ANALYTICAL STUDY

Comparative analysis, AI-era stress test, and implementation realism review of the Philippine Reframed General Education Curriculum.

DOC A · CANONICAL STUDY

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PREFACE

About this study

This document presents an analytical assessment of the Philippine Commission on Higher Education's (CHED) Draft 2026 Reframed General Education Curriculum, dated 16 April 2026. The analysis runs three sequential passes: a comparative benchmark of the draft against fourteen international tertiary general-education systems on six lenses; an AI-era stress test of the five mandated core courses against medium- and long-term labor forecasts for the 2027-2032 graduating cohort; and an implementation-realism review of whether the system that has to deliver the draft can.

THREE PRINCIPAL FINDINGS

1. The draft scores **11 of 18** against international comparators. It sits cleanly above the ASEAN regional cohort (Indonesia, Vietnam, Malaysia), at parity with CUHK and SNU, one step below India's CCFUP, and well below the Asian flagships and US benchmarks. The shape of the score is more telling than the total: PH has elevated AI awareness, civic-global balance, and future-of-work framing above ASEAN regional peers but has held the quantitative floor at floor.

2. The course-level AI-era fit composite is **9 of 15**. The universal disclosure clauses produce the appearance of AI integration without the underlying skill formation. Course 5 (Labor Education) is the most concerning gap relative to cohort exposure: the structural sector that has employed Filipino college graduates at scale for twenty-five years (BPO/IT-BPM, 1.8 million jobs, 8.2% of GDP, 64% of services exports) is the single most automation-exposed sector in the country.

3. The implementation infrastructure scores **8 of 18**. Faculty pipeline, library and digital-tool resources, assessment infrastructure, and typology equity all score 1 of 3. Three implementation requirements are not addressed anywhere in the public-policy stack: an Institutional GE quality-control framework, a post-CMO 22 s.2021 digital-infrastructure standard, and a Reframed-GE-specific SUC/LUC support program.

The reform is in active public contestation as of early May 2026. The intervention window is open.

SNAPSHOT

Three-phase score, single page

PH PSG-GE 2026 Draft assessed across 14 international comparators on six benchmark lenses (Phase A), against the AI labor forecast for 2027-2032 graduates on five core courses (Phase B), and against the implementation infrastructure required to deliver the design (Phase C).

PHASE A · COMPARATOR

11/18

Mid-pack. Above ASEAN regional cohort, below Asian flagships.

PHASE B · AI-ERA FIT

9/15

Course-level composite. Course 5 most concerning.

PHASE C · REALISM

8/18

Design strong on paper, infrastructure under-provisioned.

PH COHORT EXPOSURE

~33%

PH workers highly AI-exposed (IMF WP25/043). BPO 89% high automation risk.

METHOD

Three sequential passes

Phase A: Comparative Benchmark. Score each system 0-3 on six lenses: Future-of-Work Durability (L1), Cognitive/Skill Density per Unit (L2), Quantitative/Scientific Floor for non-STEM (L3), AI-Digital Integration Depth (L4), Civic-National vs Global Balance (L5), and SHS-Tertiary Articulation Fit (L6).

Phase B: AI-Era Stress Test. Each PH core course mapped against tasks AI is forecast to absorb in 3-5 and 10-15 years, capabilities with rising premium, and the doing-to-overseeing skill-stack shift.

Phase C: Drafted-Intent vs Deliverable-Reality. Score the implementation infrastructure on six lenses: Faculty Pipeline (L7), Library and Learning Resources (L8), Assessment and CQI Infrastructure (L9), Typology Equity (L10), Transition Timeline (L11), QA Review Logic (L12).

Rubric: 0 absent · 1 weak/elective/surface · 2 moderate/single mandate · 3 structurally embedded.

Comparator set (14 international + PH). Asia: Singapore (NUS, NTU), Hong Kong (HKU, CUHK), Japan (UTokyo Komaba), South Korea (SNU), China (Tsinghua), India (CCFUP), Indonesia (UGM/MKWU), Vietnam (VNU/MOET), Malaysia (MQA MPU), Thailand (Chulalongkorn). Global: Harvard, MIT, UCL Arts and Sciences (BASc). Reference frameworks: OECD Learning Compass 2030, UNESCO Reimagining Our Futures Together (2021), WEF Education 4.0.

