



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

**CHED MEMORANDUM ORDER**

No. \_\_\_\_  
Series of 2020

**SUBJECT : GUIDELINES ON THE IMPLEMENTATION OF FLEXIBLE DELIVERY OF STUDENT AFFAIRS AND SERVICES DURING COVID-19 PANDEMIC**

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In accordance with the pertinent provisions of Republic Act (RA) 7722, otherwise known as the "Higher Education Act of 1994," Batas Pambansa 232, otherwise known as the "Education Act of 1982," and RA 11469, otherwise known as the "*Bayanihan* to Heal as One Act," and by virtue of Commission *en banc* (CEB) Resolution No. \_\_\_\_\_ dated \_\_\_\_\_, the Commission on Higher Education (CHED) hereby adopts and promulgates these guidelines on flexible delivery of student affairs and services for implementation by all public and private higher education institutions during the Coronavirus 2019 (COVID-19) pandemic.

**SECTION 1. RATIONALE**

COVID-19 brought interruptions in all sectors of society causing a chain reaction of impacts affecting most especially the economic situation of every household or family and even the psycho-social and mental well-being of everyone.

For the higher education sector, continuity of learning is the main goal, but keeping students safe is a primary concern. During the pandemic times, not all localities in the country may be allowed to have schools fully operate face-to-face or in-person classes. For instance, in areas under Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine (MECQ), and General Community Quarantine (GCQ), face-to-face classes are suspended.<sup>1</sup> In areas under Modified General Community Quarantine (MGCQ), face-to-face classes are limited.<sup>2</sup> Mass gatherings in higher education institutions (HEIs) under MGCQ are also allowed provided the "HEIs shall follow the existing guidelines under MGCQ."<sup>3</sup>

Since Academic Year (AY) 2020-2021 is fast approaching, the major objective of health officials and the national government is to prevent HEIs become epicenters of COVID-19 transmission. In line with risk-based public health standards of the Department of Health (DOH), CHED is espousing the implementation of flexible learning by all public and private HEIs to ensure continuity of learning amidst the pandemic and community quarantine guidelines. Academic preparations for flexible learning are underway, however, preparations for the operation of student affairs and services (SAS) have not been given more attention than necessary and yet, SAS plays a crucial role in providing equitable learning opportunities

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<sup>1</sup> IATF Resolution No. 38, series of 2020 issued on 22 May 2020

<sup>2</sup> IATF Resolution No. 43, series of 2020 issued on 3 June 2020

<sup>3</sup> IATF Resolution No. 47, series of 2020 issued on 19 June 2020

for all students wherever they are or whatever their economic situation may be. Therefore, as we shift to flexible learning, there shall also be a shift to flexible delivery of SAS. It is for this reason that this set of guidelines is being issued because the backbone to holistic development of students during the pandemic is the continuity of delivery of SAS.

## SECTION 2. SCOPE AND COVERAGE

The main reference for student affairs and services remains to be CHED Memorandum Order (CMO) No. 09, series of 2013, “Enhanced Policies and Guidelines for Student Affairs and Services.” But due to the urgency of re-conceptualizing the SAS during the pandemic, these guidelines were developed as an interim document to supplement the continuous implementation of CMO No. 09, series of 2013.

This set of guidelines focuses on providing recommended approaches on how to deliver SAS using flexible modes in order to support all types of students adjust to flexible learning, with the mission of ensuring no student is left behind during this pandemic. It also complements CHED Guidelines on the Implementation of Flexible Learning wherein student support services are mentioned as one of the components of the Learning Continuity Plan (LCP) of HEIs.

## SECTION 3. DEFINITIONS

Major terms or concepts are defined below. Definitions of sub-services are included in Section

1. **Student Affairs and Services (SAS)** – refer to services and programs in higher education institutions that compliments and support academic experiences of students to attain holistic student development. These services include student welfare, student development, and institutional programs and services. Implementation of these services shall be unique to each HEI.<sup>4</sup>
2. **Student Welfare Services** – refer to basic services and programs needed to ensure and promote the well-being of students.
3. **Student Development Services** – refer to the services and programs intentionally designed by the HEI to provide opportunities for student formation and discipline in the context of the 21<sup>st</sup> century.<sup>5</sup>
4. **Institutional Student Programs and Services** – refer to the services and programs designed to pro-actively respond to the basic health, food, shelter, and safety concerns of all types of students.

