



Provide quality technical vocational education to foster better opportunities for youths...

Project Activities and Preparation for Senior High School Program from August 2014 to March 2015



One year has passed since the kick-off of the JICA Project for Supporting Senior High School Modeling in Selected Technical Vocational High School. This newsletter shares with you news about project activities and the preparation for the Senior High School (SHS) Program by the Government of the Philippines in the latter half of the project's first year (August 2014 to March 2015).

The Department of Education (DepED) has been preparing for the implementation of the K to 12 Program starting in the school year 2016-2017. In September 2014, the "Public Senior High School Modelling Program Planning Workshop" was conducted to compare the current SHS program and the "K to 12 Curriculum" developed by the DepED and to identify the current situation and needs of schools.

The DepED division offices drafted an SHS implementation plan based on a survey of students' track preferences and an assessment of school capacity. The planning process also took into account the industry assessment conducted by division offices and individual schools. To accommodate all students who will become Grade 11 in June 2016, the DepED will also introduce a voucher system that will grant high school students who cannot be accommodated in public schools a tuition subsidy in a private school of their choice where they can complete their senior high school graduation.

The DepED is currently developing "A School Industry Linkage Officer's Handbook".

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

The basic education in the Philippines consists of six years of primary and four years of secondary education, a total of 10 years. Graduates who have completed the current 10-year basic education cycle are too young to legally join the labor market and they have not mastered the necessary competencies.

In order to enhance the quality of education, the Government of the Philippines is pursuing the K to 12 Program which will expand the country's education cycle to a globally comparable 12 years. It is also expected to facilitate a smooth transition from education to the labor market.

Prior to the full implementation of the K to 12 Program in 2016, the DepED has implemented SHS Modeling to identify the fine-tuned SHS program. To support the modeling of technical vocational (Tech-Voc) education, the Japan International Cooperation Agency (JICA) launched the Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools in February 2014.

The project's purpose is "A mechanism is developed for Tech-Voc high school activities to ensure its effective implementation through collaboration with industries/firms including those from Japan." and it will be continued until June 2017.

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Activities of Pilot Schools

The project activities started with a collaboration with four pilot schools: Don Alejandro Roces Sr. Science and Technology High School (DARSSTHS) in Quezon City, Rizal Experimental Station and Pilot School of Cottage Industries (RESPSCI) in Pasig City, San Pedro Relocation Center National High School (SPRCNHS) in San Pedro City, and Subangdaku Technical Vocational School (STVS) in Mandaue City. Those schools have conducted the following activities to enhance their relationship with industries.

Trade Fair and Job Fair

On August 28th, 2014, a trade fair was held at STVS to present their students' learning outcomes to the public, including the parents of the students. Some companies were also invited, including those offering industry immersions of STVS students, and those advised Industry Linkage Coordinators of STVS about gaps between the competencies of graduates and industry needs. Representatives from six companies attended the trade fair. STVS tried

to promote their quality Tech-Voc education to industries through the trade fair.

SPRCNHS held a job fair on February 20th, 2015. The presentation was made based on Tech-Voc specializations to introduce the students' achievements. Human resource agencies were given a chance to get the students registered for their recruitment service.



Advertisement of recruitment agencies at SPRCNHS's Job Fair

Educational Activities' Improvement

DARSSTHS and RESPSCI offer a food and beverage service (FBS) course in SHS. To improve the readiness of students attending the FBS course, a "Coffee Brewing Seminar" was organized on August 26th, 2014, inviting experts from UCC Ueshima Coffee Philippines Inc. Twenty-five students per school attended the seminar and learned how to brew coffee using a paper filter as an introduction to coffee making.

28, 2015, a Skype Conference was held between STVS students and Ichikawa Technical High School students to introduce the school and their Tech-Voc education. NEC Telecom Software Philippines, INC. provided advice on an internet connection during the program. Based on interviews targeting companies located in Cebu, STVS found that their students need to enhance their communication skills. This exchange program is expected to motivate the students to express their ideas and speak in English.



