



Further to DepEd Order No. 11, s. 2015

DepEd details guidelines on Senior High School Voucher Program

The Department of Education (DepEd) issued detailed guidelines on the implementation of the Senior High School Voucher Program (SHS-VP) to ensure the smooth implementation of the Senior High School (SHS) program starting next school year.

DepEd Order No. 46, series of 2015 provides details on the conditions, requirements, and processes with regard to the program, such as: Student Eligibility and Voucher Value, Voucher Validity and Redemption, Conditions for Voucher Program Beneficiaries, Provider Eligibility and Requirements, Voucher Tiers, Processing of Vouchers and Payments to Schools, Monitoring and Program Compliance.

The guidelines were released further to DepEd Order No. 11, series of 2015, also known as the Policies on the Implementation of the SHS Voucher Program under the Government Assistance to Students and Teachers in Private Education (GASTPE), which captures the whole rationale for the DepEd's SHS voucher system to empower families to make choices about where

to enrol in SHS, thereby improving the learning environment in DepEd SHSs; and to increase the diversity of SHS providers by stimulating private provision while providing private schools with a more diverse student population.

The SHS-VP is based on Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, which expanded the years of schooling in basic education from 10 years to 12 years.

Education Secretary Armin Luistro said that next school year, the additional two years representing Grades 11 and 12 will be introduced in the basic education system through the SHS.

Through RA 10533, Luistro said, the State will provide financial assistance to qualified Grade 10 completers from public and private Junior High School (JHS) institutions who want to enrol in private high school, private university or college, state or local university or college, or technical-vocational school which offers SHS starting next school year.

Luistro explained that through the SHS-VP, the DepEd will engage the non-



Sec. Armin A. Luistro

DepEd SHS providers to enroll qualified voucher recipients (QVRs) from both public and private JHS.

Once QVRs are enrolled in non-DepEd SHS providers, the DepEd will provide assistance to these students through a voucher subsidy paid to the non-DepEd SHS providers, Luistro added.

A VPB will face disqualification from participation in the SHS-VP if he/she drops out in the middle of the school year; does not re-enroll the following school year (unless the reason for leaving school is due to health reasons and that the period of medical leave is not more



Commissioned Marketing Research Survey on Voucher Top Ups. Firestarters' Research Director Vivian Japos explains the results of the PACU Commissioned Marketing Research Survey on Voucher Top ups to members at a meeting called for the purpose at Jose Rizal University in Mandaluyong City on November 6, 2015.

Just Off The President's Desk

With school year 2016-2017 just around the corner, allow me to take this opportunity to give important updates on the K-12 programs and some activities and international events related with our organization this fourth quarter.

Vouchers and Variables. Strengthening the Senior High School Voucher Program (SHS-VP) as embodied in the Department of Education (DepEd) Order No. 11, series of 2015, also known as the Policies on the Implementation of the SHS-VP under the Government Assistance to Students and Teachers in Private Education (GASTPE), and DepEd Order No. 46, series of 2015 which provides details on the conditions, requirements, and processes with regard to the program, our Association's commissioned marketing research survey results on voucher top ups showed that 41% of respondent parents of public school students said that they are "most willing" to let their children switch to private schools while 23% said they are "very likely" to switch. Of the 41%, 75% to 78% said that they will transfer their children to prestigious private schools while 78% said that they do not mind whether the private school is popular or not. These findings get along well with DepEd's earlier study on voucher top ups.

Resolving Statements on SHS-VP. Meanwhile, DepEd has assured PACU and other private school owners that it would settle its pronouncements on SHS-VP, putting right inconsistent statements attributed to some public school administrators. Since there is no written policy on the matter, we have high hopes that everything will eventually be well.

Partnerships in Progress. Several institutions are becoming our partners in dealing with different changes. In addition to the major modifications that will be implemented in the curricula of most programs, CHED has fully laid out its K-12 Transition Program and its new set of mandatory general education (GE) subjects that will be taught to college students who have finished the added two years of high school under the K-12 program.

On the other hand, Technical Education and Skills Development Authority (TESDA) offers would-be displaced education workers skills and livelihood training. It has bundled an offer of professional services together with start-up capital for new business ventures which may help them in providing training for livelihood purposes.

For its part, the Department of Education (DOLE) has announced that would-be displaced teaching personnel can fill up the demand for some 30,000 new teaching positions in 2016 when the SHS component starts to be implemented, and that there is also a demand for 6,000 new non-teaching personnel in 2016 and another 30,000 teaching positions in 2017. A "green lane" will prioritize and fast-track employment of the would-be displaced private education workers in terms of finding them comparable salaries and matching them in locality. DOLE also said they could fill up the demand for Registered Career Guidance Counselors (RGCs), as DepEd had said it would need 9,677 RGCs based on the ideal ratio of one RGC per 500 students, or 5,020 RGCs based on one

RGC per secondary school. Records of the Professional Regulation Commission (PRC) indicate that there are only 2,728 RGCs as of the 3rd quarter of 2014.

