

Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER

NO. 21

Series of 1997

SUBJECT : POLICIES AND GUIDELINES ON THE IMPLEMENTATION OF THE EXPANDED TERTIARY EDUCATION EQUIVALENCY AND ACCREDITATION PROGRAM (ETEEAP) PURSUANT TO EXECUTIVE ORDER 330.

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In accordance with Executive Order 330 entitled "Adopting the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) as an Integral Part of the Educational System and Designating the Commission on Higher Education as the Authority Responsible for its Implementation", and in view of the need to safeguard the integrity and systematic implementation of this program among the higher education institutions of the country, the ensuing Policies and the accompanying Implementing Guidelines for ETEEAP, which are made an integral part of this memorandum, are hereby set forth.

Statement of General Policies:

1. Section 1, Article XIV of the 1987 Philippine Constitution mandates that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. Further, Section 2, Article XIV of the same provides that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society, and that the State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.
2. CHED recognizes that education and acquisition of higher learning take place both within and beyond the confines of classrooms. Furthermore, knowledge and skills obtained from experience are increasingly becoming useful and significant in open market economies characterized by an accelerated globalization of labor, trade, and production.
3. CHED recognizes that nonformal and informal higher learning have the inherent potential to inform and enrich the academic standards of the formal learning system.
4. CHED recognizes the need to formally recognize higher learnings obtained from informal and nonformal systems, and that this recognition be embodied in an instrument acceptable and useful to the individual holders of the awards and the market which utilizes the latter's learning.
5. CHED recognizes the need to bestow upon qualified individual learners of the nonformal and informal system all the rights, privileges, and all appurtenances due those with formal higher education degrees, thereby enhancing their opportunities for higher value employment and self-actualization.



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Specific Policies:


1. The Expanded Tertiary Education Equivalency and Accreditation Program shall initially, for a period of five (5) years, be implemented in the Centers of Excellence (COEs). CHED shall deputize COEs to implement the equivalency and accreditation scheme in their respective fields of excellence.
2. CHED shall deputize other qualified institutions after the initial five-year period of implementation.
3. Deputized institutions shall be authorized to accept candidates to be accredited for their competence, grant equivalency credits, offer academic supplementation for deficiencies, and award appropriate equivalent certificates and degrees. These institutions shall be authorized to develop systems of standards for equivalency and competence-based assessment instruments as tools for implementing the equivalency and accreditation program. These standards and systems shall not be less rigorous than the national competence standards and assessment systems for each profession to be prescribed by CHED.
4. There shall be established at the national level, a national competence standard for each profession to be the basis for accreditation and equivalency, and a national assessment system and databank of assessment instruments to serve as benchmark standards and systems for deputized institutions. The standards and systems shall be evolved under CHED's leadership in consultation with accredited professional organizations, the Professional Regulation Commission, labor, industry, and the faculty of deputized institutions.
5. The individuals qualified to benefit from this program shall be at least high school graduates or certified with equivalent qualifications through accreditation recognized by the government of the Republic of the Philippines, and at least 22 years old.
6. Henceforth, all accreditation and equivalency of informal and nonformal higher learning shall be subject to the Policies and the Implementing Guidelines for ETEEAP hereby set forth.

This CHED Memorandum Order shall be enforced effective immediately.

Pasig City, Philippines, May 5, 1997


MONA DUMLAO-VALISNO
Commissioner


KATE C. BOLENGAN
Commissioner


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IMPLEMENTING GUIDELINES EXPANDED TERTIARY EDUCATION
EQUIVALENCY AND ACCREDITATION PROGRAM (ETEEAP)

The Commission on Higher Education embarks on this landmark policy which opens up the doors of formal academic institutions to accreditation of learning obtained outside their own systems. This policy, which is an outcome of the recommendations of the First Philippine Employment Summit in October 1995, closely establishes the relationship of the higher education system with the labor market in an effort to advance the ability of the Filipino labor force to compete globally and to gain an advantage in the information-based economy. This policy establishes, as well, the key process which makes possible the flexible entry and exchange between the formal, and the non-formal and informal systems of learning at the higher education level. Executive Order 330 mandates the Commission on Higher Education to be responsible for the implementation of this program and, in cooperation with the Technical Education and Skills Development Authority, to develop the instruments through which the objectives of the Executive Order shall be achieved.

