



REPUBLIC OF THE PHILIPPINES
REGIONAL DEVELOPMENT COUNCIL-X
NORTHERN MINDANAO

REGIONAL DEVELOPMENT COUNCIL-X

Resolution No. 109 (s. 2021)

**APPROVING THE NORTHERN MINDANAO REGIONAL PRIORITY
PROGRAMS AND COURSES FOR HIGHER EDUCATION 2022-2026**

WHEREAS, human capital development plays an important role in addressing regional imperatives and emerging trends;

WHEREAS, gainful employment and increased productivity are essential to human development through an improved income-earning ability, which contribute to national and regional socio-economic development;

WHEREAS, recognizing the importance of accelerating human capital development, the Northern Mindanao Regional Development Plan 2017-2022 Midterm Update ensures lifelong opportunities for all to contribute in improving the quality of higher and technical education, and research for equity and global competitiveness;

WHEREAS, the regional imperatives include the expansion of the labor market and provision of the skills and competencies required as needed by the industries and economy;

WHEREAS, the priority programs and courses aim to:

- Direct/steer higher education qualified applicants for financial assistance under for Commission on Higher Education (CHED) Scholarship Programs (CSPs) to enroll in public or private higher education institutions (HEIs) offering recognized/authorized undergraduate priority programs;
- Serve as primary references for scholarships to support students who would like to take said identified priority programs and courses;
- Provide the basis for the HEIs to consider in their respective academic offerings;
- Address the labor supply needs of the industries, as well as, emerging trends in the region and global economies; and
- Align priority programs and courses with the regional development thrusts and imperatives;

WHEREAS, the identification of the regional priority programs and courses is anchored on the following:

- Updated Philippine Development Plan 2017-2022;
- Regional Development Plan 2017-2022 Midterm Update:
 - Northern Mindanao imperatives;
 - Thrust, directions, roles, vision, competitive advantages, and emerging trends;
 - Chapter 10 of the RDP on Accelerating Human Capital Development; and
 - Chapter 14 of the RDP on Vigorously Advancing Science, Technology and Innovation;
- Recommended priorities of HEIs;

- Key Employment Generators (JobsFit Report 2022 of the Department of Labor and Employment (DOLE));
- Technical Education and Skills Development Authority's (TESDA) Regional Skills Priorities;
- DTI's list of Industry 4.0 Priority Industries;
- List of priority S&T courses under the DOST scholarship program; and
- Sustainable Development Goals, ASEAN 2025, and emerging trends (e.g.; FIRE, digitalization);

WHEREAS, emerging trends such as the health crisis and the need to transition to “new normal” are also considered, such as digitalization, information, and communications technology, and science, technology, and innovation, among others;

WHEREAS, in the identification of regional priority programs and courses, a series of consultation meetings was conducted with government agencies (e.g.; DOLE Regional Office X, DTI Regional Office X, DepEd Regional Office X, CHED Regional Office X, TESDA Regional Office X, DOST Regional Office X), public and private HEIs, private sector, and industries;

WHEREAS, during its meeting on 19 November 2021, the RDC-X Social Development Committee seeks the RDC-X’s approval of the regional priority programs and courses for 2022-2026.

THEREFORE BE IT RESOLVED, AS IT IS HEREBY RESOLVED, on a motion by Mr. Arsenio L. Sebastian III, Co-Chairperson of the RDC-X Macro and Development Administration Committee and severally seconded, to approve the Northern Mindanao Priority Programs and Courses 2022-2026;

RESOLVED FURTHER, to enjoin concerned agencies and HEIs to adopt and include the identified priority programs and courses in their scholarship programs and curricular offerings;

RESOLVED FURTHER, to request concerned agencies and institutions to support the identified priority action areas (details indicated in Annex A), as follows:

- Discuss further the inclusion of post-graduate studies with scholarship offerings (e.g. DOST scholarship), subject to consideration of the HEIs and concerned government agencies;
- Include innovative, leading-edge, industry-responsive, interdisciplinary programs in the Regional Priority Programs and Courses given the emerging trends, and the need to transition to the new normal, including adapting to digitization;
- Encourage the HEIs to offer innovative and emerging industries/programs even in the absence of CHED Policies, Standards, and Guidelines (PSGs), but subject to review and approval by CHED;
- Intensify IEC on career guidance at the Senior High School Level (e.g.; encourage incoming freshmen and promote CHED scholarship programs);
- Evaluate the special programs to be offered by HEIs for scholarship offers to ensure alignment of program offerings with the regional priority programs and courses;
 - ✓ Consider gaps in the enrollment of priority programs and hard-to-fill jobs as basis in offering the special programs included in the regional priority programs and courses;

