



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED MEMORANDUM ORDER**  
**No. 11**  
**Series of 2016**

**SUBJECT: GUIDELINES FOR DELIVERY OF INSTRUCTION, RESEARCH AND SECTORAL ENGAGEMENT (IRSE) GRANTS UNDER THE K TO 12 TRANSITION PROGRAM**

Pursuant to Republic Act 7722 or the Higher Education Act of 1994, the Commission plays a primary role in promoting the exercise and observance of academic freedom *for the continuing intellectual growth and the advancement of learning and research*. Further, in accordance with its pertinent provisions, the Commission is tasked, among other things, to *formulate and recommend development plans, policies, priorities, and programs on higher education and research; develop criteria for allocating additional resources such as research and program development grants, scholarships, and other similar programs; and perform such other functions as may be necessary for its effective operations and for the continued enhancement, growth or development of higher education*. The **Guidelines for Delivery of Instruction, Research and Sectoral Engagement (IRSE) Grants under the K to 12 Transition Program** are hereby adopted and promulgated by the Commission, for the guidance of all higher education institutions (HEIs) and prospective partners from government, industry and civil society:

**Article I**  
**Statement of Policies and Principles**

1. The Commission's responsibility in the K to 12 Transition is enshrined in Republic Act 10533, or the Enhanced Basic Education Act of 2013, along with its Implementing Rules and Regulations (IRR), which mandates the Commission to help ensure a smooth transition to the new system, along with ensuring that the human resource capabilities of HEIs are not adversely affected.
2. The transition to K to 12 will take place through a five-year period in the higher education sector, from SY 2016-2017 to SY 2020-2021, as enrollment in colleges and universities drops with the nationwide implementation of Senior High School (SHS), greatly reducing the income of HEIs and their personnel. But with proper measures to mitigate the adverse impact of K to 12 on labor and HEIs, the transition years also offer an extremely rare opportunity to upgrade the country's higher education system and fast-track the Higher Education Reform Agenda (HERA), particularly in: (1) leveling the playing field between public and private HEIs, (2) institutionalizing and strengthening partnership with basic education, (3) strengthening quality assurance, (4) upgrading qualifications of faculty, (5) achieving excellence and global competitiveness, and (6) optimizing roles in poverty alleviation and social development.

3. The K to 12 Transition Program was thus established by the Commission through Commission En Banc (CEB) Resolution No. 210-2015, offering a series of grants through which higher education personnel with reduced workloads can receive scholarships and other grants to advance content knowledge, be trained in pedagogical tools, promote research productivity, and build capability through immersive learning engagements in various sectors.
4. The K to 12 Transition Program includes the Instruction, Research and Sectoral Engagement (IRSE) Grants, with three main components, namely (1) Instruction, (2) Research, and (3) Sectoral Engagements, through which the Commission affirms the trifocal role of HEIs to (1) provide instruction, (2) conduct research in order to generate new knowledge, and (3) engage in extension activities in order for communities to benefit from knowledge generated and technology developed in HEIs, creating synergies and supporting the education ecosystem, and contributing to local, regional and national development. Further, these efforts indirectly complement those of other government agencies, the non-profit sector, civil society organizations, and the K to 12 basic education program, among others.
5. The Commission hereby issues the **Guidelines for Delivery of Instruction, Research and Sectoral Engagement (IRSE) Grants under the K to 12 Transition Program**. The guidelines herein set forth, along with its implementing guidelines to be subsequently issued by the Commission, shall define the procedures, priorities and regulations for delivering HEIs (DHEIs) and sectoral partners that may be tapped to host CHED grantees during the K to 12 Transition Period, harnessing their potential to strengthen higher education and contribute to local, regional, and national development.

## Article II Grant Components

There are three main components of the IRSE Grants, detailed as follows:

1. **Instruction Grants.** These are grants that can either (1) give faculty specific training in contemporary shifts in higher education, particularly as the country implements the Revised General Education (GE) Curriculum and the updated Policies, Standards and Guidelines (PSGs) for each program, with a strong emphasis on outcomes-based education and lifelong learning, or (2) enable HEIs to detail their faculty members to other HEIs through arrangements that include, but are not limited to, local faculty exchange programs or participation in consortium arrangements in geographical areas that lack faculty expertise in particular fields.