Section 1. Objectives and Policies of Equivalency and Accreditation

1.1. The objectives of equivalency and accreditation are: 1) to accredit and assess prior nonformal/ informal learning of individuals towards the granting of equivalency certificates and awards in higher education starting in 1997; 2) to fully develop the system of equivalency and accreditation in higher education as a bridging mechanism for the flexible entry and exchange between the formal and the nonformal and informal systems of higher learning from 1996 to 1998; 3) to implement the accreditation and equivalency program in ten (10) priority disciplines in forty (40) public and private higher education institutions all over the country by 1998; and 4) to award higher education certificates and degrees to at least 100 deserving candidates each year, starting in 1998.

1.2. Policies Governing the Equivalency and Accreditation Program

1.2.1. Ensuring the highest standards of quality that are acceptable to employers and academe, consistent with international standards of practice of professions

The equivalency and accreditation program's integrity and acceptability depends on how well it is able to maintain the high standards of quality that is demanded of the graduates of tertiary education program in the Philippines. In this regard, the ETEEAP shall maintain the highest standards of competence in assessing and granting of equivalent credits. Such standards shall be derived from the combined standards of industry practice and school curricula of institutions with voluntary program accreditation, at least, at Level 3. Moreover, these standards shall be kept at par with accepted and recognized international standards of professional competence.

1.2.2. Non-discrimination in entry to the program of participants



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ETEEAP shall provide access to assessment of prior learning (APL) of individuals, regardless of sex, faith, race, or ethnic origin. CHED shall encourage participation of learners who find it difficult to enrol in residency programs of colleges and universities for various reasons. The program perspective is to enable individuals with different interests, cultural backgrounds, and value systems to participate in on-going learning programs in their respective communities/ milieu, and later on be certified for those relevant aspects of the education that they participated in. Leaders of indigenous communities can be accredited for their native knowledge and skills. Workers in factories can earn credits for their contributions to innovation and technology development. Women who need to stay home and care for family members will have a chance to be accredited for knowledge obtained in home management and technology, early childhood or adult care and development, self-development, and other pursuits. Physically handicapped individuals will have a chance to obtain credits for their skills and abilities. The possibilities are inexhaustible for the accreditation and equivalency program to be the catalyst of an open learning system in tertiary education.

1.2.3. Fairness, creativity, and appropriateness of the assessment process

The ETEEAP gives recognition and value to the competence that is already there. In doing so, the system does not prescribe or specify the manner through and the context within which such learning had been obtained. This implies that the burden of producing the assessment instruments that shall fairly measure competence of various kinds of learners lies on the assessors. Creative methodologies which are validated and proven effective shall be used to enable a fair assessment process. In this regard, the ETEEAP shall obtain the expert services of assessment experts in the country to develop the system of assessing competencies. The ETEEAP shall also enhance the capabilities of faculty and staff of higher education institutions in assessment of prior learning.

1.2.4. Adherence to the highest principles of integrity and excellence

The accreditation and equivalency process is based on a roster of validated documents and certifications which support candidate's claims of competence. The ETEEAP Technical Secretariat and the participating HEIs will accredit organizations, companies and company schools, training institutions, government service agencies, and employers of the candidates. The ETEEAP Technical Secretariat will also implement a system of evaluating and validating nonformal training towards equivalency, and keep a registry of training service providers. The ETEEAP Technical Secretariat will also set up a system of accrediting providers of nonformal training, distance learning, correspondence learning, and other nonformal/ informal higher learning providers for the purpose of supplementation. All these will be installed as part of the quality assurance mechanisms to ensure adherence to the highest standards of integrity and excellence of the program.



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CHED will implement staff development in line with program needs. CHED staffs will be trained in administration of non-school based learning assessment, monitoring of competency-based learning assessment, and policy coordination of higher education prior and experiential learning programs, to ensure that CHED monitoring is done competently and with credibility.

- 1.2.5. Partnership between industry, professional associations, professional regulatory bodies and the academe

CHED will subcontract the development of competence standards for each discipline or profession to committees or working groups. Academe representatives take the lead in these committees. To ensure acceptability and currency of the standards of competence, CHED will invite representatives from industry, the Professional Regulation Commission (PRC), and PRC-accredited professional associations (APOs) to serve in the committees or working groups. The industry representatives shall be heads or training managers of corporations with recognized leadership in the industry. The involvement of industry representatives shall ensure the integration of the industry users' point of view in the design of the competence standards, ensuring that current industry practices and technological resources, and the significant developments in the industries are considered. The cooperation of the professional organizations and the PRC ensures the compatibility of ETEEAP competence standards with legislated requirements for entry to practice of licensed professions.

