

All public JHS completers and all private JHS completers who are Education Service Contracting (ESC) grantees will automatically receive vouchers.

Private JHS completers, on the other hand, who are not ESC grantees may apply subject to additional guidelines that the DepEd may issue for this purpose.

To further cushion the impact of the K-12 program, CHED has rolled out programs to mitigate the impact of SHS implementation on higher education institutions and their personnel. The Coordinating Council of Private Educational Associations (COCOPEA) has extended assistance to CHED in developing and enhancing these programs.

The K-12 education reform also stems from the need to address the onslaught of globalization and regional cooperation for the graduates of higher education institutions.

It will be noted that the Philippines is the only country in ASEAN and one of the three remaining countries in the world with 10 years basic education. And, as the 21st century education spreads, the Philippines has to catch up and shift to 12 years of basic education to be at par with the rest of the world.

As set out in the ASEAN Declaration, the aims and purposes of ASEAN are to accelerate economic growth, social progress, and cultural development in the region; promote regional peace and stability; promote collaboration and mutual assistance on matters of common interest; provide assistance to each other in the form of training and research facilities; collaborate for the better utilization of agriculture and industry to raise the living standards of the people; promote Southeast Asian studies; and maintain close, beneficial co-operation with existing international organizations with similar aims and purposes.

As an initial step in integration, ASEAN aims to develop the 10-member countries of ASEAN into a single market and production base for the free flow of goods, services investment, capital and skilled labor.

While the goals are economic in nature, human resource and capacity as well as their movements within the region will be inevitably implicated.

The following results are expected from the education sector: greater student and staff mobility; greater demand for quality programs; and higher employer standards, among others.

Discussions and consultations on the impact of these changes have trickle down to member schools who are expected to craft their own specific plans and prepare their programs to address K-12 and ASEAN Integration. These reforms will provide a bigger chance for tertiary graduates to become regionally and globally competitive.

In any event, whether the HEIs go back to their normal enrollment rates or ease into a “new normal”, the fact of the matter remains that the HEI will incur in huge financial costs if all its faculty were to be kept in the payroll during the transition period when there are lesser students to teach – UNLESS the HEI were to think of creative solutions to resolve the problem of transition.

B. What are the creative solutions or options for movement of faculty members who may not be given teaching loads for a period of two (2) years during the K-12 transition period?

Alarm bells have been raised by certain quarters – not surprisingly by Faculty Unions, as well as Senator Trillanes – about the displacement of regular and contractual faculty members as a consequence of the foregone enrollment during the transition period.

Preliminarily, it should be pointed out at this juncture that the educational institution is not under obligation to keep more employees as are reasonably necessary for the efficient operations of the college.

For purposes of this discussion, it is imperative to distinguish between full-time/permanent faculty members who are tenured, as against part-time faculty members who do not have tenure. It is understood that by the very nature of their engagement as such part-time faculty employees on a semester-to-semester basis, the HEI has no obligation to renew their contract or give them a teaching load upon expiration of the said contract. On the other hand, full-time faculty members who have complied with the academic requirements provided by the Manual of Regulations for Private Higher Education (MORPHE) are considered permanent/regular faculty members who have tenure. As such, the HEI is initially under obligation to give them teaching loads every semester.

While retrenchment is undoubtedly an option during the transition period, let it be emphasized that it is not the ONLY solution. There are several other options well worth exploring by the HEI which we will attempt to discuss below, together with their respective advantages and disadvantages, to wit:

1. Study grants for teachers in transition;
2. Assigning qualified full-time College faculty to teach in the Senior High School being set up by the same College;
3. Assign HEI faculty to administrative or research work;
4. Assign HEI faculty to teach short term certificate courses or bridging programs, during the transition period;
5. Agreement to go on extended sabbatical leave or floating status without pay;
6. Early retirement; OR
7. Retrenchment.

#### **B.1. Study grants for HEI Teachers in transition. –**

One pro-active option available to the HEI is to give study grants to teachers who will not be given teaching loads for a period of two years during the transition period.

A three-pronged benefit among all stakeholders in the academic community can be foreseen by using this option, as follows:

- (a) the teachers are afforded an opportunity to advance their professional careers by taking up masteral or doctorate degree courses;
- (b) the HEI benefits from the enhanced effectiveness and efficiency in the performance of the teacher's work while at the same time, enabling the HEI to likewise comply with the percentage requirements of its faculty members with masteral or doctorate degrees for higher level accreditation; and (c) the new knowledge of the teachers through updated researches, technological advancements and global trends in their respective fields of specialization, are ultimately cascaded to their students.

