

**Department of Education**

**The Republic of the Philippines**

**The Project for Supporting Senior High  
School (SHS) Program  
In Technical Vocational High Schools  
In the Republic of the Philippines  
Completion Report**

**June 2017**

**Japan International Cooperation Agency**

**KRI International Corp.**



**Photos of Project Activities**



Interview at “The Lounge” a restaurant accommodated OJT (Mar. 2014)



Interview at Honda Cars Kalookan Inc. (Mar. 2014)



Interview at DSJP, a construction company in Cebu (Mar. 2014)



Workshop to discuss industry-school gaps (Apr. 2014)



Industry Immersion: Uniquease Corporation by three pilot school teachers (July 2014)



Industry Immersion: Babcock Hitachi by SPRCNHS (Jul. 2014)



Training Cum Workshop for School Industrial Linkage Coordinator (Nov. 2014)



DepEd Annual Workshop Conference (Feb. 2015)



Procured equipment: Tractor (BNATS)  
(Aug. 2015)



Training in Japan (Okinawa Prefectural Chubu  
Agricultural HS) (Nov. 2015)



Meeting with DepEd Division Office (Misamis  
Oriental) (Nov. 2015)



Stakeholder Recognition (Laguna Division  
Office) (Jan. 2016)



Benchmarking by Model Schools (BSF)  
(Feb. 2016)



Meeting with Toyota Cubao staff on work  
immersion (Feb. 2016)



Interview with students who has undergone work  
immersion (ONSTS) (Mar. 2016)



Hatchery Laboratory funded under Competitive  
Grant Project (ICNSF) (Mar. 2016)





Coffee Brewing Seminar by UCC Coffee at  
Café Razzo (RESPSCI) (Jun. 2016)



Exchange program between Ichikawa  
Technical High School and STVS (Jul. 2016)



Meeting with a resource person for Industry  
Summit (Aug. 2016)



Monitoring of Competitive Grant Project at  
RAHS (Aug. 2016)



Launching of Automotive Service Facility at  
TNTS (Sep. 2016)



Training in Japan: Yamanashi Prefectural Hokuto  
High School (Oct. 2016)

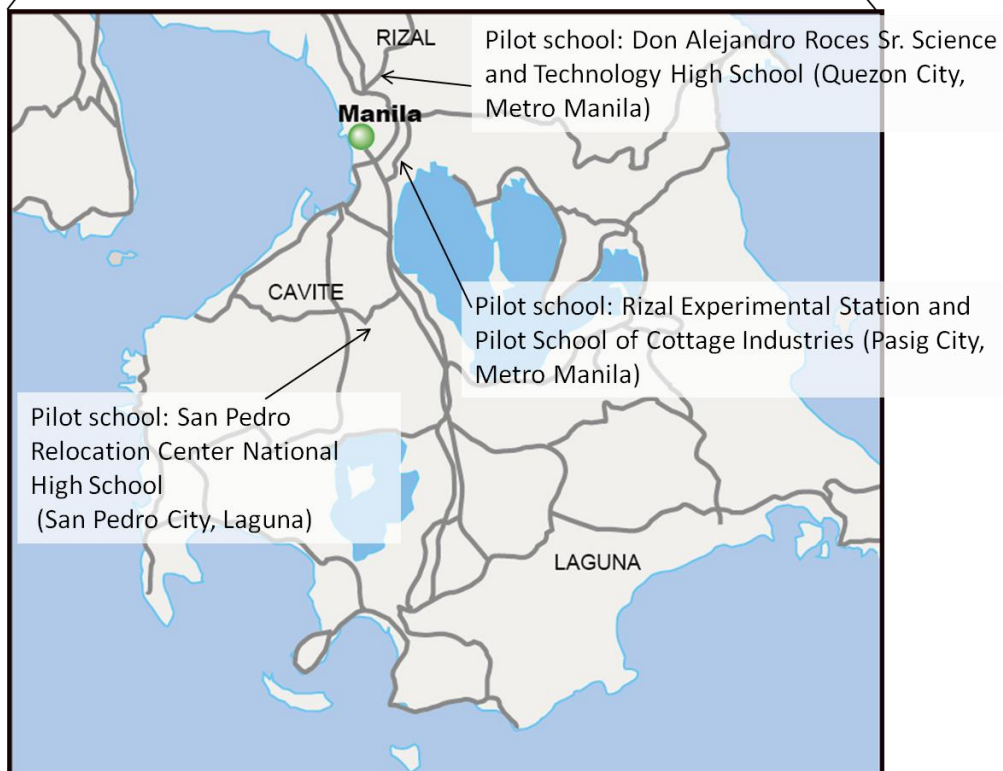
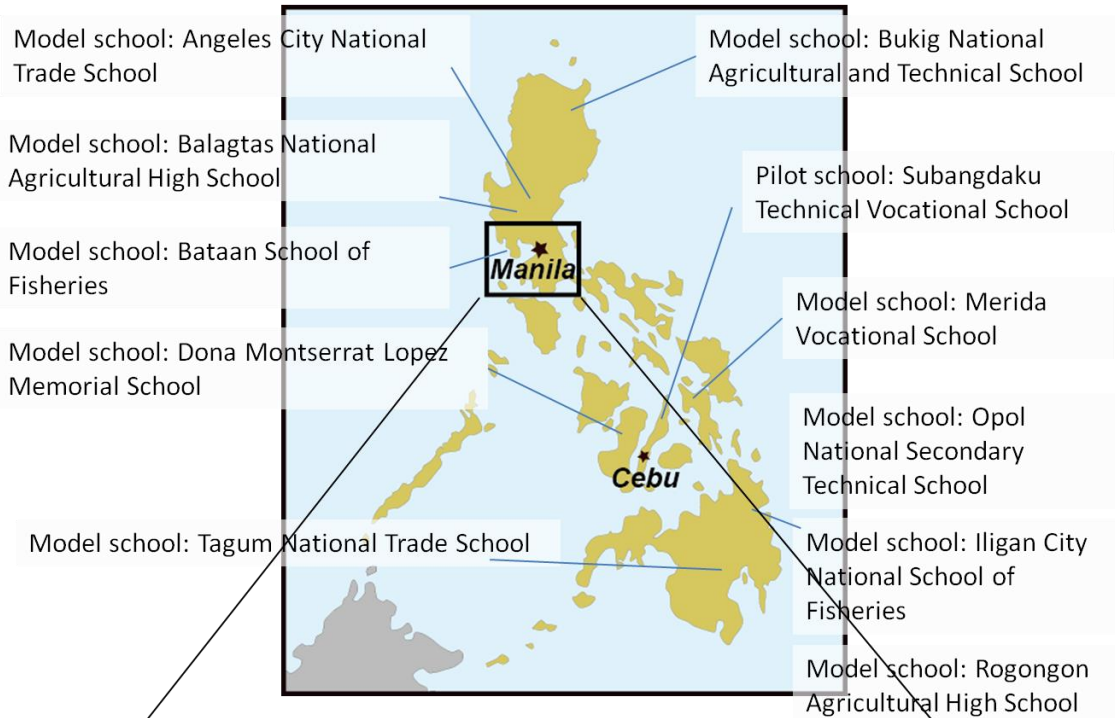


Industry Summit (Nov. 2016)



Terminal Evaluation Survey (Apr. 2017)

## Project Target Schools



## SUMMARY

**Name of the Project :**

Project for Supporting Senior High School (SHS) Program in Technical Vocational High Schools

**Target Schools:**

Four Schools out of 14 tech-voc schools which started SHS modeling program were designated as pilot schools.

10 remaining tech-voc schools were designated as model schools. However, four model schools did not become recipients of Competitive Grant<sup>1</sup> since they did not continue SHS Modeling Program / Early Implementation.

**MOU signed :** September 30, 2013

**Project Period :** February 2014 to June 2017

**Counterpart Agency :** Department of Education

**Outline :** The Philippine Development Plan (2011-2016) aimed at the achievement of “Education For All” and “Millennium Development Goals on Education”. To realize those goals, the Government of the Philippines decided to expand the country’s education cycle from 10 years to globally comparable standard of 12 years under the “K to 12” educational reform. While compulsory preschool education for 5-year-olds was started in 2011, the new curriculum for basic education and set-up of senior high school (SHS) for two years were prepared.

“SHS Modeling Program” started in June 2012 was a part of “K to 12” education reform to fine-tune SHS program. Based on the DepEd Order issued on May 9, 2012, 12 schools (later 14 schools) among 282 Technical and Vocational High Schools (TVHS) (currently 280) and eight schools (later 16 schools) among 7,466 general high schools were selected to conduct the modeling program.

The SHS program consists of common core subjects and specialized education through four tracks. These tracks are: 1) Academic, 2) Technical-Vocational Livelihood, 3) Arts and Design, and 4) Sports. The Project focused on the second track and assisted in the integration of technical vocational education into the SHS program. It is also expected to achieve the enhanced synergy with “Development Policy Support Program Loan – Investment Climate (DPSP-IC)” which JICA entered in with Government of the Philippines.

The basic education in the Philippines was expanded from 10 years to 12 years as a result of “K to 12” educational reform which was fully implemented in June 2016, and 12-year education system (elementary school for 6 years, junior high school for 4 years, and senior high school for 2 years) was established.

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<sup>1</sup> Grant to support Model Schools to replicate and disseminate their good practices to other SHS.

In this regards, the JICA Project Team (JPT) paid much attention to disseminate experiences and good practices of SHS Modeling Program and its early implementation to Technical and Vocational High Schools (TVHS) in the Project Final Year.

This Project aimed at developing mechanism for TVHS activities to ensure its effective implementation through collaboration with industries/firms (including those from Japan). Mismatches/gaps between capacities/competencies of graduates and industry needs are identified, and become able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps at the Pilot schools (Output 1 and 2). Activities, strategies and promising practices implemented in the SHS modeling will be shared with other TVHSs including K to 12 modeling TVHS nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP) (Overall goal).

**Degree of Achievement on Project Purpose :**

JICA Terminal Evaluation Team concluded that the Project produced the expected outputs smoothly. Output 1 “Mismatches/gaps between capacities / competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs”, Output 2 “Pilot Schools become able to collaborate with industry / firms (including Japanese firms) to improve school activities and to fill the identified gaps”, and Output 3 “SHS modeling TVHSs, other than the four (4) Pilot Schools, are to be informed of piloted activities / best practices for possible replications / adaptation / adoption” were evaluated as achieved. The Project Purpose was as well achieved. The five evaluation criteria were confirmed as “High” excepting for the Sustainability which was rated as “Relatively High”.

The Terminal Evaluation Team strongly expects the further efforts by the Pilot Schools, Model Schools, the division offices, DepEd and other stakeholders for further dissemination and adaptation of the Piloted activities/best practices nationwide.

For detailed results/findings of the terminal evaluation, please refer to the Terminal Evaluation Report (when published).



## **Project for Supporting Senior High School (SHS) Program in Technical Vocational High Schools**

### **Completion Report**

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## Acronyms

BESRA	Basic Education Sector Reform Agenda
BFAR	Bureau of Fisheries and Aquatic Resources
BNATS	Bukig National Agricultural and Technical School
BSF	Bataan School of Fisheries
CHED	Commission on Higher Education
CGP	Competitive Grant Program
DA	Department of Agriculture
DARSSTHS	Don Alejandro Roces Sr. Science and Technology High School
DENR	Department of Environment and Natural Resources
DepEd	Department of Education
DOLE	Department of Labor and Employment
DPSP	Development Policy Support Program
DTI	Department of Trade and Industry
FBS	Food and Beverage Services
FIDA	Fiber Industry Development Authority
ICNSF	Iligan City National School of Fisheries
ILC	Industrial Linkage Coordinator
JCC	Joint Coordination Committee
MIAP	Metalworking Industries Association of the Philippines, Inc.
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NC	National Certificate
ONSTS	Opol National Secondary Technical School
PESO	Public Employment Service Office
PEZA	Philippine Economic Zone Authority
PDM	Project Design Matrix
PDMA	Philippine Die & Mold Association Inc.
PFP	Partnership Focal Person
PO	Plan of Operation
RAHS	Rogongon Agricultural High School
RESPSCI	Rizal Experimental Station and Pilot School of Cottage Industries
SHS	Senior High School
SILLO	School Industry Linkage Officer
SIP	School Improvement Plan
SPRCHNS	San Pedro Relocation Center National High School
STEM	Science, Technology, Engineering, and Mathematics

STVEP	Strengthened Technical Vocation Education Program
STVS	Subangdaku Technical Vocational School
Tech-Voc Unit	Technical and Vocational Education Unit, DepEd
TESDA	Technical Education and Skills Development Authority
TNTS	Tagum National Trade School
TVHS	Technical and Vocational High School



## 1. Outline of the Project (Background and Objectives)

### 1.1 Background

The Philippine Development Plan (2011-2016) aimed at the achievement of “Education For All” and “Millennium Development Goals on Education”. To realize those goals, the Government of the Philippines decided to expand the country’s education cycle from 10 years to a globally comparable standard of 12 years under the “K to 12” educational reform. While compulsory preschool education for 5-year-olds was started in 2011, the new curriculum for basic education and set-up of senior high school (SHS) for two years were prepared.

“SHS Modeling Program” started in June 2012 was a part of “K to 12” education reform to fine-tune SHS program. Based on the DepEd Order issued on May 9, 2012, 12 schools (later 14 schools) among 282 Technical and Vocational High Schools (TVHS) (currently 280) and eight schools (later 16 schools) among 7,466 general high schools were selected to conduct the modeling program.

The Government of the Philippines requested the Government of Japan / Japan International Cooperation Agency (JICA) for support on SHS Modeling Program. JICA dispatched a survey mission to the Philippines from February 17 to 23, 2013 with the objective of developing a detailed design for a project to support Senior High School (SHS) modeling program under the on-going K to 12 Reform. The Memorandum of Understanding (MOU) was signed by JICA and Department of Education (DepEd) on September 30, 2013 and it was agreed that JICA would implement a technical assistance project, “Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools” (the Project). The Project started in February 2014.