## SECTION 4. OBJECTIVES

During the COVID-19 pandemic, this set of guidelines aims to ensure that SAS shall be delivered continuously with the following goals:

1. safeguard proper balance between rights of educational institution and student rights;

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<sup>4</sup> Adapted the definition in Article V, Section 10 of CMO No. 09, s. 2013

<sup>5</sup> Adapted the definition in Article V, Section 10.2 of CMO No. 09, s. 2013

2. enhance the quality of SAS among HEIs;
3. promote access to quality, relevant, efficient and effective student affairs and services;
4. ensure the welfare and holistic development of the students; and
5. warrant a systems approach to student affairs and services.

## **SECTION 5. GENERAL GUIDELINES**

1. HEIs shall submit a SAS Continuity Plan for AY 2020-2021 showing the specific delivery strategies to be implemented for all types of students.
2. HEIs shall institutionalize a mechanism to closely monitor the academic performance, mental health, and psycho-social well-being of students during the implementation of flexible learning. This monitoring mechanism shall be included in the Flexible Learning Primer that the HEI shall develop and publish for dissemination to students and faculty.
3. HEIs shall maintain the operations of the SAS office or unit during the pandemic.
4. HEIs shall establish and maintain an electronic database of students for easier reference on the dissemination and/or transmission of documents and other information online and offline.
5. HEIs shall be transparent and accountable to the student body on how SAS fees will be utilized in AY 2020-2021. *(Note: HEIs are reminded that there is an application procedure to be followed if they plan to increase SAS fees. Those with existing applications for AY 2020-2021 need to conduct new consultations with their stakeholders (parents, students, faculty, etc.) to come up with new agreements considering the economic impact of the COVID-19 pandemic on everyone.)*
6. HEIs shall strictly follow the health and safety protocols and guidelines of the Department of Health (DOH) and CHED for the conduct of limited face-to-face classes. When students are in-campus, SAS may be delivered to them face-to-face. If this is the case, HEIs shall continue to comply with the provisions in CMO No. 09, series of 2013.
7. HEIs shall ensure ethical standards and data privacy of students are observed at all times during the distance delivery of guidance and counseling services.
8. HEIs may form consortium with other HEIs or establish partnerships with organizations in order to deliver SAS to all students.
9. HEIs shall ensure that SAS Office conducts orientation and provides guidebook on flexible learning to all students.
10. HEIs are highly encouraged to create offline (e.g. hotlines) and online channels (e.g. Viber, Facebook, messenger) to facilitate communication between students and SAS office.
11. HEIs are highly recommended to create separate SAS social media platforms/ webpage/ microsite for proper information dissemination to students and faculty.

## SECTION 6. BASES TO DETERMINE FLEXIBLE DELIVERY MODE FOR SAS

### 1. Type of Learners by Technology Category

Referring back to the CHED Guidelines on Implementing Flexible Learning, learners were categorized based on availability of devices, internet connectivity and level of digital literacy, as shown below.

CATEGORY	AVAILABILITY OF DEVICES	INTERNET CONNECTIVITY	LEVEL OF DIGITAL LITERACY	FLEXIBLE LEARNING APPROACH
High Level Technology	laptops, mobile phones, tablets, desktops	Fast	Proficient	Online learning or blended learning technology
Medium Level Technology	Mostly available phones	Slow	Advanced	Macro and micro learning approach (a mix of online and offline activities)
Low Level Technology	Some mobile phones or no technology	Poor or no internet connection	Beginner	Self-instructional modules/mostly offline activities with scheduled consultations with faculty

Source: Macalde, R., *Flexible Learning Management Systems*, SEAMEO INNOTECH

### 2. Community Quarantine Status of Localities of HEIs

The conduct of face-to-face classes depends on the community quarantine status of the localities of the HEIs as identified by the COVID-19 Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases. The figure below illustrates the allowable face-to-face classes that can be done during community quarantine.

