

EDUCATIONAL PRACTICES IN THE PHILIPPINE SCHOOL IN DUBAI, UNITED ARAB EMIRATES: AN ASSESSMENT BASED ON PAASCU ACCREDITATION STANDARDS

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ABSTRACT

As we have been observing for some time now, the ever-increasing number of Overseas Filipino Workers (OFW) across the globe, where new and appealing prospects present themselves as a means to raise living standards, are now very much part of this growing trend. Amongst these millions of OFWs, dependents like school-age children also escalate congruently. This fact indicates that these children require educational opportunities in the host countries and thus pose a great concern for the Philippine Department of Education (DepEd). This is why the 42 duly-registered Philippine Schools Overseas (PSO) operating in different countries were innovated to cope with the basic educational requirements of Filipino children overseas. However, it is undeniable that there are numerous quandaries regarding the school's accreditation practices. The Philippine School in Dubai (TPS), United Arab Emirates, was chosen as the core respondent of this study, which aimed to assess the extent of educational practices and programs in concurrence with the provisions and conditions of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) on the eight dimensions, such as Faculty, Curriculum & Instruction, Library and Audio-Visual Center, Laboratories, Facilities, Student Services, Administration, and The School and Community. The findings served as the basis of the proposed enhancement program to improve the overall efficiency in all dimensions of educational practices and to demonstrate its ability to meet the standards of excellence relating to school accreditation.

Keywords: educational practices, school accreditation, Philippine schools overseas

INTRODUCTION

Along with the massive number of Overseas Filipino Workers (OFW) around the globe, which was estimated at 2.3 million as of September 2018 (Philippine Statistics Authority, 2018), brings challenges ranging from dependents like school-aged children to the needs of educational opportunities in the host countries and thus poses great concern for the Philippine Department of Education (DepEd) in providing basic education. Though there were existing international schools, none of them offered a Philippine curriculum, which is why Philippine schools overseas are being established to address the educational needs of Filipino children living abroad and, eventually, to assist them with their further studies in the Philippine education system when they return to their home country (Commission on Filipino Overseas, n.d.).

At present, there are forty-two (42) Philippine schools overseas operating in nine (9) countries around the globe, such as Bahrain, China, Greece, Saudi Arabia, Kuwait, Libya, Oman, Qatar, and the United Arab Emirates. They are duly registered educational institutions running outside the Philippines and adopting the basic education curriculum of the Philippine Department of Education (DepEd Memo. No. 479, 2009).

To ensure standards within the components of the Philippine educational system, the management and the operation of Philippine schools overseas are under the coordinating body called the Inter-Agency Committee on Philippine Schools Overseas (IACPSO). IACPSO continuously updates all the PSOs about the essential concerns of school operation and management, collaborating effectively with the host government. Nonetheless, despite the existence of this existing policy-making body and the best efforts to achieve quality educational practices, there are current quandaries regarding the supervision of PSOs. Indeed, Regis and de Guzman (2006) cite a lack of supervision as one of the PSOs' weaknesses based in Saudi Arabia. They say that, then and now, these community schools are rarely supervised. In the past, officials from DepEd would come only upon the invitation of the school. Similarly, Sapungan (2013) found out that the Philippine schools in Jeddah employed not highly qualified teachers and seldom attend training and seminar workshops. As a result, attendance may be associated with questionable teachers' classroom performance, obstructing an appealing source of research. More importantly, in 2017, the Dubai Schools Inspection Bureau (DSIB) inspected The Philippine School in Dubai, UAE, for the overall quality of education on the basis of the UAE School Inspection Framework. The overall result was weak. In other words, the quality of performance is below the expectations of the UAE (DSIB, 2017). Though the claims, as mentioned, will not speak for the entire PSOs, it could be considered valid and evident that the same patterns may be discovered from any other PSOs' adherence to educational practices.

Furthermore, out of 42 PSOs worldwide, only the Philippine School in Bahrain is accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). As for characterizing other PSOs on the subject of accreditation, it is essential to point out that school accreditation, in some instances, validates the organizational standards of educational practices in different areas. Otherwise, the impact of poor educational practices is enormous, particularly on the part of Filipino graduates, who may form the next generation of OFWs. Therefore, it is undeniable that there are untold dilemmas in the educational practices of Philippine schools overseas that have never been put on paper to be shared with others. This notion profoundly piqued the researcher's interest in assessing the extent of educational practices in The Philippine School (TPS) in Dubai, UAE, on the eight (8) dimensions in concurrence with the provisions and conditions of the PAASCU's accreditation standards.