The SHS program consists of common core subjects and specialized education through four tracks. These tracks are: 1) Academic, 2) Technical-Vocational Livelihood, 3) Arts and Design, and 4) Sports. The Project focuses the second track and assists in the integration of technical vocational education into the SHS program. It is also expected to achieve the enhanced synergy with “Development Policy Support Program Loan – Investment Climate (DPSP-IC)” which JICA entered in with Government of the Philippines.

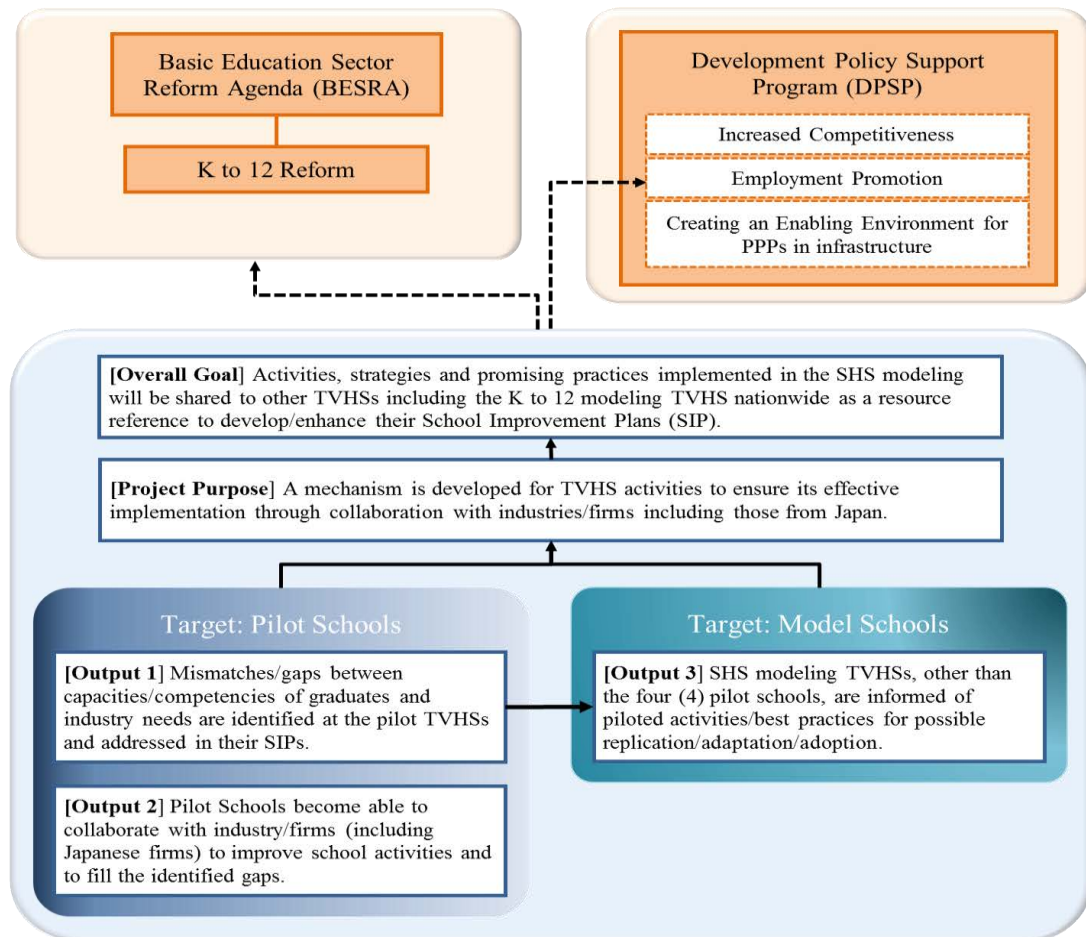
DepEd decided to call “SHS Modeling Program” as “Early Implementation” in 2014. Therefore, the project title was changed<sup>2</sup> to “Project for Supporting Senior High School (SHS) Program in Technical Vocational High Schools” based on the discussion during the 2<sup>nd</sup> Joint Coordination Committee meeting on June 30, 2015.

The basic education in the Philippines was expanded from 10 years to 12 years as a result of “K to 12” educational reform which was fully implemented in June 2016, and 12-year education

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<sup>2</sup> It did not affect the project scope.

system (elementary school for 6 years, junior high school for 4 years, and senior high school for 2 years) was established. In this regards, the JICA Project Team (JPT) paid much attention to disseminate experiences and good practices of SHS Modeling Program and its early implementation to Technical and Vocational High Schools (TVHS) in the Project Final Year.



Source: JICA Project Team

Figure 1: Relationship of the Project and Policy Frameworks of Government of the Philippines

## 1.2 Project Term

The total project term is three years and four months, running from February 2014 to June 2017. It is divided into three project years as shown below.

1 <sup>st</sup> Project Year:	February 2014 - April 2015
2 <sup>nd</sup> Project Year:	May 2015 - April 2016
3 <sup>rd</sup> Project Year:	May 2016 - June 2017

The following figure presents how the project years are set in tandem with school years in the Philippines.

Year Month	2014												2015												2016												2017							
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6		
Project Year	1st Project Year												2nd Project Year												3rd Project Year																			
School Term	2013/14		2014/2015												2015/2016												2016/2017																	
			1st Semester						2nd Semester						1st Semester						2nd Semester						1st Semester						2nd Semester											

Source: JICA Project Team

**Figure 2: Comparison of Project Years and School Years in the Philippines**

### 1.3 Overall Goal, Purpose and Outputs

The general objectives of the Project are to contribute to the on-going K to 12 reform and the improved investment climate through industrial human resources development. The overall goal, purpose and the expected outputs agreed upon under MOU are summarized below. Project Design Matrix, showing indicators, means of verification and the degree of achievement for the Project are summarized in Appendix 1.

Overall Goal:	Activities, strategies and promising practices implemented in the SHS modeling will be shared to other TVHSs including the K to 12 modeling TVHS nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP).
Project Purpose:	A mechanism is developed for TVHS activities to ensure its effective implementation through collaboration with industries/firms (including those from Japan).
Output 1:	Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs.
Output 2:	Pilot Schools become able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps.
Output 3:	SHS modeling TVHSs, other than the four (4) Pilot Schools, are to be informed of piloted activities/best practices for possible replication/adaptation/adoption.

### 1.4 Target Group

Since 2012 DepEd has implemented the SHS Modeling Program in more than 30 selected high schools nationwide. Among 14 of them are TVHSs. The following table presents target groups of the Project. Out of 14 TVHSs, four schools are selected as the main target schools of the project activities (Pilot Schools). The remaining ten schools are beneficiaries of the activities under

Output 3 (Model Schools). However, as described below, four model schools did not become recipients of Competitive Grant<sup>3</sup> since they did not continue SHS Modeling Program / Early Implementation.

Overall Goal:	280 TVHSs (TVHS nationwide)
Project Purpose:	14 TVHSs (all TVHSs participating in SHS Modeling Program)
Output 1:	4 selected TVHSs (Pilot Schools)
Output 2:	4 selected TVHSs (Pilot Schools)
Output 3:	10 TVHSs participating in SHS Modeling Program other than the above-mentioned four Pilot Schools (Model Schools)

Table 1 presents the four Pilot Schools and Table 3 lists the Model Schools of the Project. Table 2 features specialization courses and number of SHS students at the Pilot Schools.

**Table 1: List of Pilot Schools**

Location		School name	
L	Quezon City, Metro Manila	1	Don Alejandro Roces Sr. Science and Technology High School <b>(DARSSTHS)</b>
	Pasig City, Metro Manila	2	Rizal Experimental Station and Pilot School of Cottage Industries <b>(RESPSCI)</b>
	San Pedro City, Laguna	3	San Pedro Relocation Center National High School <b>(SPRCNHS)</b>
V	Mandaue City, Cebu	4	Subangdaku Technical Vocational School <b>(STVS)</b>

Notes: L: Luzon Region, V: Visayas Region

Source: JICA Project Team

**Table 2: Current situation of SHS in four Pilot Schools (SY 2016/2017)**

School	Specialization	No. of students (girls)		No. of ILC
		Grade 11	Grade 12	
DARSSTHS	• Automotive Technology (NCI)	12	11	1
	• Motorcycle / Small Engine Servicing (NCII)			
	• Computer Systems Servicing (NCII)	14		
	• Telecom OSP and Subscribe Line Installation Copper Cable / POTS and DSL (NCII)			
	• Broad and Installation-Fixed Wireless System (NCII)			
	• Animation (NCII) / Illustration (NCII)	9		
	• GMAW & GTAW	3		
	• Electrical Installation and Maintenance (NCII)	16		
• Tailoring (NCII) / Fashion Design (NCIII)	2			
• Food and Beverage Service (NCII)	34	20		
• Bread and Pastry Production (NCII)				
• Front Office Services (NCII)				
	Total	90	31	
RESPSCI	• Housekeeping	M18 F23	M8 F6	1
	• Bartending	M16 F5	M1 F11	
	• Food and Beverage Service	M17 F32	M0 F8	
	• Bread and Pastry	M14 M21	M0 F0	
	• DOM-RAC	M24 F0	M0 F0	

<sup>3</sup> Grant to support Model Schools to replicate and disseminate their good practices to other SHS.



	Total	170	34	
SPRCNHS	• Automotive Servicing (NCII)	161	12	1
	Motorcycle / Small Engine Servicing (NCII)			
	• Electrical Installation & Maintenance (NCII)	78	12	
	• SMAW (NCII) / GTAW (NCII) /GMAW (NCII)	66	11	
	• Carpentry (NCIII)			
	• Mechatronics Servicing (NCII)	10	-	
	• Machining (NCI & NCII)	68	11	
	• Technical Drafting (NCII)	42	23	
	• Visual Graphics & Design (NCIII)	80	19	
	Broadband Installation and Maintenance (NCII)	77	24	
	• Hairdressing (NCII)			
• Tailoring (NCII) / Fashion Design (NCIII)				
• Food and Beverage Service (NCII)	55	-		
Bartending (NCII)	53	10		
Commercial Cooking (NCIII)	127	24		
	Total	817	146	
STVS	• Bread and Pastry / Food and Beverage	40	1	3
	• Metal Works (SMAW)	31	14	
	• Garments	12	4	
	Total	83	19	

Source: Presentation by each school during the Industry Summit (November 7, 2016)

Table 3: List of Model Schools

Location		School	
L	Aparri, Cagayan	1	Bukig National Agricultural and Technical School (BNAT)
	Angeles, Pampanga	2	Angeles City National Trade School
	Balagtas, Bulacan	3	Balagtas National Agricultural High School
	Orion, Bataan	4	Bataan School of Fisheries (BSF)
V	Silay, Negros Occidental	5	Dona Montserrat Lopez Memorial School
	Ormoc, Leyte	6	Merida Vocational School
M	Cagayan de Oro, Misamis Ori.	7	Opol National Secondary Technical School (ONSTS)
	Iligan, Lanao del Norte	8	Iligan City National School of Fisheries (ICNSF)
	Iligan, Lanao del Norte	9	Rogongon Agricultural High School (RAHS)
	Tagum, Davao del Norte	10	Tagum National Trade School (TNTS)

Notes: L: Luzon Region, V: Visayas Region, M: Mindanao Region

Source: JICA Project Team based on the DepEd Order No. 36, 2012

DepEd started SHS Modeling Program in June 2012. The JICA Project Team (JPT) visited ten Model Schools to study how the preparation for SHS program was being made and to understand their plan for SY2015/2016.

However, it was found that not all schools have continued to conduct the SHS programs. The SHS program provisions and plans of these schools are summarized in the Table below. The JPT provided the Competitive Grant to six schools continuing SHS program (No.1, 4, 7, 8, 9, 10 in Table 3), support and monitor their activities.

Table 4: Implementation status SHS Program in the Model Schools

School	Commencement of SHS program	1 <sup>st</sup> batch SY'12-13	2 <sup>nd</sup> batch SY'13-14	3 <sup>rd</sup> batch SY'14-15	4 <sup>th</sup> batch SY'15-16
<b>Bukig National Agricultural and Technical School (BNATS)</b>	2012-2013	Yes	Yes	Yes	<b>Yes</b>
Angeles City National Trade School	2012-2013	Yes	No	No	No
Balagtas National Agricultural High School	2012-2013	Yes	Yes	No	No
<b>Bataan School of Fisheries (BSF)</b>	2012-2013	Yes	Yes	No	<b>Yes</b>
Dona Montserrat Lopez Memorial School	2012-2013	Yes	Yes	No	No
Merida Vocational School	2012-2013	Yes	Yes	No	No
<b>Opol National Secondary Technical School (ONSTS)</b>	2012-2013	Yes	Yes	Yes	<b>Yes</b>
<b>Iligan City National School of Fisheries (ICNSF)</b>	2012-2013	Yes	Yes	Yes	<b>Yes</b>
<b>Rogongon Agricultural High School (RAHS)</b>	2012-2013	Yes	No	No	<b>Yes</b>
<b>Tagum National Trade School (TNTS)</b>	2012-2013	Yes	Yes	Yes	<b>Yes</b>

Source: JICA Project Team

As shown in the above table, four schools implemented the SHS programs for four consecutive years. Rogongon Agricultural High School (RAHS) implemented the SHS program only one time in SY2012/2013 and Bataan School of Fisheries (BSF) implemented the program twice in SY2012/2013 and 2013/2014. However, they resumed their SHS program in 2015/2016.

The Project provided grants to the six schools which implement the SHS program to support them and monitored their initiatives.

### 1.5 Joint Coordination Committee (JCC)

The implementation agency of the Project was Technical and Vocational Unit (TVU), Bureau of Secondary Education, but due to organizational restructuring which took place in January 2016, the TVU was merged with Special Curriculum Program Division, Bureau of Curriculum Development, DepEd. Thus, the Project finds itself under the jurisdiction of Director of Bureau of Curriculum Development.

The project implementation is steered in the direction of the achievement of project objective by the Joint Coordination Committee (JCC). The third JCC meeting was held with the presence of the representatives of the following entities.