By the end of the engagement, grantees will be able to: (1) apply learnings and insights to their own institutions and disciplines, and adjust teaching practice accordingly, (2) assess their own institutions' curriculum or teacher training programs, (3) provide input for the alignment of their own programs to the demands of the changing educational landscape, and (4) contribute their academic expertise to benefit a broader audience and meet the development needs of the regions.

Training programs under this component shall be initiated primarily by the Commission, and shall be offered in semester-long durations by delivering HEIs (DHEIs) or other reputable institutions duly accredited by the Commission. This component shall be rolled out in SY 2017-2018.



2. **Research Grants.** This component aims to increase research, creative, and technological productivity in view of the indispensable importance of research to inform instruction and generate new knowledge, art and technology to develop extension efforts among HEIs and to deepen ethical moorings and cultural rootedness.

By the end of the engagement, grantees will be able to: (1) produce meaningful research geared toward contributing to the body of knowledge in the discipline, either through the publication of journal articles or works of literature, exhibition of works, production of performances, and other forms of public use, (2) incorporate insights from their research experience into classroom instruction, and (3) apply their research towards the creation and refinement of useful technologies.

Grantees may undertake engagements that aim to boost productivity in research and development and creative work, through any of the following:

- a. **Research Training Program.** The Research Training Program is, like other training programs to be offered under Instruction Grants, a semester-long engagement that will equip trainees with the basic toolkit needed to conduct research for publication, including qualitative and quantitative research methods, research ethics, research project management, and other related topics. The program will be rolled out in SY 2017-2018.
  - b. **Research Projects.** These cover research projects for publication in CHED-accredited journals. Research may be new or ongoing, and undertaken individually or on a collaborative basis.
  - c. **Creative Projects.** These cover grants for faculty who wish to engage in arts research or creative projects for publication, exhibition, production, or other forms of public use, particularly geared toward advancing Philippine culture. Creative projects may likewise be new or ongoing, and may be undertaken individually or on a collaborative basis.
  - d. **Technology Projects.** These cover grants for faculty who want to develop new applications of scientific research, for the purpose of creating blueprints and prototypes as proof of scientific advancement. Technology projects may likewise be new or ongoing, and may be undertaken individually, or on a collaborative basis.
3. **Sectoral Engagement Grants.** The Commission recognizes the necessity of complementing theoretical knowledge with practice and application, and seeks to open avenues for knowledge generated in HEIs to be used to solve local problems and fuel innovation, through close collaboration with partners beyond the higher education sector.

By the end of the engagement, grantees will be able to: (1) update their knowledge and align it to practice in the relevant sector/s; and (2) gain insights from on-the-ground experience to inform classroom instruction, particularly in intentionally preparing and equipping learners with knowledge and skills needed for the workplace. Furthermore, Sending HEIs (SHEIs) are encouraged to include these engagements as part of their existing performance evaluation systems or qualifications framework, subject to the institution's respective policies.

Grantees may assume a variety of roles and tasks under grants hosted by sectoral partners, based on the grantee's qualifications and skills, and the particular needs of the

sectoral partner. These engagements range from providing technical services, community outreach and curriculum development. Sectoral Engagement Grants are classified by the type of sectoral partner: (a) industry, (b) government, or (c) civil society.

**Article III  
General Mechanics**

1. Each of the respective components of the IRSE Grants shall be delivered by the following institutions or partners:

<b>INSTRUCTION GRANTS</b>	All programs under Instruction Grants shall be delivered by HEIs or reputable professional, research, or disciplinary organizations. HEIs/organizations must apply to CHED and undergo a vetting process before receiving authority to operate either program.
<b>RESEARCH GRANTS</b>	<p>The Research Training Program under Research Grants shall be delivered by HEIs or reputable professional, research, or disciplinary organizations. HEIs/organizations must apply to CHED and undergo a vetting process before receiving authority to operate the program.</p> <p>Research Projects, Creative Projects, and Technology Projects may be undertaken independently or by joining ongoing efforts hosted by HEIs or reputable professional, research, or disciplinary organizations.</p>
<b>SECTORAL ENGAGEMENT GRANTS</b>	<p>Sectoral engagement grants may be delivered by the following:</p> <p>(1) <b>INDUSTRY.</b> Industry associations, local private companies, multinational companies.</p> <p>(2) <b>GOVERNMENT.</b> Government agencies, offices, local government units, government-owned and controlled corporations (GOCCs).</p> <p>(3) <b>CIVIL SOCIETY.</b> National networks, coalitions, or individual civil society organizations (CSOs); international organizations with local offices.</p>

