



Project for Supporting Senior High School Modeling In Selected Technical Vocational High Schools



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Assist in delivering quality technical vocational education to foster better opportunities for youths...

Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools



Japan International Cooperation Agency (JICA) started “the Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools” in February 2014 together with Department of Education (DepED) in the Philippines.

Background

The Government of the Philippines has made great efforts to improve its basic education. However the net enrollment rate of secondary education still remains 64.83% (SY2011-2012, NSO). Students’ motivation to study will not go up because of limited access to quality education and fewer prospects for quality job opportunity.

The development of human resources to meet the industry needs is another challenge for the Government of the Philippines in the face of competition in the labor market among Asian countries. The graduates with the current 10-year basic education cycle are too young to legally join the labor force and they have not mastered the necessary competencies.

In order to enhance quality of education and to facilitate the

transition to the labor market, the Government of the Philippines is pursuing K to 12 year initiative that will expand the country’s education cycle from 10 years to a globally comparable 12 years and will enhance technical vocational (Tech-Voc) education to better link schooling with industry needs and employment.

Prior to the full implementation of K to 12 in 2016, Department of Education has developed the curriculum in cooperation with the Technical Education and Skills Development Authority (TESDA), the Commission on Higher Education (CHED) and other stakeholders, has implemented Senior High School (SHS) Modeling to identify the fine-tuned SHS program, and now reached its early implementation stage. In this context, JICA decided to assist in such a piloting effort and join in the thrust into the education reform of the Philippines.

Project Term

From February 2014 to June 2017

Table of contents:

Project purpose and expected outputs	2
Target Schools	2
Rizal Experimental Station and Pilot School for Cottage Industries	2
Don Alejandro Roces Sr. Science and Technology High School	3
San Pedro Relocation Center National High School	3
Subangdaku Technical Vocational School	3
Tips to promote Tech-Voc Education in Senior High School	4
Activities & Schedule	4

Technical Education in Japan

Secondary schools consist of a junior high school (3 years) and a senior high school (3 years) in Japan. Senior high schools are mainly classified into two categories: (1) general, and (2) specialized (formally called “vocational” or “Tech-Voc Track”). Specialized high schools consist of (a) Industrial, (b) Commercial, (c) Agricultural, (d) Fishery, (e) Home economics, (f) Nursing, and (g) ICT schools.

Specialized high school is intended to provide vocational education for

those students who have chosen a particular vocational area as their future career. Specialized course starts in senior high schools (Grade 10). It is designed to provide students with fundamental knowledge and skills. It is considered as “the first educational step in fostering creative specialists of the future”. Instruction in experiments and practical exercises including student’s projects is emphasized in the schools.

Project Purpose and Expected Outputs

Overall Goal:

Activities, strategies and promising practices implemented in the SHS modeling will be shared to other Tech-Voc high schools including the K to 12 modeling Tech-Voc high school nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP).



Project Purpose:

A mechanism is developed for Tech-Voc high school activities to ensure its effective implementation through collaboration with industries/firms including those from Japan.



Pilot Schools (4)

Model Schools (10)

Output 1:

Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot Tech-Voc high schools and addressed in their SIPs.

Main activities:

- Interview industry with regard to job/skills requirements.
- Provide support for the employment of graduates.

Output 2:

Pilot Schools became able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps.

Main activities:

- Improve educational activities of the pilot schools, catering for the needs of society.

Output 3:

SHS modeling Tech-Voc high schools, other than the four (4) pilot schools are informed of piloted activities / best practices for possible replication / adaptation / adoption.

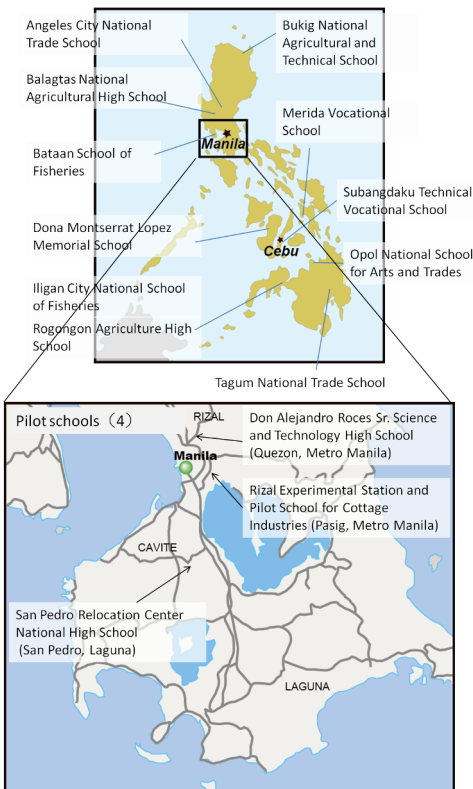
Main activities:

- Hold a workshop to disseminate learning experience / best practices of the pilot schools.
- Provide the grants to the model schools to support their school improvement.