Still in relation with these changes, PACU has continued to update its members on termination of employment laws and jurisprudence particularly on lay-offs, retrenchment and redundancy, and has conducted its Academic Management Seminar Series V consisting of *Faculty Development on SHS Program and ASEAN Integration*, *Managing Administrative Concerns on SHS*, a *Seminar on Other Accreditation Options*, and a *Seminar on Blending Digital Tools and Techniques Amidst Current Trends in Education*. The Association also held a *Kapighan with the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)*.

Our organization has continued building industry and academe linkages. PACU has managed and directed fora with industry partners in Business, Finance & Accountancy, Engineering & Information Technology, and Hotel & Restaurant Management/Tourism, and held a "debriefing" meeting in an up-to-the-minute report to lay out specific action steps based on the findings and/or resolutions taken up during the fora.

Meanwhile, there are also some updates regarding scholarships and financial assistance for students. A study by CHED revealed that while the government has in place up to 62 student financial assistance programs, these programs have only assisted about 60,000 students or a mere 2 percent of the 2.7 million Filipino college students. Rep. Roman Romulo, Chairman of the Committee on Technical and Higher Education of the Congress, earlier said that qualified and disadvantaged students need to have access to scholarships and other forms of financial support without the patronage of politicians.

Commissioned Marketing Research Survey on Voucher Top Up

Collated by Gregorio M. Pascua
Executive Director

Background History

The Education Service Contracting (ESC) is a major program under Republic Act No. 6728, the Government Assistance to Students and Teachers in Private Education (GASTPE), which provides financial assistance to students' tuition fees in private high schools. It is geared towards reducing the class size to manageable levels in high schools, especially those experiencing shortage of classrooms and teachers.

Back In 1980, the Private Education Assistance Committee-Fund for Assistance to Private Education (PEAC-FAPE) piloted the ESC program as an alternative to public school expansion specifically to attract economic transaction for Government to help the private school system to survive.

In 1986 PEAC-FAPE launched a National Expanded Pilot of ESC. Financed by the Department of Education (DepEd), it started with 158 participating schools.

Recognized as a strategy in providing equitable access to education, the ESC was institutionalized with the passage of the GASTPE Law in 1989. It received an initial budget of 40 million pesos which was later increased to 100 million pesos. Subsidy was pegged at 1,349.00 pesos per grantee.

In 1990, ESC management was transferred to DepEd. But six years after, with processing issues, delayed payments and no existing reports on the program, ESC management was given back to PEAC-FAPE. Subsidy was increased to 1,700.00 pesos and slot allocation was based on overflow from public high schools.

Congress enacted Republic Act No. 8545 in 1998 which expanded the GASTPE Law. It further provided for In-service Training for Teachers (INSET) and Teacher Salary Subsidy.

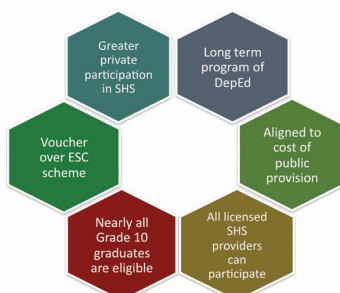
ESC certification was required for school participation in the program starting 2004. Per student subsidy was then increased to 4,000.00 pesos.

Senior High School Voucher Program

In 2013, Congress enacted a landmark legislation - Republic Act No. 10533, the Enhanced Basic Education Program. Also known as the K-12 Program, it covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

It also features further expansion of GASTPE to cover Senior High School through a Voucher Program (SHS-VP). Thereafter, DepEd issued its Policy Guidelines on the Implementation of the SHS Voucher Program under GASTPE and Detailed Guidelines on the SHS Voucher Program (DepEd Order Nos. 11 and 46, 3. 2015).

