

STRENGTHENING INDUSTRY-ACADEME LINKAGES

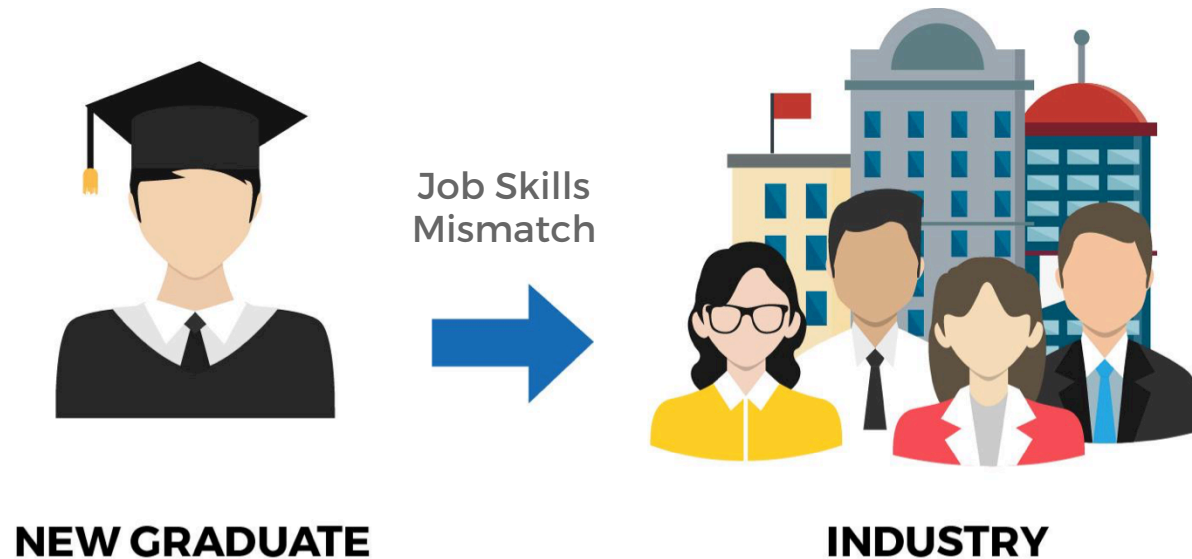
During the K to 12 Transition Period

Industry Partner Presentation
As of 24 February 2016

The logo is positioned in the lower right quadrant of the slide. It features a series of concentric circles in blue, yellow, and red. A white paper airplane is shown flying towards the top right, partially overlapping the circles. The text 'CHED K to 12 TRANSITION PROGRAM' is centered within the circles.

CHED
K to 12
TRANSITION
PROGRAM

Traditional Understanding



The Training Problem



TEACHER



NEW GRADUATE



INDUSTRY

INDUSTRY PARTNERSHIP MODEL



RATIONALE

SYMPTOMS

The Talent Problem: mismatch between available talent and industry needs (in terms of skills, mindsets, and supply) which leads to higher training costs.

CAUSES

The Training Problem: Mismatch of transferred information from **instruction**, and need for a flexible curriculum, following the fast changing trends of industry.

SOLUTION

Increased Multi-Sectoral Partnerships: Updating faculty knowledge and aligning curriculum through faculty immersion and collaborative engagements.

BENEFITS

Multi-Sectoral Synergy: Solving practical problems and cultivating a new generation of talent.

WHY NOW?

**CHED K TO 12
TRANSITION PROGRAM**

**ONCE-IN-A-GENERATION
OPPORTUNITY**

THE K TO 12 TRANSITION AND HIGHER EDUCATION



Big opportunity to engage faculty without taking away from instruction

Government funding available for Faculty Development Programs

CHED Development Packages

CHED has designed packages to support HEIs, as well as their faculty and staff, who while not displaced, will have lighter workloads during the K to 12 transition period (from 2016 to 2021).



**Scholarships for
Graduate Studies and
Professional
Advancement**



**Instruction, Research
and Sectoral
Engagement (IRSE)
Grants**



**Innovation Grants
for Institutions**

IRSE GRANTS

INSTRUCTION



RESEARCH



SECTORAL
ENGAGEMENT



Instruction, Research, and Sectoral Engagement Grants (IRSE) CHED Transition Program

TARGETS:

- **Enhance qualifications** of HEI faculty and staff within a lifelong learning framework
- **Indirectly help sustain tuition- dependent private HEIs** affected by the loss of two student cohorts
- **Will benefit 27,000 faculty for scholarships and IRSE grants and 12,000 staff** within the transition period

Not “one-size-fits-all” but customizable based on:

- Need of faculty: according to faculty development plans, research interests, timing of low teaching loads.
- Need of the HEI: according to strategic direction, vision, and mission.
- Need of the region: growth areas, regional development plans, and research agenda
- Need of the sectoral partners and surrounding communities

IRSE GRANTS

What does a faculty member get under the grant?