Community Quarantine Status	Face-to-Face/ In-Person Classes
Enhanced Community Quarantine (ECQ)	Suspended
Modified Enhanced Community Quarantine (MECQ)	Suspended
General Community Quarantine (GCQ)	Suspended until 31 August 2020
Modified General Community Quarantine (MGCQ)	Limited

## SECTION 7. FLEXIBLE DELIVERY OF SAS

In line with the guidelines on the implementation of flexible learning, the HEIs can adopt applicable approaches to ensure continuous delivery of SAS. Another possible basis in determining the delivery of SAS is the community quarantine status or category of the localities of the HEIs and the corresponding regulations or restrictions in the conduct of face-to-face classes. Face-to-face delivery of SAS is obviously not allowed under ECQ, MECQ, and GCQ:

Community Quarantine Status	Conduct of Face-to-Face Classes	Face-to-Face (F2F)	Blended (F2F and Online)	Online	Offline
ECQ	Suspended	x	x	✓	✓
MECQ	Suspended	x	x	✓	✓
GCQ	Suspended until 31 August 2020	x	x	✓	✓
MGCQ	Limited	✓	✓	✓	✓

The SAS Continuity Plan of HEIs shall emphasize the strategies for online and offline scenarios. Below are the suggested strategies that all HEIs may implement for AY 2020-2021. HEIs may build on these to come up with their own strategies.

## 1. STUDENT WELFARE SERVICES

SERVICES	OFFLINE	ONLINE
<p><b>1.1 Information and Orientation Services</b> - refer to informative activities and materials designed to facilitate student adjustment to life in higher education. There shall be updated information and orientation materials on how students can adjust to flexible learning during the pandemic.</p>		
	<ul style="list-style-type: none"> <li>Send printed or digital information and orientation materials (brochures, handouts, orientation packet, learning packets, guidebook, etc.) to students via courier or distribution of USB.</li> </ul>	<ul style="list-style-type: none"> <li>Create contents and materials that can be downloaded, develop other platforms for orientation, conduct synchronous and asynchronous sessions and/or live broadcasts using different media platforms.</li> </ul>
<p><b>1.2 Guidance and Counseling Services</b> - Guidance service - a set of services using an integrated approach to the development of well-functioning individuals primarily by helping them to utilize their potentials to the fullest; Counseling - individual and/or group intervention designed to facilitate positive change in student behavior, feelings, and attitudes. Appraisal - gathering information about students through the use of psychological tests and non-psychometric devices; Follow-up - a systematic monitoring to determine the effectiveness of guidance activities, in general, and placement in particular; Referral - refers to coordination with multi-disciplinary team of specialists to ensure special needs of students are met.</p> <ul style="list-style-type: none"> <li>HEIs shall provide services to ensure psycho-social and mental well-being of the students during the pandemic such as, but not limited to, Remote Psychological First Aid, Tele-Counseling, and Tele-Mental Health.</li> <li>HEIs shall administer a student needs assessment tool to determine the appropriate interventions to be provided to students.</li> </ul>		
	<ul style="list-style-type: none"> <li>HEIs may partner with organizations located where the students are based.</li> <li>Conduct remote psychological first aid, tele-counseling, and/or tele-mental health through mobile or landline.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct remote psychological first aid, tele-counseling, and/or tele-mental health through online platforms (e.g. online/web counselling).</li> <li>Conduct series of webinars for mental health and wellness using secured digital platforms (e.g. Zoom, DoxyMe).</li> </ul>
<p><b>1.3 Career and Job Placement Services</b> - refer to the assistance provided to students in making informed educational and occupational exploration and career planning.</p>		
	<ul style="list-style-type: none"> <li>Send via courier printed Career Services Packet containing possible job opportunities, profile of hiring companies, tips on securing jobs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct virtual career fairs, with clearance from DOLE.</li> <li>May form partnerships with career fair organizers such as DOLE, jobs180, Kalibr, and LinkedIn.</li> <li>Conduct webinars on personality development, resume writing, etc.</li> <li>Provide links (e.g. DOLE links) on resources for job application, opportunities, and legal considerations (e.g. labor rights).</li> </ul>
<p><b>1.4 Economic Enterprise Development</b> - refers to those services and programs that would cater to the other economic needs of students such as but not limited to: 1) student cooperatives, 2) entrepreneurial, 3) income generating projects, and, 4) savings.</p>		
	<ul style="list-style-type: none"> <li>Provide printed information materials on the different opportunities for loans and educational assistance for students and financial literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct online entrepreneurial initiatives and webinars on financial literacy.</li> <li>Provide online platforms or mechanisms for the delivery of services (student loans, etc.).</li> <li>Institutionalize online process or mechanism for student loan to ensure collection of fees.</li> <li>Make information available through digital platforms (chatbots, website, social media, etc.)</li> </ul>