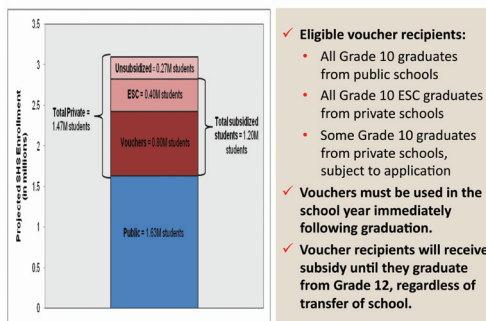
Table 1



Policy Agreements on the SHS Voucher Program

UPDATES ON THE SENIOR HIGH SCHOOL VOUCHER PROGRAM

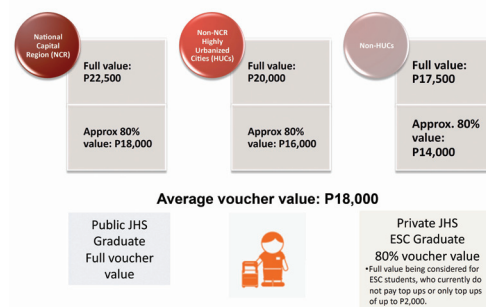
Table 2



RECAP: On Voucher Recipients

UPDATES ON THE SENIOR HIGH SCHOOL VOUCHER PROGRAM

Table 3



UPDATE: On Voucher Tiering

UPDATES ON THE SENIOR HIGH SCHOOL VOUCHER PROGRAM

Commissioned Marketing Research Survey on Voucher Top Up

The concern of private schools can be summed up thus: Given the vouchers for school year 2016-2017, at what level of top up (making up to the full value) will parents of public high school completers be willing to transfer their children to private schools?

On February 12, 2015, PACU submitted to PEAC-FAPE a project proposal titled "Research Survey on the Willingness of Parents in Public schools to Pay a Top-Up Under the Voucher System for Grade 11 Students in Private Schools." PACU commissioned a market research firm, Firestarters, Inc. ("Firestarters"), to undertake the project.

The original research design proposal, which formed the basis for the initial application of the amount of the grant, was revised by Firestarters based on discussions/issues raised by PACU during a meeting called for the purpose. The revision called for a broader coverage of the research areas from the initial six (6) to 17.

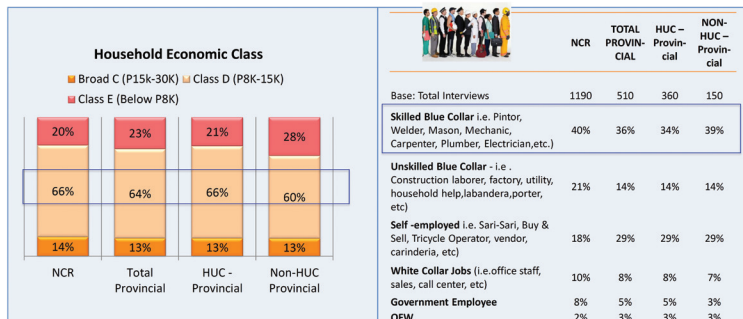
The total amount of grant for this commissioned marketing research survey was Php 3,200,000.00. (Please see CMRS on Voucher Top Up In Numbers on the next page)

Sources:

1. Updates on the Senior High School Voucher Program, Rhodora Angela F. Ferrer
2. RA 6728
3. RA 8545
4. RA 10533
5. DepEd Order No. 11, s. 2015
6. DepEd Order No. 46, s. 2015

Commissioned Survey on Voucher Top Ups In Numbers

Economic Classification: Grade 10 Public School students mainly come from Class D homes. The main income earner are into skilled blue collar jobs.



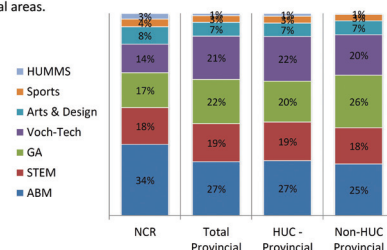
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15

Preferred Track for Child

(Question: Which of the Tracks would you like your child to pursue?)

- Asked on what Track they want their child to take, the most popular track mentioned by parents is ABM. This is consistent across all areas studied.
- GA is equally a top choice in Non-HUC Provincial areas.
- Secondary Tracks preferred are STEM & GA.



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19

Left: Demographic profile of the Grade 10 Public School Students.
Right: Preferred Track for the Child. ABM was ranked as the most popular track.

Reasons for Track Preference

(Question: Why do you prefer this Track for your child?)

	NCR	TOTAL PROVINCIAL	HUC - Provincial	NON-HUC - Provincial
Easy to get a job i.e. "in demand ang kurso, maraming kumpanya ang kukuha"	21%	15%	14%	17%
Because of the potential job in the future (Net)	29%	19%	18%	22%
"Magiging professional, may profession pagkatapos i.e. Finance Manager, Architect, Engineer, etc."	8%	9%	8%	11%
"Sa office ang trabaho"	8%	3%	3%	4%
"Madaling magtayo ng negosyo/baka manahin ang negosyo/Magandang course para sa negosyo, etc)"	13%	7%	8%	6%
It is in line with skills and interest of my child i.e. hillig, gusto ng anak, magaling siya sa diyani, etc)	22%	38%	40%	32%
Gusto ng anak ko, susuportahan ang anak sa gusto niya	16%	10%	8%	13%

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20



87% said something positive

- *Makakabawas / Makakamura / Makakatipid pag sa private school pinag-aral ang anak – 74%
- *May chance makapag aral sa private school – 8%