- Explore possible collaboration with HEIs outside the region that have the expertise and resources to offer programs and courses identified as priority or in-demand in the region to address emerging skills and opportunities, but still not fully “developed” or not yet offered;
- Encourage HEIs to develop identified priority programs and courses not yet offered taking into consideration the financial requirements;
- Tackle the regional priority programs and courses with the Region X Philippine Association of State Universities and Colleges and seek the appropriate support; and
- Fast track issuance of Certificate of Program Compliance to newly requested programs and courses and for concerned HEIs to comply with the requirements.

RESOLVED FINALLY, that copies of this resolution be furnished to the members of the RDC-X and its Sectoral Committees, Central and Region X offices of the CHED, DOLE, DepEd, DOST, DTI and TESDA, HEIs in Region X, PCCI Mindanao Area, PCCI Region X Chapter, and Region X PCCI Local Chambers (Oro Chamber, Iligan Chamber, Bukidnon Kaamulan Chamber, North Bukidnon Chamber, Oroquieta Chamber, Ozamiz Chamber, Valencia Chamber) and other concerned stakeholders for their support and appropriate action.

Approved, 10 December 2021

128th RDC-X Full Council Meeting

N-Hotel, Kauswagan, Cagayan de Oro City and via Zoom

Certified Correct:


LEONILA G. CAJARTE
 Secretary, RDC-X
 Assistant Regional Director, NEDA-X

Attested:



MYLAH FAYE AURORA B. CARIÑO, CESO III

Vice-Chairperson, RDC-X

Regional Director, NEDA-X

Approved:



GOV. PHILIP T. TAN

Chairperson, RDC-X

Governor, Province of Misamis Occidental

(Presiding Officer)

Annex A
NORTHERN MINDANAO
REGIONAL PRIORITY PROGRAMS AND COURSES FOR HIGHER EDUCATION
2022-2026

I. RATIONALE/BACKGROUND

Human capital development plays an important role in addressing regional imperatives and emerging trends. Gainful employment and increased productivity are essential to human development, through an improved income-earning ability, which contributes to national and regional socio-economic development.

Recognizing the importance of accelerating human capital development, the Regional Development Plan 2017-2022 Midterm Update ensures lifelong opportunities for all and contributes to improving the quality of higher and technical education and research for equity and global competitiveness.

The regional imperatives include the expansion of the labor market and provision of the required skills and competencies needed by the industries and economy. Enhancing access to the government's higher education scholarship programs increases the opportunity to expand quality education. This also will result in producing graduates that will respond to the national and regional priorities, as well as, new and emerging trends.

The identification of the regional priority programs and courses is anchored on the following:

- Updated Philippine Development Plan 2017-2022/Regional Development Plan 2017-2022 Midterm Update:
 - Northern Mindanao imperatives;
 - Thrust, directions, roles, vision, competitive advantages, and emerging trends; and
 - Chapter 10 of the RDP on Accelerating Human Capital Development;
- Recommended priorities of HEIs;
- Key Employment Generators (JobsFit Report 2022 of the DOLE);
- TESDA's Regional Skills Priorities;
- DTI's Industry 4.0 Priority Industries;
- List of priority S&T courses under the DOST scholarship program; and
- Sustainable Development Goals, ASEAN 2025, and emerging trends (e.g. FIRRe, digitalization).

On 5 July 2021, the Commission on Higher Education (CHED) issued Memorandum Order No. 10 (s. 2021) which specifies the priority programs for CHED Scholarship Programs (CSPs) for Academic Year 2021-2022.

II. OBJECTIVES/PURPOSE

The priority programs and courses aim to:

- Direct/steer higher education qualified applicants for financial assistance under CSPs to enroll in public or private higher education institutions (HEIs) offering recognized/authorized undergraduate priority programs;

- Serve as primary references for scholarships to support students who would like to take said identified priority programs and courses;
- Provide the basis for the higher education institutions (HEIs) to consider in their respective academic offerings;
- Address the labor supply needs of the industries, as well as, emerging trends in the region and global economies; and
- Align priority programs and courses with the regional development thrusts and imperatives.