However, before this option is offered to the concerned faculty members, the HEI is urged to ensure that the following parameters are put in place for the protection of its interests, to wit: (a) that the HEI has sufficient funds to support the availment thereof by the displaced faculty members; (b) faculty members who wish to take up further studies shall choose a specialization which can be maximized by the HEI in accordance with curriculum changes and the HEI's vision-mission-goals; (c) strict compliance with the return of service requirement by the faculty to be awarded the study grant; and (d) that the faculty member will be given teaching loads upon completion of the study grant.

To Be Continued  
in the next PACU Newsletter

<sup>2</sup>Please see: PACU Newsletter December 2014 issue, page 3.

<sup>3</sup>Commission on Higher Education Strategic Plan for 2011-2016, Item 6 on Major Targets, sub-item 6.1 on Rationalization of Higher Education Institutions and Programs

<sup>4</sup><http://www.gov.ph/k-12/>

<sup>5</sup>Republic Act No. 10533, section 2 (b)



# PACU newsletter

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## Gearing up to Implement K-12 Program and ASEAN Integration

Except for some pockets of resistance, public and private schools nationwide are gearing up to implement the Enhanced K-12 Basic Education Program and the ASEAN Integration.

The K-6-4-2 Model involves kindergarten, six years of elementary education, four years of junior high school and two years of senior high school. The two years of senior high school intend to provide time for students to consolidate acquired academic skills and competencies.

Kindergarten and 12 years of quality basic education is a right of every Filipino and must be and will be provided free by government.

Those who go through the 12 years cycle will get an elementary diploma, a junior high school (JHS) diploma, and a senior high school (SHS) diploma.

A full 12 years of basic education will eventually be required for entry into tertiary level education.

Senior high school is two years of specialized upper secondary education; students may choose a career track based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. These subjects fall under either the core curriculum or specific career pathways.

The K-12 program hopes to decongest public schools and the basic education curricula; prepare the students for higher education and for the labor market; and be globally competitive or benchmark with global standards.

Amid calls for the suspension of the K-12 program, President Benigno Aquino recently led government officials in defending the implementation of the program.



**COCOPEA Chairmanship Turnover.**  
**Dr. Karen Feliciano-De Leon, PACU president and outgoing COCOPEA chairperson, hands over the COCOPEA flag symbolizing transfer of authority to Br. Narciso “Jun” S. Erguiza, Jr., FSC., CEAP president. CEAP assumes chairmanship of COCOPEA from June 2015 to May 2017.**



“Despite our initiatives, there are those who say that we are not ready. This is my response: We are ready. K-12 is the fruit of years of comprehensive consultations involving different sectors in education,” President Aquino said during the launching of the program at the Philippine International Convention Center in Pasay City.

Aquino also took a swipe at critics of K-12, saying that they seem to be the only children of God, it seems that they are the only ones who are always correct.”

Education Sec. Armin Luistro, Technical Education and Skills Development Authority Director General Joel Villanueva, Social Welfare Secretary Corazon Soliman, and National Youth Commissioner Dingdong Dantes also attended the launch.

“I can already see the finish line,” Sec. Luistro said. “I can accept all the criticisms and suggestions. What I can't accept are statements saying that Filipinos can't do it.”

In his 2015 K-12 Basic Education Program Midterm Report, Luistro, announced that 333 non-DepEd schools – private high schools and private and public higher education institutions that will offer Grades 11 and 12 - have been issued with SHS permits while 1,866 non-DepEd schools have approved applications for SHS permits for school year 2016.

The DepEd secretary also released a partial report that of the 5,899 public schools that have been identified and mapped to offer SHS in 2016, 3,839 have been submitted to the Department of Budget and Management (DBM) for fund release and to the Department of Public Works and Highways (DPWH) for bidding and construction.

Dr. Karen Feliciano-De Leon, PACU president, said the association has embarked on major changes in teaching pedagogy, quality assurance and curricular programs.

Given that student enrollments will be adversely affected by the K-12 program, Dr. De Leon said that a ripple effect will be expected in its member schools' operations.

To cushion the impact of the K-12 program on its member schools, De Leon disclosed that PACU has commissioned a research study on the K-12 voucher system and a marketing study on adult learners and out-of-school youth.