28% said something negative

- *Malaki pa din ang babayaran, mabigat pa din ang natitirang tuition 13%
- *May mga additional pa nababayaran, di pa kasama ang books, miscellaneous fees 12%
- *Hindi sapat ang binigay na discount 4%

North Luzon 46%
Mindanao 45%

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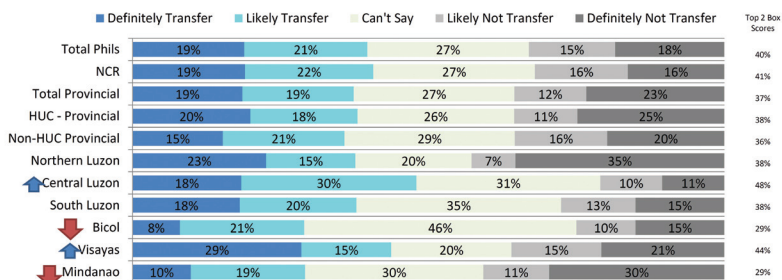
22

Left: Track Preference Reasons. Potential future job ranked the highest in NCR while being in line with the interest of the child ranked the highest in HUC-Provincial.
Right: Parents' Impression of DepEd's Discount Voucher.

How Likely they will transfer their child to a private school by availing the VOUCHER?

(Note: Price/Tuition Fees were not yet shown when asking this question. Voucher was evaluated on the merit of providing discount)

- About 4 in 10 public school parents are positively pre-disposed to use the voucher & transfer their child to a private school.
- Using stringent measure of "Definitely Avail" though, there is only about 20% likely migration.
- The highest positive attitude is in Central Luzon & Visayas. It is lowest in Bicol and Mindanao.

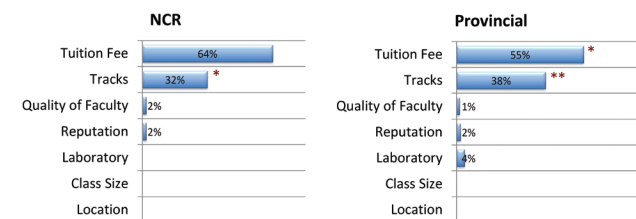


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24

Drivers of Choice of School

- In considering private schools for Senior High School, results show that parents do not merely look at price/tuition fee.
- Aside from Tuition Fee, they also consider TRACKS, Quality of Faculty, and Reputation of school vis-à-vis Tuition Fee.
- In provincial areas, laboratory (state of the art) is also a key consideration in their choice.



*significantly differ by Economic Class
**significantly differ by Economic Class & By type of area HUC/Non HUC

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28

Left: Probability of the Transfer of the Child to a Private School by Availing the Voucher.
Right: Reasons for Considering Private Schools for Senior High School.

Some Notes and Comments on the K-12 Law, Its Implementing Rules and the DOLE-DECS-CHED-TESDA Guidelines (Part 3 of a Series)

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B.2. Assign qualified full-time HEI faculty to teach in the Senior High School to be set up by the same institution.

For HEIs who have applied for, and were granted approval for the setting up of a Senior High School, the HEI may opt to transfer the affected full-time college faculty member to teach in the Senior High School level.

Section 3 [7] of the DOLE DepEd TESDA and CHED Joint Guidelines on the Implementation of the Labor and Management Component of Republic Act No. 10533 provides that “(f)aculty of HEIs may be allowed to teach in their general education or subject specialties in the secondary education; Provided, that the faculty must be a holder of a relevant Bachelor’s degree; and must have satisfactorily served as a full-time HEI faculty.”

Correlatively, section 36 of the Manual of Regulations for Private Higher Education (MORPHE) enumerates the

requirements for a full-time faculty member, to wit:

- a.) Who possesses at least the minimum academic qualifications prescribed under this Manual for all academic personnel;
- b.) Who is paid monthly or hourly, based on the regular teaching loads as provided for in the policies, rules and standards of the Commission and the institution;
- c.) Who devotes not less than eight (8) hours of work a day to the school;
- d.) Who have no other remunerative occupation elsewhere requiring regular hours of work, except when permitted by the higher education institution; and
- e.) Who is not teaching full-time in any other higher education institution.

Under the foregoing, the following clarifications ought to be made, to wit:

1. **The full-time HEI faculty who will be assigned to teach in the Senior High School during the transition period need NOT to obtain a license for teaching in Senior High School.** This must be so, for where the law does not distinguish, so should we not distinguish. It is noted that these guidelines were precisely formulated to optimize employment retention and to prevent displacement of faculty and non-academic personnel as far as possible. Any other interpretation will not serve the purpose of these guidelines.
2. **Where the full-time HEI faculty member complies with the above requirements, he/she should thus**

be given priority in hiring within the same institution. -- In conformity with the underlying purpose of the guidelines, the government has mandated that priority be given to both full-time HEI and academic support personnel.