SERVICES	OFFLINE	ONLINE
<p>1.5 <b>Student Handbook Development</b> - refers to the review and revision of student handbook, in consultation with student representative/s, containing relevant information for the guidance of the students. The handbook shall be published in accessible formats (such as but not limited to electronic, large print, media, braille, and sign language) for dissemination to students and other stakeholders.</p> <ul style="list-style-type: none"> <li>HEIs, with student involvement, shall develop Student Guidebook/Handbook on the Implementation of Flexible Learning. The guidebook/ handbook shall include online etiquette during online classes, tips on sourcing materials online, intellectual property rights, plagiarism, etc.</li> </ul>		
	<ul style="list-style-type: none"> <li>Send hard copy of the guidebook/handbook to the students via courier or distribution in designated pick-up point.</li> <li>Send printed materials on the FAQs and primer on important details the students need to know.</li> </ul>	<ul style="list-style-type: none"> <li>Make available online version (e-handbook) of the guidebook/ handbook in the HEI website or other digital platforms.</li> <li>Provide online FAQs – related to the different services and policies;</li> <li>Provide primers that are downloadable and can be part of the orientation for the new students;</li> <li>Strongly emphasize observance of proper discipline even on online classes and interactions (online etiquette), access to resources on e-citizenship, digital well-being, digital safety, etc.</li> </ul>

## 2. STUDENT DEVELOPMENT

SERVICES	OFFLINE	ONLINE
<p>2.1 <b>Student Organizations and Activities</b> - refer to the recognition/ accreditation, supervision and monitoring of student groups including the evaluation of their activities.</p>		
	<ul style="list-style-type: none"> <li>Allow submission of recognition/ accreditation documents through couriers or at drop-off points in the schools.;</li> </ul>	<ul style="list-style-type: none"> <li>Allow online submission of application for accreditation and re-accreditation of student organizations.</li> <li>Student organizations can conduct online activities, but must be reported in advance to SAS for proper monitoring.</li> <li>HEI shall provide online platforms or virtual meeting rooms to student organizations for their student activities.</li> </ul>
<p>2.2 <b>Leadership Training</b> - refers to programs and opportunities to develop and enhance leadership effectiveness in the personal level and student organizations, emphasizing student leadership role in the new normal.</p>		
	<ul style="list-style-type: none"> <li>Send printed materials on leadership training modules.</li> </ul>	<ul style="list-style-type: none"> <li>Organize webinars on leadership trainings.</li> <li>Provide online resources on or links to leadership.</li> <li>Provide students list of online seminars-workshops and conferences.</li> <li>Allow students to participate as official representative in online seminars-workshops, conferences, etc.</li> </ul>
<p>2.3 <b>Student Council/Government</b> - refers to the student body duly organized and elected at large by the students themselves, with due recognition and authority from the HEI as the students' official representative in matters affecting them.</p>		
	<ul style="list-style-type: none"> <li>To be determined by the student council/government as long as they abide with the health and safety protocols of the DOH and IATF for face-to-face activities.</li> </ul>	<ul style="list-style-type: none"> <li>HEI shall provide the Student Council/Government online platforms, virtual meeting rooms, etc.</li> </ul>
<p>2.4 <b>Student Discipline</b> - refers to the judicious implementation of institutional rules and regulations governing student behavior and conduct.</p>		
	<ul style="list-style-type: none"> <li>Send student discipline policies, which should be part of the student handbook, via courier or via pick-up.</li> <li>Students may file their grievances or complaints through courier or drop-off.</li> </ul>	<ul style="list-style-type: none"> <li>Include in virtual orientations highlighting positive reinforcement of behaviors producing resilient and well-mannered individuals.</li> <li>Provide online student discipline process (Students Desk) managed by a committee that will handle student complaints (grievances) following standard protocols.</li> </ul>