2. Delivering HEIs (DHEIs) and sectoral partners shall be recognized by the Commission following the respective processes. **Implementing guidelines governing the establishment of partnerships specific to HEIs, industry partners and civil society partners shall be issued separately by the Commission. Government partnerships will be governed by a Memorandum of Understanding (MOU), the terms of which are mutually agreed upon by the parties involved.**
3. Sectoral partners with existing partnerships with CHED-recognized HEIs may also be recognized by the Commission to offer engagements under the IRSE Grants,



following the submission of applications to the K to 12 Program Management Unit, and subject to a vetting process conducted by the CHED Central Office.

4. DHEIs/sectoral partners shall duly inform the Commission of their capacity to take in IRSE grantees, and what type of assignments they will be given, when applicable. This may include supplementary information such as eligibility requirements or preferred skills, in order to inform the application and selection process.
5. The Commission shall make the list of partners, available engagements, and other pertinent information available to prospective IRSE grantees.
6. The DHEI/sectoral partner shall have the following general responsibilities:
  - a. Assign a point person from their full-time personnel to coordinate with the Commission and/or the regional office in charge.
  - b. Ensure the provision of facilities, equipment and other resources for the effective implementation of the grant.
  - c. Submit performance evaluation reports on each grantee every three (3) months (total of two reports per semester).
  - d. Have the right to recommend termination of the grant based on the performance of the grantee.
  - e. Maintain an up-to-date profile and and confirm acceptance of grantees for their engagements on the CHED Online Portal, when available.
  - f. Provide certifications and other relevant documentary proof of completion of CHED grantees admitted.
  - g. Provide assistance in developing and fielding a performance management tool for the conduct of the grant.
  - h. Have the right to recommend termination of the grant for justifiable reasons.
7. As much as possible, and in the interest of efficient processing and transparency, all transactions between the Commission, the DHEI/sectoral partner, the applicants/grantees, and the sending HEI (SHEI) of each grantee, shall be done through the CHED Online System, when available. Otherwise, the Commission shall establish an alternative system of processing and documentation.

#### **Article IV Grantee Applications and Admissions**

The Commission shall issue a separate Memorandum Order to govern the application and selection process of grantees, which will be selected from the HEI personnel nominated by their respective HEIs. Said process shall take into account the strategic direction of the HEI, and the individual goals, interests, and fields of specialization of the prospective grantees. The mechanics for selecting and/or matching grantees to particular grant engagements shall also be covered by said Memorandum Order.



**Article V  
Sanctions**

Any DHEI/sectoral partner found guilty of violating the provisions herein contained shall be subject to the appropriate sanctions and administrative and/or criminal proceedings. The termination of any IRSE Grant component offered by the DHEI/sectoral partner may be ordered by the Commission for valid cause pursuant to existing laws, rules, policies and regulations, and after due process. The DHEI/sectoral partner in question shall be duly notified in writing by the Commission.

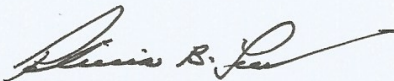
**Article VI  
Separability Clause**

If any part or provision of this Memorandum Order shall be held invalid or illegal by competent authority, other provisions thereof, which are not affected thereby, shall continue to be in full force and effect.

**Article VII  
Effectivity**

This policy shall take effect immediately and shall remain in force only until the end of SY 2020-2021, unless otherwise extended or adopted by the Commission.

Issued this 17 th of March, 2016 in Quezon City, Philippines.



**Patricia B. Licuanan, Ph.D.**  
Chairperson

