

# K to 12 Preparations in Higher Education: Mitigating the Adverse Impact of K to 12 and Investing in the Future



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2015 Education Conference SMX  
2 December 2015

CHED  
**K12**  
TRANSITION  
PROGRAM

# The Context



# THE CONTEXT

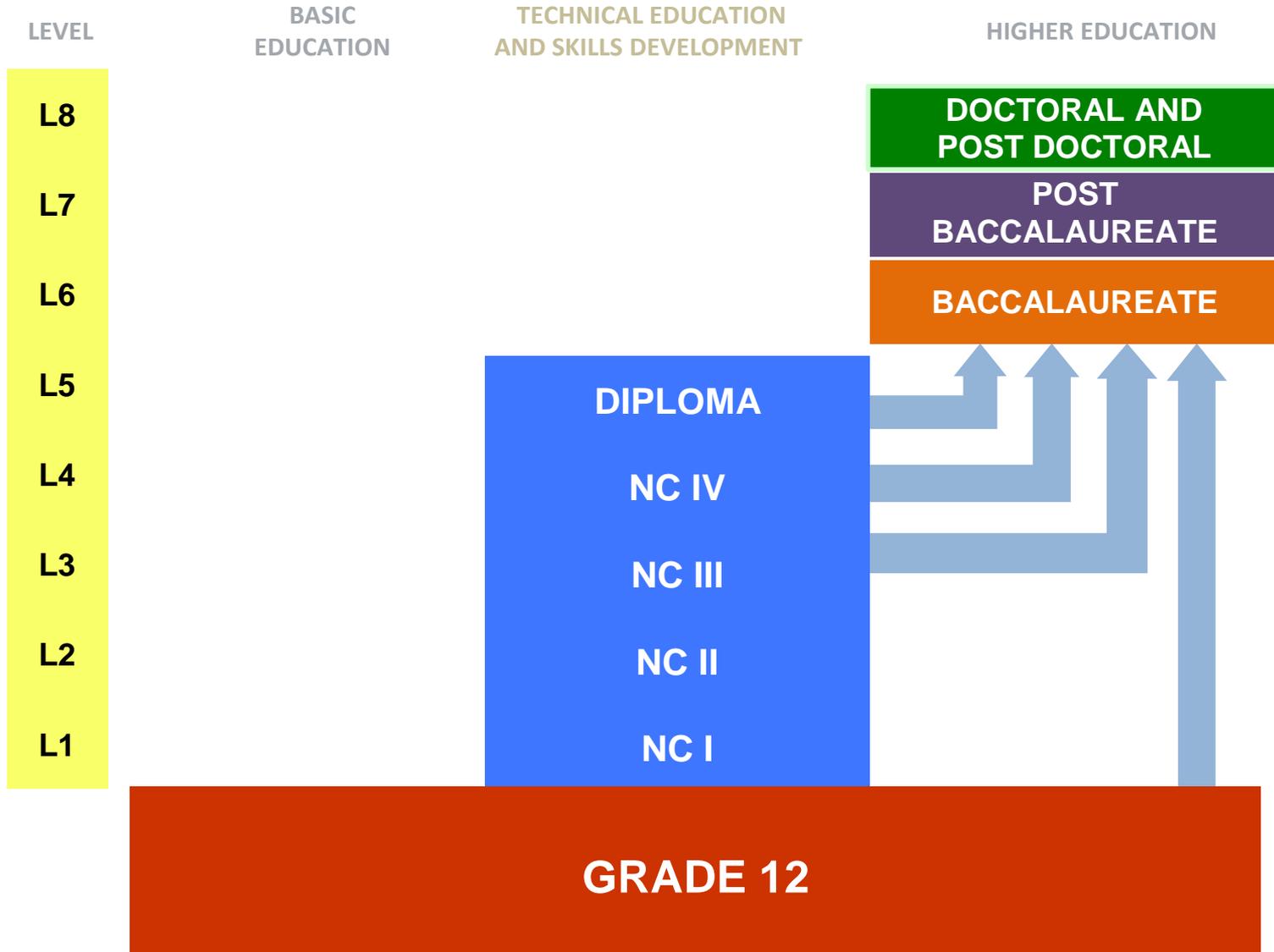
- Philippine development: Persistence of 19<sup>th</sup> and 20<sup>th</sup> Century Poverty in the 21<sup>st</sup> Century
- Global Context:
  - The paradigm shift*
    - From development (economic nationalism) to globalization (world market participation)
    - From “catching up with the West” to “finding one’s niche in the market”;

*The breakdown of national borders and emergence of regional economies (e.g. EU, ASEAN EC)*

*Mobility, the demand for comparability, National Qualifications Frameworks, Regional Referencing Frameworks and Quality Assurance*