SERVICES	OFFLINE	ONLINE
2.5 <b>Student Publication/Year Book</b> - refers to the official publication/ organ/journal/yearbook and such other student-oriented print and non-print media of the HEI.		
	<ul style="list-style-type: none"> <li>Send student publications via courier or pick-up.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct webinars on online campus journalism.</li> <li>Provide software for students to convert print campus journals to e-publication.</li> <li>Provide online platforms for student publications.</li> </ul>

### 3. INSTITUTIONAL STUDENT PROGRAMS AND SERVICES

SERVICES	OFFLINE	ONLINE
3.1 <b>Admission Services</b> - refer to services that take care of the processing of students' entrance and requirements.		
<ul style="list-style-type: none"> <li>Private HEIs may waive entrance exam for AY 2020-2021. <del>They can</del> and implement open admission, but selective retention. Minimum basic requirements (i.e. registration form, report card, etc.) may still be collected as a basis for admission. However, for SUCs, waiving of entrance exam is not an option due to RA 10931.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants may submit academic credentials through courier.</li> </ul>	<ul style="list-style-type: none"> <li>During admission, applicants can submit scanned copies of basic admission credentials, but with undertaking on the submission of not readily available documents. Once admitted they are required to submit original credentials.</li> <li>There shall be online enrollment.</li> <li>May conduct time-bound online entrance examination for applicants.</li> </ul>
3.2 <b>Scholarships and Financial Assistance (SFA)</b> - refer to the management, generation and/or allocation of funds for scholarship and financial aid to deserving students.		
	<ul style="list-style-type: none"> <li>Applicants may submit documents via courier.</li> </ul>	<ul style="list-style-type: none"> <li>There shall be online application and submission of documents (no home visitation).</li> <li>Application documents shall be made available online for easy download.</li> <li>If there are available funds, HEIs may offer financial assistance to support technological requirements of students for flexible learning.</li> </ul>
3.3 <b>Food Services</b> - refer to the assurance of available, adequate, safe and healthful food within the campus and immediate vicinity in accordance with the food, safety and sanitation guidelines of the Department of Health		
	N/A	N/A
3.4 <b>Health Services</b> – refer to the provision of primary health care and wellness program.		
<ul style="list-style-type: none"> <li>Send materials and primer on health and safety protocols via courier.</li> </ul>		<ul style="list-style-type: none"> <li>Provide tele- and online medical consultations, digital format of forms and prescriptions.</li> <li>Conduct webinars on health and wellness.</li> </ul>
3.5 <b>Safety and Security Services</b> - refer to the provision of a safe and secure environment and that of the members of the academic community.		
<ul style="list-style-type: none"> <li>Printed materials on safety and security to reduce disaster risk reduction be provided to students via courier.</li> <li>Activate the school DRRM to be ready to respond in case of disasters.</li> </ul>		<ul style="list-style-type: none"> <li>Provide online materials on the safety and security during disaster.</li> <li>Conduct webinars on safety and security during disaster.</li> </ul>
3.6 <b>Student Housing and Residential Services</b> - refer to the assistance provided to ensure access to accommodation that is safe and conducive to learning.		
<ul style="list-style-type: none"> <li>HEIs may consider offering school dormitories to students with limited or no internet access or no access to gadgets, except for school dormitories used as community isolation units (CIU).</li> </ul>	<ul style="list-style-type: none"> <li>Send information materials regarding student housing available in-campus and surrounding areas.</li> <li>Provide informational materials on safety protocols in dormitories and boarding houses.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information on school dorms and student housing in surrounding areas online.</li> </ul>