Coffee Brewing Seminar

STVS has started an exchange program with Ichikawa Technical High School (Chiba Prefecture, Japan). On January

Sharing Experiences with Other Schools

A "Training Workshop for Industry Linkage School Coordinators (ILSCs)" was held on November 16-21, 2014 by the DepED in order to train participants in industry linkage coordination procedures, and to draft the guidelines on the School-Industry Linkage Program (SILP). Forty-one representatives from 20 schools participated. During the training workshop, Industry Linkage Coordinators (ILCs) from four pilot schools shared their experiences and an industry visit was conducted to seven companies, coordinated by SPRCNHS.

shop Conference. In the conference, the principals and ILCs of the pilot schools introduced following their practices to the other participants:

- LGU helps the pilot schools to identify potential companies for collaboration.
- To ensure the safety of students during practice, a pilot school should encourage parents to buy insurance.
- It is effective to provide good pre-deployment briefings to students.
- It is important that schools maintain good contacts with the concerned companies utilizing various events including a graduation ceremony.



Skype Conference between STVS and Ichikawa Technical High school

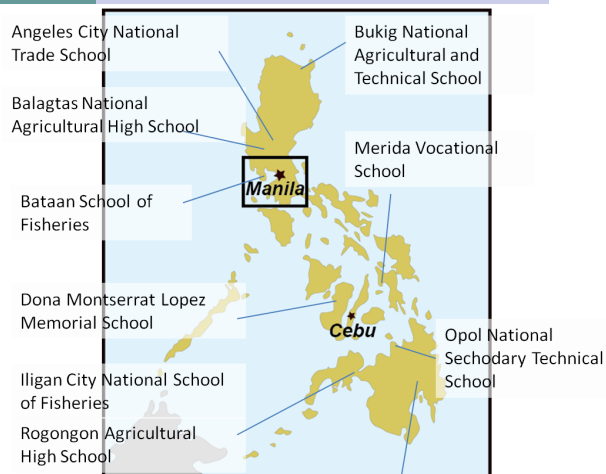
On February 12-14, principals of 280 schools with a Strengthened Technical-Vocational Education Program (STVEP) attended the Annual Work-

Model Schools

In addition to the four pilot schools, 10 Tech-Voc schools were designated as SHS modeling schools by the DepED in 2012. Four schools were located in Luzon, two in Visaya and four in Mindanao.

Prior to the activities at model schools in the project's second year (from May 2015 to April 2016), the Project Team visited those model schools and their DepED division offices to study how the preparation for SHS program was going in the respective area.

Common issues were found such as a lack of qualified teachers, a lack of appropriate facilities and equipment, and a high drop-out rate in SHS modeling. The practices and issues of each school were as follows:



Arts and Trade Schools

There are five arts and trade schools. While Angeles City National Trade School, Tagum National Trade School and Doña Monteserrat Lopez Memorial School are located in urban areas, Opol National Secondary Technical School and Merida Vocational School are located in smaller cities.

Industry immersion and employment of students are sometimes affected by the location of schools. For example, it is more difficult to develop partnerships

with industry for Opol National Secondary Technical School than for schools located in a big city, since the number of companies is limited.

Merida Vocational School is now under repair due to damage caused by Typhoon Yolanda in November 2013.



Opol National Secondary Technical School

Agricultural Schools

Three model schools are agricultural schools. While Balagtas National Agricultural High School is located in an urban area, Bukig National Agricultural Technical School and Rogongon Agricultural High School are located in remote areas.

The schools located in remote areas have difficulty create opportunities for industry immersion and internships for students. To overcome the difficulty, Bukig National Agricultural Technical School sells products made by students

on the bread and pastry course and utilizes the income as a subsidy for transportation fees for industry immersion and internship.