# The PHL Qualifications Framework



# ASEAN QUALIFICATIONS REFERENCE FRAMEWORK

## (AQRF)

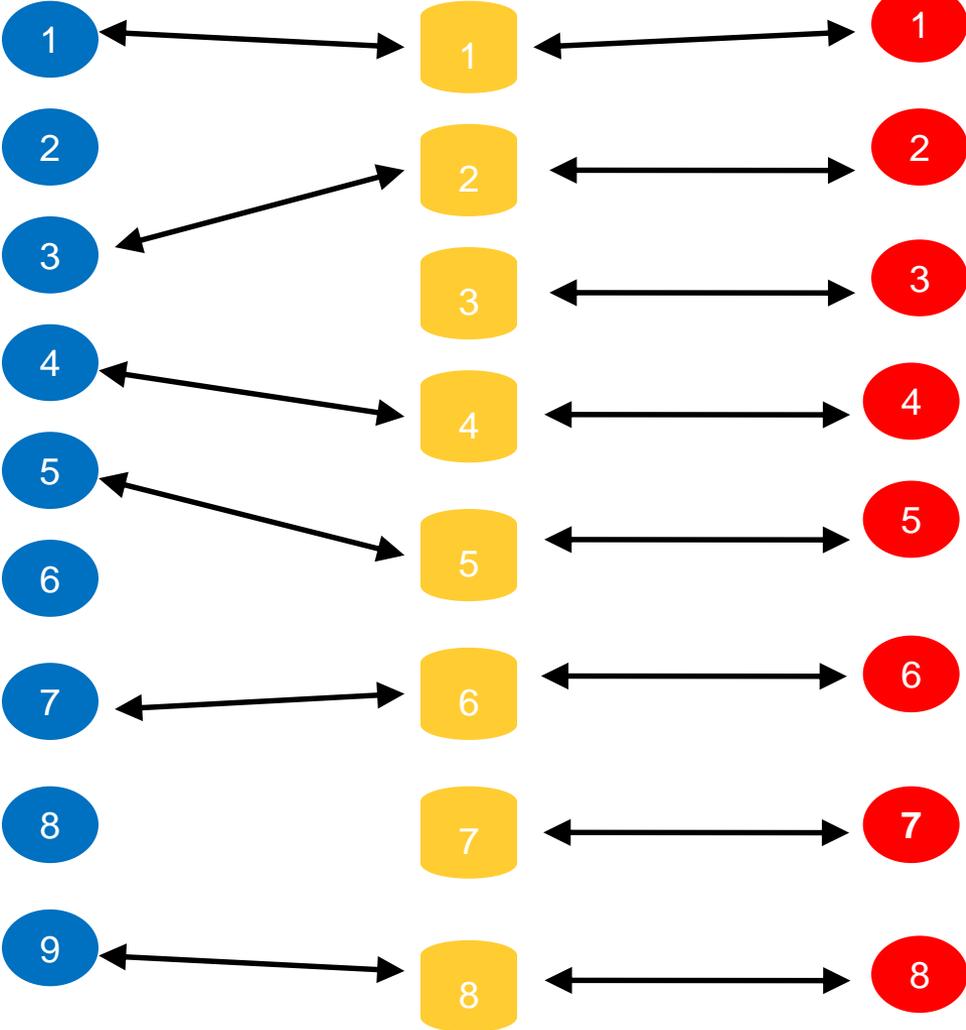
**Country  
(A)**

**AQRF**

**Country  
(B)**

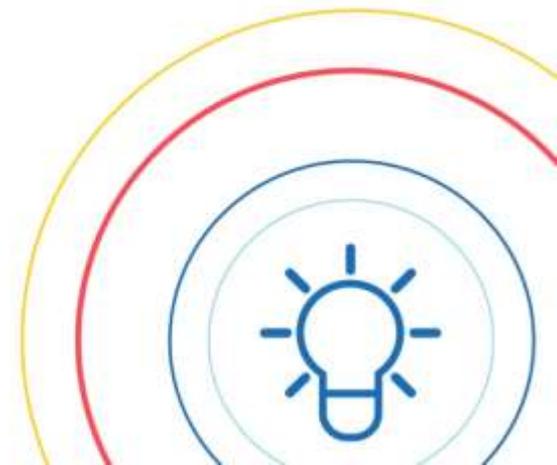
**Qualifications  
(A)**

**Qualifications  
(B)**



# Paradigm Shift

- From education to learning
- From learning to Lifelong Learning : the key for individuals in the 21st century
- To HELP *individuals* adapt to the evolving requirements of the labor market” and better master “the changing time-frames and rhythms of individual existence.”



# THE SITUATION



# COMPARATIVE POVERTY LEVELS, SOUTHEAST ASIA, 2005, 2008, 2010

ASIAN Development Bank (2014) Poverty in Asia: A deeperLook

Country	2005	2008	2010
Cambodia	45.5	34.4	25.4
Indonesia	32.9	34.6	28.0
Lao PDR	54.1	46.7	38.1
Malaysia	.9	.4	.4
Philippines	30.9	27.9	26.9
Thailand	2.5	1.2	1.1
Vietnam	35.6	25.7	22.4

\*Asian Poverty Line: \$1.51 per person/day ppp at 2005 prices,

# COMPARATIVE HIGHER EDUCATION IN SOUTHEAST ASIA

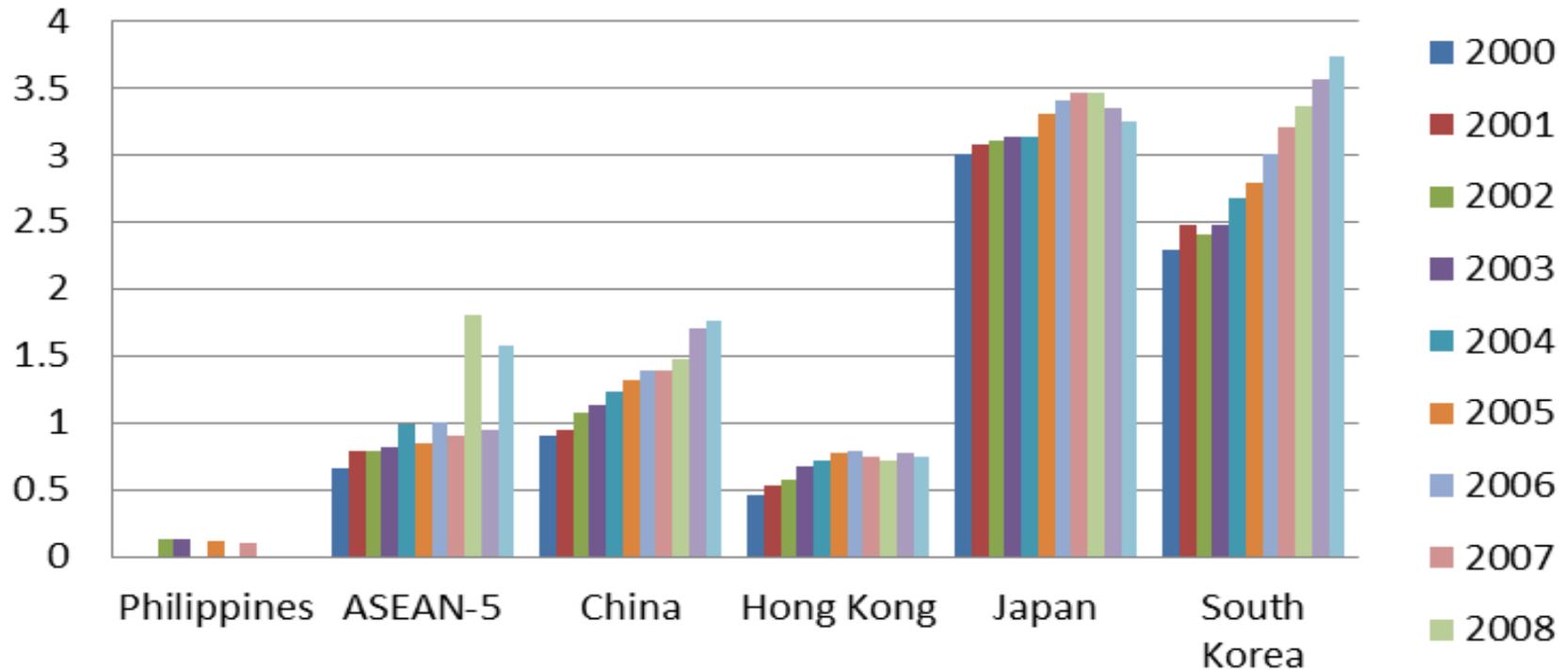
(AS OF 2012 \*2010; \*\*2011)