PHASE A · COMPARATOR MATRIX

15 systems × 6 lenses, scored 0-3

Score shape matters more than total. PH escapes the bottom-tier civic-only cohort but holds the quantitative floor at floor. India CCFUP is the most relevant peer (shared SHS-strand handoff) and sits one step ahead.

System	L1	L2	L3	L4	L5	L6	Total /18
HKU (Hong Kong)	3	3	3	3	3	3	18
NUS (Singapore)	3	3	3	3	3	3	18
NTU (Singapore)	3	3	2	3	3	3	17
MIT	3	3	3	3	1	3	16
Harvard	2	3	2	2	3	3	15
UTokyo Komaba	2	3	3	2	1	3	14
India CCFUP	2	2	2	2	2	3	13
UCL BASc (UK)	2	3	2	2	1	3	13
SNU (South Korea)	1	2	3	2	1	2	11
CUHK (Hong Kong)	1	2	2	1	2	3	11
PH PSG-GE 2026 Draft	2	2	1	2	2	2	11
Tsinghua (China)	1	2	2	1	1	2	9
Malaysia MPU	0	1	0	1	1	1	4
Indonesia MKWU	0	1	0	0	1	1	3
Vietnam MOET PT	0	1	0	0	1	1	3

0 absent 1 weak / surface 2 moderate 3 structurally embedded

Read of the matrix

PH lands at **11 of 18**, mid-pack. Cleanly above the ASEAN civic-only cohort (Indonesia 3, Vietnam 3, Malaysia 4). At parity with CUHK and SNU. One step below India CCFUP (13), the most relevant peer (shared SHS-strand handoff). Substantially below Asian flagships and US benchmarks (HKU 18, NUS 18, NTU 17, MIT 16, Harvard 15, UTokyo 14).

Where PH is strong: Future-of-work framing (L1=2), AI-digital integration (L4=2), civic-global balance (L5=2). The Rizal mandate provides national anchor without crowding out global content. Few systems achieve this balance.

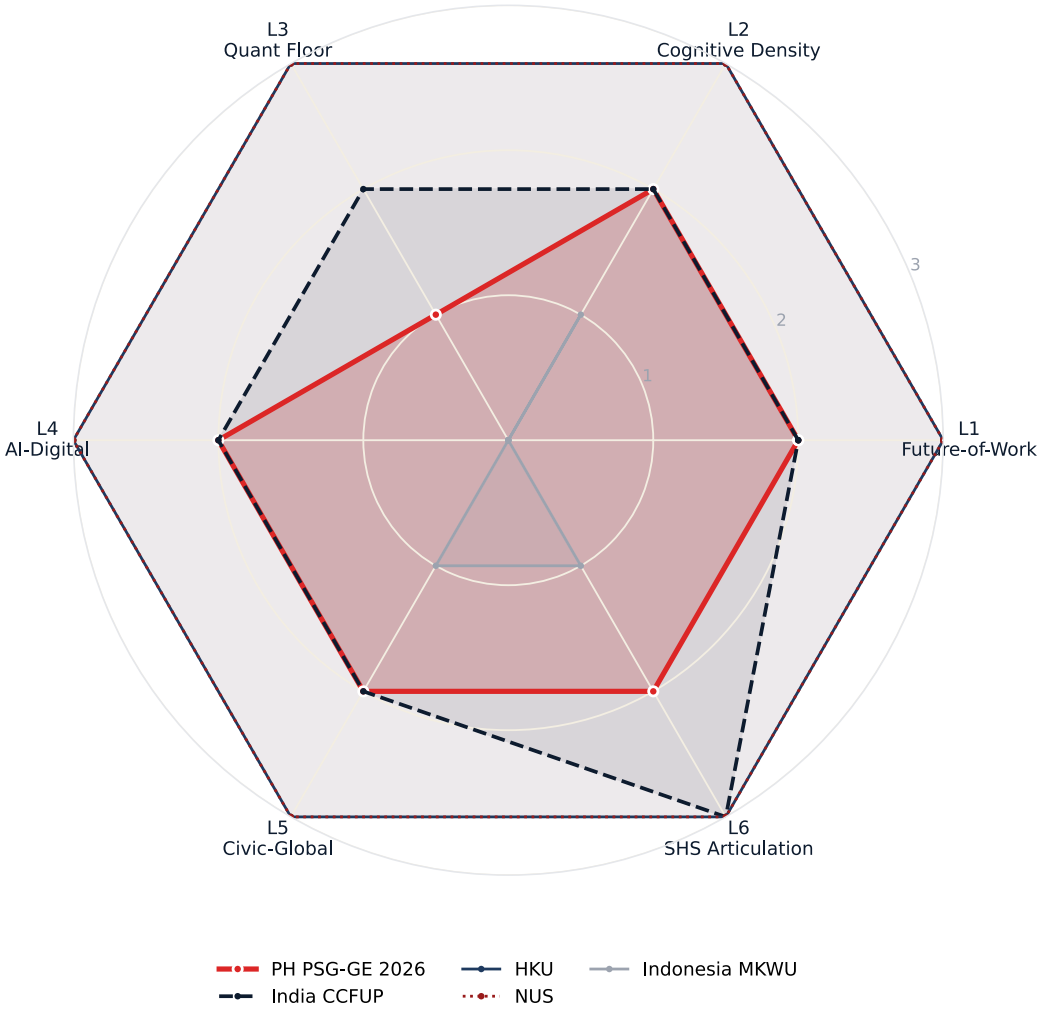
Where PH is weak: The quantitative floor (L3=1) is the single largest divergence between PH and any peer above it on the table. PH non-STEM students get ~3 units of quantitative work (Course 3, partial). MIT mandates 72 units of Science Core. Stanford 4 quant/science courses. Harvard 2. HKU 9+. NUS 8. India CCFUP 9 credits Multidisciplinary forces nat-sci/math. Removing Mathematics, Science, and Technology as a standalone course and folding quantitative content into Course 3 alongside ethics, AI transparency, and inquiry methodology is the most consequential structural decision in the draft.