In Rogongon Agricultural High School, each student is encouraged to have to at least 1 ha farm to cultivate from Grade 7 to Grade 12 as laboratory farm within the community. The school supports students' production activities in order to demonstrate that agriculture could be a sustainable livelihood for the community.



Rogongon Agricultural High School

Fisheries Schools

Bataan School Fisheries and Iligan City National School of Fisheries are fishery schools.

Currently both schools provide multiple specializations other than those associated with fisheries. Bataan School Fisheries has established courses related to food processing and garments based on the needs of local communi-

ties and the nearby industrial park. Iligan City National School of Fisheries also has a food processing course. For students attending a fishery course, the school provides training in welding and encourages their students to obtain a related TESDA National Certificate.



Iligan City National School of Fisheries



A career guidance room in a Tech-Voc school in Japan. Information related to recruitment is provided by Public Employment Security Office and compiled here.

“Job Support Teacher” at public senior high school in Japan

In Japan, assistance with finding employment is one of the important roles of senior high schools, particularly technical high schools. A “Job Support Teacher” is assigned to about 90 % of prefectural (equivalent to “province” in the Philippines) Board of Education and these support teachers assist with the employment of graduates of senior high schools.

The Job Support Teachers (1) seek job posts for students, (2) provide students and parents with counseling, (3) help students practice interviews, and (4) improve students’ behavior before joining a company. These supporters are not allocated to specific schools, but regularly visit several schools.

This system started around 10 years ago and its effects have just begun to be evaluated. However, it has been reported that the support teachers contribute to improving the employment rate.

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Technical Education in Japan

Training in Japan was conducted from October 19th to November 1st, 2014, providing insights from Japanese practices to improve Tech-Voc education in the Philippines. Eleven participants attended, including officers of DepED, and principals and ILCs of pilot schools.

In the first week of the training, lectures on the outline of Tech-Voc education in Japan and other countries, and school visits in Tokyo were provided. In the second week, the participants visited Kochi Prefecture to how technical education is conducted in the countryside and to generate the ideas on how to improve Tech-Voc education in the Philippines.

The participants pointed out the following practices that should be adopted in the Philippines:

【Educational contents】

- Before starting every lesson in a laboratory, the teacher should check which students are present, as well as their working clothes.
- Lessons in a laboratory: teachers can provide detailed instructions since one teacher handles less than 10 students.
- Students should keep tools and equipment tidy and clean laboratories.
- To ensure the safety of students, teachers should provide good instructions on how to wear working clothes and personal protective devices and how to use laboratory equipment. Buying insurance should be obligatory for all students engaging in laboratory work.

【Teachers】

- Schools should utilize human resources who are currently working in industry or who have retired. It

makes lessons more practical.

【Assistance for employment】

- A career education started from primary school, practical lessons, industry immersion, internship and practices for interview are provided to students as assistance for employment.
- Senior high schools have a responsibility to offer career counseling and assistance for employment.

【Industry linkage】

- LGUs should promote Tech-Voc education and provide support to schools in establishing effective links to industry.

【Facility and equipment】

- The quantity of equipment should be appropriate to the number of students. Each student should have adequate opportunities to enhance his/her skills.

【Disaster prevention】

- Students on civil engineering courses should learn disaster prevention.
- Disaster drills are regularly conducted in schools in Japan.
- Schools should be designated as shelters in the case of emergencies.

Some pilot schools have already adopted some practices from Japan to improve their Tech-Voc education.



Visiting a Tech-Voc school in Japan

Schedule

The project’s second year will start from May 2015 (the second year will be May 2015 to April 2016).

The Project Team continues its cooperation with pilot schools in regard to enhancement of industry links and graduate employment. Activities to improve Tech-Voc education at model schools will be started.

In October/November, the second training session in Japan will be scheduled. In the first year, the training program focused on practices of schools as regards industrial arts; the main theme of the second year will be agricultural and fisheries education.