Lastly, this study will enable progress by identifying critical issues and laying the groundwork for proposing enhancement programs to improve the overall efficiency in all dimensions of educational practices and to demonstrate their ability to meet the standards of excellence relating to school accreditation.

REVIEW OF LITERATURE

It is important to note that the Philippine government implements policies based on the geographical-inspected needs of school-age children who are either inside the country's jurisdiction or those who live temporarily overseas (Sapungan, 2013). As directed in Executive Order No. 252, s. (2000), the Commission on Filipinos Overseas (CFO) is delegated to serve as a forum for protecting and improving the social, economic, and cultural

ties of Filipinos overseas with the Philippine motherland (Commission on Filipino Overseas, 2000). It should also be noted, that, by the very nature of OFWs' migration status, these OFW families live overseas temporarily, mainly dictated by the work contract, which is usually renewed yearly. This annual work contract precludes permanent residence or citizenship, the ultimate effect of which is the conscious awareness that the family may go back home to the Philippines at any point in time. Also, OFWs, especially in the Middle East, can sponsor their children up to the age of 18 only. Hence, a typical OFW plans the future of his/her children along with this condition of temporariness, ever ready to relocate, basically to return home to the Philippines. Primarily, the continuing education of his children is an OFW's highest consideration. Re-integrating into the Philippine educational system is, therefore, the basic concept of an OFW-dependent's education (Regis & De Guzman, 2006).

Apparently, Philippine schools abroad have been set up to provide children of expatriates with the kind of education they will get in their home countries (Commission on Filipino Overseas, n.d.). In other words, the fundamental concern about quality graduates from Philippine schools overseas has added a challenge to the Philippine Department of Education (DepEd) and Higher Educational Institutions (HEIs). Somehow, these graduates will also possibly join the Filipino diaspora in diverse countries in the future. In this, IACPSO developed an essential manual of regulations for Philippine schools overseas to provide support and guidance toward developing more viable community-based institutions capable of meeting specific educational objectives (Commission on Filipino Overseas, 2000). It includes relevant functions of Philippine government agencies, the community, support, the nature of Philippine schools overseas, and the standards for educational management. All of which are particularly important in operating in an overseas environment (Commission on Filipino Overseas, 2000).

In addition, the Philippine Consulate General in Dubai has always had reliable and frequent engagement with schools and Filipino youth, believing that a stronger awareness of Filipino culture among young overseas Filipinos is crucial to spreading and promoting Filipino heritage not only to second-generation Filipinos, but more so to other ethnicities and nationalities as well (DFA, 2019). Because of this motivation, the Philippine government should continue programs that will increase knowledge, improve skills, and equip teachers and school administrators with positive attitudes and values that will complement current educational trends, as well as deal with educational issues in order to make educational results consistent in terms of graduates' post-learning performance.

In the context of educational practices, Kirk (2010) emphasizes that there is a need to examine the movement of education systems and practices, along with those who work and study in schools and universities, is driven by a globalized education sector that, in turn, places education in the realm of a commodity, something to be exchanged and valued or devalued (Kirk, 2010). This presents difficulties, particularly for school administrators and teachers in all Philippine schools abroad. Through this, they may structure events, programs, and activities not only to meet Philippine and international standards, but may strongly encourage young learners to cross the threshold of a commitment to learning along with the new reform. Hence, the globalization trend in education has had a profound impact on social, cultural, and economic functioning in ways that were not readily identified or predicted (Suarez-Orozco, 2007). Considering the rapid and continued growth in technology and the rise of global business, it is no surprise that the field of education has also been swept up in the current tide of globalization.

To talk about accreditation, there is also a separate and voluntary accreditation process in the Philippines that allows schools to apply for accreditation of their programs by private accrediting bodies, such as the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) or the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). Accreditation is mostly program-based and encouraged by DepEd and CHED (Macha, Mackie, & Magaziner, 2018). As for characterizing other Philippine schools overseas on the subject of accreditation, it is essential to point out that school accreditation, in some cases, thereby validates the organizational standards of educational practices in different areas. Otherwise, the impact of poor educational practices is phenomenal, especially on the part of the students and teachers who are extensively involved in the teaching-learning process.