The voucher program enables Grade 10 completers from public and private junior high schools to enroll in a private high school, private university or college, or state or local university or college, or technical-vocational school, which will offer the senior high school program starting school year 2016-2017.



# State of the Association



Dr. Karen Feliciano-De Leon

As I look back on my first year as president of PACU, I am both proud of our accomplishments as the country's leading higher education organization and concerned that we maintain that role in what I foresee as an era of unprecedented change – in our endeavors and throughout the country.

A commissioned study and pet project of my predecessor in PACU and COCOPEA, Dr. Patricia Bustos-Lagunda, titled The Role and Contribution of Private Higher Education documents PACU's commitment to advancing public understanding of private education. PACU hopes that most Filipinos will find here a clear and convincing statement about the significance of private education to their lives, their communities, and their country.

Few understand that private schools help shape virtually every aspect of our national experience. They are the doorways through which millions pass in their search for a better life.

The country's investment in private schools is not thrown to the four winds; it is returned to all of us, many times over.

Two sweeping education reforms are just around the corner: ASEAN Integration, which will inevitably bring with it our education system's participation in mutual recognition agreements as well as in preparing our professionals and researchers through degree and non-degree programs to enable them to be ready for work locally, regionally and globally, and the Enhanced K-12 Basic Education Program, a full 12 years of basic education that will eventually be required for entry into tertiary level education.

PACU has continuously shown its strong support for these paradigm shifts. In fact, PACU has two other commissioned marketing studies that deal with voucher top ups to help decongest highly populated public secondary schools, and a back-to-school program to entice adult learners and out-of school youth.

Other changes that have directly affected our institutions are CHed's CMO No. 46, s. 2012 on outcomes- and typology-based quality assurance (QBTBQA); Executive Order No. 83 on the institutionalization of the Philippine Qualifications

Framework (PQF) that aims to adopt national standards and levels for outcomes of education and to align the Philippines with international qualifications for increased mobility of workers; and Republic Act No. 10650, which has directed CHED and TESDA to help train qualified teachers and develop a relevant curriculum for open distance learning programs.

We have participated in fora of the Philippine Business for Education (PBE) and the National Competitiveness Council (NCC), and have taken part in technical working groups on curricula and program standards and guidelines, PQF, following the ASEAN Qualifications Reference Framework (AQRF), CHED Multi-Sectoral Committee on Tuition and Other School Fees and other numerous consultation meetings of governmental agencies. Lately, we have been in discussion on the proposed amendments to the Higher Education Act of 1994.

Through the leadership of Dr. Vincent Fabella and together with the Fund for Assistance to Private Education (FAPE) and the Asian Development Bank (ADB), PACU and the other members of COCOPEA have inputted on the Public-Private Partnership (PPP) in Education and helped in the shaping of the comprehensive and Unified Financial Assistance System for Tertiary Education (UNIFAST).

In other learning events, we conducted the Academic Management Seminar Series V, which consisted of Student Mobility & ASEAN Integration; Philippine Qualifications Framework and Quality Assurance; and Blending Digital Tools Amidst Current Trends in Education. Also, a 3-part accreditation seminar and some academe-industry linkage fora capped by a recent summit had been held. The continuing legal and labor threats against K-12 notwithstanding, we continue to join discussions in the House of Representatives and in CHED on the Tertiary Education Transition Fund (TETF). As a revelatory manifestation, CHED has proposed programs Mitigating the Impact of Senior High School Implementation on Higher Education Institutions and Personnel.

Meanwhile, various groups have filed petitions before the Supreme Court seeking a stop to the K-12 program.

Discussions and consultations on the impact of these reforms and changes should continue to trickle down to member schools who are expected to craft their own specific plans and prepare their programs to address in the main the K-12 program and ASEAN Integration. And let's not wait for our clients to come us. Let us take K-12 to them and join the PBed-COCOPEA K-12 Regional Caravan this July to Sept. 2015.

Allow me also to say that it has been a pleasure to represent the PACU membership. I wish to thank the board for its leadership and commitment to the ideals of PACU, and I pay tribute to the magnificent works of the various PACU Committees.

Thank you and God bless.

## SOME NOTES AND COMMENTS ON THE K-12 LAW, ITS IMPLEMENTING RULES AND THE DOLE-DECS-CHED-TESDA GUIDELINES

(Part Two of a series)

Overview of labor and administrative issues relating to the implementation of the K-12 shift

One practical problem posed to Higher Education Institutions (HEIs) would be the logistical issue of faculty oversupply during the academic years 2016 to 2021 inclusive during the K-12 transition period.