The relevant peer set for shape and ambition is India, Indonesia, Vietnam, Malaysia, Thailand. On that set PH is in the upper half but underspecified relative to India.

PHASE A · DETAIL

PH against four most-relevant peers

PH plotted against India CCFUP (shared SHS-strand cohort, one step ahead), HKU (AI-mandate exemplar), NUS (two-pillar digital depth), and Indonesia MKWU (ASEAN regional baseline). The shape gap on L3 (Quantitative floor) and L4 (AI-digital depth) is the visible structural divergence.


L3
Quant Floor
L2
Cognitive Density
L1
Future-of-Work
L4
AI-Digital
L5
Civic-Global
L6
SHS Articulation
1
2
3
PH PSG-GE 2026
India CCFUP
HKU
NUS
Indonesia MKWU

PHASE B · AI-ERA STRESS TEST

Five core courses against 2027-2032 labor forecast

Each course mapped against tasks AI is forecast to absorb, capabilities with rising premium, and the doing-to-overseeing skill-stack shift. Composite course-level fit: 9 of 15.

Course 1 · Professional Communication

3 units · CO3 portfolio with AI disclosure points right way; CO1 ILO1 and CO2 ILO2 teach what AI already does well.

2 / 3

Course 2 · Global Trends & Emerging Technologies

3 units · Strong activity design; framing is descriptive (about AI) not operational (with/against AI). Reads 2018-vintage.

2 / 3

Course 3 · Data, Evidence, and Ethics in a Knowledge Society

3 units · Overloaded. Stats 101 alone runs 6-8 units in HK/SG/US. Quant or themes optionality lets students exit without depth.

2 / 3

Course 4 · Rizal and Philippine Studies

3 units · Hermeneutic capacity, civic adjudication, defended advocacy = AI-resistant + rising premium. Quietly future-proof.

2 / 3

Course 5 · Labor Education

3 units · Pre-2023 industrial-relations vintage. Does not address BPO automation exposure, agentic-workplace labor rights, or career building under task substitution. RA 11551 IRR (signed late 2025/early 2026) does not integrate AI/automation reality.

1 / 3

The disclosure-versus-capability problem

The universal AI/integrity disclosure clause across all five courses creates the appearance of AI integration without the underlying skill formation. Disclosure tells you what was used; it does not teach you how to use AI well or how to oversee it. The CMO is internally consistent on AI ethics; it is not internally consistent on AI competence.

Skill-stack delta

What the draft delivers, best-case: communication competence with AI-disclosure habit; awareness of tech trends and ethical frameworks; basic descriptive data literacy; civic identity grounded in Rizal; knowledge of labor law and basic work-readiness.

