



K to 12 implements what was originally intended to benchmark Philippine basic education with global standards while decongesting a crowded curriculum and deepening learning of 21st century skills.

SUPPORTING THE IMPLEMENTATION OF SENIOR HIGH SCHOOL

CHED, in coordination with DepEd, and in partnership with the **Philippine Normal University (PNU)**, is undertaking a SHS support project to ensure high quality of teaching in SHS amid varying contexts, locations and experience of teachers across the country. The project has two main components:



DEVELOPMENT OF TEACHING GUIDES

Teaching guides will be made available in print and online for SHS teachers in both private and public schools for 21 of the new subjects under the Academic Track in SHS:

Core Subjects

General Math
Statistics and Probability
Earth Science
Physical Science
Earth and Life Science
Disaster Readiness and Risk Reduction
Media and Information Literacy

Science, Technology, Mathematics and Engineering (STEM) Strand

General Biology 1
General Biology 2
General Chemistry 1
General Chemistry 2
General Physics 1
General Physics 2
Pre-Calculus
Basic Calculus

Accounting, Business and Management (ABM) Strand

Fundamentals of ABM 1
Fundamentals of ABM 2
Applied Economics
Business Math
Business Finance
Principles of Marketing

DepEd is developing teaching guides for the rest of the SHS subjects.

SHS SUPPORT WEBSITE

CHED is also developing a website in support of SHS, specifically targeted to teachers who may lack access to resources. SHS teachers may download the teaching guides, and have access to a wide range of curated teaching materials such as presentations, videos, teaching demonstrations, and links to reliable academic references.

TEACHER TRAINING

Retooling modules will equip SHS teachers to teach college readiness skills and independent thinking, preparing learners to pursue higher education and lifelong learning. The **Private Education Assistance Committee-Fund for Assistance to Private Education (PEAC-FAPE)** and the **National Network of Normal Schools (3NS)** are key partners in rolling out this program nationwide.

SUCs OFFERING SHS

In addition, SUCs are being tapped to augment the supply of SHS in regions where there are not enough SHS providers. DepEd will issue SHS permits to SUCs that are endorsed by CHED and that are in these areas of need, further strengthening the partnership between basic and higher education (CHED Memorandum Order No. 32, series of 2015).

TERTIARY EDUCATION TRANSITION FUND BILL

Senate Bill 2715, authored by Sen. Sonny Angara, and its counterpart House Bill 5493 authored by Reps. Roman Romulo, Mariano Piamonte Jr., Teddy Baguilat and Atong Asilo, earmarks a total amount of P29 billion for the five-year transition period to support the Transition Program, and consistent with the proposed CHED budget for this period.

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INTERAGENCY EFFORTS



CHED K to 12 Transition Program

Providing support to higher education institutions and employees through development packages such as scholarships, development grants, and innovation grants.



DepEd Green Lane

Priority hiring for displaced personnel, matching salary and location. DepEd will need 30,000 new teachers and 6,000 new staff each year in 2016 and 2017.



DOLE Adjustment Measures Program

Income support, employment facilitation and livelihood training for those who choose not to take the Green Lane.