A necessary consequence of the implementation effective 2014 year of Republic Act No. 10533 (otherwise known as the "K-12 law") is the fact that there will be no high College graduates for a two year period from Academic Years 2016-2017 until 2017-2018.

This must be so, because the graduates of the junior high (Grade 10 or the 4th year level of the present high school) will be required to continue on to the Grade 11 of the Senior High School in 2016, and to Grade 12 in 2017. The first batch of students who shall have completed the Senior High School (Grades 11 and 12), will graduate by the end of the academic year 2017-2018, viz., March or April 2018, thereby qualifying them to enroll in college only by AY 2018-2019. This will likewise affect enrollment in the higher levels of tertiary education until SY 2020-2021 as a result thereof.

Save for irregular students, or those who may have chosen to defer their college studies comprising a small percentage of the usual student population, it is quite obvious enrollment rates are expected to go down by at least fifty percent (50%) at its peak from AY 2017-2020. This translates to a fifty percent (50%) decline in University/College enrolment (and income!) for years 2017-2018 all the way to AY 2020-2021, as can be seen in the following chart:

	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR	4 <sup>TH</sup> YEAR	DECREASE ENROLMT
2016-2017	NO 1 <sup>ST</sup> YR	OKAY	OKAY	OKAY	25% DOWN
2017-2018	NO 1 <sup>ST</sup> YR	NO 2 <sup>ND</sup> YR	OKAY	OKAY	50% DOWN
2018-2019	OKAY	NO 2 <sup>ND</sup> YR	NO 3 <sup>RD</sup> YR	OKAY	50% DOWN
2019-2020	OKAY	OKAY	NO 3 <sup>RD</sup> YR	NO 4 <sup>TH</sup> YR	50% DOWN
2020-2021	OKAY	OKAY	OKAY	NO 4 <sup>TH</sup> YR	25% DOWN
2021-2022	OKAY	OKAY	OKAY	OKAY	BACK TO NORMAL?
2022-2023	OKAY	OKAY	OKAY	OKAY	BACK TO NORMAL?

Considering that the income of a great majority of educational institutions is based mainly on tuition fee collections, the decline in income can reasonably be anticipated and is actually foreseeable. That higher educational institutions will suffer tremendous financial losses, is an understatement.

In the light of the fact that higher educational institutions of the private sector are not subsidized by government as a general rule, it is clear that that the HEIs will be constrained to undertake cost-cutting measures in order to ensure its survival during the transition period.

Apart from the financial pressure, the HEI administration is further

<sup>1</sup>Chart from powerpoint presentation of Atty. Ada Abad for CEAP and PACU K-12 Labor Aspect Lectures (updated June 2014) as corrected by Rev. Fr. Antonio S. Samson, S.J. of PERAA and Mary The Queen Parish.

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faced with the challenge of internal movements and/or transfers brought about by the changes in the tertiary level General Education curriculum.

Inasmuch as certain college General Education courses are to be pushed down to the 11th and 12th grades of the basic education curriculum, it is highly possible that there will be some college professors who will find themselves without subjects to teach in the tertiary level at certain points during the transition period.

Assuming that they are qualified, willing and able to teach in the secondary education or the Senior High College, the movement in this regard from tertiary education level to the secondary education may turn out to be permanent in nature where the college subject itself has been brought down to the Senior High School curriculum. The qualifications for teaching in the Senior High College, the various permutations and ramifications of the said qualifications, had already in Part One of this series.

At this juncture, we would like to discuss the various concerns and possible options in the movements for the faculty and staff who are likely to be displaced by the dearth of enrollees during the transition period, as shown by the above chart.

### A. Will enrollment rates go back to normal levels by SY2020-2021 when the K-12 law shall have been fully implemented?

HEIs must prepare for the eventuality that enrollment rates may not go back to the same rates as that existing prior to the implementation of the K-12 law.

It is to be noted that the central feature of the K to 12 Program is the upgrading of the basic education curriculum, to ensure that our Filipino graduates are equipped with "21st century skills and other competencies responsive to labor market needs, both local and international, as well as to the requirements of national development." At the end of the twelve-year basic education curriculum, it is thus expected that students would have developed into productive and responsible citizens and lifelong learners who have acquired mastery of concepts, competencies and skills, and necessary preparation for tertiary education, middle-level skills development, employment, and entrepreneurship.