Country	Spending for Higher Education	Per Capita Spending (in USD)	Participation (% of College Age Population in Higher Education)
Brunei	3.3	15,714.8	24.3
Cambodia	2.6*	593.1	15.8**
Indonesia	3.6	1,181.4	31.5
Lao PDR	2.8	nd	16.7
Malaysia	5.9	9,752.9	36.0
Myanmar	.8	nd	13.8**
Philippines	2.7	548.25	28.0
Singapore	3.2	16,246.9	nd
Thailand	7.6	1,882.7	51.4
Vietnam	6.3*	1,326.8*	24.6

## Gross Expenditure on R&D (GERD)

### Research and development expenditure (% of GDP)

Source: World Bank

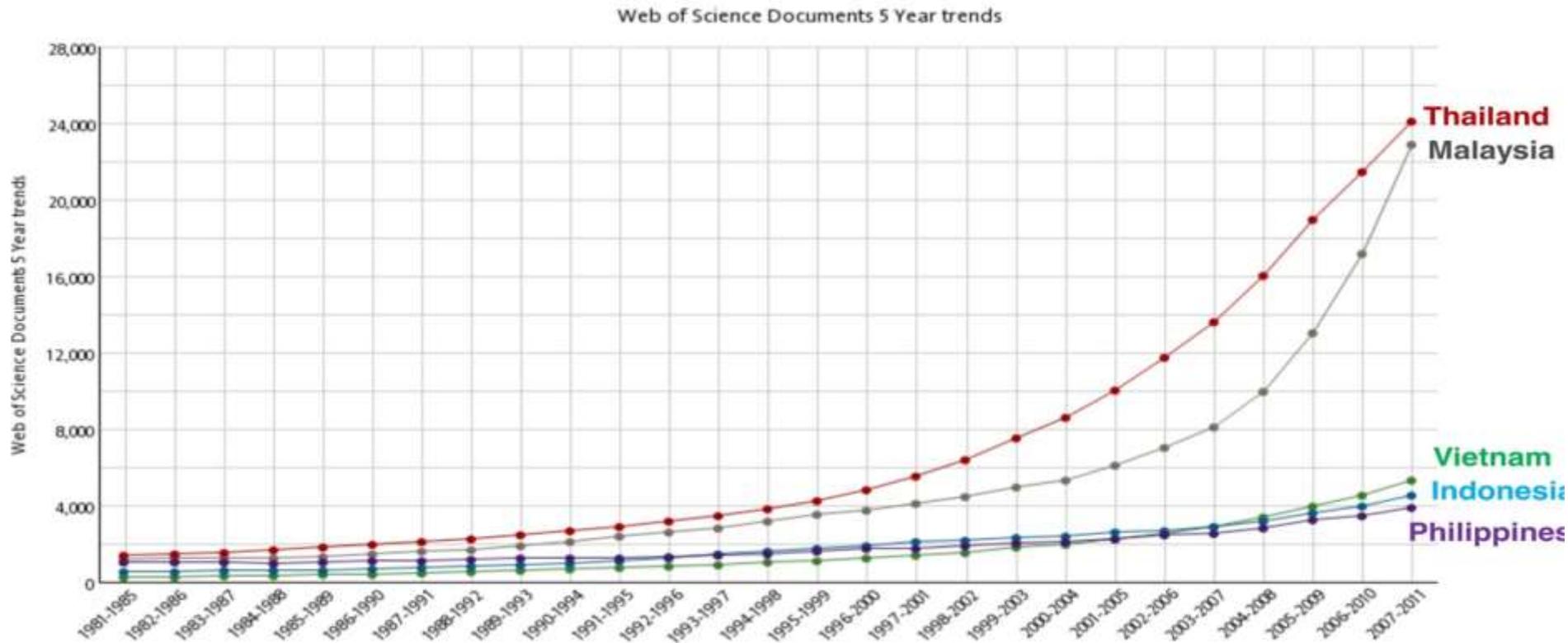


Building intellectual capital is the single most important investment to become globally competitive.

UNESCO recommends a GERD that is 1% of GDP.  
Philippine GERD was less than 0.2%, Indonesia .8%, Vietnam .5%, Malaysia, 2.10 of GDP in 2007.

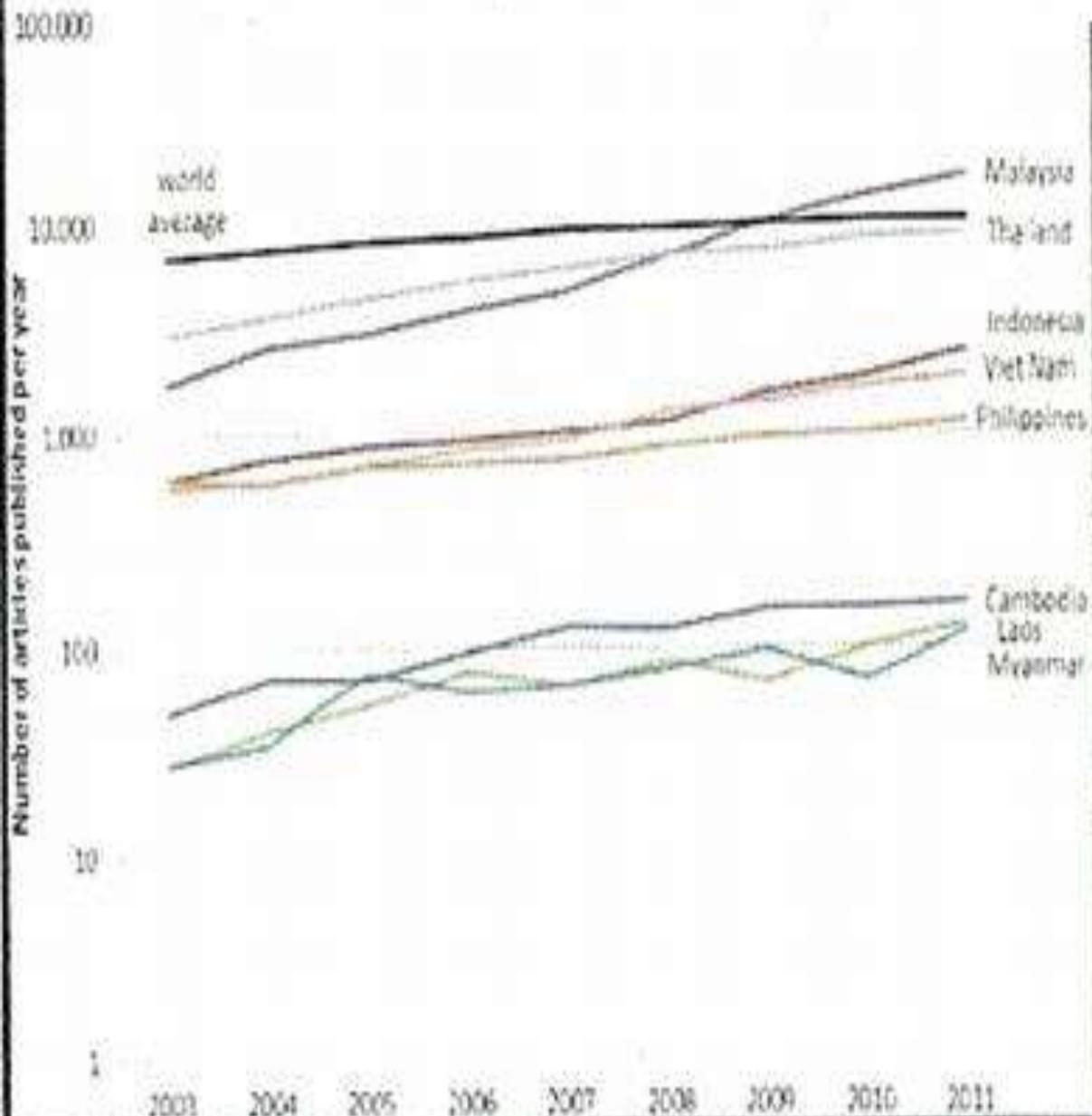
# Research Output: Comparison of ASEAN countries