It is imperative to point out that PAASCU does not impose arbitrary standard principles and practices that are found in excellent institutions. PAASCU emphasizes that they do not have specific formulas to apply or particular patterns of organization to follow. Their procedures are merely tools to help the school measure educational quality. They are intended to serve as a guide for institutions as they strive for excellence as they assess institutional achievement, and the standards reflect a realistic appraisal of the school's resources and their competent utilization to help the school achieve its goals (PAASCU, 2006).

Given the preceding literature, it is critical to emphasize the importance of assessing educational dogmas and practices through practical and theoretical research involving school administrators, teachers, and students, who are the primary concerns in achieving a quality education. In doing so, this paper aims to address the following questions:

1. To what extent are the educational practices in The Philippine School (TPS) in Dubai on the eight dimensions, such as Faculty, Curriculum & Instruction, Library and Audio-Visual Center, Laboratories, Facilities, Student Services, Administration, and The School and Community?
2. Is there a significant degree of variance in the different dimensions of educational practices?

MATERIALS AND METHODS

To provide a clear overview of the survey procedure, this study explored a quantitative descriptive method. This method elicits quantifiable information and accurate measurements of behavior, knowledge, or opinions (Indrawati, 2015). For greater accuracy and reliability, purposive sampling was employed in choosing The Philippine School (TPS) in Dubai as the core respondent for this study, since TPS is not yet accredited by PAASCU. At the same time, this research reexamined and reconsidered the rating set by the Dubai Schools Inspection Bureau (DSIB, 2017). TPS is also a newly established private school that received DepEd recognition through Philippine Schools Overseas (PSO) in 2008, as well as a Commendation Certificate from the Knowledge and Human Development Authority in Dubai, UAE.

For the instrumentation of this study, the researcher relied on the evaluation instrument of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) for accrediting basic education. The PAASCU's self-survey instrument addresses the indicators to profoundly assess the extent of the educational practices. The questionnaire has two portions. Firstly, the analysis portion, which allows the school to assess the existing conditions of essential features or procedures and characteristics found in good schools. This portion provides the factual background to the second portion, the evaluation. The evaluation portion intensely represents the best judgment after all shreds of evidence and analyses have

been considered (PAASCU, 2006). However, this study merely focused on the evaluation portion, which was answered through a consolidated response from the school administrators and teachers of TPS. It consists of 281 questions for the eight dimensions (Faculty, 34 items; Curriculum & Instruction, 49 items; Library and Audio-Visual Center, 48 items; Laboratories, 23 items; Facilities, 37 items; Student Services, 38 items; Administration, 39 items; and The School and Community, 13 items). The school evaluators expressed their agreement on a five-point scale for each question (5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 Poor, M = Missing, NA=Not Applicable). Interestingly, there were exceptional responses marked as Not Applicable (N/A) and had been omitted from the tabulation.

The Statistical Package for Social Sciences (SPSS) was utilized to examine the gathered data from the surveys. Descriptive statistics was used to determine the scope of educational practices, and Scheff's Test was used to find multiple comparisons of various dimensions of educational practices. To arrive at a definite interpretation of the scales in the questionnaire, the researcher assigned scales with an equivalent description of the extent of the educational practices as follows:

Weighted Mean Description for the Extent of Educational Practices		Interpretation
4.20 – 5.00	Excellent (E)	Extremely Practiced (EP)
3.40 – 4.19	Very Good (VG)	Moderately Practiced (MP)
2.60 – 3.39	Good (G)	Adequately Practiced (AP)
1.80 – 2.59	Fair (F)	Slightly Practiced (SP)
1.00 – 1.79	Poor (P)	Not Practiced (NP)

RESULTS & DISCUSSION

This portion summarizes the results of the gathered data by finding the answers to the fundamental questions about the extent of educational practices in TPS in concurrence with the provisions and conditions of the PAASCU accreditation standards, and the significant degree of variance in the different dimensions of educational practices.