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Philippines side:	DepEd Undersecretary (Chairperson)
	DepEd Bureau of Curriculum Development
	TESDA
	CHED
	Representatives of four Pilot Schools
Japan side:	JICA Philippine Office Chief Representative (Vice chairperson)
	JICA Project Team
	Embassy of Japan (Observer)

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### 1.6 Personnel Input

The JPT consists of Chief Advisor, two Industry Linkage Experts and Competitive Grant Administrator. The JPT also employs project coordinators and a secretary to work with the team. Appendix 4 shows the comparison between original assignment and actual assignment of the JPT.

## 2. Activities (Activities Implemented and Achievement of Outputs)

### 2.1 Activities Implemented

The summary of the activities implemented is as follows.

#### 2.1.1 General Activities (Activities free from any specific Output)

[0-1] Prepare Work Plan (Japanese), [0-2] Draft Work Plan (English), [0-3] Discuss and finalize Work Plan (English)

In the first Project Year, Work Plan (Japanese) was submitted to JICA on February 19, 2014. Work Plan (English) was drafted by February 24, discussed with DepEd, the four Pilot Schools and concerned organizations, and finalized by April 2014.

In the second Project Year, Work Plan (Japanese) was submitted to JICA on May 29, 2015. Work Plan (English) was drafted and discussed with DepEd, the four Pilot Schools and concerned organizations, and agreed during the 2<sup>nd</sup> JCC meeting on June 30, 2015.

In the third Project Year, Work Plan (Japanese) was submitted to JICA on June 10, 2016. Work Plan (English) was drafted and discussed with DepEd, the four Pilot Schools and concerned organizations, and agreed by August 2016.

[0-4] Finalize baseline indicators and conduct monitoring the project activities

The output indicators were discussed and agreed during the 1<sup>st</sup> JCC meeting in July 2014. The progress of Project's activities was reviewed based on the Project Monitoring Sheet (Appendix 1) in July and December 2014, March and October 2015, March and November 2016.

[0-5] Implement public relation activities

The JPT has been conducting public relations campaign on a continuing basis to introduce Project activities as well as to promote SHS Modeling Program to the public, especially industries. It is also aiming to provide information about expected SHS graduates aged 18. The following table presents major public relations activities throughout the project period.



Table 5: Public relation activities

	Media	Time	Contents	Notes
The first Project Year	DepEd's newsletter "educNEWS"	April 2014 edition	The outline of the Project	DepEd stopped publishing "educNEWS"
	JCCI-PI's newsletter "p-Business"	May 2014 edition	The outline of the Project	
		September 2014 edition	Visiting Babcock-Hitachi Philippines Inc. by pilot school's teachers	
	JICA website	Updated regularly	The outline of the Project, Project News (16 times)	<a href="http://www.jica.go.jp/project/philippines/008/news/index.html">http://www.jica.go.jp/project/philippines/008/news/index.html</a>
	The Project Newsletter	August 2014	The outline of the Project, introduction of pilot schools, and tips to promote tech-voc education in SHS	
		March 2015	The Project's activities and achievement, introduction of model schools, and tech-voc education in Japan	
	The Project brochure	-	The outline of the Project, introduction of Pilot Schools and model schools, and outline of OJT	
The Project Facebook	Updated regularly	The outline of the Project, activities and achievement (105 times)	<a href="https://www.facebook.com/jicaprojecttechvocshsphilippines">https://www.facebook.com/jicaprojecttechvocshsphilippines</a>	
The second Project Year	JICA website	Updated regularly	News on the Project activity (7 times)	<a href="http://www.jica.go.jp/project/philippines/008/news/index.html">http://www.jica.go.jp/project/philippines/008/news/index.html</a>
	The Project brochure	-	The outline of the Project, introduction of Pilot Schools and Model Schools, and outline of Work Immersion	
	Project Newsletter No. 3	February 2016	Project activities with Pilot Schools, Competitive Grant Projects (CGP) in Model Schools and training in Japan	
	Introduction of Tech-Voc Education in SHS	February 2016	Introduction of Tech-voc education in the Philippines, practices in SHS, and forms of cooperation	
	NEWSLETTER MAGAZINE	March 2016	Presentation of school activities in SHS	
	The Project Facebook page	Updated regularly	The outline of the Project, activities and achievement (43 times)	<a href="https://www.facebook.com/jicaprojecttechvocshsphilippines">https://www.facebook.com/jicaprojecttechvocshsphilippines</a> Closed.
	The third Project Year	JICA website	Updated regularly	News on the Project activity (Twice)
Project Newsletter No. 4		February 2017	Industry Summit and training in Japan	
The Project Facebook page		Updated regularly	The outline of the Project, activities and achievement (46 times) Total number of "like it" was 524 as of May 5, 2017	<a href="https://www.facebook.com/jicaprojecttechvocshsphilippines">https://www.facebook.com/jicaprojecttechvocshsphilippines</a>
DepEd website		November 13, 2016	JICA and DepEd co-host conference to promote stronger partnership between senior high schools and industry	<a href="http://www.deped.gov.ph/press-releases/jica-and-deped-co-host-conference-promote-stronger-partnership-between-senior-high">http://www.deped.gov.ph/press-releases/jica-and-deped-co-host-conference-promote-stronger-partnership-between-senior-high</a>

Media	Time	Contents	Notes
	August 23, 2016	<ul style="list-style-type: none"> <li>“Knowledge without application is dead knowledge</li> </ul>	<a href="http://www.deped.gov.ph/stories?combico=&amp;page=1">http://www.deped.gov.ph/stories?combico=&amp;page=1</a> Articles on 4 school stories based on NEWSLETTER MAGAZINE (March, 2016).
	September 2, 2016	<ul style="list-style-type: none"> <li>SHS Spotlight: Tagum National Trade School</li> </ul>	
	September 9, 2016	<ul style="list-style-type: none"> <li>SHS Spotlight: Bukig National Agricultural and Technical School</li> </ul>	
	September 29, 2016	<ul style="list-style-type: none"> <li>SHS Spotlight: Opol National Secondary and Technical School</li> </ul>	

Source: JICA Project Team

### [0-6] Hold Joint Coordination Committee (JCC) meetings

Through the Project implementation, Joint Coordination Committee (JCC) was held three times. Outline of each meeting is as follows.

#### (1) The first JCC (July 4, 2014)

The first JCC was held to present the contents of the project work plan and to provide updates on the progress of the project outputs in the first four months. The Project Design Matrix was also discussed and agreed in the meeting including suggested modifications for the output indicators. The importance of documenting SHS initiatives and best practices in the Pilot and Model schools was noted.

#### (2) The second JCC (June 30, 2015)

The second JCC meeting for the Project was held on June 30, 2015, to review the first Project Year and to discuss the direction for the second year. The four Pilot Schools reported their school-industry partnership development practices. JICA Philippine Office presented the background of the “Impact Evaluation for Industrial Human Resource Development.”

As described in “1.1 Background”, DepEd started call “SHS Modeling Program” as “Early Implementation”, the project title was proposed to be changed and agreed as “Project for Supporting Senior High School (SHS) Program in Technical Vocational High Schools” in the second JCC and it was approved.

#### (3) The third JCC (October 11, 2016)

The third JCC meeting for the Project was held on October 11, 2016, to review the Project outcomes and to discuss the direction for the third year. It also aimed to provide recommendations to DepEd about tech-voc education in SHS.

After the JPT Chief Advisor reported outcomes of the Project and plan for the third year, four Pilot Schools presented good practices and lessons learned for building partnerships with industries, improving the quality of technical-vocational course offerings and providing career

guidance to students.

#### [0-7] Prepare progress reports

Progress reports were prepared and submitted to JICA as scheduled.

**Table 6: Progress Reports**

Name of the report	Submission date	Number of copies
Progress Report (Interim), the first Project Year	August 2014	Japanese version: 5 copies English version: 25 copies CD-R: 3
Progress Report, the first Project Year	April 2015	
Progress Report (Interim), the second Project Year	November 2015	
Progress Report, the second Project Year	April 2016	
Progress Report (Interim), the third Project Year	December 2016	

#### [0-8] Counterpart training program in Japan

Totally 39 participants from DepEd Central Office, Regional / Division Offices, Pilot Schools and Model Schools were dispatched to counterpart training program in Japan (Appendix 5). Outlines of three training programs are as follows.

##### (1) Counterpart training program in Japan of the first Project Year

The training in Japan, namely “Technical Education in High School in Japan” was conducted from October 19 to November 1, 2014. Eleven participants attended, including three officers of DepEd, principals and ILCs of Pilot Schools.

The training objectives were (1) participants will be able to understand how Technical Education has been conducted in Japan, and (2) participants will be able to obtain necessary insights how to improve Technical-Vocational Education in the Philippines. The participants presented their findings and how to adopt/adapt them in the Philippines on the final day of the training. In the first week of the program 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.

During the program, the participants was greatly impressed by “Job Support Room / Career Guidance Room” at technical high schools in Japan and considered how to adopt in the Philippines. The JPT decided to assist developing “Job Support Corner” in four Pilot Schools intended to be a facility for supporting SHS students’ career.

##### (2) Counterpart training program in Japan of the second Project Year

The training in Japan, namely “Technical Education in High School in Japan” was conducted in Tokyo, Chiba, and Okinawa Prefecture from October 12 to 24, 2015. 14 participants attended, including the education program specialist of Curriculum Development Division, Bureau of Secondary Education, the education program supervisor of Region V, principals and PFPs of six

Model Schools. There was also an observer from JICA Philippines Office.

Since there were four participants from agricultural school and fishery school respectively, the information on agricultural and fishery education was provided through lectures and visits. Many participants were interested in “Project Study”<sup>4</sup> and it was introduced in some Model Schools.

### (3) Counterpart training program in Japan of the third Project Year

From October 16 to 29, 2016, training in Japan was conducted under the title of “Training Course for Enhancement of Technical Vocational High Schools” to obtain necessary insights how to improve tech-voc education in the Philippines. While participants of the first and second batch were mainly principals and teachers of tech-voc senior high schools (SHS), educational administrative officers were invited to the program this year in order that the Project outcomes be infused into the policies. The participants included 4 representatives from DepEd Central Office including the director of Bureau of Curriculum Development, 2 from Regional Offices and 8 from Division Offices.

In the first week of the program, the participants attended lectures on education in Japan and on the Japanese technical education system, and then visited Saitama Prefectural Education Center, Kawagoe Upper Secondary School, and Kawagoe Technical High School. In the second week, they visited Yamanashi Prefecture to attend a lecture on promotion of tech-voc education by Prefectural Board of Education and observe Hokuto High School, Norin High School and Nirasaki Technical High School. They also visited Yamanashi Hokuto Production Center and Yamanashi Prefectural Maglev Exhibition Center to understand local industries.

Presented below are a part of the interview results on the initiatives/planned activities by the participants of the 3rd training in Japan after their returning home.

#### Division Office of Cagayan Province (Luzon, Region II)

- We would like to introduce teacher training per years of experience as is practiced in Japan. During SY 2016/2017, we conducted training for newly appointed teachers. In SY 2017/2018 and thereafter, we plan to provide training for the teachers with 5th year and 10th year in their careers.
- We would like to localize teaching contents and reflect local culture within the limits of curriculum guides prescribed by the Central Office.
- We plan to hold Skills Festival and Industry Summit in February 2018 to introduce soon-to-be SHS graduates to industry as well as to find out more about their needs.

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<sup>4</sup> The Project Study is conducted as learning and problem solving based on theme set by a student or student group, aiming at deepening and integrating knowledge and skills and enhancing creativity of students. The project would be (1) conducting study/research/experiment, making some works, involving practicum in industry situation, acquiring vocational certificate, and so on.

#### Division Office of Laguna Province (Luzon, Region IX)

- We proposed to the Central Office to prepare circular notices which encourage those who will engage in work immersion to purchase accident insurance policy.
- We believe the Division Office should focus on establishing new systems for partnership development with industry as actual partnership-building effort on the ground is primarily the responsibility of teachers.
- We are currently lobbying Laguna Provincial Government to issue a resolution which will urge industry to accept SHS students for work immersion.

#### Division Office of Tagum City (Mindanao, Region V)

- In February 2017, we held the 2-day Industry Summit inviting local companies, Department of Trade and Industry (DTI) and Department of Labor and Employment (DOLE). Both SHSs and companies made presentations.
- We plan to hold Inter-School Showcase to Industry in February 2018 (the previous month of graduation of SHS first batch). Through this, we would like to find new companies who can hire SHS graduates.

#### Regional Office X (Mindanao)

- In February 2017, we gathered the coordinators of Adopt-A-School Program from all over the region and held a meeting. The reason why Adopt-A-School Program has not been utilized proactively so far is that schools do not find the necessity. But, soon schools will come under pressure to find more industry partners for SHS employment. In the future, we will see the trend toward the greater use of Adopt-A-School Program.
- Neither regional offices nor division offices can directly establish collaboration with companies. In fact, the faculty of SHS school will be responsible for such efforts. Since the principals are loaded with many tasks, specialized teachers need to take a leading role in developing partners.
- We will urge local governments to establish ordinance for industry's accepting SHS student for work immersion. The Provincial Government of Davao Oriental already issued an ordinance for such purpose.

#### **[0-9] Cooperate with JICA Consultative Mission**

The Project Consultation Mission was conducted on October 6-11, 2014, to review the framework including future vision and strategy for guiding the Project activities.

Based on the observation on progress of K to 12 reform, SHS program in Pilot Schools and ILC's activities, the Project Consultation Mission Team (Leader: Mr. Shinichiro Tanaka JICA Senior Advisor, Project Planning: Akiko Komori Deputy Director, Technical and Higher Education Team, Human Development Department) presented the following points for DepEd's consideration as they shall further strengthen Project activities.

- Nominate DepEd personnel (s) for “apprenticing” function of the JPT to maintain and expand link to Japanese industries in the Philippines
- Instruct Regional Office and Division Office to nominate personnel to support ILC at School

The Bureau of Secondary Education, DepEd recognized the Mission’s findings and recommendations, and provided with the following comments with regards to the Mission’s observation in the official letter issued on November 5<sup>th</sup>, 2014.

