# SDG 4. Quality Education



## Leading the Way in Professional Education

The University continues to distinguish itself as a Center of Excellence in Teacher Education, recently ranking as the 8th Top-Performing School in the Philippines for the Licensure Examination for Professional Teachers (Elementary Level). This milestone is a direct result of the University's consistent academic rigor. In 2025, TAU produced a total of 164 newly licensed professional teachers in the elementary and secondary levels, alongside 160 graduates who completed their undergraduate education programs, ready to enter the professional arena.

These achievements validate TAU's unwavering commitment to quality assurance. Notably, the College of Education was recognized as one of the nation's premier Teacher Education Institutions through the Excellence in Quality Assurance in Teacher Education (EQUATE) award. Central to this success is the implementation of an intensive audit course, designed to ensure that future educators possess the pedagogical capacity and professional readiness.



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Beyond the classroom, the College of Education conducted the “Play. Read. Grow.”, a culminating practical activity where second-year Bachelor of Early Childhood Education (BECEd) students demonstrated their expertise in creating integrated learning experiences for young learners. This commitment to service extends to the community through Project INSPIRE, which provides individualized support and skill-based instruction to children at the Rehoboth Children’s Home, Inc. By focusing on literacy, numeracy, and core competencies, Project INSPIRE translates academic theory into life-changing social intervention.

Institutional quality assurance remains a primary thrust of the University. Currently, 100% of TAU’s academic programs hold Certificates of Program Compliance (COPC), ensuring all offerings meet national standards. Furthermore, by the end of 2025, the University maintained valid accreditation for 14 undergraduate and 4 graduate programs, ensuring our curriculum remains relevant and responsive to the evolving needs of the global landscape.

## Accessible Higher Education

Tarlac Agricultural University remains steadfast in its mission to democratize higher education, ensuring that financial constraints do not hinder the potential of our students. Central to this effort is the implementation of Republic Act No. 10931, or the “Universal Access to Quality Tertiary Education Act” which was enacted into a law in 2017. Through this, over 6,000 undergraduate students in 2025 were provided with free tuition, creating a stable foundation for their academic journeys.

Beyond free tuition, the University actively facilitates a diverse portfolio of scholarships from both government and private providers to address the holistic needs of students. In 2025, TAU successfully assisted 1,589 scholars during the second semester of SY 2024-2025 and 1,178 scholars in the first semester of SY 2025-2026. These scholarship programs go beyond basic fees, providing critical stipends for books, transportation, and living expenses. By alleviating the daily financial pressures on students, TAU ensures that they can remain focused on their studies.



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The University's commitment to inclusive education extends beyond the university gates. In partnership with the Bureau of Jail Management and Penology (BJMP) Camiling and through the efforts of the Department of Extension and Training (DET), TAU and BJMP celebrated the completion of 20 persons deprived of liberty (PDL) who completed their National Certificate II in Agricultural Production. Through this technical training, these individuals were equipped with essential competencies in crop growth, harvesting, and management - tools that offer a path toward sustainable livelihood and reintegration.

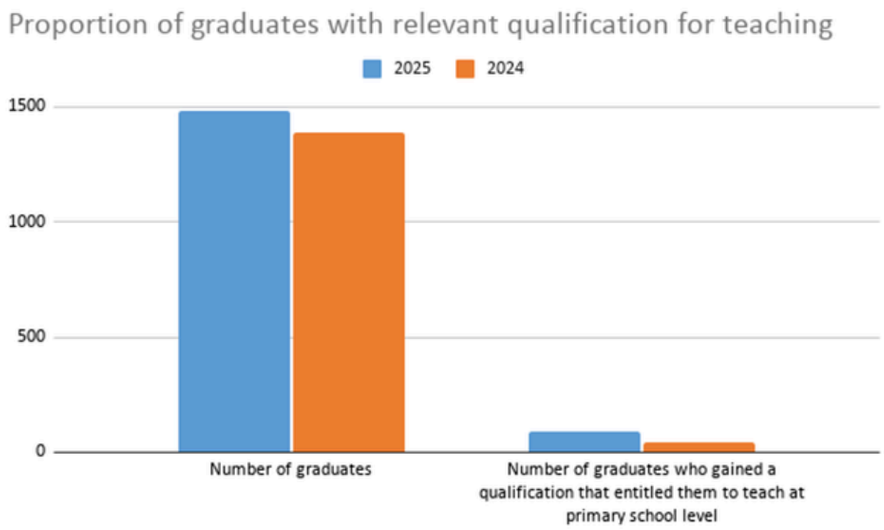



This initiative, "Education Behind Bars: Breaking Chains", serves as a beacon for providing learning opportunities to underserved members of the society. By bringing technical-vocational training into correctional facilities, TAU directly supports the target to eliminate discrimination in education and ensuring equal access for all.