A monthly grant

currently at P17,000 (National Mean)
or faculty's net monthly salary,
whichever is lower*

The amount is halved (P 8,500) for those who are on the engagements part-time.



* based on national mean; figure still under discussion

IRSE GRANTS

ENGAGEMENTS CAN BE:



**FULL
TIME**

OR



**PART
TIME**

40 hours worth
of output

20 hours worth
of output

IRSE GRANTS

Faculty can avail up to
2 faculty year's worth of grants



*Where one full time semester is half ($\frac{1}{2}$) a faculty year, and one part time semester is one fourth ($\frac{1}{4}$) a faculty year.

IRSE GRANTS

INSTRUCTION



RESEARCH &
CREATIVE GRANTS

IRSE GRANTS



SECTORAL ENGAGEMENT

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.



INDUSTRY ENGAGEMENT TYPES

1

Commissioned Research

Research undertaken as commissioned by external partners from industry.

2

Technical Services Engagement

Companies may utilize faculty expertise in projects or other technical tasks.

3

Immersive Learning

Faculty can be immersed in tasks normally performed by graduates of their field of teaching, exposing them to business processes and allowing them to work side by side with industry practitioners.



Win-Win Partnership

Benefits to Partner	Benefits to Academe
Long term investment in a new generation of talent	Inputs for the creation of more relevant and effective curriculum
Utilization of academic technical expertise	Exposure of faculty and staff to current practice
Stronger linkages to the local community	Training and retooling of faculty and staff



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How do we do this?

Industry Immersion



ROLE OF SECTORAL PARTNERS



Identify their **needs**



Furnish CHED with **list of available “postings”**



Vet CHED faculty grantees



Host the faculty and **assign tasks**



Issue **Certification of Completion / Compliance**



SECTORAL ENGAGEMENT (SE)



INDUSTRY



CIVIL SOCIETY



GOVERNMENT



EXPECTED PROCESS FLOW

CHED conducts a
CALL for Expression
of Interest



Industry accomplishes
the FORM; submits
engagement details



CHED compiles
MENU of
Engagements



CHED approves
applications.
matches w/ faculty



EXPECTED PROCESS FLOW

CHED approves
applications.
matches w/
faculty



Industry
Partners **ACCEPT**
Applicants



**Start of Grant
Proper**



PROPOSED INITIAL TIMELINE

1

CHED conducts a
CALL for Expression
of Interest

ONGOING

2

Industry accomplishes
the FORM; submits
engagement details

March 11, 2016

3

CHED compiles MENU
of Engagements from
all Sectoral Partners

End of March

The K to 12 Transition Program
gives us the opportunity to address long-
standing and systemic problems
and **invest in a generation of quality
talent.**

Thank you very much!



CHED K to 12 Transition Program Management Unit



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The logo for the CHED K12 Transition Program is located in the bottom right corner. It features the text "CHED K12" in a large, bold, black font, with "TRANSITION PROGRAM" in a smaller, black font below it. The text is centered within a series of concentric circles in blue, yellow, and red. A white paper airplane is shown flying towards the top right, partially overlapping the circles.

**CHED
K12**
TRANSITION
PROGRAM

Frequently Asked Questions

Industry Immersion



Q: Which schools are participating?

- All Higher Education Institutions are eligible for the grants.
- It depends on which HEIs are most affected by the transition.