- 1.2.6. Promotion of career guidance, self-evaluation and further competency enhancement

Candidates for accreditation and equivalency proceed from clarification of their personal career goals and learning needs, assisted by competent counsellors. Candidates implement their own self-evaluation and preparation of the learning portfolio. They make the decisions leading to their assessment and further competency enhancement. Furthermore, they are personally responsible for their continuing learning and assessment program until they reach the goal of the degree. In short, ETEEAP not only promotes access to assessment of learning, the program also promotes the competencies for individuals to plan and implement a continuing, lifelong, self-learning and evaluation program.

Section 2. Definition of Terms for ETEEAP

Academic Credit: the conventional unit of measuring education obtained in a formal higher education institution which is associated with the minimum number of hours attended by the student in a class.

Academic Degree: the award conferred by higher education institutions to students who have fulfilled the minimum requirements for an academic program. The academic program levels are from two-year associate in arts to the post-doctoral programs in graduate education.



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- Accreditation:** the process of recognizing validated evidence of a person's nonformal and informal learning.
- Advance Placement Examination:** the examinations administered by HEIs for incoming first year college students who want to get prior credits in basic subjects. Passing the examination automatically enables them to obtain advance standing since they are exempted from enrolling in the subjects they passed in APE.
- Alternative Learning System:** the system of nonformal and informal education from the pre-elementary to higher education. A system of equivalency and accreditation at every level is established to effect the flexible entry between the alternative learning system and the formal system.
- Assessment:** the comprehensive evaluation of a learner's competence, not limited to pen(cil)-and-paper examination, but including creative methodologies like interviews, demonstration of knowledge and skills, portfolio assessment, workplace visitation and other relevant evaluation instruments.
- Baccalaureate Degree:** the diploma awarded to a graduate of a bachelor's program.
- Career Guidance/Counselling:** the service of provided by schools to students to assist them select their career paths by taking into consideration their abilities and inclination.
- Challenge Examination:** a written examination administered to talented and advanced students who want to be exempted from subjects of which they are confident of their mastery. The examination is specially designed to "challenge" the competence claims of the examinee.
- Continuing Education:** the aggregate principles and practices encompassing education of individuals after they have left the formal system. Continuing education includes continuing professional education and further nonformal and informal education and training.
- Competency:** knowledge, skills, attitudes and values which are basic units of learning.
- Competence:** sufficiency of an individual's learning which enables him/her to perform a task or exercise a profession
- Counsellor:** a faculty or staff of the HEI responsible for directing candidates in the discernment of their learning goals, capabilities and styles, and career directions, and guiding them through appropriate learning and assessment programs.
- Deputized Institution:** under Executive Order 330, the higher learning institution (preferably a Center of Excellence) authorized by CHED to implement the accreditation and equivalency program, and award degrees through ETEEAP.



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- Equivalency:** the process of assigning equivalent academic credits to the competencies demonstrated by a candidate in an assessment battery.
- ETEEAP Candidate:** the individual learner aspiring to obtain a higher education degree through accreditation and equivalency.
- Formal Education:** the structured teaching process involving a prescribed curriculum and program of academic work set according to the minimum number of hours per subject required by government regulatory bodies (e.g. DECS, CHED or TESDA) with the objective of providing long-term education, at the completion of which a graduation diploma is awarded.
- Higher Education Institution (HEI):** college or university offering degrees in higher education from baccalaureate to post-doctoral degree programs
- Higher Education:** formal education obtained from a college or university which is aimed towards the attainment of a baccalaureate or higher degree.
- Informal Education:** non-structured and non-directed learning obtained from experiences at home, place of work, community, civil society, the church, mass media, and other incidental sources.
- Licensure Examination:** the examination administered by Professional Regulation Commission for selected professions, passing of which, gives the graduate the right to practice.
- Lifelong Learning:** the body of theories and principles espousing that education and learning occurs as a continuing process and goals throughout a lifetime.
- Mentor/Tutor:** a recognized expert in the field of study, who facilitates learning of candidates through individualized guidance/ counselling. The tutor/mentor goes beyond the role of a teacher because he/she assists the candidates to prepare a learning portfolio and guides them during assessment and the accompanying learning process.
- National Guide to Non-school Based Learning Programs:** the national directory of non-school based learning programs consisting of company/ industry training's and workshops, on-the-job training, in-service training, self-learning programs, correspondence education, computerized on-line learning, mediated distance education programs, among others. This guide shall be developed under the ETEEAP to assist deputized HEIs to determine creditable offerings of service providers of nonformal programs, and possible tie-in with ETEEAP competence enhancement services.
- National Guide to Accreditation and Equivalencies:** the compilation of recommendations for equivalent credits to competencies obtained in non-school based institutional training and learning programs.