III. IDENTIFIED REGIONAL PRIORITY PROGRAMS AND COURSES

In the identification of regional priority programs and courses, a series of consultation meetings were conducted with the government agencies (e.g.; DOLE-X, DTI-X, DepEd-X, CHED-X, TESDA-X, DOST), public and private higher education institutions, private sector, and industries.

The identified programs and courses disciplines are therefore aligned with the national and regional development imperatives and investment opportunities in agriculture, industry, manufacturing, infrastructure, and services sectors.

Emerging trends such as the health crisis, and the need to transition to the “new normal” are also considered, such as digitalization, information, and communications technology, and science, technology, and innovation, among others.

REGIONAL PRIORITY PROGRAMS AND COURSES (Northern Mindanao) 2022-2026

PROGRAMS	COURSES
1. Science and Mathematics	1. Applied Physics/Physics 2. Applied Mathematics/Mathematics 3. Applied Statistics/Statistics 4. Biochemistry 5. Biology 6. Botany 7. Chemistry 8. Geology 9. Human Biology 10. Marine Biology 11. Marine Science 12. Molecular Biology and Biotechnology
2. Information Technology Education	1. Computer Science 2. Cyber Security 3. Entertainment and Multimedia Computing/Game Development and Animation 4. Information System 5. Information Technology 6. Information Technology-Business Process Management 7. Library and Information Science
3. Engineering and Technology	1. Agriculture and Biosystems Engineering 2. Chemical Engineering 3. Civil Engineering

PROGRAMS	COURSES
	4. Computer Engineering 5. Electrical Engineering 6. Electronics Engineering/Electronics and Communications Engineering 7. Food Engineering 8. Geodetic Engineering 9. Industrial Engineering 10. Manufacturing/Production Engineering 11. Materials Engineering 12. Mechanical Engineering 13. Mechatronics Engineering 14. Metallurgical Engineering 15. Mining Engineering 16. Robotics Engineering/Artificial Intelligence 17. Sanitary Engineering 18. Structural Engineering 19. Engineering Technology 20. Industrial Technology 21. Mechatronics Engineering Technology 22. Automotive Technology 23. Electronics Technology 24. Food Technology
4. Architecture and Related Programs	1. Architecture 2. Fine Arts 3. Interior Design 4. Landscape Architecture
5. Business and Management	1. Accountancy 2. Business Analytics (straight or major) 3. Hospitality Management/Hotel and Restaurant Management 4. Tourism Management/Tourism 5. Banking and Finance 6. Business Marketing 7. Real Estate Management
6. Health Profession Education	1. Doctor of Dental Medicine 2. Doctor of Medicine 3. Doctor of Optometry 4. Medical Technology/Medical Laboratory Science 5. Midwifery 6. Nursing 7. Nutrition and Dietetics 8. Occupational Therapy 9. Pharmacy 10. Physical Therapy 11. Radiologic Technology 12. Respiratory Therapy 13. Speech Language Pathology

PROGRAMS	COURSES
7. Maritime Education	1. Marine Engineering 2. Marine Transportation
8. Social Sciences	1. Community Development 2. Human Services (Guidance and Counselling) 3. Indigenous Peoples Studies/Education 4. Peace Studies/Education 5. Psychology 6. Social Work
9. Teacher Education	1. Secondary Education major in Science and Mathematics 2. Culture and Arts 3. Early Childhood Education 4. Special Needs Education 5. Sports and Exercise Science
10. Communications	1. Journalism 2. Mass communication: Subspecialties are television, radio, and film 3. Strategic communication: Subspecialties are health, public relations, and advertising 4. Games and interactive media design 5. Development Communications 6. English Language and other fields
11. Environmental Studies	1. Disaster Risk Management and Climate Change 2. Environmental and Sustainable Development 3. Environmental Planning 4. Environmental Science 5. Ecology 6. Forestry 7. Renewable Energy and Green Building
12. Other Disciplines	1. Agribusiness 2. Agri-based and Food Processing 3. Agro-Forestry 4. Construction 5. Creative – Film and Theater 6. Creative – Traditional Arts 7. Data Science and Analytics 8. Electronics/Semiconductor 9. Health and Wellness 10. Publishing and Printing 11. Transportation and Logistics

The list will evolve to respond to emerging trends and future needs of the region.