- The Office found no objection in assigning Ms. Cristeta M. Arcos and Ms. Maria Cecillia O. Nayve to be the focal persons who would work together with the JICA Team during the conduct of the technical assistance project.
- Regards to the instruction toward Regional Office and Division, it would be subject for a deliberation as the role of ILC in school still need to be threshed out and if ever discussed by management.

#### [0-10] Conduct an endline survey

The questions were prepared to complement Project Design Matrix as the indicators set are almost achieved. The JPT interviewed the principals, teachers in charge of developing industry partnership, and PTA in September, 2016. The results from the interviews related to indicators for Outputs 1 to 3 are described in “2-2. Achievement of Outputs”.

In addition, we asked “Having implemented SHS Early Implementation and having worked with JICA Project Team for about 2.5 years, what did you learn in the 2.5 years?”, and “Compared to 2014, what is different about school’s relationship with community? Did SHS implementation affect the relationship between school and the community?” The answers from the Pilot Schools are summarized below.

Table 7: Answers of the Pilot Schools (As of September, 2016)

School name	Having implemented SHS Early Implementation and having worked with JICA Project Team for about 2.5 years, what did you learn in the 2.5 years?	Compared to 2014, what is different about school’s relationship with community? Did SHS implementation affect the relationship between school and the community?
DARSSTHS	<ul style="list-style-type: none"> <li>• Identifying industry needs should be prioritized, to make education relevant and to address gaps.</li> <li>• Diverse strategies are needed for building partnerships.</li> <li>• Employment after graduation is an integral part of career guidance for SHS students.</li> </ul>	<p><u>School</u></p> <ul style="list-style-type: none"> <li>• SHS has provided a facility which absorbs unemployable youth (below 18 years old, with no specialized skills) thereby decreasing number of youth in the community who have not proceeded to higher education but are not engaged in productive work. This makes the school more relevant now.</li> </ul> <p><u>PTA</u></p> <ul style="list-style-type: none"> <li>• Parents are now more invested and prioritize school concerns more, and attend meetings more willingly since school is more visible now because of advocacy campaign, community interacts more with the school).</li> <li>• SHS changed the perception of high school as just basic education, without clear connection to viable</li> </ul>

School name	Having implemented SHS Early Implementation and having worked with JICA Project Team for about 2.5 years, what did you learn in the 2.5 years?	Compared to 2014, what is different about school's relationship with community? Did SHS implementation affect the relationship between school and the community?
		career options after graduation. Community now sees school as a partner in ensuring graduates are either employable, can pursue own business, or go on to higher education.
RESPSCI	<ul style="list-style-type: none"> <li>• Early implementation: RESPSCI needs to maintain innovative approach (thinking outside the box) in implementing SHS Program.</li> <li>• JICA inviting industries to the school to conduct trainings / seminars is a recommended area of partnership for other schools. UCC Ueshima Coffee Philippines experience enriched teachers' industry knowledge, and increased students' appreciation of sector.</li> </ul>	<p><u>School</u></p> <ul style="list-style-type: none"> <li>• Compared to 2014, ties with community strengthened. This includes all stakeholders, including LGU and parents.</li> <li>• RESPSCI reached out more to community for SHS implementation, given need for building partnerships and advocacy for SHS. School thus knows more of what community needs.</li> <li>• School increased services to include training for community members on technical-vocational courses, in partnership with LGU.</li> </ul> <p><u>PTA</u></p> <ul style="list-style-type: none"> <li>• SHS strengthened relationship between school and community. Parents are more invested because high school graduate is now employable. PTA also tries to raise funds for SHS students by soliciting sponsors.</li> <li>• SHS implementation required parents to attend more activities at school, e.g. orientation for SHS Program, and seminar before students' deployment to industry for work immersion.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>• Student placement before graduation can be accomplished, and Career Guidance can include student placement activities.</li> <li>• To supplement online information of Job Support Corner, school wants to make available to students' profiles of local companies in booklet format. Information will include salary range, kind of workers needed, and even include list of SPRCNHS graduates absorbed by the company.</li> </ul>	<p><u>School</u></p> <ul style="list-style-type: none"> <li>• Community now expects more from SPRCNHS. SHS Program has highlighted employability of high school graduates, and community fully expects SPRCNHS to deliver.</li> <li>• SHS implementation has strengthened ties with the community. In planning for example, LGU is a signatory to SIP. School also must obtain support of parents, especially for additional expenses related to SHS.</li> </ul> <p><u>PTA</u></p> <ul style="list-style-type: none"> <li>• Improved relationship, as there are more consultations with the community, like parent's orientation for SHS program, and inclusion in the immersion orientation before deployment to industries.</li> </ul>
STVS	<ul style="list-style-type: none"> <li>• Listening to industry feedback and enriching content of specialization courses makes students more employable. It also helps to give students more information on employment opportunities.</li> <li>• Provide students with more resource materials on how to start and manage businesses and emphasize entrepreneurship as a viable career path.</li> <li>• Presentations at Economic Zones, with presence of Division Office staff, are</li> </ul>	<p><u>School</u></p> <ul style="list-style-type: none"> <li>• In 2014, PTA was not as active in school activities. Relationship between school and community is now better, because of more interaction needed for SHS implementation. This includes parents' briefing.</li> </ul> <p><u>PTA</u></p> <ul style="list-style-type: none"> <li>• School showed more commitment in providing quality education, as evidenced by better facilities (school buildings and workshops, and more equipment). This encouraged parents to be more involved with school initiatives, like the SHS.</li> <li>• SHS program strengthened ties between school and community. In planning for example, input of parents is solicited. SHS concerns are also raised in general PTA meetings, and parents are encouraged to seek class advisers to discuss student's progress.</li> </ul>



School name	Having implemented SHS Early Implementation and having worked with JICA Project Team for about 2.5 years, what did you learn in the 2.5 years?	Compared to 2014, what is different about school's relationship with community? Did SHS implementation affect the relationship between school and the community?
	efficient ways to get new industry partners.	

To the questions, “Compared to 2014, what is different about school’s relationship with community?” and “Did SHS implementation affect the relationship between school and the community?”, the schools answered that SHS implementation has strengthened ties with the community. In planning for example, LGU is a signatory to SIP. School also has to obtain support of parents, especially for additional expenses related to SHS.

#### [0-11] Cooperate with JICA Terminal Evaluation

JICA Terminal Evaluation was conducted from April 17<sup>th</sup> to 29<sup>th</sup>, 2017 and the JPT cooperated with the Terminal Evaluation Team.

#### [0-12] Policy recommendations for SHS Program

During the third JCC meeting in October, 2016, the JPT provided the following recommendations to DepEd.

- Re-orient existing DepEd policy directions (orders, manuals, guidebooks)
- Coordination of Division Office on Partnership Development
- Collaboration between ALS and SHS-TVL Track

#### [0-13] Prepare Completion Report

The JPT prepared this completion report.

### 2.1.2 Output 1: Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs

#### [1-1] Designate a person(s) to identify gaps between schooling and industry needs

The persons to identify gaps between schooling and industry needs were nominated at four Pilot Schools in the first and second Project Year. For the third Project Year, DepEd Order issued on September 29, 2015 stipulated that every school required to consult the stakeholders before drafting the School Improvement Plan (SIP). Thus, analysis of industry needs was made with due participation of all staff in school.

**Table 8: Persons to identify gaps between schooling and industry needs  
(the first and second Project Year)**

School	Name	Designation
DARSSTHS	Dr. Eladio H. Escolano	Principal IV
	Ms. Gina Labor-Obierna	Head Teacher III / Ass. Principal for Special Project / Coordinator SHS Program / Industry Linkage Coordinator
RESPSCI	Ms. Marites P. Romen	Head Teacher I
	Mr. Michael V. Alimario	Teacher I / Industry Linkage Development Officer
SPRCNHS	Ms. Maria Leonora T. Guerrero	SHS Modeling Program Coordinator, Linkage Development Officer
	Ms. Alenie B. Dualan	Teacher I / Industry Linkage Coordinator
STVS	Mr. Raymond C. Espina	Teacher III
	Mr. Randy C. Mangubat	Teacher I

Source: JICA Project Team based on the discussion with the Pilot Schools

#### [1-2] Interview industry with regarding to skills requirements / employment

The JPT and the persons in Table 8 interviewed companies, chambers of commerce, and economic zones to identify gaps between SHS graduates and industry needs. The results of interview are summarized in Appendix 9.

In the first Project Year, the JPT visited 17 companies with persons shown in Table 8 to better understand the needs of the industry surrounding the Pilot Schools and to discuss the possibility of accommodating Work Immersion of SHS students. Before visiting these companies, the JPT introduced a generic format of “interview sheet for industrial needs” to the Pilot Schools which can be used for identifying the needs of the surrounding industry and the ways to improve their schooling.

Through these visits, the Pilot Schools and the JPT learnt the importance of promoting industry immersion by teachers as part of their capacity development, strengthening guidance for students with lack of awareness in finding jobs and fulfilling Work Immersion requirement, and improving the legal systems to facilitate the accommodation of Work Immersion in industry including utilization of “Adopt A School Program”<sup>5</sup>.

The JPT has been seeking possible collaborations with Japan Chamber of Commerce and Industry of Cebu (JCCI-CI) as follows:

- March 18, 2014: The JPT visited the JCCI-CI along with a representative of DepEd, the principal and Industry Linkage Coordinators (ILC) of STVS.

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<sup>5</sup> It was established by Republic Act to allow private entities to assist public schools through donation and contribution which can be in the form of construction and repair of school buildings, school supplies for school children, teacher training, etc. In turn, the program provides private sector partners with tax incentives.

- April 8, 2014: The JCCI-CI agreed with the JPT to discuss about the possibility to cooperate with the Project in the board.
- June 10, 2014: The JPT appeared before 13 board members and requested JCCI-CI to work as bridge between STVS and Japanese companies. The board agreed to contact the members who might be interested in the STVS and eventually listed up eight companies in the field of metal works and 1 company in garment business.
- July 21-24, 2014: The JPT contacted the above nine companies and managed to visit, in the end, six of them to discuss possible partnership with STVS and other schools with tech-voc track.
- August 28, 2015: STVS invited the six companies to their Trade Fair.

In the second Project Year, the JPT pays attention to involve DepEd Division Offices as well as schools in partnership development with industries, since it is important to raise the awareness of industries on K to 12 Reform, SHS implementation and expected graduates aged 18.

- June 13, 2015: The JPT had a meeting with Japanese Chamber of Commerce of Mindanao, Inc. to explain about the Project's activities and the progress of K to 12 program, and discussed about a possibility to accept Work Immersion of SHS students.
- June 26, 2015: The school held SHS Awareness-raising Conference in Mactan Economic Zone, Cebu, jointly with JPT, DepEd Division Office of Mandaue City, Mandaue City Comprehensive HS and MEZ Zone Administrator. The objectives of the conference were to share with industry the essence of K to 12 Reform / SHS implementations and its progress and to provide initial SHS planning of Mandaue City, particularly the tech-voc specialization mapping. The conference also aimed at raising outreach capacity of the division office. 10 companies, most of which are affiliated with Japanese companies, participated in the event and were provided with the updated information of the length and timing of work immersion.
- July 23, 2015: The JPT visited PEZA Zone Manager of Laguna Technopark to plan SHS Awareness-raising Conference in cooperation with the division office and SPRCNHS.
- January 22, 2016: The JPT had a meeting with a Japanese company called Quipper. This company offers an online learning platform (Quipper School) in the Philippines, Indonesia and Mexico to support teachers in class management at elementary, junior high, and high schools. In the Philippines Quipper offers the said platform and teaching/learning contents free of charge. Before 2016 the contents were on academic subjects (Tagalog and Math) for Grade 4 to Grade 10. With the full implementation of K to 12 Reform, Quipper now considers expanding the services to SHS. One of the intersections between this company and the project is the work sub-contracted by DepEd Division Office - Quezon City, in Quipper developed teaching material for the topic of "work ethics".
- January 29, 2016: The JPT facilitated the visitation of a Japanese company, Diamond Star Agro Products, to TNTS.
- January 29, 2016: The JPT consulted the CEO of Nakashin Davao International, a Japanese

company engaging in processing and exporting of fruits and fishery products, concerning the possibility of accepting trainees under a new framework of work immersion from TNTS.

In the third Project Year, the JPT gave focus on the priority activities and those leading to the sustainability of the effects and impacts of the Project. For this reason, the JPT didn't proactively promote partnerships between schools and industry.

#### [1-3] Reflect the identified gaps in School Improvement Plans (SIPs)

School Improvement Plan (SIP) <sup>6</sup> was a plan for three consecutive years that school implement with the help of the community and other stakeholders to reinforce School-Based Management.

When the Project started, the JPT reviewed SIPs of the four Pilot Schools and found that SHS program was not mentioned in the plan. Therefore, the JPT conducted a workshop on April 2<sup>nd</sup>, 2014 to discuss industry-community gap and SIP. The JPT advised the pilot schools to reflect needs of industries and communities and to describe what they would tackle specific in the Annual Improvement Plan (AIP) for SY 2014/2015.

In the second Project Year, the JPT also advised the four Pilot Schools to reflect the identified gaps between school and industry-community in the AIP for SY 2015/2016. The team members visited the schools in June 2015 to discuss what kind of measures should be planed into the AIP for SY 2015/2016.

In the third Project Year, the JPT recommended that the Pilot Schools should analyze the gap between the students' skills and industry needs taking into account the evaluation result of SIP for the first and second Project Year. The results of their analysis were incorporated in the SIPs of this year as described in 2.2.1.

#### [1-4] Provide support for the employment of graduates

The JPT collected the information about the employment situation of SHS graduates and monitor it and promoted the Pilot Schools' activities supporting for the employment of graduates. Conducted activities of each Project Year are described below.