Target Schools

JICA Project Team primarily works with the following Tech-Voc high schools. The experiences and best practices gained in those schools are also shared to 280 Tech-Voc high schools including 10 model schools.

Model Schools (10)



Rizal Experimental Station and Pilot School for Cottage Industries (Pasig City, Metro Manila)

Rizal Experimental Station and Pilot School for Cottage Industries (RESPSCI) has Hotel and Restaurant Management course for senior high school. In two years of high school, students learn Housekeeping, Food & Beverage Services and Bartending. They obtain related National Certificates accredited by TESDA, besides studying the core subjects such as Filipino and Mathematics.

As the first batch of senior high school, 22 students graduated this school at the end of March, 2014. As of June, 14 graduates found the job, two were self-employed and two went to college. Two other graduates are going to work abroad utilizing their skills and knowledge fostered in RESPSCI.

One of the graduates said, "Some of us are from families who can not afford to

send us to college. However, the high school program offered by this school is free, so everyone can continue study.

In two years of our high school here, we could gain knowledge necessary to find a job in the future. Of course, there were difficulties as well, but we could learn how society worked and how the communication with others was important through our OJT experience at the firm."

RESPSCI offers many specializations such as Electrical Installation & Maintenance, Welding, and Garments for junior high school. They are planning to expand those specializations to high school gradually in order to meet the students' demands in 2016.

Don Alejandro Roces Sr. Science and Technology High School (Quezon City, Metro Manila)

Don Alejandro Roces Sr. Science and Technology High School (DARSSTHS) is offering the Automotive Technology Course and Hospitality & Tourism Course.

In Hospitality & Tourism Course, the students are learning about Bread & Pastry Production, Food & Beverage Services, Bartending, and Front Office. There are some opportunities for the students to attend the course at Philippine Women's University and Manila Montessori College International in order to enhance their

skills and knowledge. OJT of those students are conducted taking advantage of DARSSTHS located near Tomas Morato, Quezon City, where many restaurants and hotels stand side by side.

The Wheatberry Bakery & Café in front of DARSSTHS accepted 9 OJT students from this school. Ms. Vivian, manager, said "The students are highly motivated to learn at our bakery and café. Through the OJT here, I am sure that they are now well prepared to be a member of world of work."



The students of Automotive Technology Course had OJT at Honda Cars Kalookan Inc. and Hyundai.

San Pedro Relocation Center National High School (San Pedro City, Laguna)

San Pedro Relocation Center National High School (SPRCNHS) has more than 6,000 students for its junior high school (from Grade 7 to Grade 10). This school has Automotive Technology, Garments, Electrical Technology, Welding, Technical Drafting, Culinary Art, Electronics Technology, Information Technology courses for senior high school.

192 students graduated this senior high school last April. 130 students were already employed, 11 students were self-employed and 49 students went to higher education as of June. The OJT during Grade 12 has made a great contribution in their finding employment.

For example, 8 students specialized Electrical Technology have undertaken

OJT in Rohm Electronics Philippines Inc. manufacturing semi-conductor devices and electronic components in People's Technology Complex (PTC), Special Economic Zone in Cavite. In March, the Project Team together with the Industrial Linkage Coordinator of SPRCNHS visited Human Resources Division of Rohm Electronics to develop future collaboration between the company and the school. According to the manager, the OJT students were working hard, thus the OJT period was extended for the most students. He also advised that SPRCHNS should come to the meeting of Human Resources managers located in PTC to present the school profile and look for more partners. As the result of the HR meeting, some graduates were hired by the company located in PTC.



Outputs of the students of Technical Drafting

Subangdaku Technical Vocational School (Mandaue City, Cebu)

Subangdaku Technical Vocational School (STVS) offers Metal Works, Garments and Food Trade & Bread and Pastry Production for its senior high school.

