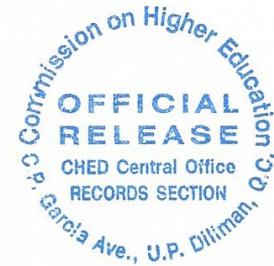




Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER

No. 14
Series of 2016

SUBJECT: GUIDELINES FOR AVAILING 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 Availing 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).

Article I
General 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 Availing of Instruction, Research and Sectoral Engagement (IRSE) Grants under the K to 12 Transition Program**. The guidelines herein set forth shall define the procedures, priorities and regulations of the awarding of the grant, designed to fit the particular needs of each grantee, the strategic directions of respective HEIs, the strengthening of higher education, and its potential to contribute to national development.

Article II Grant Components

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

1. **Instruction Grants.** These are grants for trainings geared primarily toward improving quality of classroom instruction both in content and pedagogy. This includes 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 consortia arrangements in geographical areas that lack sufficient supply of delivering experts.

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 creative work, through either 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 in a classroom-type setting 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 individual or collaborative basis.
 - c. **Creative Projects.** These cover grants for faculty who wish to engage in arts research or creative projects for publishing, 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. The work of technology production 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 qualification framework, subject to their 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. Sectoral Engagement Grants are classified by type of sectoral partner: (a) industry, (b) government, or (c) civil society, from a pool of partnerships established by the Commission, or independently entered into by individual HEIs.

Article III General Mechanics

1. The IRSE Grants are particularly designed for faculty and staff who will have reduced work loads at various points in the five-year K to 12 Transition Period. The grant may be taken in those semesters where workload is reduced, and may be spread out over the five-year transition period, as needed.
2. IRSE Grants shall be awarded to individual faculty and qualified non-teaching staff following a process of nomination by their respective sending HEIs (SHEIs), as detailed in Article V.
3. Each grantee may select and combine various components of the grant, provided these are in line with his/her teaching discipline or formal function in the HEI, or the strategic direction of the SHEI, subject to approval of the Commission.
4. The grant may be taken in two possible modes for each semester available: **(1) full-time** or **(2) part-time**. The mode of engagement shall depend on the needs of the grantee and the terms of engagement with the delivering partner.
5. Each grantee may avail of IRSE Grants on a full-time basis for a maximum duration of two (2) cumulative years.
6. A delivering partner shall admit and host grantees under each IRSE Grant component. Among possible delivering partners are:
 - Delivering HEIs (DHEIs) or other reputable academic institutions duly recognized by the Commission;
 - Government agencies, offices, corporations, and affiliates;
 - Industry associations, organizations, coalitions, networks, and private companies; and
 - Duly accredited non-government organizations (NGOs), civil society organizations (CSOs), and associations, organizations, coalitions or networks thereof.
7. Under the Sectoral Engagement component, grantees may undertake a range of roles, detailed in **Appendix 1: Roles under Sectoral Engagements.**
8. The Commission shall endeavor to establish partnerships and shall post a menu of possible engagements specifying possible roles for grantees. The list of postings is not exhaustive and may change and expand throughout the conduct of the program.



9. SHEIs with existing partnerships with sectoral partners may propose to have their nominees avail of the IRSE Grants through delivering partners outside of the menu provided by the Commission, for as long as they can provide proof of existing partnership between their HEI and the delivering partner.

Article IV Eligibility and Justification of Nominations

A. Eligibility of Nominees

SHEIs may nominate their faculty and qualified non-teaching staff for IRSE Grants, provided that the nominee:

1. Is a Filipino citizen;
2. If currently serving as faculty, preferably holds a master's or doctoral degree relevant to his/her teaching discipline; however, nominees without graduate degrees may also be nominated provided the SHEI provides adequate justification of such nominations;
3. If currently serving as non-teaching staff, must hold at least a bachelor's degree;
4. Is in good health and of good moral character;
5. Demonstrates strong academic record;
6. Must not have been convicted of violating any Philippine Law; and
7. Will be able to fulfill all the Terms and Conditions of the grant, including a return service arrangement consistent with the guidelines set by the Commission (See Article VII).