What the forecast demands: judgment under uncertainty; critical evaluation of AI outputs (not just disclosure); agentic-systems oversight; probabilistic and causal reasoning; domain-

specific tacit-knowledge formation; adaptive career capability under task substitution; AI-literate ethical adjudication; oversight rather than production.

Non-obvious finding: Course 4 (Rizal) is among the most AI-era durable

The hermeneutic textual analysis, scholarly-debate comparison, and civic advocacy artifact develop interpretive judgment, culturally-rooted civic reasoning, and human-relational capacity under public scrutiny. All three are rising-premium per WEF, Autor, McKinsey. The statutorily-mandated national-identity anchor turns out to be future-proof, not vestigial.

PHASE C · DRAFTED-INTENT VS DELIVERABLE-REALITY

Six implementation lenses

Whether the system that has to deliver the draft can. Faculty pipeline, library, assessment infrastructure, and typology equity all score 1 of 3. The vulnerabilities concentrate in the same courses Phase A flagged (3 and 5).

L7 Faculty pipeline

Course 3 needs single-instructor profile fluent in stats + qual coding + research ethics + AI transparency. Course 2 needs 2024-2026 AI-tool fluency. CHED FacDev Program and CHED-SIKAP grant exist as standing scholarship-based mechanisms but no Reframed-GE-specific bridging program identified.

1/3 HIGH

L8 Library and learning resources

Real constraint is AI-tool access, statistical software, dataset licenses, digital-platform subscriptions. Top-tier autonomous HEIs absorb; SUCs and LUCs cannot. CMO 22 s.2021 governs but no AI/digital-infrastructure standard added.

1/3 HIGH

L9 Assessment and CQI infrastructure

GEO-CO-ILO three-level mapping, CQI artifacts, three-year review with tracer studies and employer feedback. Standardised Graduate Tracer Survey instrument is public; no methodology manual for the Section-14 review.

1/3 HIGH

L10 Typology equity

Autonomous HEIs may expand to 36 units; under-resourced left at 18-unit floor. EDCOM II flags >1/3 of LUCs operate below minimum requirements. Unfunded faculty mandate plausibly widens the gap.

1/3 MED-HIGH

L11 Transition timeline

AY 2026-27 pilot, AY 2027-28 full implementation, ~16 months. Comparable to India CCFUP (2.5 yr from policy) but materially thinner support scaffolding.

2/3 MEDIUM

L12 QA and review logic

No course-by-course approval for institutional GE; three-year review with external sampling. High-trust regulatory model in low-trust environment.

2/3 MEDIUM

Cross-phase implication

Phase A scored Lens 2 (Cognitive density) at 2/3 based on the OBE design being strong on paper. Phase C says the pedagogy is contingent on faculty who do not yet exist at scale. Execution-weighted score is closer to 1.5. The vulnerabilities are correlated, not random: Course 3 and Course 5 are both structurally weak (Phase A) AND face the highest faculty-readiness gaps (Phase C).

CURRENCY

Live public contestation (May 2026)

The reform is in active public debate as of the date of this analysis. Findings situated against the live conversation, not as static review.

EDCOM II Final Report and NatPlan

The Second Congressional Commission on Education's Final Report "Turning Point" (26 January 2026) and the National Education and Workforce Development Plan 2026-2035 are publicly downloadable at edcom2.gov.ph. These documents formalise the redundancy findings between Senior High School strands and college GE that are cited in the draft CMO's rationale.

CHED hearing on the GE overhaul (5 May 2026)

Aggregate redundancy claim is now on the public record: the five strengthened SHS core subjects (effective communication, general science, general math, Philippine history and society, life and career skills) are aligned with seven to eight GE subjects taught in the first year of college. A specific GMRC / Arts / Araling Panlipunan trio was named as overlapping with three current GE courses.

Ateneo de Manila position letter (May 2026)

Explicitly flags the Institutional GE quality-control gap. The same gap identified analytically in Phase C is being raised in real time by a major HEI. This converts the observation from outside critique to inside-the-system concern.

Press coverage and CHED response (Tribune, 7 May 2026)

CHED is affirming that the GE curriculum remains open to revision amid backlash over the proposed unit cuts. The Commission has signalled willingness to absorb feedback during the pilot phase. **The window for substantive revision is open.**

SYNTHESIS

The shape of the risk

The draft is thoughtful, structurally improved, and progressive relative to ASEAN regional peers. The risk lies in three coherent shape problems that compound.