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## Institutional Performance



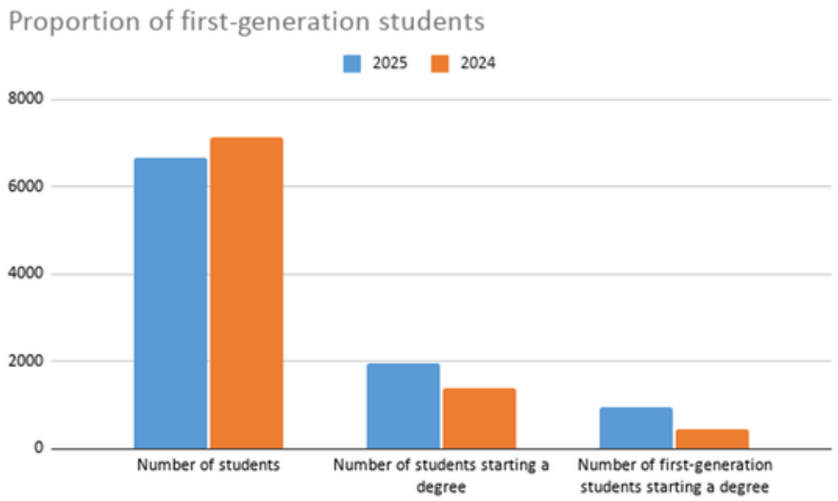

The figure presents the proportion of graduates with relevant qualifications for teaching in 2024 and 2025. It compares the total number of graduates with the number of graduates who obtained a qualification that entitled them to teach at the primary school level.

In 2024, 1,479 graduates were recorded but only 93 obtained the necessary qualification to teach at the primary school level. In 2025, the total number of graduates decreased to 1,386 while the number of graduates with the required teaching qualification dropped significantly to around 43.

This indicates a decline in both the total number of graduates and the number of graduates qualified to teach at the primary school level from 2024 to 2025. More importantly, the proportion of graduates with the relevant teaching qualification decreased from approximately 6.1% in 2024 to 2.9% in 2025. This suggests that, despite the relatively high number of graduates, only a small percentage possessed the qualifications required for primary school teaching. The findings highlight the importance of strengthening teacher education programs and encouraging more graduates to obtain the necessary professional qualifications to meet the demand for qualified primary school teachers.



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The bar graph illustrates the number of first-generation students in 2024 and 2025, comparing the total number of students, the number of students starting a degree and the number of first-generation students starting a degree program.

In 2024, the total number of students was 7,122 while 1,389 students started a degree. Of these, approximately 454 were first-generation students. In 2025, the total number of students decreased to 6,667. However, the number of students starting a degree increased to 1,966, including 952 first-generation students.

Overall, the graph shows a decline in the total number of students from 2024 to 2025 but an increase in both the number of students starting a degree and the number of first-generation students entering degree programs. Notably, the number of first generation students starting a degree nearly doubled during this period. This suggests an improvement in access to higher education for students who are the first in their families to pursue a degree. These findings highlight the importance of continuing initiatives that promote education access, inclusivity, and support for first-generation students.



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## Highlights

### Lifelong learning access policies

Through the institutional policies that support accessible educational opportunities for everyone, regardless of ethnicity, religion, disability, status, or gender; The Tarlac Agricultural University (TAU) demonstrates its dedication to inclusive and equitable lifelong learning.

Provisions promoting inclusive and nondiscriminatory admissions practices are found in Chapter 7, Article 3, Section 1 of the TAU's Revised Admission and Registration Services Manual 2024. In addition, financial accessibility is covered in Chapter 3, Article 1 of the Revised TAU Code 2021 which supports opportunities for students from a variety of socioeconomic backgrounds. The Learning and Continuity Plan which has been approved by the University, provides additional support for the provision of education in the face of disruptions and evolving conditions.

When taken as a whole, these policies offer an institutional framework for lowering educational barriers, advancing equal opportunities, and assisting students with a range of needs and situations.

### Programs and Activities supporting learning beyond formal degree programs

The Tarlac Agricultural University (TAU) exerts efforts to undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond its campus – in local schools, in the community.




TAU, through the College of Education (CEd) formally signed a Memorandum of Understanding with the Maasin Community Elementary School (MCES) in San Clemente, Tarlac. This highlights the Indigenous People education initiative known as EduKatutubo, a flagship extenion program, as the cornerstone of collaboration.



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The University, in partnership with DOST-PTRI and the Provincial Government of Tarlac (PGT) for initiatives to save the fading craft of weaving. WIth this, TAU is making a firm decision to bring back an important aspect of Philippine History in a time when the rhythmic clack of handlooms is becoming less and less audible. Acknowledging handloom weaving as a declining cultural practice, the University actively collaborated on a project to prevent future generations from losing these age-old skills.




Among the voluntary student-run schemes is the **Play. Read. Grow.** In order to fullfill their final requirements, students of the Bachelor of Early Childhood Education (BECED) students organized this event at the Farmers' Training Center on December 5, 2025.



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The **Bachelor of Early Childhood Education** (BECED) Family joyfully celebrated **Literary Month** last **September 19, 2025**, at the General Education Building AVR. The celebration highlighted the Declamation, Storytelling, and Spoken Poetry Competitions, where students expressed their creativity and talent.



On October 24, 2025, the **Society of Early Childhood Educators** (**SEED**) **Family**, in cooperation with **Buklod-Lahi**, successfully held a seminar in celebration of **Indigenous Peoples Month** entitled "**ECED TALK**: **Kaalamang Katutubo**", with the theme "**Weaving Culture, Enriching Future: Empowering Indigenous Communities as the Bedrock of Sustainable Development.**"