To provide support for the employment of graduates, the JPT conducted the following activities in the first Project Year:(1) collecting the information about the employment situation of the first batch graduates from four pilot schools, (2) reviewing the supports to the employment of graduates by the pilot schools, and (3) setting up "Job Support Corner".

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<sup>6</sup> On 29 September 2015, DepEd issued "Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)". This guideline instructs schools to listen to the voice of the learners and other stakeholders, analyze qualitative and quantitative data (evidence based), determine the root causes of school's problems and plan the teaching-learning activities.

(1) Collecting the information about the employment situation of the 1<sup>st</sup> batch graduates from four pilot schools

To collect the information about the employment situation of SHS graduates and analyze it systematically, the JPT drafted a format for the tracer study and requested the Pilot Schools to manage the information. As of June 2014, the average rate of employed and self-employed of the first batch graduates of SHS program (four pilot schools) was 66.3%.

Table 9: Tracer study results of the 2<sup>nd</sup> batch graduates (as of June 2014)

	DARSSTHS	RESPSCI	SPRCNHS	STVS
<b>Number of Graduates</b>	<b>25</b>	<b>21</b>	<b>192</b>	<b>25</b>
Employed	16 (64%)	8 (38.1%)	129 (67.2%)	18 (72%)
Self-employment	2 (8%)	2 (9.5%)	12 (6.3%)	0
Continue with higher education	1 (4%)	1 (4.8%)	49 (25.5%)	2 (8%)
Overseas training	2 (8%)	0	0	0
Yet employed	4 (16%)	9 (42.8%)	2 (1%)	5 (20%)
Not applicable	0	1 (4.8%)	0	0

Source: JICA Project Team

(2) Reviewing the supports to the employment of graduates by the pilot schools

The JPT reviewed the current supports to the employment of graduates by the pilot schools. A career guidance counselor is allocated to each school however their duty focuses more on supporting vulnerable students. ILCs are expected to provide students with career guidance and supports to employment.

Table 10: Support to the employment of graduates by the pilot schools

School	Support to the employment of graduates
DARSSTHS	<ul style="list-style-type: none"> <li>• Invited industry experts, PESO, TESDA, HEI to provide “Career Talk”</li> <li>• Conducted the seminar on students’ communication skills</li> <li>• Referred the students to PESO</li> <li>• Provided job opening information through Facebook page of DARSSTHS alumni group</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>• Recognized as a School Based PESO</li> <li>• Conducted “Job Fair”<sup>7</sup></li> <li>• Utilized Toyota Motor Philippines Corp., apprenticeship</li> <li>• Referred the students to PESO</li> </ul>
STVS	<ul style="list-style-type: none"> <li>• Arranged employment agreement with METAPHIL for welding students</li> </ul>

Source: JICA Project Team based on the discussion with the pilot schools

(3) Setting up “Job Support Corner”

During the training in Japan, there exists “Job Support Room / Career Guidance Room” at

<sup>7</sup> During the Job Fair, not only the graduates but also some parents searched for their job.

technical high schools in Japan. With a permission of Labor Bureau, high schools in Japan play a role of public employment security office and provide the following services: receiving job offering information, introducing students to hiring companies, and providing students with career counseling. Students can find the job offering information, and brochures of each job offer (company) compiled at the room. Since the participants of the training in Japan was greatly impressed by the room and considered how to adopt in the Philippines, the JPT assisted developing “Job Support Corner” in the four Pilot Schools intended to be a facility for supporting SHS students’ career.

To establish “Job Support Corner” in each school, the JPT provided a touch screen computer to connect with Phil-Job.Net<sup>8</sup> by referencing Job Search Kiosk<sup>9</sup> in April 2015 together with a computer desk and book shelf.

In the second Project Year, the JPT has conducted the following activities: (1) collecting the information about the employment situation of the 2<sup>nd</sup> batch graduates from four Pilot Schools, (2) studying contributing factors for finding a job, (3) studying the role of Career Guidance Counselor, (4) monitoring and promoting the use of “Job Support Corner”, and (5) training in job interview.

(1) Collecting the information about the employment situation of the 2<sup>nd</sup> batch graduates from four Pilot Schools

The average rate of employed for the 2<sup>nd</sup> batch graduates from the four Pilot Schools was 57.1% as of July 2015.

Table 11: Tracer study results of the 2<sup>nd</sup> batch graduates (as of July 2015)

School	DARSSTHS <sup>10</sup>	RESPSCI	SPRCNHS	STVS
<b>Number of Graduates</b>	-	<b>21</b>	<b>48</b>	<b>15</b>
Employed	-	6 (28.6%)	29 (60.4%)	13 (86.7%)
Self-employment	-	-	-	-
Continue with higher education	-	3 (14.3%)	10 (20.8%)	-
Overseas training	-	-	-	-
Yet employed	-	6 (28.6%)	9 (18.8%)	2 (13.3%)
Not applicable	-	6 (28.6%)	-	-

Source: JICA Project Team

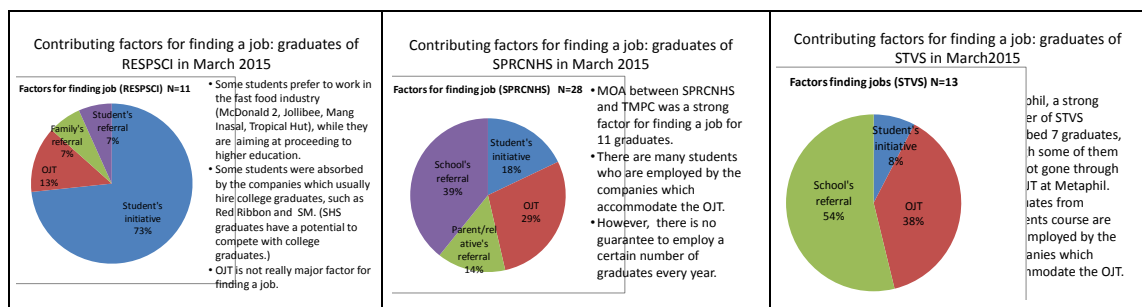
(2) Studying contributing factors for finding a job

<sup>8</sup> <http://www.phil-jobnet.dole.gov.ph/>

<sup>9</sup> Job Search Kiosk is an information portal designed by DOLE to provide information on employment to the public free. It may be found at provincial capitals, city and municipality halls, movement centers and selected malls.

<sup>10</sup> DARSSTHS had no enrollees in SY 2013/2014, thus no graduates in March 2015.

The JPT interviewed the ILCs of four Pilot Schools to identify contributing factors for finding a job for the 2<sup>nd</sup> batch graduates. Findings are as follows:



### (3) Studying the role of Career Guidance Counselor

A Career Guidance Counselor is assigned at each school. The counselor has worked for assisting students to choose a specialization in Grade 7, providing support to students with problems, and obtaining scholarship. S/he has also overseen counseling for students proceeding to higher education and conducting career guidance events. After K to 12 program is implemented, the Career Guidance Counselor will be expected to support graduates' employment in cooperation with PFP.

### (4) Monitoring and promoting the usage of "Job Support Corner"

As of June 2015, and December 2015, the status of the Job Support Corner was as follows:

Table 12: Status of Job Support Corner

School	Status (As of June 2015)	Status (as of December 2015)
DARSSTHS	Since the new school year just started, students had not used the corner. The computer was set up and connected to the internet. Its access was limited to the relevant homepages.	It is set up in Guidance Counselor Office and connected to the internet. The school already took initiative to introduce it to the G-12 students.
RESPSCI	A school engineer produced a top page and it makes easier for students to access the relevant homepages.	It is set up in Guidance Counselor Office. The school explained the purpose of Job Support Corner to the G-12 students and their parents during "Pre-immersion Orientation". The school now tries to organize the information concerning the progress of job hunting of each student by creating individual folder in the computer.
SPRCNHS	The computers were set up at the career guidance counselor's office. Students and graduates are free to access them.	One of the three computers provided to the school is installed in EMIS and connected to the internet. The other two computers are set up in PFP office and used for the purposes such as writing resumes.
STVS	Since a new school building was under the construction, equipment for the Job Support Corner was stalled in the principal's office.	It was not set up for some time due to renovation of the school building and replacement of principal. In December 2015, it was set up in Computer



	Laboratory.
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Source: JICA Project Team

JPT visited all four Pilot Schools to promote the utilization of Job Support Corner in December 2015, JPT explained how to use Phil-job Net by using PPT material and handouts and arranged the demonstration of the use of the computer by students.

#### (5) Training in Job Interview

The Project supported training titled “English for Tourism, Hospitality and Food Industry” targeting 28 students in the FBS specialization of SPRCNHS. It was three-day training aimed at enhancing English proficiency and nurturing work ethics. At the end of the three-day training, the students also underwent simulated job interviews.

In the third Project Year, the JPT gave focus on the priority activities and those leading to the sustainability of the effects and impacts of the Project. Therefore, the JPT did not actively engage in providing support for employment of graduates. The tracer study results of the 3<sup>rd</sup> batch graduates are shown in the table below.

Table 13: Tracer study results of the 3<sup>rd</sup> batch graduates (as of June 2016)

School	DARSSTHS	RESPSCI	SPRCHNS	STVS
<b>Number of Graduates</b>	33	20	138	13
Employed	22 (66.7%)	20 (100%)	120 (87%)	12 (92.3%)
Self-employment	—	—	—	—
Continue with higher education	—	—	14 (10%)	1 (7.7%)
Overseas training	—	—	—	—
Yet employed	4 (12.1%)	—	4 (3%)	—
Not applicable	7 (21.2%)	—	—	—

Source: JICA Project Team

### 2.1.3 Output 2: Pilot Schools become able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps

#### [2-1] Designate an ILC to work out collaboration agreements with industry

The person in charge of working out collaboration agreement with industry is designated as shown in Table 14. In the first Project Year, he/she was called “Industrial Linkage Coordinator (ILC)”. However, the word “ILC” was once replaced with “School-industry Linkage Officer (SILO)”, and finally “Partnership Focal Person (PFP)” by the Guidelines for Building Partnerships for the K to 12 Basic Education Program (DepEd Order No.40, 2015). The guidelines defined that PFP shall be the principal, and in each school a teacher is designated to support the principal in partnership-building activities.

Table 14: Industrial Linkage Coordinator / Partnership Focal Person (PFP)

School	The first and second Project Year		The third Project Year (Assistant PFP)	
	Name	Designation	Name	Designation
DARSSTHS	Ms. Gina Labor-Obierna	Head Teacher III / Asst. Principal for Special Project / Coordinator SHS Program	Ms. Ruthchel G. Diaz	Industrial Linkage Focal Person
RESPSCI	Mr. Michael V. Alimario	Teacher I/Industry Linkage Development Officer	No change.	
SPRCNHS	Ms. Maria Leonora T. Guerrero	SHS Modeling Program Coordinator, Linkage Development Officer		
	Ms. Alenie B. Dualan	Teacher I / ILC	No change.	
STVS	Mr. Raymond C. Espina	Teacher III	Ms. Nina Socorro Naces	Guidance Designate / EMIS /SHS Coordinator
	Mr. Randy C. Mangubat	Teacher I	Mr. Majencio Bontilao	Teacher / Industry Linkage Officer

Source: JICA Project Team based on the discussion with the Pilot Schools

## [2-2] Construct a school-industry collaboration mechanism

To promote a school-industry collaboration, supports from LGUs, DepEd division offices and industry group are needed, besides individual school's efforts. From this point, the JPT collected necessary information regarding national program, measures by LGU and DepEd Division Offices and industry groups.

The following interviews took place in the first Project Year.

- Adopt-A-School Program:

Republic Act (RA) No. 8525 entitled “Adopt-a-School Act of 1998” was established to allow private entities to assist public schools through donation and contribution which can be in the form of construction and repair of school buildings, school supplies for school children, teacher training, etc. In turn, the program provides private sector partners with tax incentives by allowing additional 50% deduction from gross income of the amount of donation/contribution. In 2016 the DepEd issued department order 24/2016 (“Guidelines on Accepting Donations and on Processing Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program”) with an aim to promote partnership with private entities just as K to 12 full implementations began. The guidelines provide details on the availment of tax incentives by private sector partners and on valuation of their support. At the same time the guidelines prescribe that all applications for the availment of tax incentives should be processed expeditiously.

- Quezon City Division Office (May 27, 2014):  
It is only DARSSTHS which set up the tech-voc SHS during SY 2012/2013 in the division. The Division Office is aware of the efforts at the DARSSTHS as a modeling school of DepEd. The office was asked for advice on a resolution concerning OJT regulation drafted by Quezon City Councilor Medalla. Pasig City Division Office (May 29, 2014):  
It was only RESPSCI which offers the tech-voc SHS out of 12 public high schools that exist in the division. There is a need to improve the legal system to promote school-industry partnership for Work Immersion other than relying on CSR and to let parents understand the advantages of tech-voc education.
- Laguna Provincial Office (June 3, 2014):  
Laguna Provincial Office collaborated with municipalities and drafted an industry map of the province.
- Association of Administrators in Hospitality, Hotel and Restaurant Management Educational Institute (AAHRMEI) (June 4, 2014):  
AAHRMEI is an organization serving to assist schools offering Hotel and Restaurant Management, Tourism and such other related programs. Established in 2001, the AAHRMEI has more than 1,000 members. Major hotels like Shangri-la Hotel tie up with selected group of schools. Hotels charging fees when accommodating Work Immersion students usually do not partner with particular schools. On the other hand, there are hotels which do not charge schools for Work Immersion. Some resort-type hotels, Sogos, Micro Hotel Group are among these. Some resort hotels may even provide rooms to students during the Work Immersion period. Finding Work Immersion partnership with restaurants is rather easier. However collaboration between the JPT and AAHRMEI may be difficult since there would be AAHRMEI members turning to rival of public schools after full implementation of K to 12.

In the second Project Year, the JPT paid more attention to construct a school-industry collaboration mechanism. The JPT has investigated the efforts made by LGUs in creating a more conducive environment for industry to participate in partnering with senior high schools.