3. **In instances where there are no more available slots for HEI faculty in the same institution’s SHS, the HEI faculty may likewise be indorsed or referred to the DepEd, for possible employment in the public Senior High Schools.** -- If it is altogether impossible for the affected HEI faculty and academic support personnel to be placed within the same institution where they are presently hired, the Implementing Rules further provide that said persons shall be given priority in hiring for other private and public senior high schools (SHS). The same DOLE-DepEd-TESDA-CHED guidelines provide that the years of teaching experience in the private HEIs shall be considered in hiring in public schools, and vice-versa, based on the agreed criteria or schemes to be promulgated by the DepEd and other government agencies.

B.3. Assign HEI faculty to administrative or research positions during the transition period.

This option assumes that there are available positions in the administration for the HEI faculty to fill in, or that there are research grants which the HEI faculty may avail of for a period of two (2) years.

It is further understood that such option needs not be made available to all

Turn to next page

Some notes...

From page 5

faculty members, considering that not all faculty members can do research work good enough to be published in local or international referred journals.

One disadvantage that can be foreseen in the assignment of the faculty member to a research position is the possibility of diminution of salary and benefits, inasmuch as research rates may be lower than that of the usual teaching load. In such case, the faculty member may not be laterally transferred without his/her consent.

B.4. Assign HEI faculty to teach short term certificate courses or bridging programs, during the transition period.

The objective being to create new jobs for HEI faculty who may be displaced during the transition period, one creative mechanism would be for the HEI to target new markets, viz. (a) the professionals who may enroll in short term certificate courses in order to enhance their skills and competencies to global standards and improve their chances in the possible labor movements arising from the ASEAN 2015 integration; and (b) the old graduates of the K-10 basic education system, who may have deferred going to college and may want to avail of a bridging program.

One clear advantage of creating short-term certificate courses by tapping into professional markets is that this will not need prior approval of the CHED. For the same to be successful however, the HEI should be able to identify the global trends and make their own feasibility studies in accordance with their market.

As with the previous option, the disadvantage in the assignment of the full-time tenured faculty member to the short-term certificate courses or bridging programs would be the possibility of diminution of salary and benefits, where the anticipated rates will be lower than their regular teaching rate. In such case, the faculty member may not be laterally transferred without his/her consent.

B.5. Agreement to go on extended sabbatical leave or floating status without pay.

Sabbatical leave is defined as a prolonged absence from work in the career of an academic employee granted for the purposes of approved scholarly or creative activity for professional development or research purposes. It is understood that the employment relationship is not terminated thereby, and that upon expiration of said leave, the HEI faculty is reinstated to the same position without any demotion in rank or diminution in salaries or benefits.

Sabbatical leave may be with or

without pay, depending on the HEI's policies.

Should the sabbatical leave be with pay, then it is presumed that the HEI should have raised funds earlier on to address the increased financial burden of this option. Otherwise, if this is not financially sustainable or feasible, then the HEI should not offer the same in the first place.

A sabbatical leave without pay is an onerous arrangement indubitably prejudicial to the HEI faculty/employee. As such, it cannot be forced upon the HEI faculty/staff member; the latter must agree to this particular arrangement.

On the other hand, Article 286 of the Labor Code recognizes what is ordinarily called "floating status", which has been defined as "a bona-fide suspension of an undertaking for a period not exceeding six (6) months, xxx and shall not terminate the employment relationship." While the general understanding is that this floating status should not go beyond a six-month period, it is believed that a longer period may be prescribed in instances where both parties have mutually agreed to the same.

In order to make the arrangement more palatable, the parties may consider the continuance of certain benefits despite the fact that the faculty HEI is on sabbatical leave without pay or on "floating status",





Photo from tuoitrenews.vn

viz., that the children of the affected HEI faculty/staff member will continue to enjoy their scholarship benefits.

This may be seen as a win-win situation for the parties because: (a) the HEI will not be required to give separation pay to the faculty/staff employee; and (b) the faculty or staff member will NOT lose his/her tenure, during the sabbatical leave or while on “floating status”. It is to be understood however that during the sabbatical leave or floating status, the faculty or staff member should be allowed to work elsewhere and the “exclusive teaching/work policy” shall be relaxed at this time.

B.6. Mandatory, Optional or Early retirement

Mandatory retirement under Labor Code is available for those who have reached the age of sixty five (65), without any qualification as to the years of service. Optional retirement pertains to retirement at the age of sixty (60) years of age under the Labor Code, with at least five (5) years of service with the HEI. In both instances, the retirement benefit is computed under the expanded concept of 22.5 days for every year of service, and that any benefit secured hereunder is tax-exempt by explicit provision of law.