SHAPE PROBLEM 1

Quantitative floor held at floor

PH has elevated AI/civic/future-of-work above ASEAN regional peers but holds quant at ~3 units (Course 3, partial). MIT 72. Stanford 4 courses. NUS 8. HKU 9+. India 9. Single largest divergence from any peer above PH on the table. Structurally incongruent with an AI labor forecast where rising-premium skills are heavily quant/oversight-flavoured.

SHAPE PROBLEM 2

Disclosure governance, capability gap

Universal AI/integrity disclosure architecture is ethically sound. It produces the appearance of AI integration without underlying skill formation. Graduates will know to disclose AI use; they will not necessarily know how to use AI well or evaluate AI outputs critically. Disclosure tells you what was used; it does not teach capability.

SHAPE PROBLEM 3

Designed, not resourced

The OBE-aligned, three-level-scaffolded, CQI-driven program at the autonomous HEI standard does not exist at the SUC/LUC standard. Most likely outcome at autonomous HEIs: partial success with localised innovation. Most likely outcome at the broader HEI population: rebadged compliance with the old curriculum under new labels.

The 2027-2032 cohort enters the labor market the curriculum was designed for, not the one that exists.

QUIET STRENGTHS

Three findings the lens scoring elevates

STRENGTH 1

Course 4 (Rizal) is among the most AI-era durable

Hermeneutic textual interpretation, defended civic advocacy, culturally-rooted judgment under public scrutiny. All rising-premium per WEF, Autor, McKinsey. The statutorily-mandated national-identity anchor turns out to be future-proof. Cheap upgrade available: read Rizal's media-power critique against contemporary AI-mediated civic discourse.

STRENGTH 2

Civic-global balance is genuinely well-calibrated

Few comparator systems achieve it. Tsinghua, Indonesia, Vietnam, Malaysia skew heavily national. MIT, UCL, UTokyo skew light on civic. PH joins the small group (with Harvard and HKU) of systems that hold both. The Rizal mandate provides national anchor without crowding out global content.

STRENGTH 3

OBE constructive-alignment architecture is sophisticated

GEO-CO-ILO mapping with three-level scaffolding (foundational/reinforcing/culminating), aligned TLAs, diagnostic-formative-culminating assessment progression, CQI evidence requirements. Best-practice OBE design. The architecture is sound. The constraint is the execution capability gap.

INTERVENTIONS

High-leverage interventions

What the gap analysis points to. Not opinion; what the analysis surfaces as concentrated leverage points.

INTERVENTION 1

Faculty-development annex with funded transition

Two-year national bridging program for current GE faculty into Course 2 and Course 3 (highest-skill-shift courses). Funded, certificated, pre-pilot completion required. AI-tool fluency, current quantitative pedagogy, and applied research ethics as core modules. Autonomous HEIs as training hubs. Without this, AY 2027-28 ships the courses but not the capability.

INTERVENTION 2

Course 3 unit reweighting or partner-course mechanism

Three units cannot carry data + descriptives + qualitative + ethics + AI transparency + executed inquiry + reporting. (a) Expand to 6 units matching NUS Data Literacy alone. (b) Split methodology and ethics into Course 3a/3b within institutional GE. (c) Formally partner Course 3 with major-specific quant-methods courses for credit transfer. Option (c) likely most realistic.

INTERVENTION 3 · MOST TIMELY

Labor Education content modernisation directive

CHED clarifying memo updating Course 5 COs to include AI/automation labor-market reality without amending RA 11551. Sectoral exposure mapping; reskilling pathways; labor rights in AI-augmented and agent-based workplaces; algorithmic management; career-building under task substitution. RA 11551 IRR signed late 2025/early 2026; CHED targeting first-semester SY 2026-27 integration; window is live.

Optional: Course 4 modern-civic module

Add a module to Course 4 (Rizal and Philippine Studies) reading Rizal's critique of colonial media power against contemporary AI-mediated civic discourse and information ecosystems. No statutory amendment needed; this is interpretive depth, not new content. High return, low cost.

LOAD-BEARING SILENCES

Three implementation requirements not addressed in the public-policy stack

Not gaps in the draft document alone. Unaddressed across all parallel CHED issuances and adjacent agency frameworks examined.