- Quezon City, through the initiative of Councilor Medalla, passed the “Ordinance Providing Incentives for Donations Made in Favor of Quezon City Public Schools (SP-2367, S-2014)” in 2014. Private entities are entitled to tax incentives upon donation of land, facility, equipment, and services to public schools. A total of 50% (25% in Year-one and another 25% in Year-two) of the value of the donation shall be deductible from gross receipts (which serve as tax base for Business Tax) of the donor. With the promulgation of the ordinance, Quezon City put in place an enabling environment for facilitating private entities’ participation in accepting SHS students for work immersion.

- The JPT also visited Tagum City with the principal and teachers of TNTS and made interview with the Treasurer Office. According to the Treasurer, among the local taxes, it is the Business Tax which is more suitable as the target of this type of incentive. He also mentioned that it would not be so difficult to legislate such tax incentives if the size of private sector in the concerned area is not so big. Tagum, the provincial capital of Davao del Norte, has a register of around 8,000 entities. It is relatively manageable size of private sector, not as big as Davao City or Cagayan de Oro City.

In the third Project Year, the JPT gave focus on the priority activities and those leading to the sustainability of the effects and impacts of the Project. Therefore, the JPT did not proactively promote partnership between schools and industry.

[2-3] Conduct capacity building for school heads, teacher, ILCs, etc.

The following activities to enhance the capacity of school heads, teachers and ILCs in cooperation with industry partners.

To upgrade the capacity of the pilot school's teachers, the following activities were conducted in the first Project Year:

- Visit to Tsuneishi Heavy Industries (Cebu), Inc. (March 19<sup>th</sup>, 2014):  
STVS' s principal and two welding teachers together with the JPT visited Tsuneishi Heavy Industries (Cebu), Inc. located in Balamban, Cebu for teachers' immersion.
- Visit to Uniquease Restaurant by Teachers of three pilot schools (July 8, 2014):  
Uniquease Restaurant is run by UNIQUEASE Corporation, which is a social enterprise with the vision to provide helping hand to young adults and children in difficult conditions. Nine teachers in the Culinary Arts course and similar courses from the three pilot schools (DARSSTHS, RESPSCI, and SPRCNHS) visited UNIQUEASE on July 8, 2014 and Ms Nakamura, General Manager, made presentation of the vision and activities of UNIQUEASE Corporation and concept of the restaurant. The teachers learnt the value of strict discipline in the workplace from the presentation of Ms. Namamura. With high communication skills, the employees of UNIQUEASE explained to the teachers how confidence-building had positive impact on their communication skills, which had been fostered in the UNIQUEASE environment.
- Visit to Babcock-Hitachi Philippines Inc. (BHPI) by welding teachers (July 19, 2014):  
Babcock-Hitachi Philippines Inc. (BHPI), located in the Municipality of Bauan, Batangas, is the acknowledged frontrunner in manufacturing of boiler components. On July 17, 2014 three welding teachers and two ILCs of SPRCNHS visited BHPI in order to learn industry needs in the field of welding and discuss the industry-school partnership. In the welding course at SHS level of SPRCNHS only one welding process is t currently taught, which is

called shielded metal arc welding (SMAW). Due to the simplicity of its equipment and operation, SMAW is one of the most popular welding processes. On the other hand, BHPI draws fully upon a variety of welding processes, such as tungsten inert gas welding and submerged arc welding to produce high standard boiler components. As SPRCNHS plans to offer an additional welding process to its high school students in the near future, it was a good opportunity for welding teachers to reaffirm the advantage of teaching their students about different welding processes. SPRCNHS invited BHPI to their “Job Fair” on February 20, 2015 to further develop their relationship.

- Other industry immersions :

The welding teachers of STVS visited Saver’s Home Depot and Jan-Ar Construction for teacher’s immersion in January 2015.

In the second Project Year, four teachers from RESPSCI and SPRCNHS respectively attended “A Life in the Real World” organized by JICA Philippine Office to learn Japanese *Monozukuri*, and used a roadmap for how to utilize *Kaizen*<sup>11</sup> method on October 2, 2015.

In addition to the above, the JPT supported training titled “English for Tourism, Hospitality and Food Industry” for teachers and students in the FBS specialization of Pilot Schools in March 2016. It was a three-day training aimed at enhancing English proficiency and nurturing work ethics. It is often the case that hotels and restaurants accept trainees from FBS and hotel and restaurant management courses in colleges and other post-secondary vocational schools. It so happens that SHS students find themselves in a very competitive situation when it comes to finding jobs and opportunities for work immersion. The business establishments in this sector are said to have higher standards in hiring and accepting trainees, whether they be appearance, manners or communication skills. The Project decided to provide the teachers and students in FBS course with etiquette and English proficiency training and assess how this type of training can help students prepare for job-hunting and work immersion.

Table 15: Training of “English for Tourism, Hospitality and Food Industry”

Batch	Training period	Participants
1st Batch	Mar. 1 - 3, 2016	10 students from FBS course (SPRCNHS) 1 teacher from FBS course (SPRCNHS)
2nd Batch	Mar. 9 - 11, 2016	9 students from FBS course (SPRCNHS) 1 teacher from FBS course (SPRCNHS)
3rd Batch	Mar. 16 - 18, 2016	9 students from FBS course (SPRCNHS) 1 teacher from FBS course (SPRCNHS)
4th Batch	Apr. 7 - 9, 2016	3 teachers from Housekeeping, Bread and Pastry, Bartending courses and 1 English teacher (RESPSCI)

<sup>11</sup> Bottom-up improvement activities implemented by manufacturing industry in Japan in order to upgrade efficiency and safety.

		6 teachers from FBS course and 2 English teachers (SPRCNHS)
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Source: JICA Project Team

The JPT gave focus on the priority activities and those leading to the sustainability of the effects and impacts of the Project during the third Project Year. For this reason, the JPT did not spend much effort in capacity development of teachers and school heads, except the following activity.

- Coffee Brewing Seminar by UCC Coffee at Café Razzo (RESPSCI) (June 10, 2016):  
RESPSCI established Café Razzo in their school compound as a venue for Work Immersion of SHS students. On June 10, 2016, trainers were invited from UCC Ueshima Coffee Philippines to teach 7 teachers how to brew coffee.

[2-4] Help implement the activities agreed upon in MOAs [2-5] Monitor the activities agreed upon in MOAs

The JPT encouraged the Pilot Schools to collaborate with industries. Since MOA is a binding agreement and some companies are reluctant to sign on it, the JPT promoted a school-industry collaboration regardless of whether MOA is signed or no and monitor the activities.

Table 16: Activities agreed between industries and school / Activities to be monitored

School name	Date	Company	Activity / Monitoring
DARSSTHS	March 11, 2014	Wheatberry	Students' Work Immersion (Bread & Pastry, and FBS)
	March 11, 2014	The Lounge	Students' Work Immersion (FBS)
	March 12, 2014	JABEZ Tourism & Hospitality Training Center	Supporting students' Work Immersion (Human resource development)
	March 13, 2014	Honda Balintawak	Students' Work Immersion (Automotive)
	January, 2015	Toyota Cubao	Students' Work Immersion (Automotive)
RESPSCI	March 6, 2014	Marikina Hotel	Students' Work Immersion (Hotel & FBS)
	August 3, 2015	Agave Mexican Cantina	Students' Work Immersion (FBS)
SPRCNHS	March 11, 2014	Rohm Semiconductor	Students' Work Immersion and employment (Semi-conductor)
	March 12, 2014	TOYOTA Motor Philippines Corporation	Students' Work Immersion and employment (Automotive)
	July 19, 2014	Babcook-Hitachi Philippines Inc. / MHPS(Philippines) Inc.	Industry visit of 2 ILCs and 3 welding teachers (Metal works)
	March 23, 2015	Career Power Professional Management Service, Inc.	Students' Work Immersion and employment (Manpower service)
	March 23, 2015	Global Integrated	Students' Work Immersion (Construction)
	June 5, 2015	K to 12 Plus project	Supporting students' Work Immersion
STVS	March 17, 2014	DSJP	Students' Work Immersion (Construction)
	March 19, 2014	METAPHIL	Students' Work Immersion, employment, provision of material and equipment, enhancement of school buildings and laboratory (Metal works)

School name	Date	Company	Activity / Monitoring
	March 20, 2014	Wellmade Motors & Development Corporation/Mandaue City Chamber of Commerce and Industry	Provision of equipment and teachers' training (Metal works)
	March 20, 2014	St. James Academy	Free rental of welding machine (Human resource development)
	January 28, 2015 June 25, 2015 July 21, 2015 July 12 and 26, 2016	NEC Telecom Software Philippines Inc.	Exchange program between STVS and Chiba Prefectural Ichikawa Technical High School (Communication)
Activities in several schools	July 8, 2014	Uniquease Corporation	Industry visit of 9 cookery teachers of DARSSSTHS, RESPSCI, and SPRCNHS
	August 28, 2014	UCC Ueshima Coffee Philippines	Coffee brewing seminar for 25 students at DARSSSTHS and RESPSCI

The JPT gave focus on the priority activities and those leading to the sustainability of the effects and impacts of the Project during the third Project Year. For this reason, the JPT did not proactively implement activities and monitored the schools' initiatives through endline survey.

[2-6] Examine the adequacy of the existing equipment at the Pilot Schools (the first Project Year)

The JPT reviewed practices of four Pilot Schools to improve their tech-voc education. First, discussions took place with the schools to find out how they understood their strengths and weaknesses, and what areas should be enhanced. Then, the JPT arranged for ILCs of those schools to visit companies and conduct interviews to identify the gaps between the competencies of their graduates and the needs of industries. The JPT also reviewed whether the schools could deliver adequate lessons to students corresponding to TESDA regulations.

The JPT found that some challenges were caused by inadequacy of equipment. Based on the findings, the Project provided the schools with the following equipment (all equipment was delivered to the schools by December 19, 2014) to improve their tech-voc education.

Table 17: Adequacy of the existing equipment and provided equipment by the Project

School	Current situation and challenges	Objectives of provision	Provided equipment
DARSSSTHS	<ul style="list-style-type: none"> <li>Automotive servicing course not able to deliver lessons corresponding to TESDA NCII.</li> </ul>	To make its automotive course correspond to TESDA NCII.	Equipment and tools for automotive and motorcycle maintenance (engines, hydraulic floor jacks, a car lift, tools, etc.)
RESPSCI	<ul style="list-style-type: none"> <li>Existing equipment was too old and students had difficulties getting used to</li> </ul>	To strengthen its housekeeping, and food & beverage service course.	Cooking equipment (a gas fryer, food processors, blenders, juicers, etc.),



School	Current situation and challenges	Objectives of provision	Provided equipment
	<p>new equipment in the industrial setting.</p> <ul style="list-style-type: none"> <li>• DepEd constructed a laboratory building; however, the necessary equipment had not been fully supplied.</li> </ul>		<p>glassware, and housekeeping cart</p>
SPRCNHS	<ul style="list-style-type: none"> <li>• Industry preferred to hire graduates with CAD skills.</li> <li>• SPRCNHS had many courses; however, the quantity of equipment was inadequate.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable its students to use CAD.</li> <li>• To supply equipment to courses lacking it.</li> </ul>	<p>Desktop computers, motorcycles, welding machines, sewing machines and safeguard (helmets, aprons, goggles, gloves), etc.</p>
STVS	<ul style="list-style-type: none"> <li>• Welders were required in the Philippines and in many countries</li> <li>• STVS had made great efforts to enhance its welding course; however, the number of welding machines was insufficient.</li> <li>• Safety of students was not properly ensured.</li> </ul>	<p>To enhance its welding course.</p>	<p>Welding machines, Angle grinders, safeguard (helmets, aprons, goggles, ear plugs, safety shoes), etc.</p>

Source: JICA Project Team

The schools commented that “Because of the additional machines, students now have enough time to practice.” “The total amount for equipment provided was rather small though, the needs of the schools were well considered.” At the same time, some positive factors were reported such as;

- The equipment provided to DARRTHS was also utilized during the teacher training in Quezon City.
- Bosch Belmonte, the supplier of the equipment provided to STVS donated additional equipment and invited STVS teachers and student to its offices to provide safety guidance.

2.1.4 Output 3: SHS modeling TVHSs, other than the four (4) Pilot Schools, are to be informed of piloted activities/best practices for possible replication/adaptation/adoption

[3-1] Develop a strategic plan for spreading best practices among TVHSs

In the first Project Year, the JPT visited ten Model Schools and their DepEd division Offices to study how the preparation for SHS program was going in the respective areas.

Table 18: Visit to model schools

	Location	School	Date	Notes
L	Aparri, Cagayan	Bukig National Agricultural and Technical School	<p>June 23 – 24, 2014</p> <p>February 6, 2015</p> <p>March 30 – 31, 2015</p>	<p>Visited Cagayan Provincial Division Office on February 5, 2015</p>

	Location	School	Date	Notes
	Angeles, Pampanga	Angeles City National Trade School	June 13, 2014 November 28, 2014	Visited Angeles City Division Office on November 28, 2014
	Balagtas, Bulacan	Balagtas National Agricultural High School	June 5, 2014 November 27, 2014	Visited Bulacan Provincial Division Office on November 27, 2014
	Orion, Bataan	Bataan School of Fisheries	June 17, 2014 January 23, 2015	Visited Bataan Provincial Division Office on January 23, 2015
V	Silay, Negros Occidental	Doña Montserrat Lopez Memorial School	February 2, 2015	Visited Silay City Division Office on February 2, 2015
	Ormoc, Leyte	Merida Vocational School	February 4, 2015	Visited Leyte Provincial Division Office on February 4, 2015
M	Cagayan de Oro, Misamis Oriental	Opol National Secondary Technical School	December 1, 2014	Visited Cagayan de Oro Provincial Division Office on December 2, 2014
	Iligan, Lanao del Norte	Iligan City National School of Fisheries	December 3, 2014	Visited Iligan Provincial Division Office on December 3, 2014
		Rogongon Agricultural High School	December 4, 2014	
	Tagum, Davao del Norte	Tagum National Trade School	November 24, 2014	Tagmu City Division Office on November 24, 2014

Source: JICA Project Team

Ten model schools are summarized 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 in urban areas, and Opol National Secondary Technical School and Merida Vocational School are 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. Only two schools among five arts and trade schools implemented SHS program in SY 2015/2016, namely Opol National Secondary Technical School and Tagum National Trade School.