By contrast, early retirement contemplates of a situation where the employee is allowed to retire upon reaching an earlier age or upon attainment of a certain number of years of service. In as much as early retirement is not required by law, the availment of such benefit, and the computation of the retirement benefit,

shall be governed solely by the parameters of the HEIs’ respective retirement plans, if any there be.

Unlike in the availment of optional or mandatory retirement under the law (Rep. Act No. 7641), early retirement benefits under an HEI retirement plan are not automatically tax-exempt. In order for the benefits to be exempt from taxes (and hence, encourage availment by the affected HEI faculty members), the following parameters must be complied with:

- HEI retirement plan is registered with the BIR;
- HEI retirement plan gives benefits which are equivalent to or better than that provided by Rep. Act No. 7641
- Employee must be at least fifty (50) years old and must have served the company for at least ten (10) years in order that his retirement benefits may be tax exempt

B.7. Retrenchment.

Retrenchment is used interchangeably with the term “lay-off”, and is one of the economic grounds to dismiss employees under Article 283 of the Labor Code.

Retrenchment is the termination of employment by the employer through no fault of the employees, and is usually resorted to by the employer/HEI primarily to avoid or minimize economic or business reverses during periods of business recession, industrial depression, seasonal fluctuations, re-organization or automation of the school operations.

Elements for valid retrenchment:

Under Article 283 of the Labor Code, in conjunction with Section 2, Rule XXIII of the Implementing Rules of the Labor Code, the following elements must be strictly complied with in order that the retrenchment may be considered as valid:

- a) The losses expected should be substantial and not merely *de minimis* in extent. --
- b) The substantial losses apprehended must be reasonably imminent;
- c) The retrenchment must be reasonable necessary and likely to effectively prevent the expected losses; and
- d) The alleged losses, if already incurred and the expected imminent losses sought to be forestalled, must be proved by sufficient and convincing evidence.

The phrase “**to prevent losses**” means that the retrenchment or termination of the services of some employees is authorized to be undertaken by the employer **before the losses anticipated are actually sustained or realized**. In other words, retrenchment can be undertaken without waiting for their losses to happen.

With the implementation of K-12, it cannot be denied that tertiary schools will have no freshmen enrollees in 2016, and also no sophomore enrollees in 2017, and so on in accordance with the chart. It can therefore be reasonably anticipated that the HEI will suffer serious and actual business losses as a consequence of the lack of enrollees during the K-12 transition period. As such, the option to implement a retrenchment program will be defensible under the circumstances.

Procedural requirements for retrenchment:

The affected employees shall be entitled the following under Article 283 of the Labor Code, to wit:

- a) one (1) month notice to the affected employee prior to the effective date of retrenchment;
- b) separation pay; and
- c) Notice to the Department of Labor at least one (1) month prior to the intended date of retrenchment.



Photo from feu.edu.ph

Some notes...

From page 7

Retrenchment pay:

One [1] month pay OR one-half month pay for every year of service, WHICHEVER IS HIGHER; provided further that a fraction of six months or more will be considered as one year.

May one-month notice to employee or the DOLE be dispensed with?

Under Supreme Court rulings, the one-month notice to employees and/or the Department of Labor may be **NO LONGER BE** dispensed with. Said notices are essential because the right to retrench is not an absolute prerogative of the employer, but is subject to the requirement of law that retrenchment be done to prevent losses.

The DOLE is the agency that will determine whether the planned retrenchment is justified and adequately supported by facts.

What is the effect if the HEI fails to comply with the two notice requirement?

The lack of written notice to the employees and to the DOLE does not, however, make the retrenchment illegal (as to entitle employees to backwages and separation pay) **but is merely defective where imminent or actual serious business losses is proven.** In such instance, the HEI will be penalized with a fine equivalent to

P50,000.00 per employee, for failure to comply with the procedural requirements of the law.

The displacement is NOT on account of HEI initiative, but rather, brought about by the implementation of law

Several quarters have questioned the validity of the DOLE-DepEd-TESDA-CHED Joint Guidelines on the Implementation of the Labor and Management Component of Republic Act No. 10533, insofar as it allows for retrenchment – instead of redundancy – as an option for the HEI.

To our mind, it is only fair and just that the termination of employment of the employees in this case be due to retrenchment **because the termination is not at the initiative of the employer.** This is a termination of employment initiated by the implementation of the law on K-12 and forced upon the employer.

Since the termination is due to an act of government, then the HEI should NOT be made to solely bear the costs of personnel displacement by payment of a higher separation pay, as with redundancy. Rather, both the employees and the employer must sacrifice and bear their share of the burden for the betterment of Philippine education.