COMMISSION ON HIGHER EDUCATION

Republic of the Philippines

Office of the President

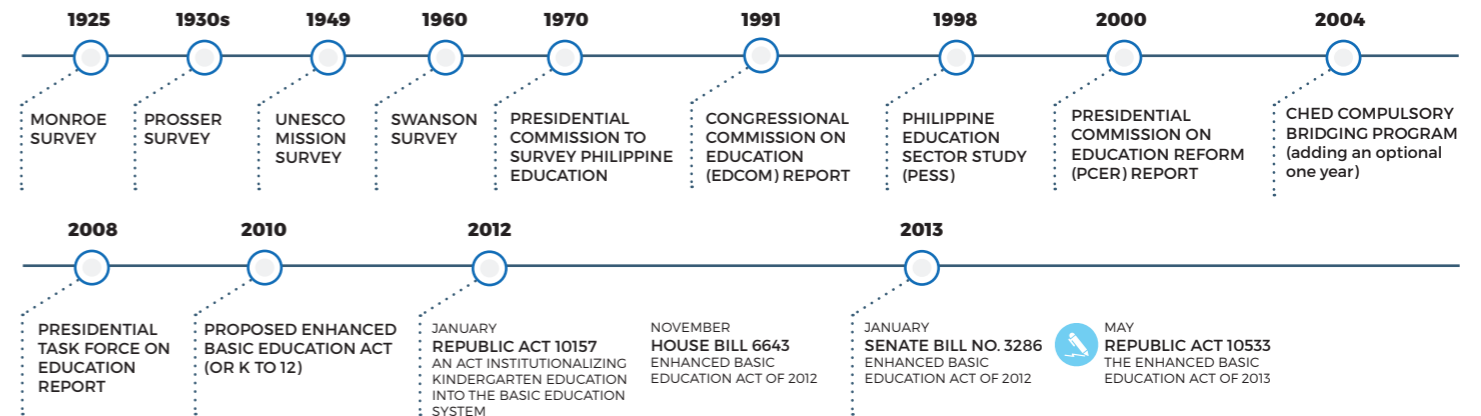
CHED K to 12 TRANSITION PROGRAM TURNING CHALLENGES INTO OPPORTUNITIES

The Philippines is at a pivotal point in its history. We are in the last stages of the implementation of the Education Act of 2013 (Republic Act 10533), commonly referred to as K to 12 – an unprecedented reform that has been much needed for generations.

K to 12, much more than simply expanding the years of basic education from 10 years to 12, presents a **once-in-a-generation opportunity to change the country's entire education landscape** and to bring the Philippines up to par with our neighbors in the ASEAN region, and into the 21st century.

A BRIEF BACKGROUND ON K to 12

The seeds of the K to 12 reform have been in place as early as 1925, with independent studies over decades confirming the need to expand Philippine basic education both in scope and in duration, the highlights of which include:



AN UNINTENDED LACK OF TWO YEARS

Before World War II, Filipino students were required to undergo 11 years of basic education.

BEFORE WORLD WAR II



After the war, the American colonial government recommended a shift to the American system: six years (instead of seven) for elementary, three years of junior high school, and three more years of senior high school, for a total of 12 years of basic education.

1945-2015

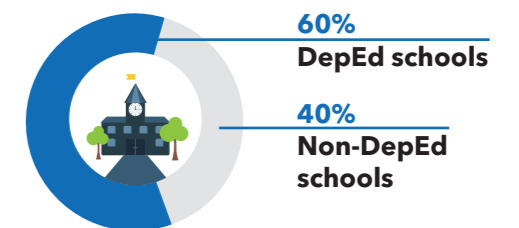


This transition began with the removal of Grade 7 from elementary but the addition of two years to high school was never completed, leaving us unintentionally with a 10-year basic education cycle. **Until today.**

ENHANCED BASIC EDUCATION (K TO 12)



Senior High School (SHS) will be implemented nationwide beginning with Grade 11 in SY 2016-2017 and Grade 12 in SY 2017-2018.



As of August 2015, DepEd (public) schools are estimated to comprise 60 percent of total SHS supply, while the other 40 percent are non-DepEd providers such as private high schools or higher education institutions, that have secured SHS permits from DepEd.

MEMORANDUM FROM THE CHAIRPERSON 13 JULY 2015

Clarification on Enrolment in Higher Education Institutions (HEIs) for school years 2016-2017 & 2017-2018

The first batch of students will enter SHS in 2016 and will graduate in 2018 before going to college. But two groups of students will still enter college during this two-year period:

- **GRADUATES OF EARLY ADOPTER SHS** are students who graduated from Grade 12 or its equivalent from schools that secured a DepEd permit to operate SHS ahead of the nationwide implementation in SY 2016-2017.
- **THE LIFELONG LEARNER TRACK** refers to students who graduated from high school under the old curriculum before the K to 12 reform was implemented—that is, those who graduated from high school before 2016, and who stopped schooling before they could earn a degree, or who may not have gone to college at all.

SCHOLARSHIPS FOR GRADUATE STUDIES AND PROFESSIONAL ADVANCEMENT

Higher education employees can go on full-time study to earn master's or doctorate degrees, with grants that include tuition cost, stipend, book allowance, transportation allowance, and thesis grant (if applicable).