PH, ID, VN, MY, TH



Source: Thomson Reuters, Academic Research in the Philippines

# Varied output for the selected ASEAN countries



- Malaysia overtook Thailand in 2008 and is the most productive ASEAN country after Singapore
  - Even the least productive of the selected countries show above average output growth:
    - Cambodia 7%
    - Philippines 11%
    - Myanmar 15%
    - Laos 18%
    - Viet Nam 19%
- As a benchmark, the world 5yr CAGR is just under 3%.

2012-2013 Economic World Forum innovation indicators 1=highest, 144=lowest

INNOVATION INDICATORS	CHIN	INDO	MLYSIA	PHIL	SING	THAILND	VIETNAM
Capacity for Innovation	23	30	17	<u>86</u>	20	79	78
Quality of scientific research	44	56	28	<u>102</u>	12	68	87
Government procurement of advanced tech products	16	29	4	<u>107</u>	2	98	39

# Educational Attainment of Higher Education Faculty

HIGHEST EDUCATIONAL ATTAINMENT	PHILIPPINES	MALAYSIA	VIETNAM	INDONESIA
Bachelors	50%	31%	40%	53%
Masters	39%	49%	46%	40%
PhD	11%	20%	14%	7%

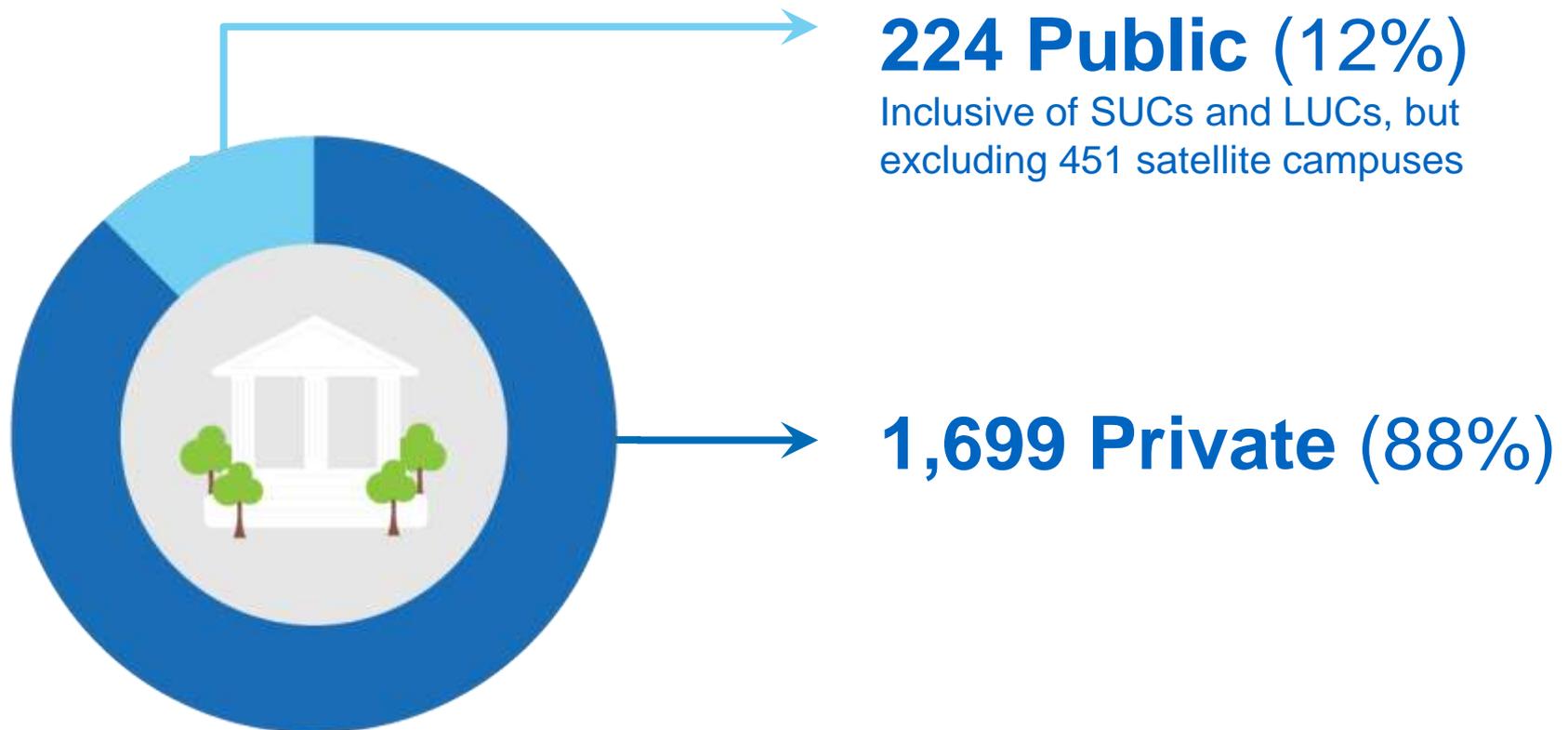
# PROFILE OF HIGHER EDUCATION INSTITUTIONS IN THE PHILIPPINES



1

## Most HEIs in the country are privately-owned

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## 2 Around 800,000 incoming first year college students each year