C. Other options during the K-12 transition period

In the exercise of its academic freedom

and management prerogatives, the HEI is not limited to personnel movements in order to alleviate the negative financial repercussions of the implementation of the K-12 law. It may consider the following additional measures, to wit:

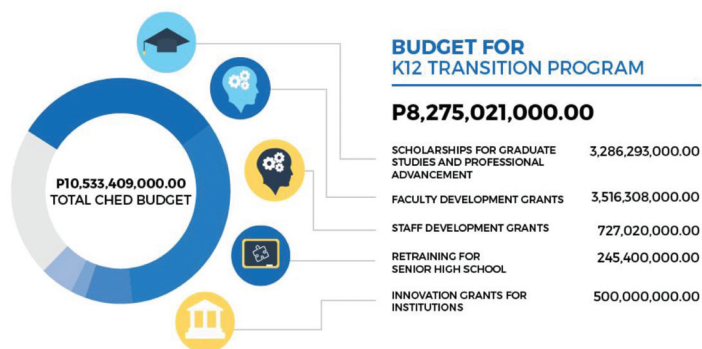
- a.) Moratorium for cba wage increases during the transition period
- b.) Moratorium in increases on SSS/GSIS/Philhealth and Pag-Ibig contributions
- c.) Soft loans from government financial institutions or other intermediaries

These proposals are a necessary consequence of the radical decrease in enrollment rates during the transition period from 2016 to 2021. It has been reported that affected HEIs will suffer an aggregate P150 Billion in revenues on account of the K-12 shift.

A moratorium in wage increases for the transition period, as well as increases in the employers' contributions to the various government mandated agencies, will certainly help the HEIs to cope with the dire financial repercussions of the K-12 shift, and allow them to focus their efforts at creative mechanisms and solutions to address the glut.

If this is not altogether possible, then government may consider giving a subsidy to private educational institutions to help in the transition period.

CHEd's K-12 Transition Program In Numbers



TARGETS

BY COMPONENT AND YEAR

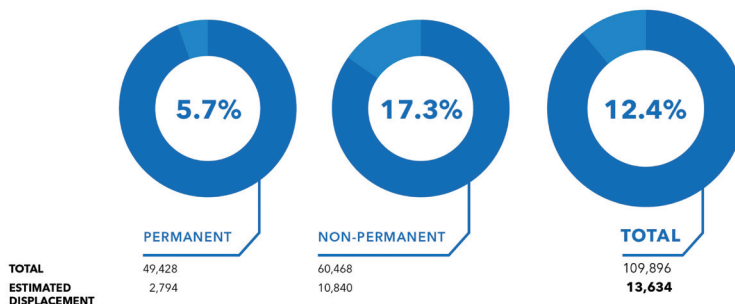
	Total	2016	2017	2018	Balance
Scholarships for Graduate Studies	14,774	5,909	5,909	1,477	1,479
SHS Training Package	4,090	1,227	2,454	409	--
Faculty Development Grants	26,758	9,365	8,027	5,351	4,015
Staff Development Grants	12,117	4,241	3,635	2,423	1,818
Innovation Grants for HEIs	400	100	200	100	---
Professional Advancement (portion of Graduate Studies)	7,552	3,020	3,020	744	757

TOTAL PROJECT COST BY COMPONENT AND YEAR

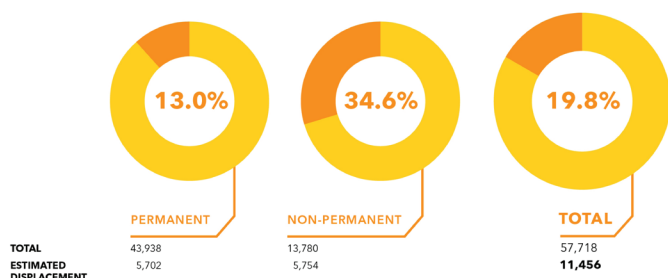
	Total	2016	2017	2018	Balance
Scholarships for Graduate Studies	13.67 B	3.06 B	4.73 B	3.59 B	2.29 B
SHS Training Package	818 M	245.4 M	490.8 M	81.8 M	--
Faculty Development Grants	9.09 B	3.51 B	2.40 B	1.82 B	1.36 B
Staff Development Grants	1.82 B	727 M	454 M	363 M	273 M
Innovation Grants for HEIs	2.00 B	500 M	1.00 B	500 M	
Operational Support for DHEIs	270 M	60 M	60 M	60 M	90 M
Administrative Cost	552 M	162 M	182 M	128 M	80 M
Total	28.22 B				

Estimated Displacement of Teaching and Non-Teaching Staff

TEACHING



NON-TEACHING



TOTAL ESTIMATED DISPLACEMENT 25,090

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

DepEd
Green Lane

- 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
Development Grants

- 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

Board Meeting & Expanded Board Meeting



Seminar on Other Accreditation Options Lyceum of the Philippines University, Batangas City November 20, 2015