IV. PRIORITY ACTION AREAS

The RDC-X seeks the support of the concerned agencies and higher education institutions to adopt the Regional Priority Programs and Courses for inclusion in their scholarship programs and course offerings.

Likewise, the concerned agencies and institutions are requested to support the following priority action areas:

PRIORITY ACTION AREAS	RESPONSIBILITY/ REPORTING ENTITY	TIMEFRAME
<p>Conduct meetings with HEIs to discuss other Social Sciences undergraduate programs that are aligned with CHED's Policies, Standards, and Guidelines (PSGs) that are not yet included in the regional priority programs and courses.</p> <p>This is to guide HEIs in proposing new undergraduate programs. The courses which are not yet offered by HEIs are subject to consideration and approval by CHED.</p> <p>There are five priority social sciences courses and three of which have no course offering yet by the region's HEIs:</p> <ol style="list-style-type: none"> 1. Community Development (offered); 2. Psychology (offered); 3. Human Service (Guidance and Counselling) – not yet offered in the region; 4. Indigenous Peoples Studies/Education – not yet offered in the region; and 5. Peace Studies/Education – not yet offered in the region. 	CHED-X	December 2021 – January 2022
Conduct further discussion on the inclusion of post-graduate studies with scholarship offerings (e.g. DOST scholarship) subject to consideration of the higher education institutions and concerned government agencies.	DOST-X, CHED-X	First quarter 2022
Include innovative, leading-edge, industry-responsive, interdisciplinary programs in the Regional Priority Programs and Courses given the emerging trends, transitioning to the new normal, and adapting to digitization.	CHED-X	November 2021 onwards

PRIORITY ACTION AREAS	RESPONSIBILITY/REPORTING ENTITY	TIMEFRAME
<p>Encourage the HEIs to offer innovative and emerging industries/programs.</p> <ul style="list-style-type: none"> Even without CHED Policies, Standards and Guidelines (PSGs), the HEIs can offer emerging programs subject to review and approval by CHED. 	CHED-X	Continuing
<p>Intensify IEC on career guidance at the Senior High School Level (e.g.; encourage incoming freshmen and promote CHED scholarship programs).</p>	CHED-X in collaboration with DepEd-X and HEIs	Continuing
<p>Evaluate the special programs to be offered by HEIs for scholarship offers to ensure alignment of program offerings with the regional priority programs and courses.</p> <ul style="list-style-type: none"> Gaps in the enrollment of the priority programs and hard-to-fill jobs can be the basis in offering the special programs included in the regional priority programs and courses. 	CHED-X, DOLE-X	Last quarter of 2021 to 1 st Quarter of 2022
<p>Explore possible collaboration with HEIs outside the region that have the expertise and resources for the offering of programs and courses identified as priority or in-demand in the region to address emerging skills and opportunities, but still not fully “developed” or not yet offered.</p>	CHED-X	Last quarter of 2021 to 1 st Quarter of 2022
<p>Encourage Higher Education Institutions (HEIs) to develop the identified priority programs and courses not yet offered taking into consideration the financial requirements.</p>	CHED-X	Last quarter of 2021 to 1 st Quarter of 2022
<p>Tackle the regional priority programs and courses with the Region X Philippines Association of State Universities and Colleges and seek the appropriate support.</p>	CHED-X	Last quarter of 2021 to 1 st Quarter of 2022
<p>Fastrack issuance of Certificate of Program Compliance (COPC) to newly requested programs and courses and for concerned HEIs to comply with the requirements.</p>	CHED-X	Last quarter of 2021 to 1 st Quarter of 2022

PRIORITY ACTION AREAS	RESPONSIBILITY/ REPORTING ENTITY	TIMEFRAME

ANNEXES

1 - Number of Enrollees and Graduates by Programs/Courses by Programs/Courses as of AY 2020-2021 (Source of Data: CHED-X)

2 - CHED Memorandum Order No, 10 (s. 2021) Priority Programs for CHED Scholarship Programs (CSPs) Effective Academic Year (AY) 2021-2022.

Other references: Please see link at

<https://drive.google.com/drive/folders/1gqlpIH1AhWRc1dSS0yxFI7vL9YvFkuNQ?usp=sharing>