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59% Private HEIs

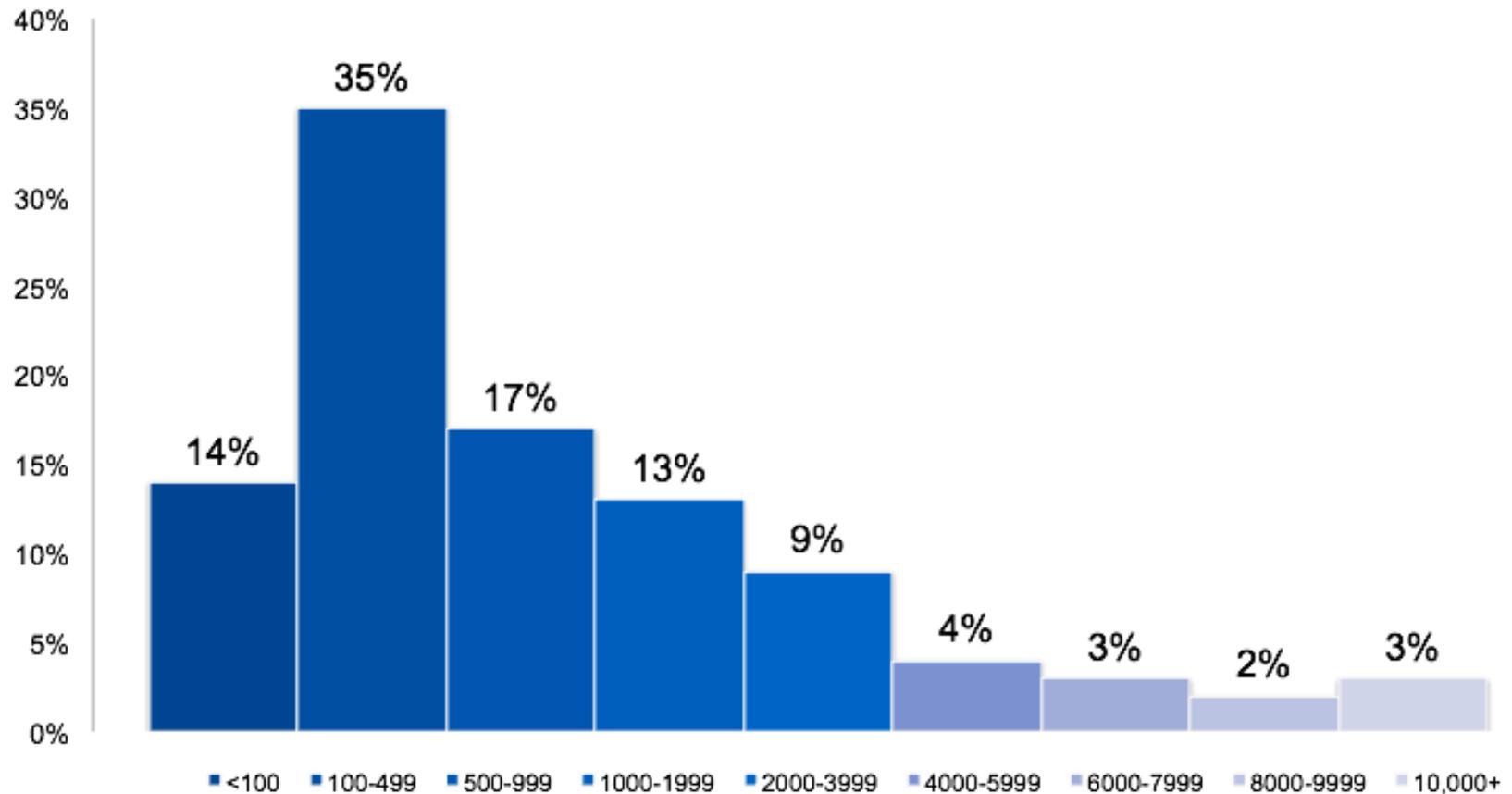
472,000 enrollees

41% Public HEIs

328,000 enrollees

# 3

## Half of all HEIs have less than 500 students



# UPDATES on CHED Preparations for the K to 12 TRANSITION



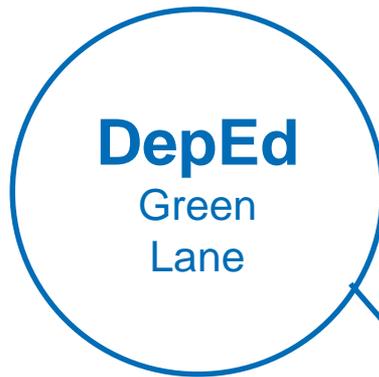
# Investing in the Future of Higher Education

## The CHED K12 Transition Program

	2016-17	2017-18	2018-19	2019-20	2020-21
College 1	Blue	Blue	Light Blue	Light Blue	Light Blue
College 2	Light Blue	Blue	Blue	Light Blue	Light Blue
College 3	Light Blue	Light Blue	Blue	Blue	Light Blue
College 4	Light Blue	Light Blue	Light Blue	Blue	Blue

- The transition period begins this June 2016, as a result of the **full scale implementation of Senior High School**, leading to multi-year low enrolment in colleges nationwide.
- Based on the study conducted by CHED, the Philippine Institute for Development Studies (PIDS), and the UP Population Institute, across the 5 years, about **13,274 teaching** (12% of total) and **10,464 non-teaching** (18% of total) personnel may be displaced.
- It is a **five (5) year program** aimed at providing support to higher education institutions and personnel during the transition period.

**For  
DISPLACED  
Personnel**  
(Estimated  
25,090 teaching  
and non-  
teaching staff)



- At least 30,000 new teachers and 6,000 new non-teaching staff will be needed for SHS per year in 2016 and 2017.
- DepEd will establish a “Green Lane” to prioritize and fast-track the hiring of displaced HEI personnel, matching them in terms of location and salary.