- **Agricultural Schools:**

Three model schools are agricultural schools. While Balagtas National Agricultural High School is in an urban area, Bukig National Agricultural Technical School and Rogongon Agricultural High School are in remote areas. The schools located in remote areas have difficulty developing 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 to demonstrate that agriculture could be a sustainable livelihood for the community. Two schools among three agricultural schools implemented SHS program in SY 2015/2016, those are Bukig National Agricultural Technical school and Rogongon Agricultural High School.

- **Fishery Schools:**

Bataan School Fisheries and Iligan City National School of Fisheries are the two 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 communities 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. Only Iligan City National School of Fisheries implemented SHS program in SY 2015/2016.

The chart below shows the situations of four pilot schools (written in red) and ten model schools. The location of the schools (urban/suburb) is shown on the vertical axis, while their specialization (agriculture & fisheries/industrial arts) is shown on the horizontal axis. Common issues were found such as lack of qualified teachers, a lack of appropriate facilities and equipment, and a high drop-out rate in SHS Modeling Program. The Project tackled with those challenges through providing Competitive Grants to the six schools implementing SHS in SY 2015/2016.

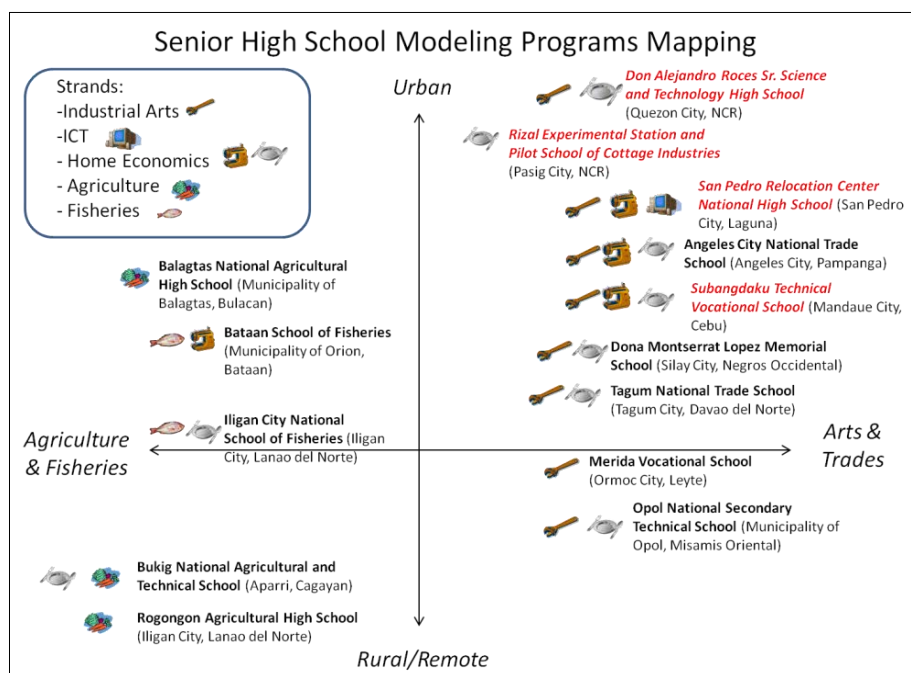


Figure 3: SHS Modeling Programs Mapping

[3-2] Hold a workshop to diffuse best practices of Pilot and Model Schools

To disseminate good practices of the Pilot Schools, their experiences were shared with Model Schools through DepEd’s conferences and exchange program between Pilot Schools and Model Schools. The activities of each Project Year are described below.

In the first Project Year, DepEd Annual Workshop Conference (February 12, 2015) was conducted and principals and ILCs of the four Pilot Schools presented their SHS modeling experience to 280 STVEP school’s principals including then Model Schools.

In the second Project Year, the Model Schools visited the Pilot Schools to learn from their good practices and duplicate them. Table 19 shows the outline of benchmarking by Model School supported by the JPT. Since there was no Pilot School specialized in agriculture and fisheries, BSF and ICNSF benchmarked each other and RAHS visited BNATS.

Table 19: Benchmarking by Model Schools

Pilot School	Model School	Date	Outline of the activities
DARSSTHS	An Automotive teacher and PFP of TNTS	February 29, 2016	<ul style="list-style-type: none"> <li>The program included (1) presentation of school profile by visitor and host schools, (2) touring of classes and laboratory learning, (3) visit to a company accepting work immersion trainee, and (4) exchanging opinions by teachers of visitor and host schools.</li> <li>The information on how DARSSTHS screens the applicants turned out to be useful for TNTS which expects big increase in application for SY 2016-17.</li> <li>Both DARSSTHS and TNTS share a same concern in terms of finding partner companies for work immersion. Two schools exchanged the opinions on the issue of insurance for students during work immersion.</li> </ul>

Pilot School	Model School	Date	Outline of the activities
RESPSCI	2 FBS teachers and PFP of ONSTS	February 11, 2016	<ul style="list-style-type: none"> <li>The program included (1) touring of classes, (2) visit to Job Support Corner, (3) demonstration of skills by students, (4) presentation of school profiles by the two schools, and (5) exchanging opinions by teachers of visitor and host schools.</li> <li>RESPSCI explained that the slots for Practical Research 1 and 2 are also allocated to work immersion which requires more than 80 hours of DepEd prescribed immersion length.</li> <li>ONSTS explained that it cooperates with Cagayan de Oro Hotel and Restaurant Association (COHARA) to find the opportunities for work immersion and RESPSCI found such approach useful.</li> </ul>
SPRCNHS	Teachers in charge of Cookery, Bread & Pastry, and Welding of ICNSF Teachers in charge of Drafting, Electronics, and Food Processing of TNTS	February 29, 2016	<ul style="list-style-type: none"> <li>The program included (1) presentation of profile of SPRCNHS, (2) presentation on the SPRCNHS's partnership development with industry, (3) touring of classes, (4) visit to the Job Support Corner, (5) presentation of school profile by ICNSF and TNTS, and (6) exchanging opinions by teachers.</li> <li>SPRCNHS shared their own efforts such as building partnership with 75 companies, reduction of teaching workload from PFPs, school-based PESO, and focus on employment support.</li> <li>To meet the requirements of practical learning, SPRCNHS and ICNSF allocate some time during summer vacation to supplement work immersion hours during semester. TNTS tries to upgrade the environment of its facilities and equipment in order that students can benefit from practical learning with the school's premises.</li> </ul>

Table 20: Benchmarking among Model Schools (Agriculture and fisheries)

Host	Visitor	Date	Specialization
RAHS	BNATS	February 4, 2016	Horticulture
ICNSF	BSF	February 12, 2016	Fish Capture, Aquaculture
BSF	ICNSF	February 19, 2016	Fish / Food Processing, Aquaculture

The JPT planned to support DepEd initiative in conducting “Industry Summit on Strengthening Partnership for Technical Vocational Education” in view of sharing good practices of pilot and model schools with other technical-vocational schools. The Industry Summit was planned to be conducted in March 2016. However, it was postponed. After careful deliberations, the JPT decided to co-host the Industry Summit.

The JPT organized several preparatory meetings with the technical working group members of BCD of DepEd since June 2016. 54% of the total cost was borne by DepEd, while 46% by the JPT. Cost sharing details are shown in Table 21 below.

Table 21: Cost sharing between DepEd and JICA Project

No.	DepEd	Amount <sup>12</sup>
1	Transportation of field participants	
2	Transportation of BCD-CO, other DepEd Personnel	
3	Pre and Post Meeting (Meals)	
	Total	1,841,000 PHP (3,978,953 yen)

<sup>12</sup> JICA designated exchange rate of November 2016 is applied.

No.	JICA Project	Amount
1	Accommodation, venue and meals	1,485,000
2	Invitation letters	1,595
3	Stationeries	27,634
4	Token (Candle)	6,160
5	Token (Bag with printing)	62,985
	Total	1,583,374PHP (3,422,145 yen)

It was two years since all STVEP schools gathered in one place. The outline of the Industry Summit is summarized below.

- Date : November 7 – 9, 2016
  - Venue : ACE Hotel & Suites, Pasig City, Metro Manila
  - Participants :
    - Chief of the Education Support Service Division or representatives from 11 DepEd Regional Offices
    - School heads of 255 secondary schools offering technical-vocational (Tech-Voc) education
- Day 1
- Keynote address by Undersecretary Dina S. Ocampo
  - Presentation by Assistant Secretary Umali on DepEd guidelines on industry partnership
  - Introduction of JICA Project for Supporting Senior High School Program in Technical Vocational High School
  - Session 1 : Sharing experiences by partner schools of the JICA Project on their SHS early implementation focusing on quality improvement of Tech-voc education, partnership development with industries, and career guidance for students
- Day 2
- Session 2 : Representatives from electronics, tourism, automotive, metal industries introduced their experience in accommodating SHS students for work immersion.
  - Session 3 : Panel discussion by representatives from association of die and mold, hotels and restaurants, carriers and equipment lessors, and chamber of commerce was conducted.
  - Session 4 & 5 : Action planning workshop to develop and strengthen partnership with SHS was conducted.
- Day 3
- DepEd policy directions SHS was presented by Director of Bureau of Curriculum Development
  - Session 6 : DOLE, TESDA, PhilRice made the presentations on their directions and related programs. Local School Board of Quezon City shared their practices in supporting SHS program.



**[3-3] Provide competitive grants, [3-4] Monitor the execution of competitive grants**

Based on the proposals submitted by the Model Schools in the first Project Year and discussions with the schools, JPT selected the CGPs of the six schools (5,659,087 PHP).

In the second year of the Project, the MOU on the CGP was signed respectively among each school, the Division Office, and JPT. At the planning stage of the CGP, all the model schools were supposed to install the equipment/facilities in the first semester of the school year 2015/2016, and start to utilize them in student practicum in the second semester. Upon introduction of coming Kto12, however, the Ministry of Education and LGU have started to support the schools and construct classrooms and laboratory, resulting in increasing teacher's work and taking long time for installing the equipment/facilities. The teachers also did not have enough time for the training on usage of the procured equipment/facilities. At last, although the procured equipment was partially utilized in the school year 2015/2016, it would be fully utilized in the coming school year (2016/2017). Accordingly, the submission of the activity report of the model schools, which had been scheduled for February 2016, was to be extended to March 2017 (end of the school year 2016/2017). Therefore, the JPT continuously monitored the school activities in the third Project Year.

The overview of the six school projects are shown in Table 22. (Details are found in Appendix 8)

Table 22: Overview of the CGPs in 6 model schools

	BNATS	BSF	ONSTS	ICNSF	RAHS	TNTS
Project Name	Agri-Production: A Developmental Project enhancing Senior High School Program	1: Bangus Grow-out and Tilapia Hatchery 2: Food/Fish Processing and Packaging	1: Additional Equipments for the State-of-the-Art (SOTA) Building 2: Construction of Gas Tank House	Multi-Species Hatchery	Agro forestry for Sustainable Livelihood	Curriculum Innovation on Automotive Servicing NC II
Project Purpose	The students in Crops (Agriculture) develop their competencies in Agricultural Crops Production NC II and acquire hands-on experience in agriculture.	1: The students in Fisheries Technology course develop their competencies in Aquaculture and acquire hands-on experience in managing an Aquaculture project. 2: The students in Fish/Food Processing course develop their competencies in Fish Products Packaging and acquire hands-on experience in usage of the modern equipment, and develop entrepreneurship by selling the products.	1: SOTA equipments are improved enough to offer CC NC III, and each CC/FBS student is equipped with practical knowledge and skills through the practicum in the SOTA building. 2: ONSTS provides safety for the teachers and SHS students who learn in the SOTA.	The students in Aquaculture course are equipped with practical skills and knowledge in operating Aquaculture system (especially for hatchery operation).	The students in Agricultural Crop Production NC III are equipped with competencies in establishing a model of sustainable farm by using the agro forestry method in their respective places where the lands are owned by communities. .	The students in Automotive Technology course develop their core competencies in Automotive Servicing NC II and acquire hands-on experience in operating an automotive shop.
Main Activities	Tilling a cassava field by a tractor procured by CGP Conducting practicum for the students in the cassava field	1: Installing hatchery tanks in the laboratory and improving the quality of practicum for the students 2: Updating the facilities in the laboratory and providing practicum of modern technique for the students	1: Improving the facilities in the cookery laboratory 2: Establishing gas tank house to provide students with safety	Constructing a hatchery laboratory Conducting practicum for the students in the laboratory	Installing agricultural facilities which considers the characteristics of each land Conducting practicum for the students by utilizing the facilities	Installing appropriate equipment/facilities in the laboratory Providing the communities with automotive repair service for free of charge
Procured Equipment / Facilities	Tractor	Hatchery tank, Can sealer etc.	Cookery facilities such as oven, materials for the gas tank house etc.	Hatchery laboratory and related equipments	Hand tractor, Saws, PH meter, Soil tester etc.	Car lift, Wheel aligner etc.

