and Lanao del Sur.
- ▶ Its entry won as nationwide champion in the short film feature contest among *Junior Public Institute of Accountants (JPIA)* member schools nationwide in 2010.

Special features

- ▶ A trimester offering
 - ▶ A flexible curriculum
 - ▶ A placement, not an entrance, examination
 - ▶ Acceleration by examination
 - ▶ Credit cum audit grading system
 - ▶ Honors program by choice
 - ▶ Leadership institute
 - ▶ Pre-board review subjects
 - ▶ Rigid on the job training
 - ▶ Community immersion
- 


Future concerns

- ▶ Acquiring own campus with adequate facilities
 - ▶ Achieving financial viability through the establishment and management of appropriate business enterprises
 - ▶ Establishing networks, consortia, sister-college relationships and exchange programs with other Muslim higher education institutions.
 - ▶ Offering additional programs up to the graduate level.
 - ▶ Strengthening research, publication, extension services and product development capabilities.
 - ▶ Achieving a university status
- 


- ▶ RC–AKICFI is unique among Muslim–owned educational institutions in the Philippines because (1) it is neither dominated by a single family nor (2) operated for profit.
 - ▶ It is owned by a broad–based Muslim organization (RC), with various professional backgrounds and a deep commitment to Muslim transformation & empowerment.
 - ▶ Members of the *Ranao Council* (RC) waited for thirty years to gain the required academic and management expertise and the necessary financial resources before organizing RC–AKICFI.
- 

Addressing problems of Philippine Muslim education

- ▶ Enhancing access to higher education by reducing mortality in basic education.
- ▶ Hiring competent lecturers, instructors and teachers through adequate compensations.
- ▶ Enhancing performance in board examinations.
- ▶ Unique features drawn from the best practices of forward-looking schools worldwide.
- ▶ Offering of English language, professional education and Shariah law subjects to allow graduates of Islamic Madaris schools to be accredited as teachers or Shariah court judges.

- ▶ In summary, RC–AKICFI’s brief experience shows that excellent tertiary education in the face of adverse political and economic conditions can be created as a vehicle to transform and empower the Muslim community in the *Autonomous Region of Muslim Mindanao (ARMM)*.
 - ▶ RC–AKICFI executives welcome the advice and assistance of Muslim brothers and sisters worldwide to help improve the delivery of their services and accomplish their vision and missions, including contributing albeit modestly to recapture Muslim supremacy in scientific and technological capability.
- 

CONCLUSION

- ▶ Private higher education institutions can empower Muslim minorities in their struggle for justice, peace and development
 - ▶ Though limited in some instances, it is through the private higher education institutions that Islamic epistemology can be introduced and developed in Muslim minority communities
 - ▶ To be effective, private Muslim HEIs should aim for academic excellence and be globally competitive
- 

WELCOME

RC - AL KHWARIZMI INTERNATIONAL COLLEGE

1st Commencement Exercises

Speaker

Datu ROMMEL A. ROMATO, FSO IV

Department of Foreign Affairs

October 30, 2011





AL-KHWARIZMI INTERNATIONAL COLLEGE









Thank you