Faculty

Table 1. Extent of Educational Practices in Terms of Faculty

Dimension	Mean	DV	Interpretation	Rank
1. Selection of Faculty Members	3.33	G	Adequately Practiced	4.5
2. Teachers' Academic and Professional Preparation	3.33	G	Adequately Practiced	4.5
3. Teaching Experience and Length of Service	3.00	G	Adequately Practiced	6.5
4. Teaching Assignment and Load	3.40	VG	Moderately Practiced	2.5
5. Professional Performance	3.60	VG	Moderately Practiced	1.0
6. Faculty Development	3.40	VG	Moderately Practiced	2.5
7. Salaries & other benefits	3.00	G	Adequately Practiced	6.5
8. Tenure, Leaves of Absence, Dismissal, and Retirement Provisions	2.50	F	Slightly Practiced	8.0
Overall Composite Mean	3.20	G	Adequately Practiced	

The extent of educational practices in terms of Faculty was rated “Good,” which is evident that the provisions or conditions are adequately practiced. In particular, the faculty members adequately practiced professionalism and effectively implemented the philosophy, vision, mission, and objectives of the school. The school has an adequate in-service program and a faculty development program. However, it was quietly revealed the real predicament of the faculty regarding tenure, leaves of absence, dismissal, and retirement provisions. Thus, the faculties are fairly satisfied with the school’s promotion scheme and the conditions and procedures leading to the dismissal of faculty.

Curriculum & Instruction

Table 2. Extent of Educational Practices in Terms of Curriculum & Instruction

Dimension	Mean	DV	Interpretation	Rank
1. Curriculum	3.83	VG	Moderately Practiced	1.0
2. Classroom Instruction	3.29	G	Adequately Practiced	6.0
3. Student Learning	3.56	VG	Moderately Practiced	3.0
4. Evaluation of Academic Achievement	3.50	VG	Moderately Practiced	4.5
5. Co-curricular Activities	3.50	VG	Moderately Practiced	4.5
6. Administrative Concern for Effective Instruction	3.67	VG	Moderately Practiced	2.0
Overall Composite Mean	3.55	VG	Moderately Practiced	

It was found out that the extent of educational practices in terms of Curriculum & Instruction was rated “Very Good,” which means that the provisions or conditions are moderately practiced. One way or another, the school moderately practiced the learning competencies of the Basic Education Curriculum, which reflects the school’s philosophy, vision, mission, and objectives. The syllabus of each subject area provides direction for the implementation of each program, and the articulation is being implemented to identify points of integration among the different subject areas. Classroom instruction, on the other hand, is adequately practiced, particularly in the use of library and media resources, as well as a lack of relevant learning activities in terms of students’ maturity, interests, needs, and daily lives.

Library and Audio-visual Center

Table 3. Extent of Educational Practices in Terms of Library and Audio-visual Center

Dimension	Mean	DV	Interpretation	Rank
1. Library and Audio-visual Center Personnel	2.60	G	Adequately Practiced	4.0
2. Financial Support and Accountability	2.33	F	Slightly Practiced	5.0
3. Library and Audio-Visual Resources	2.80	G	Adequately Practiced	2.0
4. Services	2.83	G	Adequately Practiced	1.0
5. Accessibility of the Library and Audio-Visual Center Services	2.25	F	Slightly Practiced	6.0
6. Physical Facilities	2.75	G	Adequately Practiced	3.0
Overall Composite Mean	2.59	F	Slightly Practiced	

The extent of practices in terms of the Library and Audio-visual Center was rated “Fair,” which means that the provisions or conditions are slightly practiced. It revealed the first areas that were mentioned, which were financial support and accountability, as well as the accessibility of the library and audio-visual center services. Thus, the librarians and audio-visual personnel slightly participate in the budget preparation and slightly practice the responsibility of managing the budget. On the part of the accessibility of the library and audio-visual center services, it is emphasized that the satisfactory level of library hours for students and teachers is “Fair” or slightly practiced, as well as in how the students make use of the library and audio-visual center, and the loan system of the library and audio-visual center.

