

THE K^{TO 12} TRANSITION: A WINDOW OF OPPORTUNITY

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.

K TO 12 TRANSITION AND HIGHER EDUCATION

The transition period will result in very low enrollment in tertiary education institutions as students are required to enter Senior High School (SHS) instead of going straight to college. In SY 2018-2019, the first cohort of SHS graduates nationwide will enter college. In this same school year, all students will be required to have finished SHS before being eligible for admission into college.



HIGHER EDUCATION FACULTY IN TRANSITION

Faculty members will have less to no teaching load and will be free to engage in partnerships with industry partners for the next five years. The transition presents a rare opportunity to upgrade our faculty's qualifications as their teaching loads decrease. Faculty members can avail of the **IRSE** grants:



WHO ARE AVAILABLE?

- **Faculty teaching General Education subjects**
These faculty are most affected by the transition because of low freshman enrollment.
- **Faculty teaching Major/ Professional subjects**
Higher Education Institutions (HEIs) can make these faculty available to avail of grants according to their transition plans.

Given the availability of faculty members, now is the perfect time to take advantage of the expertise, skills and competencies of people in the academe.



WHY ENGAGE IN PARTNERSHIPS?

Among the problems industries face is that college graduates lack the skills and mindsets needed by industries. There is an apparent mismatch between what they learn in school and what industries need. If faculty are able to update their skills and knowledge, we are able to address the problem on two levels-- curriculum and instruction.



HOW CAN YOU GET INVOLVED?

SECTORAL ENGAGEMENT GRANTS are focused on complementing knowledge with practice and application and opening up avenues for knowledge generated in HEIs to be used in boosting public service and community engagement efforts and to solve local problems in partner sectors such as government, industry, and civil society.

CHED will award grants to faculty members after a vetting process. The faculty grantees will work for the sectoral partner and produce deliverables to fulfill their needs.

Partnerships can be initiated by:

- **CHED** (identified by CHED, and released in the menu of engagements)
- **Individual HEIs** (existing partnerships between HEI and sectoral partners, certified by CHED for the IRSE grant)

SECTORAL PARTNERS

WHO CAN BE SECTORAL PARTNERS?



THE ROLE OF SECTORAL PARTNERS

- To identify the needs of their organizations.
- To furnish CHED with a list of available "postings" for faculty grantees. Each posting may be full-time or part-time, and can be from one semester to two years long.
- To accept/not accept CHED faculty grantees based on the faculty's qualifications and the partner's needs.
- To host the faculty grantees for the period of the grant and may assign tasks to them as required.
- To furnish CHED with a **Certification of Completion/ Compliance** and the **corresponding outputs** at the end of each semester/ calendar year.



WHAT DOES A FACULTY MEMBER GET UNDER THE GRANT?

The Commission will provide a grant, to be disbursed monthly, for the duration of the engagement.

THE PROCESS



The faculty member is nominated by the HEI to CHED to receive a grant.



CHED Vetting Panel approves nominations and endorses successful grantees to sectoral partners of their choice.



The sectoral partner accepts grantees of their choice. CHED informs applicants of the status of their applications.



The faculty grantee reports to the sectoral partner to undertake the engagement.



The faculty member submits mid-term deliverables/reports to the sectoral partner, who evaluates them and reports to CHED on the progress of the grant.



The faculty grantee completes and submits all deliverables to the sectoral partner who will in turn furnish CHED with a Certification of Completion/Compliance and a copy of the faculty grantee's outputs.



COMMISSION ON HIGHER EDUCATION

K^{TO}12 TRANSITION PROGRAM SECTORAL ENGAGEMENTS GRANTS OVERVIEW

COMMISSION ON HIGHER EDUCATION
**K^{TO}12 TRANSITION PROGRAM
MANAGEMENT UNIT**



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