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- Non-formal Education:** any structured short-term learning program usually for the purpose of supplementing basic education and training, and offered for learning very specific concepts or skills.
- Open Learning System:** the collection of theories and principles espousing the flexible entry and transferability of credits between the formal and other learning systems. The system of accreditation and equivalency sits at the heart of this system to provide the means for flexibility.
- Open University of the United Kingdom:** The university founded in 1969 to provide higher education to adult students in their own homes through mass media and correspondence. The Open University started to admit students in 1971, and now boasts of the largest enrolment in all of the UK. More than 70 percent of the Open University students remain in full time employment throughout their study program.
- Panel of Assessors:** the envisioned body or group of competent curriculum experts and industry practitioners who will undertake the assessment of accreditation candidates in order to determine the extent and levels of their competence.
- Philippine Educational Placement Test (PEPT):** the current testing program being implemented by the Department of Education, Culture and Sports (DECS) which provides accreditation and equivalency for basic education level (elementary and high school) and determines the "placement" of the individual in the basic education continuum from Pre-elementary to First Year in the tertiary level.
- Prior Learning:** all formal, informal or nonformal learning experiences of an individual prior to his/her current status as candidate for a baccalaureate degree from a higher education institution.
- Professional Regulation Commission (PRC):** the professional regulatory body vested with the power to regulate the professions through the resultant issuance of Professional License with its concomitant requirements for subsequent renewal.
- Skills Test and Standards Certificate:** a certification of a worker's level of skill obtained after undergoing a testing program of the Technical Education and Skills Development Authority or in any of its accredited training centers, as provided for under the Philippine Labor Code.
- Tertiary Education:** the formal education beyond secondary school level, which includes higher and post-secondary or technical-vocational education.

Section 3. Qualifications of the Candidate

The basic qualifications of the candidate are the minimum criteria for an applicant to qualify for admission to the program. The deputized HEIs have the prerogative to add on to these their own admission criteria.



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- 3.1. The candidate must possess a high school diploma or the PEPT placement equivalent to first year college.

The candidate must have graduated from high school or obtained a PEPT placement at first year college. This ensures that competencies for basic skills and functional knowledge must have been obtained in preparation for tertiary level education.

- 3.2. The candidate must have been employed for an aggregate of five (5) years in the industry related to the academic degree program or discipline he is vying for.

The candidate must demonstrate substantial experience in the field related to the degree program. He must have experiences in decision-making and planning, some supervisory responsibilities, and opportunity to function within an organization.

- 3.3. The candidate must be at least 22 years old. He/ She must present a birth certificate to support the claim.

The candidate must be mature and responsible in order to succeed in the rigorous process of assessment. He/she must be able to cope with the discipline required in the alternative learning program should he/she opt to avail of the competency enhancement scheme.

- 3.4. The candidate must be proficient in a branch of the discipline applied for. To validate this, he must submit any of the following evidences: 1) certificate of proficiency issued by a government regulatory body, 2) certificate of proficiency issued by the employer (s), 3) certificate of proficiency issued by a licensed practitioner in the field (where applicable), or 4) a business registration certificate.

The candidate must show a certification that he has achieved a certain level of competence in the discipline for which he/ she aspires a degree. Furthermore, the HEIs shall authenticate the documents before these are accepted as valid certification of a candidate's proficiency.

The certificate of proficiency in some fields can be obtained from the Technical Education and Skills Development Authority (TESDA). The Professional Regulation Commission also gives licensure examinations for certain technician occupations. Presentation of authentic certificates from any of these two bodies shall be considered a straightforward compliance of this requirement.

- 3.5. Ability of the candidate to submit an accomplished ETEEAP Application Form.

The ETEEAP Application Form is a package of information intended to assist the HEI faculty and staff to determine whether the applicant is eligible or not for the program.



