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It is a season of unprecedented change for the Philippine education, shaped by the aggressive measures of reform from within, with the full implementation of the new K system to 12 in 2016, and quickly advancing movements from without, as the Asean economic community In 2015. The five-the period between 2016 and 2021, often indicated as the transition K to 12, presents significant challenges not only to the basic education sector, but also causes a chain effect on other sectors. It is also an opportunity window once in a generation for the reform of the entire landscape of the country's education. Visit Ched K to 12 transition program website. Vision through development packages started by Ched during this period, we can imagine a higher education sector able to compete with our nearby ... where the 48 percent of the faculty holds the degrees of the teacher, 20 Percent has Dators and Hundreds of Degree Programs across the country meet international standards. It is a large-scale investment that requires the cooperation of various government agencies, Academe and private stakeholders to ensure that the opportunity does not go for waste. A historical perspective education reform was needed in the Philippines for generations. Before K at 12, the Philippines had been one of two remaining countries in the world ... the other two are Djibuti and Angola "to have a 10-year basic education cycle. Most countries throughout the World operates on a 12-year basic education cycle. Before the Second World War, the Philippines had a 11-year basic education cycle: degrees from 1 to 7 for elementary and 4 years of high school. After the war, The American colonial government has recommended a transition to the American system: six years (instead of seven) for elementary, three years of middle school, and another three years of high school, for a total of 12 years of basic school training. The transition is It started with the removal of grade 6 by elementary, but the addition of two years to high school has never been completed. From 1945, we have done the best of ten years of basic education, the result of an incomplete transition and that has never been thought to be a stat Or permanent things. Until today, K to 12 is in fact one of the most studied reform measures than ever was undertaken. For decades "dating back to 1925, we tried to answer two questions: (1) What should we teach to equip the Philippines for local needs and global standards?, And (2) how many years of school makes it take to learn all these ABILITY AND INFORMATION? Historical antecedents show that it has never been an issue if we should adopt K to 12, but when it should be done. With the current paradigm shifts in education and with the creation of reference frameworks of regional qualifications and Globally, this long-term update has become an imperative. Finally, in 2010, the new administration identified the reform of education at the beginning of its priorities, and prompted for this reform through the improvement of the basic education program, O K to 12. K to 12 is not simply a matter of adding another two years of school; it is the product of study decades and a larger process than reforming the Settor and education as a whole. The transition of the improvement of the basic education law or the law of the Republic 10533 aims to guarantee the continuity of the reform beyond this generation, and in the next. The transition in higher education The 12 K system was signed by law with the transition of the improvement of the 2013 basic education act (act of the Republic 10533). It clearly declares that the 12 reform is a non-exclusive effort for the Department of Education (Employee), but All the landscape of education and work Philippine, making a unique impact on each sector, while at the same time requires all these agencies to work together to ensure a fluid transition in the new system. The improvement of the basic educational law of 2013 RA 10533 outlines the role of Ched in this reform, which is four times: curriculum curriculum (Sections 5 and 6) A € ¤ ¤,~ "Ched has been actively involved as part of the advisory committee of the curriculum for K to 12. Ched has exploited experts by university to contribute to the design and revision of the curriculum K to 12 . Training and education of teachers (Section 7) A € ¤ ¤,~ "Ched is also in charge of collaborating with employees and other institutions for teacher training and education, even making sure that the curricula of education institutions Teachers meet quality standards. This guarantees that the teachers of the next generation are equipped to teach young Philippines under the new K system to 12. Career and consulting guide (section 9) A € ¤ ¤,~ "Ched is mandatory to collaborate with addiction and dole in orientation At career and consultancy activity for high school students. Help students choose which courses to bring to college can help them pursue careers leading to better jobs. Strategizing through the transition (section 12) A € ¤ ¤,~ " Finally, Ched is mandatory to help formulate and implement strategies to ensure a fluid transition in the new K system to 12. This includes make sure that the university curriculum is revised to complete the new curriculum K to 12. Ched is also in charge of implementing Strategies to protect higher education institutions and their employees from serious losses during the transition. Its implementation rules and regulations (IRR), promulgated in September 2013, ADD: revision framework of financing IT Political framework (Section 30.2) - Ched will work with the Department of Budget and Management (DBM) in the revision of the political framework for financing for State and college universities (SUC) to optimize the use of government resources. Develop an emergency plan (Section 30.3) - Ched must collaborate with depends, Tesda, PRC and Dole to develop an emergency plan for school year 2015-2016, given that the low number of graduates during the transition period will mean reduced human resources Reduced. To support educational institutions and their employees (Section 31) - Ched is mandatory to ensure "labor rights as required by the Constitution, the rules and regulations of the civil service, the work code of the Philippines and the existing collective agreements, A € ¤ ¤,~ A € ¤ ¤,~ A "sustainability of private and public educational institutions and the promotion and protection of the rights, interests and well-being of educational and non-teaching personnel. The impact on the higher education sector The new K to 12 curriculum in basic education inevitably impact higher education in the Philippines