More particularly, the K-12 law expands on, and commits the government to free high school education. It is the objective of the program that each K-12 graduate may elect any of the three (3) options in a rapidly changing and increasingly globalized environment: (a) for further academic studies in the tertiary level of education; (b) for pursuance of vocation and technical career opportunities, as well as creative arts or sports; or (c) to allow for entrepreneurial employment.

Simply stated otherwise, a K-12 graduate may thus choose NOT to go the academic route, but pursue technical-vocational courses, arts/sports, or set-up his own business, or enter the workforce as a competent and qualified employee.

Hence, it is altogether possible that enrollment rates may not return to such levels as that existing prior to the implementation of the K-12 law. It becomes necessary for higher education institutions to study their existing market, make projections and calibrate towards **a new normal**.



PHOTO GALLERY



PACU Board Meetings



NCR

VisMin



Luzon



Visit at University of Cebu

PACU Academic Management Seminar Series 2014-2015



Student Mobility and ASEAN Integration University of Asia and the Pacific



Philippine Qualifications Framework and Quality Assurance University of the East



Blending Digital Tools & Techniques Amidst Current Trends in Education University of Asia and the Pacific





PACU FORUM ON LEVELING EXPECTATIONS BETWEEN ACADEME AND INDUSTRY
Business, Finance and Accounting, and IT and Engineering Sectors

The Industry-Academe Linkage Committee of PACU hosted two Forums on Leveling Expectations between Academe and Industry where representatives from leading industry associations and allied organizations, and PACU member schools met to identify and define specific areas of collaboration, level expectations, and develop symbiotic partnerships.



The forums were held at the Richmond Hotel Ortigas last March 20 and April 28 respectively. It was attended by well-known personalities in the Business, Finance and Accounting sectors like Dr. Eduardo Gutierrez-Ong of the Philippine Chamber of Commerce and Industry (PCCI), Mr. Donald Dee of the Employment Confederation of the Philippines (ECOP), and Hon. Gerard Sanvictores of the Board of Accountancy, as well as Ms. Penny Bongato, Mr. Butch Hernandez, Mr. Allan Tan, Mr. Edmundo Casino, Ms. Eloisa Tinio, Mr. Alvin Juban, Mr. Norman Lee, and Mr. Alex Dee of the IT and Engineering Sectors.

Representatives of both academe and industry came to an agreement to meet, collaborate, work-out and address the general concerns of this program, and sign a Memorandum of Agreement in this regard as well. An Academe-Industry Linkage Summit was held at the Discovery Suites on June 8 where a resolution institutionalizing this program was passed to institutionalize this program.

PACU ACCREDITATION COMMITTEE BENCHMARK / REACH OUT PROGRAM

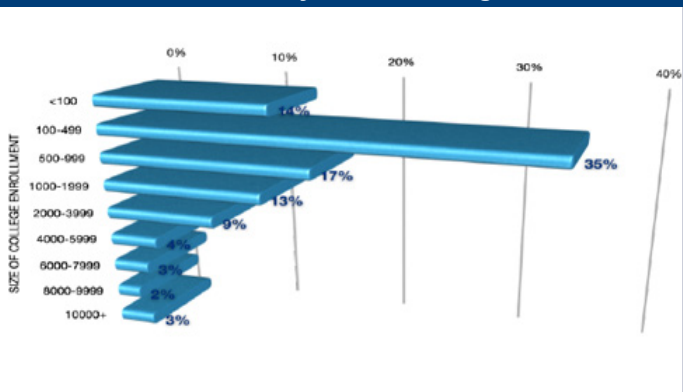
As an extension of its accreditation seminar program, the Quality Assurance/Accreditation Committee came up with a Benchmark/Reach out Program (Mentoring Program) wherein member schools with at least Level III accredited programs will host a visit from another member school for the purpose of benchmarking.

To jumpstart the program, PACU hosted an accreditation seminar called "Accreditation: Boon or Bane" which was held last Oct 20 at the Lyceum of the Philippines University - Bayleaf Hotel in Intramuros. Another seminar called "A Look at Other Quality Assurance Options" was held at the Tower Lounge of Jose Rizal University last May 15. To date, 13 member schools have signed up to join the mentoring program.