Laboratories

Table 4. Extent of Educational Practices in Terms of Laboratories

Dimension	Mean	DV	Interpretation	Rank
1. Science Lab - Rooms	3.00	G	Adequately Practiced	4.0
2. Equipment and Supplies	3.00	G	Adequately Practiced	4.0
3. Maintenance and Improvement	2.67	G	Adequately Practiced	6.0
4. Laboratory Experiments and Activities	3.00	G	Adequately Practiced	4.0
5. Technology and Livelihood Education Laboratories	3.25	G	Adequately Practiced	2.0
6. Computer Laboratories	3.75	VG	Moderately Practiced	1.0
Overall Composite Mean	3.11	G	Adequately Practiced	

In general, it was found out that the extent of practices in terms of Laboratories was rated “Good.” In other words, the provisions or conditions are adequately practiced. Consequently, the school is well equipped with computer laboratories, wherein computer units are adequate in conformity with developments in technology, and the technical and human resources of the community are adequately utilized. An intriguing remark, however, was that laboratory maintenance and improvement were reflected as slightly practiced, particularly in the continuous improvement of the laboratories as well as the inventory and requisition systems.

Facilities

Table 5. Extent of Educational Practices in Terms of Facilities

Dimension	Mean	DV	Interpretation	Rank
1. Site/ Campus	3.40	VG	Moderately Practiced	4
2. Buildings	3.50	VG	Moderately Practiced	2.5
3. Building Services	3.11	G	Adequately Practiced	7
4. Classrooms	4.00	VG	Moderately Practiced	1
5. Auditorium/Gymnasium/Covered Court	3.33	G	Adequately Practiced	5.5
6. Canteen, Dining Room, and Kitchen	3.33	G	Adequately Practiced	5.5
7. Clinic Facilities	3.50	VG	Moderately Practiced	2.5
8. Offices, Faculty Rooms, and others	3.00	G	Adequately Practiced	8
Overall Composite Mean	3.40	VG	Moderately Practiced	

In terms of Facilities, the overall rating was "Very Good," which means that the provisions or conditions are moderately implemented, as evidenced by the fact that TPS has an adequate number of classrooms with adequate sizes and conducive to teaching and learning. The general provisions for the health and safety of the students at the school are moderately practiced. Nevertheless, by some measures, the school's building services are unlikely to be sufficient, especially for the maintenance of ventilation, comfort rooms, lavatory facilities, drinking facilities, communication services, waste management systems, and facilities for the custodial staff. The same evaluation revealed deficiencies in administrative offices, faculty rooms, and other offices in terms of conditions, location, equipment, and space provisions.

Student Services

Table 6. Extent of Educational Practices in Terms of Student Services

Dimension	Mean	DV	Interpretation	Rank
1. Guidance Program – Admission	3.67	VG	Moderately Practiced	2.0
2. Guidance Organization and Administration	4.00	VG	Moderately Practiced	1.0
3. Guidance Services	3.65	VG	Moderately Practiced	3.0
4. Health and Food Services	3.50	VG	Moderately Practiced	4.0
5. Transportation Service	3.00	G	Adequately Practiced	6.0
6. Student Activity Program	3.40	VG	Moderately Practiced	5.0
Overall Composite Mean	3.54	VG	Moderately Practiced	

From a broader perspective, it concludes that student services are generally rated "Very Good," which means that the provisions or conditions are moderately practiced, supported by the essential practices of the school's guidance organization and administration. Specifically, it reflects that the different guidance services are organized, the members of the guidance staff are qualified, the roles and functions of the guidance personnel are well-defined, and the guidance personnel are adequate in meeting the needs of the students. On the other hand, the statement which was rated lower by the school is about the school's student activity program, which is slightly unorganized in accordance with the students' needs.

Administration

Table 7. Extent of Educational Practices in Terms of Administration

Dimension	Mean	DV	Interpretation	Rank
1. Governing Body	3.50	VG	Moderately Practiced	6.0
2. Administrative Organization	3.67	VG	Moderately Practiced	4.0
3. Administrative Performance	N/A	N/A	N/A	N/A
4. Academic Administration	3.60	VG	Moderately Practiced	5.0
5. Administration of Non-academic Personnel	3.67	VG	Moderately Practiced	4.0
6. Student Administration	3.67	VG	Moderately Practiced	4.0
7. Financial Administration	3.75	VG	Moderately Practiced	2.0
8. Administration of Records and Reports	4.00	VG	Moderately Practiced	1.0
Overall Composite Mean	3.69	VG	Moderately Practiced	

The extent of practices in terms of Administration was rated "Very Good," which is interpreted that the provisions or conditions are moderately practiced. At the same time, the highest school's equation of evaluation is about the administration of records and reports. The school has systematic and well-documented processes, reporting procedures, and record-keeping. It's also perceived that the school's financial administration is well-practiced. Interestingly, some sort of school's inter-rater seemed unlikely to reveal the school's administrative performance, so it was intentionally marked as "Not Applicable." Lastly, the academic administration and governing body were less rated items, specifically on how effective the administration is in eliciting school-wide involvement in curriculum development and in upgrading the teaching-learning process; on how the administration uses the results of the school's appraisal system to improve teaching performance; and on the involvement of faculty and academic non-teaching personnel in policy formulation and decision-making.