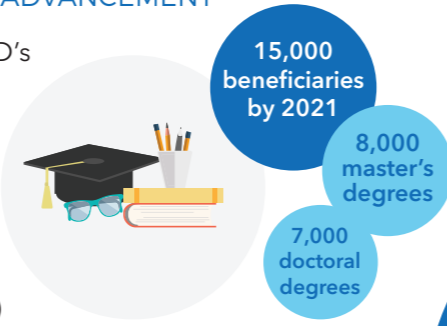
Scholarships take into account the estimated displacement, and will be awarded in view of diversification by discipline and in order to support local and regional development.

DID YOU KNOW?

Only 50 percent of Philippine higher education faculty hold graduate degrees, piling in comparison to our ASEAN neighbors like Vietnam with 60 percent, and Malaysia with 69 percent. The Transition Program brings that number up to 70 percent for the Philippines by 2021.



Based on data from CHED's own Faculty Development Program, the main constraints that prevent faculty from completing further studies are (1) heavy teaching loads, (2) being recalled by their home institutions, and (3) low stipend rates, hampered by the need to hire substitute faculty in their absence. The transition years are virtually free of these constraints and provide the perfect opportunity to invest in scholarships.



CHED K to 12 TRANSITION PROGRAM

CHED has designed a comprehensive range of programs with the twofold goal of **mitigating the adverse impact of the transition** on labor, and **leveraging the opportunity to upgrade Philippine higher education.**

DEVELOPMENT GRANTS FOR FACULTY AND STAFF

Higher education employees with reduced workload can engage in various activities to develop relevant skills and content knowledge related to the field where they teach or work.

These packages provide a maximum of 96 usable credits per person, to be used over the five-year transition period. They are not one-size-fits all, but can be customized according to the individual needs of the person and the priorities of the institution.



INNOVATION GRANTS FOR INSTITUTIONS

Higher education institutions can upgrade their programs through these grants. Proposals will be selected on a competitive basis.

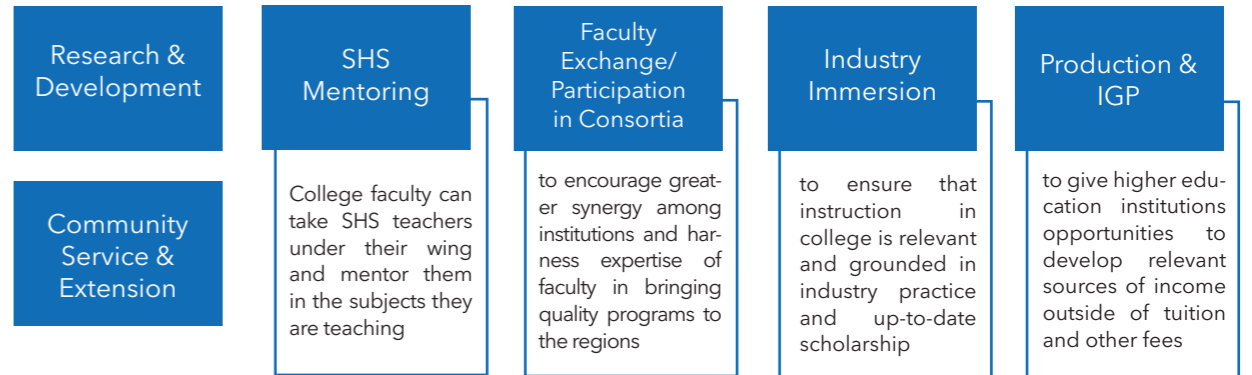


to forge partnerships with universities abroad to benchmark curricula, twin programs, and to promote faculty exchange, collaborative research and student mobility programs

to form partnerships with industry to develop OJT and other training programs, create research partnerships, and to ensure that education is informed by industry practice and thus minimize job-skills mismatch

for joint projects among various higher education institutions, the establishment of niche research programs and laboratories, and accelerate research in high-need and priority areas such as Disaster Prevention, and Smart Analytics (Refer to CMO 03, Series of 2015.)

to develop curricula, provide materials, and train faculty in programs that lack specialists, or niche areas that the Philippines can be a leader in



DID YOU KNOW?