on two important fronts: the curriculum and people who work in the sector of higher education. First of all, K to 12 makes it necessary to adjust the university curriculum, To make sure that the college subjects build it in the best way. Second, K to 12 impact those who work in the sector of higher education: com And senior High School is rolled at national level for this 2016, students cross another two years of high school instead of going directly to college, resulting in low-college inscription and university at national level. This makes the sector of private higher education, particularly vulnerable to the loss of revenue, as they depend almost entirely from the taxes for the salary of its staff and the operating expenses of the schools. The low registration means low teaching loads and low wages for faculty, resulting in a decreased income, or loss of jobs. Ched conducted studies that project advance work losses during the transition period, and collaborated with dependence and dole to implement programs to ensure that the In the higher education sector it is not only treated during the transition, but that this challenge turns into an opportunity to update higher education in the country. Impact on the university curriculum One of the important ways that Ched has updated the curriculum before the full implementation K to 12 is aligned with the education based on outcomes - the same pedagogy used in K to 12. Ched is also output with guidelines for The revised revised general Curriculum to integrate the new subjects who will be taught high elderly. The General Curriculum Courses Education have been reduced from 64 to 36 units, composed of: understanding the self / pag-Unawa Sa Sarili Readings in Philippine History / MGA Babasahin Hincial Sa Kasaysayan NG Pulipinas Contemporary World / ang Kasalukuyang Daigdig Mathematics in the modern world / MATEMATIKA SA MAKABAGONG DAIGDIG INTENTIONAL COMMUNICATION / Malayuning Komunikasyon Medium Art / PAGPapaHalaga SA Sining Science, Technology and Societa / Agham, Teknolohiya A Lipunan Ethica / Etika This is in addition to the nine elective units and the course of three units on life and works by Rizal . Currently, ched technical panels for every particular course / field are reviewing the university curriculum and tuning courses not only for GE, but for every specialization. With the time the first lot of K at 12 graduates enter the university in 2018, these revisions will also be in place. Impact on higher education Workers are not true that 80,000 people risk losing workplace in the light of the transition. The estimated displacement is equal to 25,000 people. Ched, along with the Philippine Institute for Development Studies (PID) and the University of the Philippines Population Institute (Uppi), has developed the following estimates on the number of people who could lose the workplace during the transition of five Years (as of April 23, 2015): Why only 25,000? This is based on the most recent data ched (November 2014 survey of higher education institutions and their faculty). This takes into account the most recent data from Deped, that is that 637 higher education institutions will open and manage high schools (at 31 May, 2015). This means that they will continue to have subscribers and can maintain their staff through the transition period, and it may also be necessary to take more teachers later. More higher education institutions is expected to open high schools as 2016 approaches. These numbers do not include employees from state universities and college (SUCS), because Budget Cus for the transition years are sufficient to cover all the people who otherwise would be moved, né includes permanent workers from university and college Local (Lucs), because these employees cannot be retrenched during the transition period (except for reasons of incompetence or immorality). It was also taken into consideration that 25 percent of GE subjects are held in YearsÂ € ¤ ¤ third and fourth meaning not all teachers who teach GE will be moved. Of course, only because the numbers are not as big as the one that is commonly, and mistakenly, touted by the media and an anti-K to 12 groups does not mean that it should be taken lightly. Those are still 25,000 jobs, and potentially 25,000 families whose livelihoods are threatened. Precisely for this reason Ched, Deped and Dole designed the answers to provide support to those who can lose the workplace: Deped Green Lane A € ¤ The Department of Education needs to take 30,000 new teachers and 6,000 new non-teaching staff in 2016 -2017 alone, and about the same number again for 2017-2018Â € ¤ more than enough to absorb all the staff moved from the higher education sector. Deped will open a green wool € ¤ Give the priority and rapidly monitor their recruitment, in line with RA 10533, and combined them based on the location and salary. DOLE ADJUSTMENT MEASURES PROGRAMMING ONE THOSE WHO WILL NOT OPTION FOR THE TRANSFER TO DEPED, On the other hand, will benefit from the program adjustment measures of the Department of Labor and Employment. Dole will provide income support for a maximum duration of one year, the facilitation of the work that meets the Competences for the current labor market, and training and livelihood programs in case you can decide to pursue entrepreneurship. Ched Development Packages, for its part, designed the following development packages for teachers and staff who will experience a much lower workload during La With a view to not only curb the adverse effects of the transition but also, and above all, updating higher education in the country: scholarships for university studies and professional advancement - Ched will give a total of 15,000 scholarships to higher education staff- for 8000 to complete the degrees of Master and another 7,000 to finish the PhD degree. Grants of development for faculty and staff - Those who may not wish to go on to full-time study can still take advantage of grants that will allow them to believe that storing, engage in research, community service, industrial immersion and other programs throughout the period of transition. Grants for innovation to the institutions - Higher education institutions can also apply for innovation grants to finance the renovation of their programs through: (1) international connections, (2) links with industry, (3) research, or (4) the development of priority, niche programs or endangered. The policies that determine the qualifications, requirements and the detailed disabressazione for the development packages are currently being finalized and will be published soon on this website. In short.

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