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Section 4. Broad Guidelines for Application and Assessment of Candidate

- 4.1. The CHED-ETEEAP Technical Secretariat publishes the program guidelines, list of deputized HEIS, approved programs, and procedures for application and acceptance criteria in a major daily newspaper. The candidates obtain their application forms from the local CHED offices or any deputized HEI.
- 4.2. The candidates express their intention to participate in the ETEEAP by submitting their accomplished application forms to any participating HEI, along with evidences of their qualifications as spelled out in the preceding section. Photocopies of documentary evidences are furnished to the Technical Secretariat.
- 4.3. On the basis of their admission criteria, the HEI acts on the application of the candidates. Upon qualifying for admission, the candidates proceed to undergo the process of assessment and accreditation.
- 4.4. The candidates are assisted by a career counsellor in identifying the knowledge, expertise, skills, attitudes, and values (competence) they have acquired from experience. They undertake the portfolio preparation process to organize their claims of learning, and so enable the assessors to evaluate these against the industry standards of competence for entry to jobs or academic standards of competence for entry to a degree program. The portfolio preparation may be performed through group workshops, tutorials, or with the aid of a self-learning manual for portfolio development.
- 4.5. The HEI convenes a panel of assessors composed of faculty, industry practitioners, representatives of professional associations, and consumer groups, to conduct the evaluation of the evidences of learning presented by the candidate. They may, if desired, opt to conduct interviews, request demonstration of expertise and skills, or administer written examinations to validate the evidences presented.
- 4.6. Upon the recommendation of the panel of assessors, the HEI determines the amount of equivalent credit to award the candidate.
- 4.7. Candidates assessed to be deficient in one or more competency units will be required to pursue further learning in the formal, nonformal, or informal mode, whichever is most convenient to the candidates. A Learning Contract is executed between the HEI and the candidate to define the terms of the learning program which may involve further assessment and equivalency.
- 4.8. The HEI administration reserves the prerogative to require candidates' minimum residency in the institution before awarding them degrees. Once the candidates successfully obtain all the equivalent competency credits and fulfil graduation requirements prescribed by CHED and the institution, they are awarded the appropriate baccalaureate degree by the HEI.

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Section 5.

Education Institutions

- 5.1. deputize identified Centers of Excellence in the eight disciplines of the ETEEAP for the programs in which they are COEs of CHED means, per Executive Order 330, the granting of higher education institution to carry out assessment of mature graduates obtained outside the formal education system; and to award partial college credits, whichever is applicable, based on the assessment. The conduct of the assessment and awarding of credits shall be under the supervision of the CHED. In addition, the institution shall set policies for equivalency and determine academic support candidates when needed.
- 5.2. In consideration of the fast-tracking of the ETEEAP, the HEI authorized to implement ETEEAP shall develop, in-house, the non-school based competencies standards for the program to be opened to equivalency, based on the present design of their respective residential degree programs.
- 5.3. Participating deputized HEIs shall develop the management system, assessment system, and assessment procedures and instruments that are appropriate to the experience of the candidates. Appropriate procedures and instruments for assessment of prior learning experience such as standardized examinations, oral examinations, laboratory demonstration, on-site observation, portfolio assessment, and other creative means of determining knowledge and skills shall be administered by the HEIs.
- 5.4. The HEI shall assign members of the faculty and administrative personnel to support the program in the following aspects of implementation: career guidance and testing, competency assessment, mentoring/ tutoring, and development of alternative learning packages for competency enhancement service. In this regard, the HEI shall train, develop and maintain a pool of assessment personnel and mentors for the alternative learning system.
- 5.5. The HEI shall also appropriate the use of its existing facilities for ETEEAP.
- 5.6. The HEI shall select and convene the Panel of Assessors and provide for the remuneration of their services. The Panel of Assessors headed by the school faculty, and combined with representatives from the industry users and an accredited or reputable professional association shall determine the equivalent credits to the demonstrated or validated competencies. The HEI shall accredit assessors from industry and professional associations, who shall be listed in the Pool of Assessors for ETEEAP to be on call for other institutions who need to convene a similar Panel of Assessors for their respective assessment programs.
- 5.7. The HEI shall determine the reasonable fee for the assessment service, which shall, among others, include the salaries of its personnel and honoraria for the members of the Panel of Assessors.