B. Justification for Nomination

Consistent with the principle of academic freedom, the SHEI may nominate faculty and staff for relevant grant components, and may justify such nominations individually and according to one or more of the following:

1. **Importance and value to the SHEI**, or how the nominee, if he/she were to receive the grant for the particular components so indicated, would enhance the capability of the SHEI to achieve its mission, vision and goals, to serve its particular publics and cohort catchments, or to enrich its offerings, and enrich the quality of instruction in the SHEI; and
2. **Importance and value to local, regional, and national development**, or how the nominee, if he/she were to receive the grant for the particular components so indicated, would enrich the local community, enhance the capability of the SHEI's host region and/or the country to achieve stated regional and/or national development goals, particularly in building national competence, and/or national rootedness in history, culture and the arts, especially indigenous Filipino traditions, and/or national morals and ethical values.
3. **Importance and value to the discipline or profession**, or how the nominee, if he/she were to receive the grants for the particular components so indicated, would enhance the conduct of instruction and/or research in the said discipline through the integration of updated theoretical and applied insights.



Article V
Qualifying and Selection Process

1. An SHEI may nominate its faculty or qualified non-teaching staff for IRSE Grants by submitting a batch nomination with all required documents (**Refer to Appendix 2: Application Requirements**) to the CHED K to 12 Transition Program Management Unit (PMU) by the deadline set by the Commission.
2. A Vetting Panel duly designated by the Commission shall evaluate applications based on the strength of the nomination of the SHEI, how these justifications compare to those of other SHEI nominations, and how these tie in with the academic, professional, and development priorities and needs of the relevant region and of the country. **Refer to Appendix 3: Evaluation Criteria.**
3. Upon receipt of Notice of Approval, each grantee may apply for an engagement under the component approved for him/her by the Commission, and may select from the menu of possible engagements. Grantees may submit multiple applications, subject to screening by the delivering partner in charge, and subject to the grantee's confirmation.
4. Upon confirmation of the grantee's engagement for the semester or academic year, the Commission shall facilitate the disbursement of funds to each individual grantee.

Article VI
Grant Modes and Privileges

1. Each engagement under the grant may be undertaken in either full-time or part-time mode in the semester in which it is availed. Full-time engagements shall be equivalent to outputs of 40 person-hours per week, while part-time engagements shall be equivalent to outputs of 20 person-hours per week.
2. Each semester under the grant shall cover a six-month period.
3. Each grantee shall be entitled to financial privileges under the grant, to be released in monthly tranches per semester. However, the Commission shall establish an alternative arrangement for privileges allowed to grantees who hold plantilla positions in State Universities and Colleges (SUCs) in consideration of the annual SUC budget.
4. Grantees undertaking full-time engagements shall receive the full financial benefits of the grant, while grantees with part-time engagements shall receive 50 percent of said benefits. The amount of the grant shall be reviewed and set annually by the Commission. **Refer to Appendix 4: Grant Amounts for SY 2016-2017.**



Article VII Terms and Conditions

A. Responsibilities

1. The **Commission** shall:
 - Endeavor to initiate partnerships with delivering partners nationwide that are responsive to the needs of the faculty and staff, HEIs, and the community;
 - Facilitate the processing of applications and grant transactions, particularly through the creation of an online system that will increase access, efficacy, and speed of transactions;
 - Endeavor to provide supplementary funding through other CHED grants or by connecting grantees with providers outside of CHED;
 - Ensure the timely disbursement of stipends and grant funds; and
 - Establish a feedback system to ensure smooth implementation of the grant.

2. The **grantee** shall:
 - Undertake engagements under the grant as endorsed by the SHEI and approved by the Commission, and according to mutually agreed-upon terms with the delivering partner;
 - Ensure the utmost quality and timely submission of all required deliverables;
 - Secure written permission from the SHEI, the Commission, and the delivering partner before making changes in the engagements;
 - Seek written clearance from the Commission and the delivering partner, if applicable, at least two (2) weeks before leaving the country while the Grant Contract is still in force; and
 - Fulfill all the terms and conditions of the grant as stipulated herein and in the Grant Contract.

3. The **SHEI** shall:
 - Assign a point person from their full-time personnel to coordinate with the Commission and/or the regional office in charge
 - Prudently nominate personnel for the purpose of ensuring the strengthening of the institution;
 - Commit to give each faculty and staff grantee teaching / work loads in proportion to the mode and duration of his/her approved engagement/s under the IRSE Grant, in order to ensure that the grantee has enough time to satisfactorily perform his/her role under the IRSE Grant;
 - Provide all the benefits due to each grantee according to the law and respective Collective Bargaining Agreements, if applicable;
 - Assign a Grant Administrator who shall be in charge of overseeing the implementation of the grant, participate in CHED workshops, coordinate closely with the Commission through the PMU, and act as the point person for grant-related concerns;
 - Ensure the timely and accurate submission of all deliverables by each of their nominated grantees, as required by the Commission (e.g., monthly accomplishment reports);

- Maintain an up-to-date profile and supply all other information required on the CHED Online Portal, when available; and
 - Have the right to recommend termination of the grant for due cause.
 - Fulfill all the terms and conditions of the grant as stipulated herein and in the Grant Contract.
4. The **delivering partner** shall:
- Assign a point person from their full-time personnel to coordinate with the Commission and/or the regional office in charge;
 - Submit two performance evaluation reports on each grantee per semester: mid-term and final evaluation;
 - Have the right to recommend termination of the grant for justifiable reasons;
 - Maintain an up-to-date profile and confirm acceptance of grantees for their engagements on the CHED Online Portal, when available;
 - Provide certifications and other relevant documentary proof of completion of CHED grantees admitted; and
 - Evaluate the implementation of the grant at the end of each academic year.