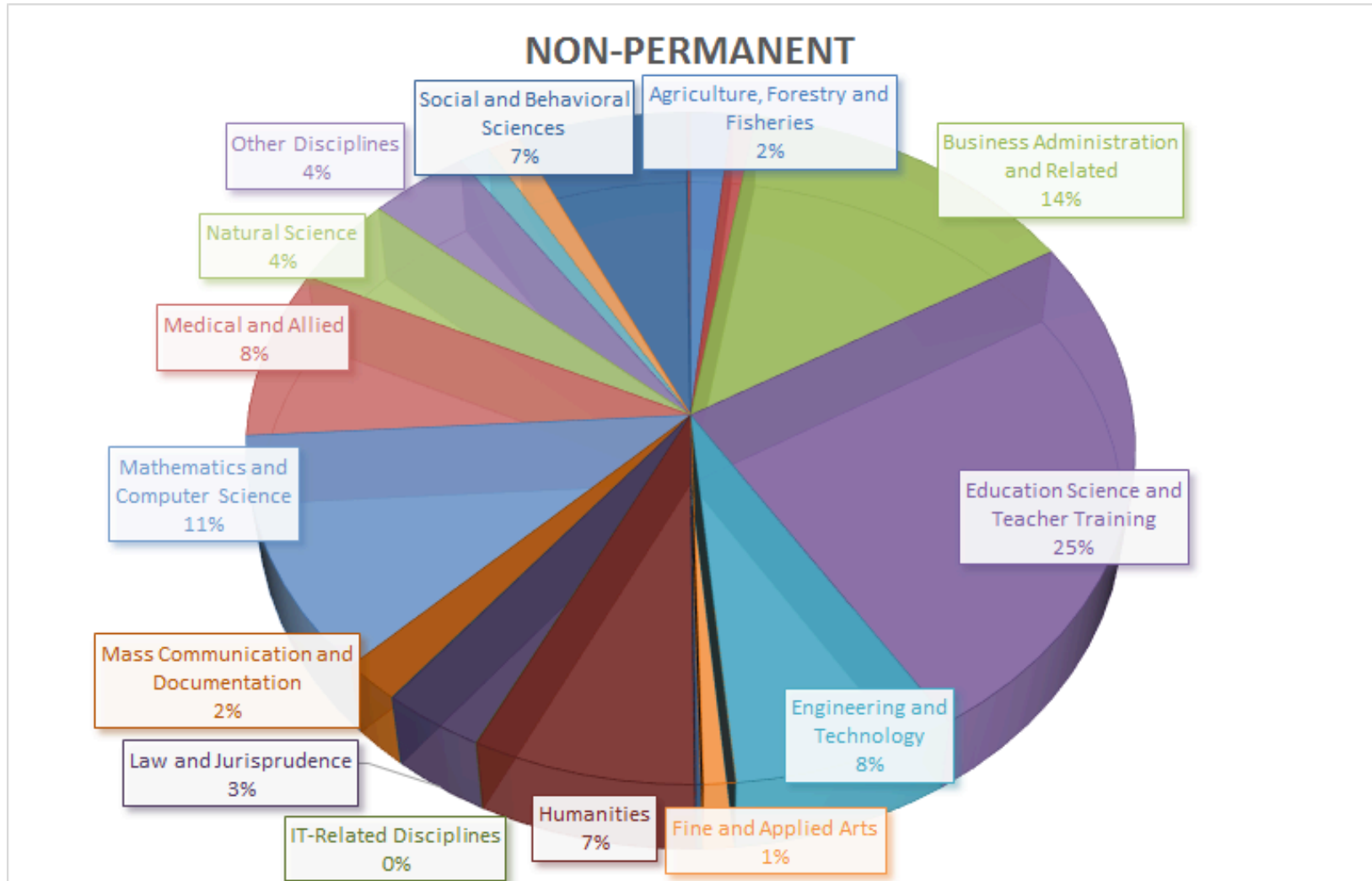


Q: What is the FACULTY PROFILE?