Due to the Bohol Cebu Earthquake in October 2013, main school building has become unusable for schooling. Students are forced to take classes outside. To overcome the difficulty, the school administrator and teachers are trying to establish good linkages with private sector to enhance the quality learning environment for the students.

One of the partner companies, METAPHIL has supported this school for 7 years in many ways, such as providing training to teachers, OJT for students, and supply of consumables and equipment. Mr. Elliezer Simega, manager of corporate office, said, "Our company is counting on partner-schools such as STVS to supply reliable and competent workers. With the strong demand for welders not only in the Philippines, but abroad as well, and with the skills that the students have acquired, becoming world-class welders is not far from possible." The young staff of METAPHIL seem to be regarded as the role model of the students of STVS.



Outputs of the students of Bread & Pastry Production

Tips to promote Tech-Voc Education in Senior High School



UNIQUEEASE Corporation is the Social Enterprise to create a job opportunity for youth and minimize the number of Children at Risk. The youths from vulnerable groups in society, work at UNIQUEEASE restaurant.

After the presentation on Social Enterprise UNIQUEEASE, and enjoyed healthy and delicious food, the teachers interviewed the two young staff of UNIQUEEASE restaurant. The teachers were impressed by assertive communication of the two. They told that they learned many skills including communication skills at UNIQUEEASE.



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To improve the Tech-Voc Education in Senior High School, Pilot Schools are conducting the following activities:

- Exploring partner companies in cooperation with student's parents, graduates and LGU (RESPSCI, DARSSHTS, and STVS).

- Accredited as School Based PESO and conducted Job Fair at school (SPRCNHS). All Pilot School make great efforts to assist employment of graduates.

- Introducing the school activities to locators of near industrial park through the cooperation with the administrator of industrial park (SPRCNHS).

The Project Team and Industrial Linkage Coordinators of Pilot Schools visited several companies and interviewed the managers to identify employee's competencies required in industries.

- Many companies require the communication skill. It means not only

the ability to speak good English, but also ability to establish good relationship with supervisors and colleagues.

- In food related industries, sensitivity towards hygiene is very important.

To provide Tech-Voc Education to lead good employment, schools should pay attention to foster students' practical skills, at the same time, to foster positive and proper attitude on work.

This issue is sometimes mentioned in technical high school in Japan, too. One of Japanese teachers commented, "the attitude will be fostered through enhancement of specialization. If students notice her/his skill can be utilized in society, s/he will gain her/his confidence and behave properly. It is very important for us, teachers to connect what they learn and their future job."

Let's visit industries surrounding your school to know the practical situation and realize the quality Tech-Voc Education to our students.

Activities & Schedule

The first Joint Coordination Committee (JCC) Meeting was held on 4 July 2014 to orient the concerned parties of the Project towards achieving the project purpose and expected outputs. The meeting was chaired by DepED Undersecretary, vice-chaired by Chief Representative of JICA Philippine Office, and attended by the officials of Bureau of Secondary Education and Tech-Voc Unit, the representatives from TESDA, CHED, and 4 Pilot Schools.

On 8 July, the first Industrial Immersion was conducted at UNIQUEEASE Restaurant targeting the teachers teaching food-related subjects at Pilot Schools as shown in above left.

The industrial immersion for welding teachers of SPRCNHS was arranged on July 19. 3 teachers and 2 Industrial Linkage Coordinators from SPRCNHS visited Babcock-Hitachi Philippines Inc. (BHPI) in Bauan, Batangas. BHPI manufactures power boilers and industrial boilers, and also provides engineering services. While a basic of

SMAW is being taught at SPRCNHS, at BHPI, various welding technologies including TIG and SAW are utilized.

The teachers were very much impressed by sophisticated welding methods offered at BHPI. The Project Team will provide other opportunities to visit other industries in cooperation with Japanese companies in order to upgrade the teaching quality at Tech-Voc high schools.

The first Training in Japan titled "Technical Education in high schools in Japan" for two weeks is planned in October. The representatives of DepED Tech-Voc Unit and Pilot Schools will attend lectures on the policy and curriculum of technical education and visit technical schools to observe how lessons and assistance for employment are provided in Japan.

In March, towards the end of the first project year, the workshop will be held to share with the model schools the learning experiences / best practices attained at the Pilot Schools.