**DOLE**  
Adjustment  
Measures  
Program

DOLE will offer the following to displaced employees who do not or cannot transfer to SHS:

- Income support
- Employment facilitation
- Training and livelihood

**For  
RETAINED  
Personnel**



CHED to provide opportunities for upgrading qualifications and income support to personnel and HEIs (as a result of lower salaries because of reduced enrolment), inclusive of:

- Scholarships for Grad Studies
- Faculty and Staff Development Grants
- SHS Training Packages
- Innovation Grants for Institutions

# Support to SENIOR HIGH SCHOOL Implementation



# Support to Senior High School Implementation

In partnership with the Department of Education, Philippine Normal University, the University of the Philippines, FAPE, and the National Network of Normal Schools (3NS)



## Development of Teaching Guides

Development of 21 teaching guides for the Academic Strand (ABM and STEM), and for Core Courses. These guides include teaching strategies, guide questions, and curated content, to support SHS teachers.



## Senior High School Support Website

A free, user-friendly and accessible website for teachers, giving them access to 1) digital teaching guides, 2) demo videos (allowing exemplary HEI faculty to model good teaching), 3) an online community.



## Teacher Training

Support to non-DepEd schools that will be offering SHS in coordination with FAPE and the National Network of Normal Schools (3NS) through training of trainers.



## HEI-K12 School Adoption Model

For competent HEIs to adopt K12 schools in their community for year-long mentoring & coaching in content to provide continuous professional development to SHS teachers

## SHS Materials Development and Teacher Training

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- CHED, in an alignment meeting with Deped, has agreed to **develop Teaching Guides (TGs)** for twenty-one (21) Senior High School subjects.
- 14/21 of these subjects are already in progress.
- The 21 TGs are scheduled to be finalized and shared with DepEd by **October 2015.**

CORE SUBJECTS (7)	STEM (8)	ABM (6)
1. General Math	1. Pre Calculus	1. Business Math
2. Statistics and Probability	2. Basic Calculus	2. Fundamentals of ABM
3. Disaster Risk Reduction	3. General Chemistry 1	1
4. Earth Science	4. General Chemistry 2	3. Fundamentals of ABM
5. Earth and Life Science	5. General Physics 1	2
6. Physical Science	6. General Physics 2	4. Business Finance
7. Media and Information Literacy	7. General Biology 1	5. Applied Economics
	8. General Biology 2	6. Principles of Marketing

*In progress*

## Development of Other Materials and Training of SHS Teachers

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- Workshop Sessions with Teaching Guide writers for the development of STEM Literacy in Senior High School in collaboration with the British Council Newton Fund;
- Development of Master Class Videos in collaboration with the UP Open University
- Revision of the Policies, Standards and Guidelines to align with K to 12 and DepEd's learning competency-based standards for teachers
- Development of Professional Masters Program even as pre-service training is being revised in collaboration with the Basic Education Sector Transformation supported by the Australian Embassy

## K to 12 Related Initiatives

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- Revised GE
- College Readiness Standards
- Revision of PSGs to align with K to 12 and qualifications in the Philippine Qualifications Framework

# TRANSFORMING CHALLENGES TO OPPORTUNITIES



# Investing in the Future of Higher Education

## The CHED K12 Transition Program

*To provide support to higher education institutions and personnel during the 5-year transition period, CHED has designed a comprehensive range of developmental programs that both **mitigate impact on labor** and **upgrade quality of Philippine higher education**, to ensure the smooth and successful transition to K12, as mandated under RA 10533.*



Scholarships for  
Graduate Studies



Development Grants for  
Faculty and Staff



Innovation Grants  
for Institutions

# 1. Scholarships for Graduate Studies

## Scholarships for Graduate Studies

Masters

PhD

Professional  
Advancement

The transition presents a rare opportunity to upgrade our faculty's qualifications as their teaching loads decrease.

Main reasons for non-timely completion (CHED FDP-I/II):