The School and Community

Table 8. Extent of Educational Practices in Terms of The School and Community

Dimension	Mean	DV	Interpretation	Rank
1. Basic data about the school and the outside community	3.75	VG	Moderately Practiced	1.0
2. School and community relations	3.67	VG	Moderately Practiced	2.0
3. School-community awareness and involvement	3.00	G	Adequately Practiced	3.0
Overall Composite Mean	3.47	VG	Moderately Practiced	

It was discovered that the extent of School and Community practices was rated "Very Good." In other words, the provisions or conditions are moderately practiced. In particular, the school has fair practices in community services. However, the school and community place less emphasis on the school-community awareness and involvement program, specifically on how the school community demonstrates an awareness of social issues and deep concern for the poor sectors of the community; and on how the school-community awareness and involvement program has instilled in students, faculty, and staff a strong desire to commit themselves to the impoverished sectors of the community.

Analysis of Variance on the Different Dimensions of Educational Practices

Table 9. Variance in the Different Dimensions of Educational Practices

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.259	7	.751	8.682	.000
Within Groups	3.634	42	.087		
Total	8.893	49			

$p = 0.000$, Result: Significant, Decision: Reject H_0

The analysis of variance (ANOVA), as shown in Table 9, was used to determine the exact degree of variance in the various dimensions of educational practices. The data produced from the "between groups" and "within groups" sums of squares with 7 and 42 degrees of freedom resulted in an F-value of 8.682. The p-value of 0.000 is less than the 0.05 level, which is reliable enough to reject the null hypothesis and conclude that there is a significant degree of variance in all dimensions. In other words, all the dimensions of educational

practices are not all equal. Consequently, the Post-Hoc Test was applied to specifically examine the multiple comparisons or differences between the dimensions of educational practices. In addition, Scheffe's method was used to investigate post-hoc comparisons with unequal sample sizes in general. The data revealed a significant degree of variation in all dimensions of educational practices, including Faculty, Curriculum and Instruction, Library and Audio-visual Center, Laboratories, Facilities, Student Services, Administration, and the School and Community.

CONCLUSION AND RECOMMENDATION

As demonstrated by the findings, the following conclusions were drawn: (1) It appeared that the extent of educational practices in terms of Curriculum & Instruction, Facilities, Student Services, Administration, and The School and Community were rated “Very Good”, indicating that the provisions or conditions are moderately practiced, while Faculty and Laboratories were rated “Good”, indicating that the provisions or conditions are adequately practiced, and, in turn, Library and Audio-Visual Center were rated “Fair” which means that the provisions or conditions are slightly practiced in concurrence with PAASCU accreditation standards. It was specifically determined that Laboratories, Library, and Audio-visual Center will inevitably require significant attention, particularly in the areas pointing to the maintenance and improvement, accessibility, financial support, and accountability; (2) Since the various dimensions of educational practices vary significantly and demonstrate non-identical practices, it is imperative that the less rated dimensions such as Laboratories, Library, and Audio-visual Center need to be enhanced in order to have rational and fair practices in delivering services along with other dimensions.

Considering the facts gathered from the findings and conclusions, the following recommendations are addressed: (1) Strengthen the maintenance and improvement of laboratories, audio-visual materials, equipment, and facilities to stimulate students' interest in maximizing the available facilities; (2) Restructure the school's policy on the library and audio-visual center by integrating the vital involvement of librarians and audio-visual personnel in the budget preparation and management; (3) Intensify the school and community relationship, emphasizing the school-community awareness and involvement program on the school's integration of the students' learning and experiences from their community involvement activities with the curricular and co-curricular programs; and (4) Encourage The Philippine School in Dubai to officially defer to PAASCU accreditation to assess and guide the institution to excellent practices.

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