SERVICES	OFFLINE	ONLINE
	<ul style="list-style-type: none"> <li>School dormitories may be opened but must comply with health and safety protocols.</li> </ul>	
<b>3.7 Multi-faith Services</b> - refers to the provision of an environment conducive to free expression of one's religious orientation in accordance with institutional principles.		
	<ul style="list-style-type: none"> <li>HEI determines appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>HEIs may host online worship services for various faith.</li> </ul>
<b>3.8 Foreign/ International Students Services</b> - refer to the provision of assistance to address the needs of foreign students. HEIs shall provide an integrated service program catering to the socio-psycho-cultural, academic and non-academic needs of all international students.		
	<ul style="list-style-type: none"> <li>Send appropriate informational materials through courier.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct online orientations for foreign students on visa requirements, etc.</li> <li>Provide appropriate services offered to Filipino students through online platforms.</li> </ul>
<b>3.9 Services for Specific Students</b> – refer to programs and activities designed to provide equal opportunities to students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.		
	<ul style="list-style-type: none"> <li>Same services shall be provided in consideration with their specific needs. If with disabilities, provide services in consultation with the National Council on Disability Affairs.</li> </ul>	<ul style="list-style-type: none"> <li>Same services shall be provided in consideration with their specific needs. If with disabilities, provide services in consultation with the National Council on Disability Affairs.</li> </ul>
<b>3.10 Cultural and Arts Programs</b> - refer to the set of activities designed to provide opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage.		
<ul style="list-style-type: none"> <li>During the pandemic, conduct of these programs may help in the mental well-being of students.</li> </ul>		
	<ul style="list-style-type: none"> <li>Provision of artistic training materials (e.g. printed or email) that the student artists can learn in their own time.</li> <li>Send information and video materials that can be used by the general student body on using the arts for general wellness (i.e. meditation, arts therapy through music, dance and theatre exercises).</li> <li>Aid the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multi-cultural heritage.</li> <li>Assist in staging online institutional events</li> </ul>	<ul style="list-style-type: none"> <li>Provision of artistic training materials for student artists</li> <li>Synchronous delivery of regular artistic trainings and meeting rooms for student artists.</li> <li>Host virtual cultural and artistic performances. <b>Creating virtual platforms for cultural and artistic performances and exhibitions</b></li> <li>Creation of instructional materials to promote wellness through the arts.</li> <li>Assist in staging online institutional events, local and national cultural/historical celebrations</li> <li>Aid the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multi-cultural heritage.</li> </ul>
<b>3.11 Sports Development Programs</b> - are programs designed for physical fitness and wellness of students other than the Physical Education subjects.		
<ul style="list-style-type: none"> <li>During the pandemic, conduct of these programs may help in the mental well-being of students.</li> </ul>		
	<ul style="list-style-type: none"> <li>Send illustrative materials showing exercises to still encourage physical movement while studying at home.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct or host individualized physical fitness program through online platforms.</li> </ul>
<b>3.12 Social and Community Involvement Programs</b> - refer to programs and opportunities designed to develop social awareness, personal internalization and meaningful contribution to nation building.		
	<ul style="list-style-type: none"> <li>Send information materials on how students can safely volunteer during pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>May host virtual meetings with LGUs and discuss how students can help their communities.</li> </ul>



## **SECTION 8. MONITORING AND EVALUATION**

1. The CHED Regional Offices shall monitor the submission of the SAS Continuity Plan (in standard Excel format) by HEIs under their respective jurisdiction.
2. The CHED Regional Offices shall maintain a registry of student representatives for the purpose of sending out a standard evaluation form through google survey on the implementation of flexible delivery of SAS by their HEIs. Results of this evaluation survey shall be used to improve these guidelines as well as improve the implementation of HEIs. Student evaluation shall be conducted at the end the end of every semester of AY 2020-2021.
3. The Office of Student Development and Services (OSDS) shall develop a mechanism in providing incentives and rewards to HEIs for the proper implementation and execution of SAS during COVID-19 pandemic this AY 2020-2021.

## **SECTION 9. EFFECTIVITY**

This set of guidelines shall take effect immediately.

Quezon City, Philippines, \_\_\_\_\_ 2020.

For the Commission:

**J. PROSPERO E. DE VERA III, DPA**  
Chairman