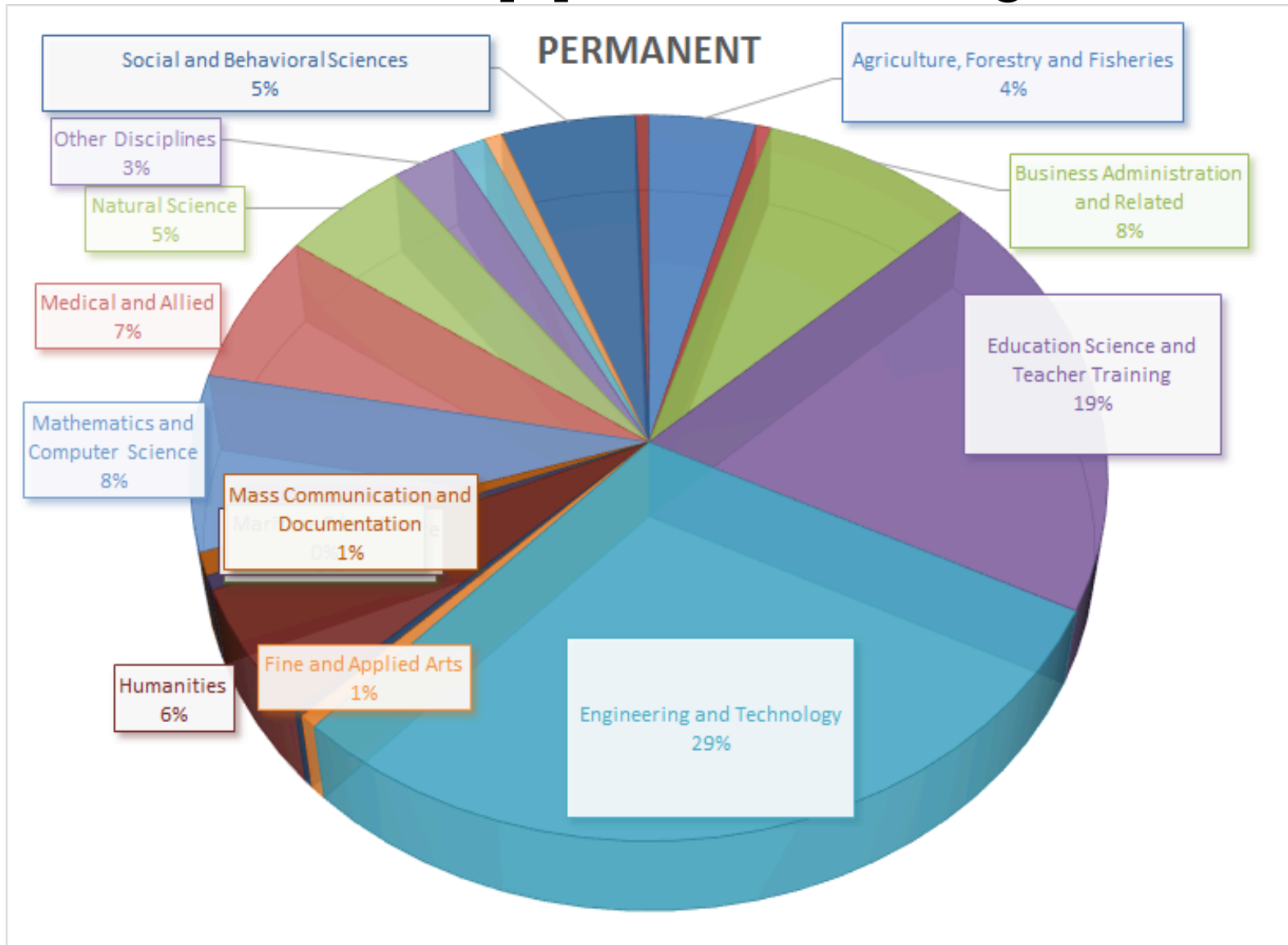
- There is no specific profile YET of the faculty interested in the industry partnership grants.
- We are compiling these through the Strategic HR Planning Workshops of CHED



General Philippine Faculty Profile



General Philippine Faculty Profile



Q: How can we become a partner?

ENGAGEMENTS CAN BE:

- Initiated by CHED
 - *Identified by CHED, and released in the menu of engagements*
- Initiated by Higher Education Institutions (HEIs)
 - *Identified by an HEI as a current institutional partner*



Q: What about **COMPENSATION**?

- As of now, the grantees are set to receive P17,000 per month for the full time engagements.
- Companies are not required, but are **encouraged** to provide counterpart funding in terms of allowances, transportation, etc.



Q: What about Intellectual Property?

- Intellectual property issues, non-compete clauses, and non-disclosure agreements are covered by individual grantee-partner agreements.
- There just needs to be balance so that the teachers can still come back and teach *with* general industry knowledge.



Q: Can they go beyond 6 months?

- In our conversations with DOLE, the longer engagements did not raise any red flags.
- Generally, since they are on **grant**, only seconded to sectoral partners, and are still employees of the HEI.



Q: What if they suddenly leave?

- Grantees are required to sign a contract with the sector partner, the HEI, and CHED.
- Grantees will not be eligible for the next tranche of grants should they be AWOL.



Q: Can they develop curriculum after the immersion?

- YES.
- If still on the grant, this task must be included in their **Terms of Reference**.
- Generally, faculty are expected to go back to the HEI to give inputs that will affect curriculum.



Q: Where will the grantees be?

- Grantees are expected to be available **NATIONWIDE**.
- Because the faculty will choose from the menu provided by partners, we can expect that engagements will be **demand driven**.
- CHED will strive to **MATCH** available faculty and available opportunities.



Q: Who are we talking to?

- During the matching stage, partners will be talking to CHED.
- Point of contact with HEI and Grantee will be during the entering and contracting stage.



Q: Can we choose the school?

- Just like the job matching process, industry partners have the prerogative to **choose from the applicants.**



Thank you very much!



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