Through the Eye of the LENS

Kapihan with PACUCOA Far Eastern University - Institute of Technology, Manila October 16, 2015



Expanded Board Meeting Lyceum of the Philippines University, Batangas City November 20, 2015



PACU Forum on Leveling of Expectations between Academe and Industry - Hotel & Restaurant Management & Tourism Sector

**Far Eastern University, Makati City
September 14, 2015**



PACU Seminar on Faculty Development on the Senior High School Program & ASEAN Integration

**Manila Tytana Colleges – Pasay City
September 24-25, 2015**



*We would like
to extend our
congratulations to
the Newly-Appointed
Presidents of the
different PACU
member schools:*

NCR

Rev. Fr. Clarence Victor C. Marquez
Colegio de San Juan de Letran
Dr. Isagani G. Germar
Manuel L. Quezon University
Fr. Orlando F. Ordoña
Pasig Catholic Colleges
Dr. Winston B. Padojinog
University of Asia and the Pacific

LUZON

Dr. Patricia Bustos-Lagunda
Baliuag University
Dr. Luis Maria R. Calingo
Holy Angel University
Dr. Francisco T. Duque III
Lyceum Northwestern University
Dr. Mario C. Villanueva
Naga College Foundation
Atty. Ferdinand S. Nicolas
Northwestern University
Rev. Fr. Gilbert B. Sales, CICM
Saint Louis University
Prof. Dhanna Kerina B. Rodas
University of Baguio

VISAYAS

Dr. Chito B. Salazar
Southwestern University
Atty. Nuevas T. Montes
University of Bohol

MINDANAO

Dr. Jocelyn Teresa V. Rubin
Medina College

The final quarter...
From page 2

PACU also actively participated in congressional hearings on the "Unified Student Financial Assistance System for Tertiary Education" (UniFast) Law. In a landmark development, President Benigno Aquino III signed on October 15 the UniFAST Act, known as Republic Act 10687, providing a comprehensive and unified financial assistance system to tertiary students in the Philippines. The UniFAST law aims to speed up the delivery of government scholarships and other student financial assistance by targeting qualified beneficiaries and adopting uniform standards for selection and retention.

Regional Updates. There are also some important updates and recent developments in the Southeast Asian Region. Speaking about the Association of Southeast Asian Nations (ASEAN), some people who are being primed to expect the "delivery" of the ASEAN Community on December 31, 2015 (AC15) will be greatly disappointed if they are anticipating a fireworks of transformation that day. The region is currently in the midst of an ambitious drive to create an AC15, a multifaceted model for greater cooperation that will see the free movement of goods, services, investment, skilled labour (and freer flow of capital). AC15, in a nutshell, is a work-in-progress. The successes so far should lay the foundation for future work on ASEAN community building. Toward this end, ASEAN must make a concerted effort to convey in specific quantitative, if not qualitative, terms what it had planned to achieve and how well it is doing, regularly.

To end with a personal note, election fever is heating up and we expect a deluge of promises. This should not, however, drown the opportunity to bat for politicians' platforms, agenda, plan and actions. Indeed, we need policies more than politics, and here's a snippet from Nikita Khrushchev: "Politicians are the same all over. They promise to build a bridge even when there is no river."

To my fellow officers, trustees, and members of PACU, my prayers for a blessed Christmas season and a grace-filled New Year!

PACU CALENDAR OF ACTIVITIES 2016

January 22

Expanded Board Meeting - VisMin
University of Mindanao, Davao City

January 22 & 23

Seminar on PQF & ASEAN
Qualifications Reference Framework
University of Mindanao, Davao City

February 18 & 19

COCOPEA Congress
SMX Convention Center, Pasay City

March 18

Regular Board Meeting

May 20

Expanded Board Meeting - NCR

June 25

PACU General Assembly & Election

DepEd details...

From page 1

than one school year; is retained in the same grade level; transfers to another SHS provider within the school year; and/or transfers to a DepEd SHS provider.

A VPB, however, is allowed to shift to another strand or track after the 1st semester or Grade 11 within the same school or after Grade 11 whether in the same school or to another school.

As of this writing, DepEd is receiving applications for vouchers for private non-ESC Grade 10 students and will end on the third Friday of January for manual submissions, or second Friday of February for online submissions. The Private Education Assistance Committee (PEAC) shall post the results on its website on the third Friday of March.

Qualified applicants will be given QVR certificates through the Online Voucher Application Portal (OVAP) website and they will be required to attend the registration program to be scheduled by the PEAC National Secretariat at selected areas in the regions.

Earlier, DepEd announced the extension of SHS early registration period from October 19 to November 13, 2015 to give all SHS entrants ample time to decide on their choice of SHS track.

PACU NEWSLETTER

A project of the PACU Committee on
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