Silence 1: Institutional GE quality-control framework

Beyond Section 8's "no TPGE course-by-course approval" line, no CHED implementing rule, technical-panel manual, or QA framework details how Institutional GE will be quality-assured across HEI typologies. The Ateneo position letter (May 2026) confirms this as a real concern from a major institution.

Silence 2: Post-CMO 22 s.2021 digital-infrastructure standard

The governing library standard (CMO 22 s.2021) covers physical and basic IT resources. It does not address AI-tool access, statistical software, dataset licensing, or institutional digital-platform subscriptions, all required by the draft's Course 2 and Course 3 expectations.

Silence 3: Reframed-GE-specific SUC/LUC support program

EDCOM II flags severe LUC capacity gaps (>1/3 of publicly funded LUCs operate below minimum requirements; LUC instructor pay ~65% of SUC equivalents). RA 10931 covers student-side subsidies. No CHED program, budget line, or implementing memorandum specifically supporting SUC/LUC compliance with the Reframed GE has been located.

Phase C identified the implementation infrastructure as under-resourced; the public-record scan confirms the under-resourcing extends across the broader policy stack.

SOURCE BASE

References

Primary document

CHED Draft CMO "Policies, Standards and Guidelines on the Reframed General Education Curriculum Component," dated 16 April 2026.

PH public record

EDCOM II (Second Congressional Commission on Education), Final Report "Turning Point" (26 January 2026), edcom2.gov.ph; National Education and Workforce Development Plan 2026-2035, edcom2.gov.ph; CHED hearing on GE overhaul (transcript 5 May 2026), philstar.com; Tribune, "CHED assures GE curriculum remains open to revision amid backlash over proposed cuts" (7 May 2026), tribune.net.ph; Ateneo de Manila position letter on the Reframed GE (May 2026); CMO No. 22 s.2021; CHED Faculty Development Program; CHED-SIKAP Grant 2025; CHED Standardized Graduate Tracer Survey instrument; Republic Act 10931 (Tertiary Education Subsidy); Republic Act 11551 (Labor Education Act, 2021), lawphil.net; RA 11551 Implementing Rules and Regulations coverage: Manila Times (3 January 2026), Rappler; IBPAP Roadmap 2028, admin.ibpap.org.

Comparator sources

NUS Common Curriculum (fass.nus.edu.sg); NTU ICC (ntu.edu.sg/education/inspire); HKU Common Core including AILT1001 (commoncore.hku.hk, ailt.cds.hku.hk); CUHK General Education (oge.cuhk.edu.hk); UTokyo Komaba (c.u-tokyo.ac.jp); SNU Curriculum (en.snu.ac.kr); Tsinghua (tsinghua.edu.cn); UGC India CCFUP (ugc.gov.in); Indonesia Higher Education Law 12/2012, UGM MKWU (ugm.ac.id); Vietnam MOET via Fulbright Vietnam; MQA Malaysia MPU; Chulalongkorn GenEd Office (gened.chula.ac.th); Harvard Gen Ed (gened.college.harvard.edu); MIT GIRs (catalog.mit.edu); UCL BASc (ucl.ac.uk/arts-sciences). All accessed 9 May 2026.

AI labor forecast sources

WEF Future of Jobs Report 2025 (reports.weforum.org); WEF Education 4.0 (2023); OECD Employment Outlook 2023 AI chapter; OECD Future of Education and Skills 2030; OECD AI Literacy Framework 2025-2026; IMF SDN/2024/001 (Cazzaniga et al.); IMF WP 2025/043 (Cucio & Hennig, AI and the Philippine Labor Market, Feb 2025); ILO WP140 (2025); ILO WP96 (2023); Anthropic Economic Index (March 2026, January 2026, September 2025); McKinsey MGI "A New Future of Work" May 2024; McKinsey "The Agentic Organization" 2025; Goldman Sachs labor forecasts 2023/2025; Eloundou et al. "GPTs are GPTs" arXiv 2303.10130; Acemoglu NBER 32487 (2024); Autor NBER 32140 (2024); Felten/Webb via Brookings; Stanford Digital Economy Lab "Canaries in the Coal Mine" Nov 2025; SignalFire/CIO 2025; AMRO Philippines IT-BPM (2025); BSP Generative AI report 2025; ADB Industry/Skills Southeast Asia.

Reference frameworks

OECD Learning Compass 2030; UNESCO Reimagining Our Futures Together (2021); WEF Education 4.0 (2020 framework, refined 2022, taxonomy 2023).