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- 5.8. The HEI shall develop alternative programs for competency enhancement of those candidates who cannot satisfactorily show competence according to the standard for the degree. The competency enhancement service (CES) shall be developed along the lines of external degree programs of open university systems abroad.
- 5.9. The HEI, after thorough assessment, shall award appropriate degrees to candidates who have successfully obtained equivalency for all the competency units defined in the non-school based competencies standard for the degree.
- 5.10. The deputized HEI must agree to institutionalize the equivalency and accreditation program and the alternative learning system for higher education. The management of the institution shall submit to CHED a proposal for financial assistance for the development of the program in support of the above-stated intention, and shall co-ordinate closely with the CHED-ETEEAP Secretariat in the implementation and monitoring of the program.
- 5.11. The HEI shall share with CHED intellectual property rights over the outputs of the accreditation and equivalency system covered in the terms of reference of the assistance to be granted under the program.

Section 6. Role of the Commission on Higher Education (CHED)

- 6.1. The CHED shall determine and approve the degree programs to be opened to equivalency and accreditation.
- 6.2. CHED shall approve the deputization of institutions to implement ETEEAP.
- 6.3. CHED shall set up a competent Technical Secretariat for ETEEAP, lodged under the office of the Executive Director, to be the Commission's arm in the formulation of policies on equivalency and accreditation and alternative learning programs. In coordination with the Office of Programs and Standards, the Technical Secretariat shall carry out monitoring and supervision of the various HEIs with regard to compliance with policy and program implementation.
- 6.4. CHED shall coordinate closely with the Professional Regulation Commission (including the various examination boards under it and the accredited professional associations) and the Civil Service Commission to synchronize and rationalize the system of accreditation and equivalency with existing laws, rules and regulations regarding the use of degrees for entry to professional practice, and entry to and promotion within the civil service.
- 6.5. CHED shall undertake a massive advocacy and social mobilization campaign for ETEEAP to reach prospective beneficiaries, implementors and users of the program.



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- 6.6. With the use of the Higher Education Development Fund, CHED shall extend grants for research and development projects of HEIs, including those undertaken in cooperation with professional associations and other institutions, with respect to the pilot implementation and institutionalization of the ETEEAP. Such projects shall cover, inventory of current industry competency standards, assessment instrumentation, pilot testing, training of faculty and guidance personnel, education of assessors, materials development, and program evaluation.
- 6.7. CHED shall coordinate closely with DECS and TESDA in developing the Philippine alternative learning system and the system of equivalency and accreditation which shall now have encompassed all levels of education from pre-elementary to tertiary level.
- 6.8. CHED shall assist the contract experts from abroad to assist HEIs in human resource training and the development of prior learning accreditation and assessment of learning from experience.
- 6.9. CHED shall closely coordinate with the recognized open university programs of public and private HEIs, company schools, and other providers of nonformal and informal education. CHED shall develop a system of evaluating and assessing the non-school based education and training programs for inclusion in the National Guide to Accreditation and Equivalency of Non-school Based Higher Education Learning Programs.
- 6.10. CHED shall establish strong linkages with industry associations to further develop the competencies standards.
- 6.11. CHED shall establish and maintain strong linkages with organizations, programs and institutions abroad in order to inject a global perspective into the ETEEAP, linking local programs and standards with the international education community.

Section 7. Appropriation of funds from HEDF and collection of fees

- 7.1. CHED shall, on the basis of its internal criteria and programming of HEDF grants, provide financial support to the program development of ETEEAP for the period of program gestation.
- 7.2. CHED shall charge fees from every candidate to cover the cost of administration and document authentication. The collected fees shall be deposited in a special account of the HEDF for ETEEAP.



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Section 8. Program Administration Structure

- 8.1. The program shall be monitored and coordinated by CHED through the ETEEAP Technical Secretariat; however, accreditation and equivalency will be implemented by the deputized higher education institutions.
- 8.2. The ETEEAP Advisory Body, as provided for under E.O. 330 shall continue to be a forum for broad-based consultation on the program.
- 8.3. CHED shall create ad-hoc committees or working groups as needed, to serve as resource persons to develop the instruments for competence standard-setting, development of assessment procedures, assist the Commission in assessment instrumentation, and to generally assist the Commission develop and refine policies on accreditation and equivalency. These ad-hoc committees/ working groups will be directly accountable to the commission.
- 8.4. CHED shall respect the constitutional guarantee of academic freedom of higher education institutions in the conduct of accreditation and equivalency. The ETEEAP Technical Secretariat shall serve as a facilitative body to assist the development and installation of ETEEAP in HEIs.