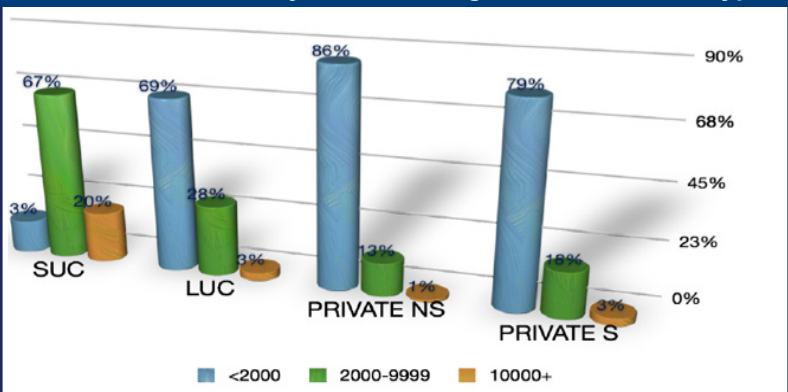


K-12 FACTS in BRIEF

Distribution of HEIS by size of College Enrollment



Distribution of HEIS by size of College Enrollment and Type



National Summary<sup>1</sup>: Gr 11-12 in DepEd Schools

	SY 2016	SY 2017
No. of Gr 11 students from DepEd high schools <sup>2</sup>	1.2M-1.6M	1.2M-1.6M
No. of students to proceed to DepEd SHS	0.8M-1.1M	0.8M-1.1M
No. of students to transfer to Non-DepEd SHS <sup>3</sup>	0.4M-0.5M	0.4M-0.5M
Estimated no. of SHS classrooms needed (40 students per classroom)	20k-28k	20k-28k
Estimated no. of SHS teachers needed (9 teachers per 6 sections)	30k-41k	30k-41k
Total no. of DepEd high schools (as of SY 2014)	7,976	
Current DepEd high schools that will offer SHS	5,632	5,899
Proposed no. of stand-alone DepEd SHS	267	

<sup>1</sup>Plans as of April 29, 2015 from all Schools Division Offices and regions  
<sup>2</sup>Gr 11-12 enrollees may include ALS and HS graduates from 2015 and earlier years who were unable to proceed to or complete post-secondary education (i.e. college or tech-voc)  
<sup>3</sup>Non-DepEd SHS includes private high schools, and private and public HEIs that will offer Gr 11-12.

National Summary<sup>1</sup>: SHS Programs in DepEd Schools

No. of schools and student slots per SHS track/strand in DepEd schools<sup>2</sup> for Grade 11 in 2016 (High Enrollment Scenario)

	Schools	Student Slots	
<b>Academic</b>	<b>4,531</b>	<b>609k</b>	<b>49.7%</b>
STEM (S&T, Engineering, Mathematics)	913	91k	7.4%
ABM (Accountancy, Business and Management)	1,211	113k	9.2%
HUMSS (Humanities and Social Sciences)	1,090	92k	7.5%
General Academic	3,725	313k	25.5%
<b>Technical-Vocational-Livelihood (TVL)</b>	<b>4,553</b>	<b>596k</b>	<b>48.7%</b>
<b>Arts and Design</b>	<b>113</b>	<b>10k</b>	<b>0.9%</b>
<b>Sports</b>	<b>98</b>	<b>9.7k</b>	<b>0.8%</b>
<b>TOTAL</b>	<b>5,899</b>	<b>1.2M</b>	<b>100%</b>

<sup>1</sup>Plans as of April 29, 2015 from all Schools Division Offices and regions  
<sup>2</sup>Most DepEd SHS will offer multiple tracks/strands, mainly Academic and TVL

With the SHS Voucher Program, we anticipate a more diverse Gr 11 enrollment in 2016

From Junior High School (Gr 10 completers or 4<sup>th</sup> year HS graduates)

Enrollees from DepEd High Schools (1.2M-1.6M)

Enrollees from Private HS (0.35M)

To Senior High School (Gr 11)

From DepEd HS to Gr 11 in DepEd SHS (0.8M-1.1M)

From DepEd HS to Non-DepEd SHS\* (0.4M-0.5M)

From Private HS to Private SHS (0.35M)

Where SHS Voucher Program beneficiaries will enroll

\*Non-DepEd SHS includes private high schools, and private and public HEIs that will offer Gr 11-12.

Welcome to PACU!

Cainta Catholic College

PACU Newsletter

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