Heavy teaching loads

Recalling by home institutions

Low awareness on scholarships

Difficulty in disbursing money

Lengthy application process

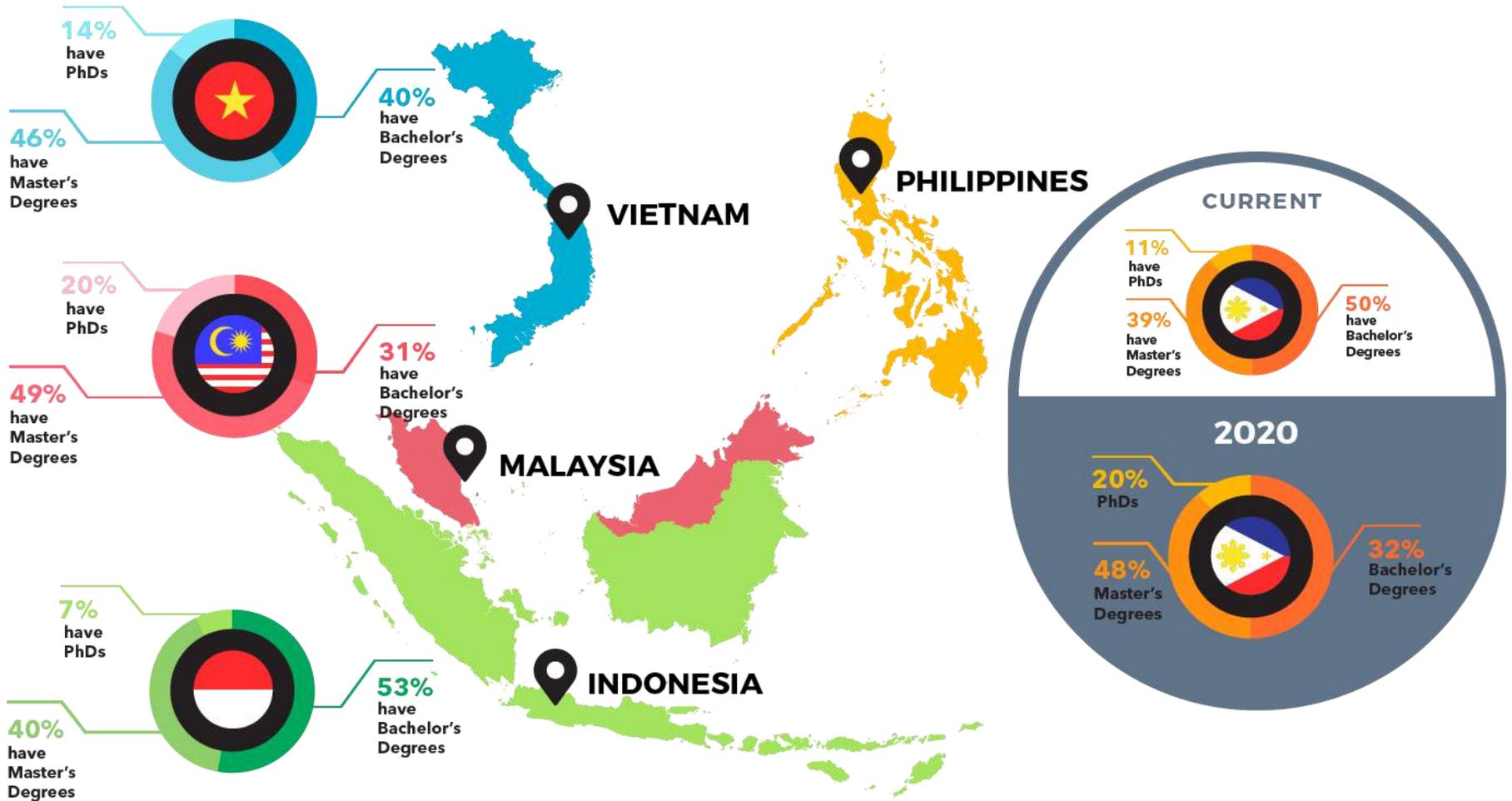
Low stipend rates\*

*\*Due to "substitute assistance" of P13k/month, or for NCR scholars*

**TARGET: 14,774**  
Faculty and Staff for  
graduate studies from  
2016 to 2020

7,921  
Masters

6,853  
PhDs



- In 2000, the Philippine Commission on Education Reform (PCER) targeted for 70% of all HEI faculty to have graduate degrees by 2010.
- If all permanent faculty were to pursue their next higher degree, budget would be about P54.3 Billion.

**DRAFT** Guidelines for Graduate Education  
Delivery for Faculty and Staff Development in  
the K to 12 Transition Period



# Proposed Types of Graduate Programs

according to number of delivering HEIs



**Single HEI Program**

Single HEI is the conventional delivery of a graduate program, through one HEI that meets the requirements set by CHED.



**Off-Site Program**

DHEIs of Single HEI Programs may opt to deliver the program in a host HEI (HHEI) in another region by sending faculty to the HHEI, to increase access in areas that may lack DHEIs.



**Joint Degree Program**

Two HEIs may jointly develop and institute a curriculum for a graduate program, share resources, and issue one diploma signed by both HEIs.



**Consortium-Delivered Program**

Three or more HEIs may develop and institute a curriculum for a graduate program, share resources, and issue one diploma signed by the HEI duly assigned by the Consortium members.

## Modes of Delivery

according to the medium employed in delivering the program

- Face-to-face
- Distance education
- Blended learning



	1A. Single HEI	1B. Off-Site*	2. Joint Degree	3. Consortium**
<b>Accreditation Requirements</b> (This refers to accreditation in the corresponding undergraduate degree program)	<b>If autonomous or deregulated</b> , hold at least a <b>Level II accreditation</b> or higher  If <b>NOT</b> autonomous or deregulated, hold at least a <b>Level III accreditation</b> or <b>Center of Development</b>		<b>At least 1</b> must meet accreditation requirement in 1A.  HEIs must meet, <b>JOINTLY</b> , faculty requirement in 1A.	At least 2 consortium member HEIs must hold <b>at least a Level II accreditation</b>
<b>Faculty Requirements</b> (HEIs must maintain 1:5 graduate faculty to student advisee ratio)	For masteral programs: <b>At least 1 teaching faculty</b> (doctoral degree holder, published) and at least 3 faculty with MA in related discipline  For doctoral programs: <b>At least 3 teaching faculty</b> (doctoral degree holders, published)			<b>At least 3 teaching faculty</b> (same criteria)  <b>At least 5 teaching faculty</b> (same criteria)
<b>Others</b>	<b>1. Library</b> - requirements for undergraduate programs + subscription to at least 2 peer-reviewed professional journals or internationally refereed journals, and at least 5 titles of graduate reference books on specialized disciplines in every subject offered. <b>2. Laboratory</b> - requirements for undergraduate programs + research facilities or equipment in basic sciences, instructional laboratories for coursework, as needed, and extensive information technology facilities that will allow for internet access. <b>3. Research</b> - must have a funded research activity in the corresponding field, and must have an established research ethics board (for consortium, at least one should meet requirement).			

\*Demonstrate capacity to deliver in an off-site mode; Must have necessary infrastructure for hosting program.

\*\*Other member HEIs need not be accredited, but they cannot be the one that grants degree; each member HEI must be able to endorse at least 1 teaching faculty.



# Proposed Mobilization Support & Financial Assistance for Approved Delivering HEIs

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- **Administrative support** equivalent to no greater than **5% of total cost of tuition and other fees** of all CHED-funded faculty scholars
- **Grants for the development and/or operation of graduate programs** given on a by-proposal basis, including but not limited to:
  1. **Program Development Grant**, to cover mobilization costs for the establishment of graduate programs in any type; and to encourage partnerships with industry, or with another HEI whether in the Philippines or abroad, to increase relevance and strengthen capacity of programs to support local and national growth.
  2. **Visiting Professorship Grants**, to cover costs of bringing in a guest lecturer from another HEI, whether in the Philippines or abroad, to enrich instruction and encourage mobility of faculty. ***This shall be included by the HEI in the Work & Financial Plan for the program.***

# Priority Areas

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- **NATIONAL PRIORITIES** are areas that are generally needed for Philippine development. In particular, these may be disciplines in which there are few quality programs and/or experts on a national scale, and, if properly developed, would allow the country to be a leader in the said field.
- **REGIONAL PRIORITIES** are areas identified with the particular needs of the region in mind, taking into account the region's resources, cultural heritage, and industries. **These refer to areas NOT yet identified in the national priorities, and is a unique need of the region concerned.**

COMPETENCE	CONSCIOUSNESS	CONSCIENCE
primarily to <b>enhance development in the province or region, and/or help the country achieve stated regional and/or national development goals</b>	primarily to contribute to <b>building strong national rootedness in history, culture and the arts</b> , particularly indigenous Filipino traditions.	especially needed in <b>building and deepening ethical moorings</b> , ensuring the integrity of Philippine HEIs and their graduates.



# Highlights of Proposed CMO for Graduate Education Delivery

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- **Expands policies for Graduate Education delivery to include Joint Degree Programs and Graduate Education Consortia**, based on existing practices and MOAs.
- **Proposes accreditation and faculty requirements that are different from existing** (with emphasis on availability of quality faculty, instead of accreditation levels).
- **Streamlines process** for (1) existing FDP DHEIs, and (2) for Single HEI providers that are either Autonomous, Deregulated, Center of Excellence, or Center of Development.
- Includes **mobilization support and financial assistance** to incentivize the establishment of quality programs in regions where identified priority programs are not existent.