B. Additional Funding

1. SHEIs are strongly encouraged to provide additional funding for their grantees to undertake components, particularly in funding attendant costs of the respective components taken, and when the grant amount is below the grantee's regular income.
2. Delivering partners are likewise strongly encouraged to provide additional allowances and incentives to the grantees according to mutually agreed terms with the grantee and the SHEI.
3. The IRSE Grants may be taken in conjunction with other CHED-awarded grants, including, but not limited to Support for Paper Presentation in International Conferences (SPPIC), Grants-in-Aid (GIA), Thesis and Dissertation Grants and Journal Accreditation Service Grants (JAS) offered by the Office of Planning, Research and Knowledge Management (OPRKM).

C. Return Service

1. Each grantee shall render return service in the semester immediately following completion of the grant. **Refer to Appendix 5: Reentry Action Plan Template.**
2. Return service shall be rendered at the SHEI, and may be in the form of teaching, research, or extension, based on mutually agreed-upon terms between the grantee and the SHEI.
3. The grantee shall be obliged to render return service according to agreement with the SHEI, provided that it follows a 1:1 ratio, i.e., one semester of service for every semester (full or part time) in which the grant was availed, unless agreed upon by the SHEI and grantee contingent on the provision of additional funding.
4. The SHEI shall be in charge of monitoring the return service of each grantee,



and shall submit annual updates to the Commission. Upon completion, the SHEI shall send the Commission a written notice affirming the grantee's completion of the obligation, after which the Commission shall issue a Certificate of Completion to the grantee and relieve him/her of all obligations under the grant.

5. For special cases, the Commission may impose rules or regulations pertinent to return service by the grantee, including the case of failure to complete the grant according to the terms of the Grant Contract.

D. Termination of Grant

The Commission has the right to terminate the grant, upon recommendation of the SHEI and/or the delivering partner, under any of the following circumstances:

1. The grantee resigns or transfers from his/her SHEI to another HEI or industry without approval from the SHEI and the Commission;
2. The grantee fails to obtain the approval of the Commission before changing the engagements availed;
3. Other justifiable grounds which prove the inability of the grantee to complete his/her grant (e.g. poor health of grantee as certified by a government physician etc.);
4. Non-availability or exhaustion of funds;
5. Any act of immorality, drunkenness, dishonesty, and any other form of misconduct;
6. Conviction of any crime by a court or proper administrative body; and
7. Such other acts as may be considered by the Commission as inimical to the interest of the government of the Republic of the Philippines and those that adversely affect the integrity of the K to 12 Transition Program.

In addition, except for cases of poor health or death of the grantee, he/she will no longer be eligible for further grants from the Commission.

E. Payment of Obligations

The Commission shall impose rules or regulations requiring the grantee to return the total amount of grant privileges awarded to him/her if he/she is proven to have acted in bad faith.

F. Waiver of Accountabilities

Upon successful completion of return service, the grantee shall be relieved of all accountabilities under the grant contract and the K to 12 Transition Program.

Article VIII Separability Clause

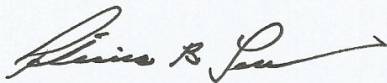
If any part of provision of this Memorandum Order shall be held invalid or illegal by competent authority, other provisions thereof, which are not affected thereby, shall continue to be in full force and effect.



**Article IX
Effectivity**

This Order shall take effect and remain in force only for the K to 12 Transition Period (from SY 2016-2017 to SY 2020-2021). The Commission may elect to extend or adopt this policy after a thorough assessment and evaluation of the guidelines and their viability for application in succeeding years.

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



Patricia B. Licuanan, Ph.D.
Chairperson



Appendices:

1. Roles under Sectoral Engagements
2. Application Requirements
3. Evaluation Criteria
4. Grant Amounts for SY 2016-2017
5. Re-entry Action Plan Template
6. SHEI Nomination Form
7. Grantee CV Template
8. Research Proposal Template
9. Creatives Proposal Template
10. Technology Proposal Template
11. Grantee Contract Form