Up to 44 percent of science graduates and postgraduates from 2001 to 2011 ended up working in unrelated fields such as real estate and retail trade due to job-skills mismatch, emphasizing the need for relevant and grounded skills and knowledge. (World Bank. Philippine Development Report: Creating More and Better Jobs. September 2013).

DID YOU KNOW?

The World Bank defines a **world class university** as one that builds on its research strengths, has a number of departments with excellent instruction, engages in research and community service, and has many international activities. (Salmi, Jamil. *The Challenge of Establishing World Class Universities*. World Bank, Washington, DC. 2009.)

THE IMPACT OF K to 12 ON HIGHER EDUCATION

ON THE COLLEGE CURRICULUM

Some subjects previously included in General Education (GE) in college will now be taken up in SHS, resulting in a reduced number of required GE units in college from 64 to 36. (CHED Memorandum Order No. 20, Series of 2012)

Does this mean the number of years of college will be reduced?

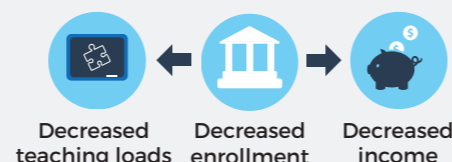
Not necessarily. This creates room for college programs to go deeper in teaching relevant knowledge and skills that will make graduates more globally competitive.

ON COLLEGE ENROLLMENT

As students enter SHS instead of going straight to college, there will be a **decrease in college enrollment, felt over a period of five years**, from SY 2016-2017 to SY 2020-2021.

	2016-17	2017-18	2018-19	2019-20	2020-21
1 ST YEAR					
2 ND YEAR					
3 RD YEAR					
4 TH YEAR					

Decreased enrollment in college has two consequences: (1) decreased teaching loads, and (2) significant decrease in the income of both institutions and their employees.

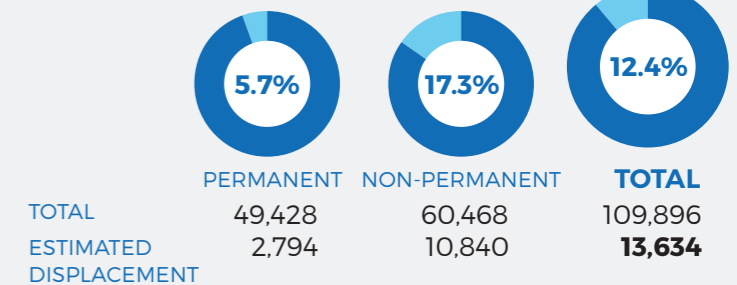


CHED, the Philippine Institute for Development Studies (PIDS), and the University of the Philippines Population Institute (UPPI) have studied the possible displacement of employees in higher education, coming up with these estimates:

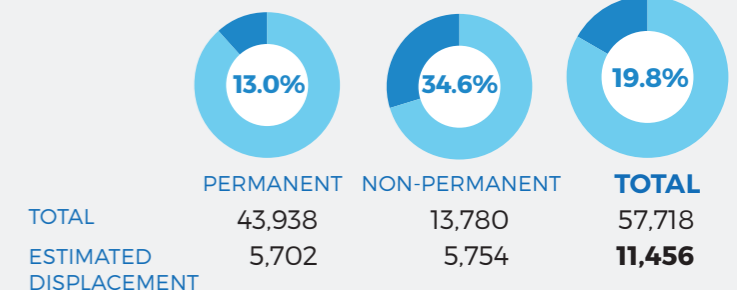
These figures take into account:

- the latest data from CHED: November 2014 survey of higher education institutions and their faculty, with a 75% response rate;
- the latest data from DepEd: May 2015 list showing 669 higher education institutions opening SHS, and not needing to let go of employees;
- that State Universities and Colleges' (SUC) budgets cover personnel who would otherwise be displaced, with the proposed 2016 budget including an additional 15,000 plantilla items;
- that permanent workers from local universities and colleges cannot let go of permanent employees except for incompetence or immorality; and
- that 25 percent of GE subjects are taught in later years, requiring schools to retain GE faculty.

TEACHING STAFF



NON-TEACHING STAFF



TOTAL ESTIMATED DISPLACEMENT: **25,090 PERSONNEL**