**DRAFT** Guidelines for Graduate Education  
Delivery for Faculty and Staff Development in  
the K to 12 Transition Period



CHED will be calling for  
**EXPRESSIONS OF INTEREST**  
from HEIs who may be interested to  
become DHEIs and/or to establish new  
programs soon.



**DRAFT** Guidelines for Scholarships  
for Faculty and Staff Development  
in the K to 12 Transition Period



# Scholarship Programs

for Faculty and Staff for the K to 12 Transition Period



**Full Scholarship  
(Doctoral)**

For new or ongoing faculty, ***provided*** that the course being taken is related to the degree being taught



**Full Scholarship  
(Master's)**

For faculty members who have completed coursework already



**Thesis or  
Dissertation Grant**



**Other Grants  
(To follow)**

Foreign Scholarships,  
Professional Advancement,  
Post-Doctoral Fellowships

1. Sending HEIs (SHEIs) may nominate their **faculty, or qualified non-teaching personnel** with strong potential to contribute to the quality of education in the SHEI, for any of the following types of scholarships from the Commission.
2. Nominees may undertake graduate degrees under the scholarship if **(1) they do not already hold master's or doctoral degrees, or (2) if the degree they hold is not aligned with their teaching discipline, or (3) if they seek to pursue a second degree in an emerging discipline that can contribute to regional and national development.**

# **Proposed Policy for Scholarships (Tentative)**

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- Is a Filipino citizen **not more than 52 years old for the master's degree program, or not more than 50 years old for the doctoral degree program; 60 years old for Dissertation Grants, Professional Advancement, and Post-Doctoral Fellowships;**

**Note:** While age limit has been increased slightly, scholars must finish the degree **within 2 years for master's** and **3 years for doctoral degree**. Time limit for doctoral degree may be extended to 4 years provided that it will be to work on dissertation.

- Will pursue graduate studies in a CHED-recognized delivering HEI (DHEI), in a discipline aligned with his/her teaching specialization;
- Is in good health and of good moral character;
- Demonstrates strong academic record;
- Has no pending criminal charges, and must not have been convicted for violation of any Philippine Law; and
- Will fulfill all the Terms and Conditions of the scholarship, including a reentry plan and return service obligation as agreed with his/her respective SHEI, consistent with the guidelines set by the Commission (See Article VI).

# Proposed Scholarship Privileges and Incentives

Note that the amounts below have been benchmarked with the rates of DOST, as suggested by many stakeholders during workshops and FGDs:

Items	Master's	Doctorate
Tuition & Other Fees	Actual tuition and other fees	
Book Allowance	P10,000 per academic year	
Stipend	P20,000/month	P28,000/month
Transportation Assistance	P10,000 per academic year <i>(for those studying outside their province)</i>	
Thesis/Dissertation Allowance	P50,000	P100,000
Group Insurance	P500/year	P500/year
Administrative Support (for DHEIs)	Up to 5% of total cost of tuition and other fees of all CHED-funded faculty scholars in DHEI	

**DRAFT: For Discussion Purposes Only**

# 2. Faculty Development Grants

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REQUIRED  
PACKAGES

For HEI Faculty

24 units

Updating on teaching strategies and on the revised curriculum (learner outcomes-based education, K12, Rev GE)

For HEI Staff

24 units

Training relevant to their work

Faculty and staff who remain in HEI are allocated a maximum of 96 usable credits each, depending on HEI faculty plan and assessment.

CUSTOM  
PACKAGES

Research & Development

12 units

24 units  
(1 Semester)

Community Service & Extension

12 units

24 units  
(1 Semester)

Industry Immersion

12 units

24 units  
(1 Semester)

Production & IGP

12 units

24 units  
(1 Semester)

SHS Mentoring

12 units

24 units  
(1 Semester)

# Development Grants for Faculty and Staff

## CHED Development Packages

REQUIRED  
PACKAGES

For HEI Faculty

24 units

Updating on teaching strategies and on the revised curriculum (learner outcomes-based education, K12, Rev GE)

Sample user:  
IT Professor (60 units)

CUSTOM  
PACKAGES

Research & Development

12 units

24 units  
(1 Semester)

Community Service & Extension

12 units

24 units  
(1 Semester)

Industry Immersion

12 units

24 units  
(1 Semester)

Production & IGP

12 units

24 units  
(1 Semester)

SHS Mentoring

12 units

24 units  
(1 Semester)

## Sample user: IT Professor (60 units)

- 1 semester spent in a regional college as a visiting professor, collaborating with their academic technology department to upgrade their initiatives (Community Service & Extension)
- 3 month program at technology company to learn new skills and industry practices, delivers a faculty lecture of her learnings (Industry Immersion)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Semester 1	Regular teaching load	6 units teaching load 12 units industry immersion	6 units teaching load 12 units updating teaching strategies	Regular teaching load	Regular teaching load
Semester 2	Regular teaching load	6 units teaching load 12 units updating on teaching strategies	No teaching load 24 units of Community Service and Extension	Regular teaching load	Regular teaching load

# Transition Planning Initiatives





### **SHS SUPPLY AND DEMAND MAPPING (for SUCs and LUCs)**

Together with PIDS, we have just finished mapping the remaining demand for strands/tracks in localities nationwide, informing SHS provision of SUCs and LUCs



### **STRATEGIC FACULTY & STAFF DEVELOPMENT PLANNING**

To support HEIs in planning for the transition years, the CHED is conducting workshops with public and private HEIs from October to November 2015—[Regional Workshops for SUCs; PHEIs



### **UPCOMING CMOS**

CHED will be releasing calls for Expressions of Interest in the coming weeks, and will be sending out Notices for Public Hearing for final consultations on CMOs for grants for the Transition Period.

# Transition Fund for Higher Education: an unprecedented and long-needed investment in Philippine higher education.



Significantly increases faculty members with graduate studies to become more comparable to ASEAN counterparts: **from only 50% with Masters and PhD in 2015, to 70% by 2020.**



**Mitigates impact and provides support** to higher education institutions and personnel who will be affected by the full implementation of K12 beginning 2016.



Allows our colleges and universities **to innovate and grow** during the transition through increased support for research, extension, internationalization, industry-academe linkage, and training.



**Ensures a smooth and successful transition to K12**, in close coordination with DepEd, TESDA and DOLE, as mandated by Republic Act 10533.

# Thank you very much!



CHED K to 12  
Transition Program  
Management Unit

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**CHED**  
**K12**  
TRANSITION  
PROGRAM