	BNATS	BSF	ONSTS	ICNSF	RAHS	TNTS
Amount (PHP)	1,000,000	973,162	1,036,210	1,027,409	872,306	750,000
Evaluation of achievement of Project Purpose	The project purpose was achieved in 2015/2016. Except for one drop-out, all other students obtained passing grades for the subject.	1: All students had passing grades for both SY 2015/2016 and SY 2016/2017. 2: Except for 3 students who dropped-out of school in SY 2015/2016, and 2 other drop-out cases in SY 2016/2017, all other students obtained passing grades.	1: All students passed their Cookery NC II and FBS NC II subjects for SY 2015/2016 and SY 2016/2017 and obtained adequate knowledge and skills for their specialization. 2: ONSTS ensured safety of the teachers and SHS students who study in the SOTA building.	Students were equipped with practical skills and knowledge in operating aquaculture systems, especially for hatchery operation – with 100% passing obtaining passing grades for the subject.	Apart from those who dropped out, all Agricultural Crop Production students in SY 2015/16 and SY 2016/17 obtained passing grades for their subject specialization.	Automotive Servicing NCII students developed their core competencies for Automotive Servicing NC II and acquired hands-on experience in operating an automotive shop.
Impact	<ul style="list-style-type: none"> <li>By mechanizing previously grueling tasks like land preparation, teachers observed increased student interest in agriculture.</li> <li>Collaboration with San Miguel Foods, Inc. and Saranay Multi-Purpose Cooperative started.</li> <li>From June 2015 to March 2017, the school was benchmarked by 353 schools, DepEd region / division offices and other organizations. BNATS also conducted several batches of skills training for tech-voc teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The improved facilities and upgraded equipment has also allowed the school to operate additional fisheries projects with LGU partners.</li> <li>The school conducts training and assessment in fisheries courses.</li> <li>The school was benchmarked by 39 schools from June 2015 to March 2017.</li> </ul>	<ul style="list-style-type: none"> <li>The sufficiently equipped workshops for students to have more practicum, as less time is spent waiting for their turn in using equipment.</li> <li>Through Work Immersion, students can obtain more practical experience and some are employed as the time of graduation.</li> <li>From June 2015 to March 2017, the school has accepted benchmarking from 58 schools.</li> </ul>	<ul style="list-style-type: none"> <li>Apart from tilapia and koi, several ornamental fishes including gold fish, guppy, and molly have been stocked in the hatchery laboratory.</li> <li>Social media is used for marketing and students have experienced selling fingerlings to customers.</li> <li>Since the project started in June 2015, the school has accepted benchmarking from 5 schools, including a fisheries school.</li> <li>The school's head teacher for technical vocational department was also appointed as one of the trainers for</li> </ul>	<ul style="list-style-type: none"> <li>The hand tractors and other mechanized equipment used by students for practicum activities in their demonstration farms raised community members' interest in the Agricultural Crop Production course offered by RAHS.</li> <li>The well maintained project also encouraged additional funding from government agencies like DENR and DA for implementation of different projects supporting the SHS program of the school.</li> <li>From June 2015 to March 2016, the school has accepted benchmarking from 2</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have to pay PHP350 fee per student for students' use of automotive equipment in commercial shops.</li> <li>Operating the automotive shop within the school also ensures a ready work immersion venue for Grade 12 students in SY 2017/2018.</li> <li>From June 2015 to March 2017, 112 DepEd schools and 10 private schools benchmarked TNTS for good practices in SHS implementation. Participants were school heads, teachers and DepEd officials from all over Mindanao.</li> </ul>

	BNATS	BSF	ONSTS	ICNSF	RAHS	TNTS
				the DepED Regional Mass Training of Teachers for SHS in May 2016.	schools and 8 industries/organizations. <ul style="list-style-type: none"> <li>The school head was designated as a resource person for a series of regional and national DepEd trainings for SHS principals and TVL specialization teachers in 2015 and 2016, in which good practices learned from SHS modeling and early implementation were shared.</li> </ul>	
Issues and concerns	<ul style="list-style-type: none"> <li>The harvested volume was lower than expected due to losses sustained from extreme weather events.</li> <li>Apart from cassava, the school identified other projects like organic farming and improvement of the school's agricultural facilities.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Grade 11 students enrolling in fisheries from among the total student population is low at only 16%. BSF plans to intensify its advocacy of making fisheries a more attractive course by involving parents more in career guidance.</li> <li>The school foresees an additional degree of difficulty in finding work immersion venues as other schools will also be looking for suitable work immersion venues.</li> </ul>	<ul style="list-style-type: none"> <li>Having obtained the required facilities and with the recent accreditation of one teaching staff for commercial cooking, ONSTS continues its pursuit of accreditation from TESDA as an assessment center for Commercial Cooking NC III.</li> <li>The school is also concerned by the increasing number of enrollees.</li> </ul>	<ul style="list-style-type: none"> <li>In SY 2014/2015, ICNSF students obtained mean percentage scores below the national average in all 5 subject areas of the National Achievement Test (NAT).</li> <li>In SY 2014/2015, there were 78 students who dropped out before the school year ended – with 21.7% being SHS students.</li> </ul>	<ul style="list-style-type: none"> <li>The low enrolment in SHS has prompted the school to conduct more advocacy activities for convincing students to proceed to Grade 11 and complete their high school education.</li> <li>There is a high incidence of dropping out, both in JHS and SHS. In the school Improvement Plan, the school has provided Very High Priority to improving basic literacy skills and numeracy level, and improving nutritional status.</li> </ul>	<ul style="list-style-type: none"> <li>TNTS acknowledged the need to hire full-time personnel to manage the automotive facility and now it is in the recruitment process.</li> <li>Vehicle repair turnaround time also needs to be improved if the school wants to retain customers and attract new ones.</li> </ul>

## 2.2 Achievement of Outputs

The Achievement of Outputs is as follows.

### 2.2.1 Output 1

Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs.

Indicator 1:

Improvement in SIP can be evaluated using the following criteria.

- (1) Mismatches/gaps are described.
- (2) Industry needs are described.
- (3) Partnership development strategy is described.
- (4) Education improvement plan is described.

The JPT analyzed Annual Improvement Plan (AIP) in SY 2014/2015, AIP of SY 2015/2016, and SIP of SY 2016/2017-2018/2019 based on the indicators as above. The following table shows the evaluation results of the analysis.

Table 23: Comparison among 3 years

School	(1) Mismatches/Gaps			(2) Industry Needs			(3) Partnership Development Strategy			(4) Education Improvement Plan		
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
DARSSTHS	2	2	1	2	4	2	2	3	4	2	2	4
RESPSCI	2	2	4	1	1	1	2	1	3	2	2	3
SPRCNHS	2	2	1	3	3	1	3	3	4	3	2	3
STVS	2	2	1	1	1	3	2	1	2	2	2	3

Score 1: No description  
3: Properly described

2: Challenges are described, but not in detail  
4: Countermeasures are also described

The four Pilot Schools gradually paid attention to enrichment of tech-voc education in SHS and partnership with industries, when they developed AIP and SIP. “Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)” issued by DepEd was one of contribution factors making the plan more concrete and practical, however needs of industries were not complied in current SIP.

As a part of the end line survey, the JPT conducted interview with Pilot Schools to understand their recognition of SIP in September, 2016. The answer of each school is as follows.

Table 24: Recognition of SIP by Pilot Schools (As of September, 2016)

School name	Answers
DARSSTHS	SIP now is more focused, and more process-oriented/collaborative (with more input from internal and external stakeholders).

School name	Answers
RESPSCI	SIP used to be done for compliance only. Now, Enhanced SIP allows school to set clear targets, and monitor and assess the school's performance.
SPRCNHS	The new SIP also includes input from all stakeholders, even the LGU.
STVS	School-Community Planning Team includes external stakeholders, like PTA and LGU, which allows for collaborative planning process.

“Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)” issued by DepEd contributed to enhanced SIP. 4 schools recognized that their current SIP is more practical.

**Indicator 2: The number of employment support activity conducted in the schools**

Before SHS Modeling Program started, students of high school graduated from high school at age of 16, which does not reach legal working age. Employment support activity is new challenge for the schools.

In the first and second Project Year, the four Pilot Schools engaged in the following employment support activities by their own initiative.

**Table 25: Support to the employment of graduates by the Pilot Schools**

	School name	Support to the employment of graduates
The first Project Year	DARSSTHS	<ul style="list-style-type: none"> <li>Invited industry experts, PESO, TESDA, HEI to provide “Career Talk”</li> <li>Conducted the seminar on students’ communication skills</li> <li>Referred the students to PESO</li> <li>Provided job opening information through Facebook page of DARSSTHS alumni group</li> </ul>
	SPRCNHS	<ul style="list-style-type: none"> <li>Recognized as a School Based PESO</li> <li>Conducted “Job Fair”<sup>13</sup></li> <li>Utilized Toyota Motor Philippines Corp., apprenticeship</li> <li>Referred the students to PESO</li> </ul>
	STVS	<ul style="list-style-type: none"> <li>Arranged employment agreement with METAPHIL for welding students</li> </ul>
The second Project Year	DARSSTHS	<ul style="list-style-type: none"> <li>Set-up Career Advocacy Unit to help students secure jobs after graduation.</li> <li>Conducted training to improve students’ skills for job interviews and résumé preparation.</li> <li>Integrated “work-ready-now” modules on work ethics, customer service, and employers’ rights and responsibilities in English and Trades subjects.</li> <li>Referred students to Job Fairs.</li> </ul>
	RESPSCI	<ul style="list-style-type: none"> <li>Conducted skills training and distributed starter kits in Bread and Pastry Production, and massage therapy for SHS students and graduates, and community members.</li> </ul>
	SPRCNHS	<ul style="list-style-type: none"> <li>Conducted annual Job Fair with participation of agencies, allowing community members to apply for jobs together with students.</li> </ul>
	STVS	<ul style="list-style-type: none"> <li>School printed tarpaulin on accessing Phil-Job Net for students; easy reference.</li> </ul>

Source: JICA Project Team based on the discussion with the Pilot Schools

The JPT supported the Pilot Schools to conduct the following activities.

<sup>13</sup> During the Job Fair, not only the graduates but also some parents searched for their job.

**Table 26: Support to the employment of graduates by the Project**

Project Year	Support to the employment of graduates by the Project
The first Project Year	<ul style="list-style-type: none"> <li>Collecting the information about the employment situation of the 1<sup>st</sup> batch graduates from four Pilot Schools</li> <li>Studying the employment support activities conducted in each Pilot School</li> <li>Setting up “Job support Corner”</li> </ul>
The second Project Year	<ul style="list-style-type: none"> <li>Collecting the information about the employment situation of the 2<sup>nd</sup> batch graduates from four Pilot Schools</li> <li>Studying contributing factors for finding a job,</li> <li>Studying the role of Career Guidance Counselor,</li> <li>Monitoring and promoting the usage of “Job Support Corner”</li> <li>Training in job interview.</li> </ul>
The third Project Year	<ul style="list-style-type: none"> <li>Collecting the information about the employment situation of the 3<sup>rd</sup> batch graduates from four Pilot Schools</li> </ul>

To understand the situation of employment support activity of each school, the JPT interviewed “How do you assist your students finding jobs?” and “Do you NOW consider assisting your students’ finding employment is your (or your school’s) responsibility?”

**Table 27: The situation of employment support activity (As of September 2016)**

School name	How do you assist your students finding jobs?	Do you NOW consider assisting your students’ finding employment is your (or your school’s) responsibility?
DARSSTHS	<ul style="list-style-type: none"> <li>Comprehensive assistance through wider network of partner companies, intensified lobbying by the school for more assistance from LGU, and provision of relevant work immersion experience for students.</li> <li>Established city ordinance for Career Advocacy Unit helps employment support activity.</li> </ul>	<ul style="list-style-type: none"> <li>Compared to before 2014, school has same sense of sense of responsibility for employment of students.</li> <li>DARSSTHS collaborates with various stakeholders including LGU (to establish Career Advocacy Unit) in order to support students’ employment.</li> <li>However, it is difficult to find the employment by the efforts of school only.</li> </ul>
RESPSCI	<ul style="list-style-type: none"> <li>Graduates are referred to PESO.</li> <li>Graduates are also informed of job fairs through social media (Facebook, SMS).</li> <li>Students are encouraged to find jobs on their own first, to build confidence and to provide experience in job-hunting. Students value internships and jobs more when they are actively involved in the process.</li> </ul>	<ul style="list-style-type: none"> <li>Compared to 2014, there is more emphasis on job placement.</li> <li>Periodic update of graduates’ current employment status is done by ILC.</li> <li>More information is also made available to students interested in setting up own business.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>SPRCNHS sought accreditation as School-based PESO.</li> <li>School also holds its own Job Fair.</li> </ul>	<ul style="list-style-type: none"> <li>Before 2014, employment is not considered a responsibility of the school.</li> <li>SHS full implementation changed this, as high school graduate is now meant to be employable. School is thus partially responsible for finding employment for graduates.</li> <li>Among some teachers, there is also a bigger sense of responsibility for ensuring students are able to get employment after graduation.</li> </ul>
STVS	<ul style="list-style-type: none"> <li>Metaphil hires most graduates of Metal Work course, while graduates of Bread &amp; Pastry, Food &amp; Beverage Service and Garment course cookery are having difficulty to find the job.</li> </ul>	<ul style="list-style-type: none"> <li>Compared to 2014, there is more emphasis on finding employment for graduates.</li> <li>STVS is also more conscious of SHS objective to produce employable graduates. To enhance employability of</li> </ul>



	<ul style="list-style-type: none"> <li>SHS students from other junior high schools have limited communication skill and it affects their employment.</li> </ul>	graduates, Metal Work improved the laboratory.
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The JPT also asked questions, such as “Who is in charge of tracing your students’ whereabouts after their graduation?” and “What do you about (How do you assess) employment rate of your graduates for the past 3 years?”

**Table 28: Situation of graduates’ employment (As of September 2016)**

School name	Who is in charge of tracing your students’ whereabouts after their graduation?	What do you about (How do you assess) employment rate of your graduates for the past 3 years?
DARSSTHS	<ul style="list-style-type: none"> <li>Mainly Partnership Focal Person, Specialization teachers also help.</li> </ul>	<ul style="list-style-type: none"> <li>Industry linkage program has more partners now (More immersion partners mean more companies who can absorb graduates).</li> <li>Increased awareness of SHS through advocacy of school also increased willingness of companies to absorb SHS graduates.</li> </ul>
RESPSCI	<ul style="list-style-type: none"> <li>Tracer study is a collaborative effort between ILC, Guidance Counselor, and teachers (class adviser and shop teacher). Employment status of previous batches is also updated yearly.</li> </ul>	<ul style="list-style-type: none"> <li>It is difficult to judge if it is getting easier for students to find the job.</li> <li>Full implementation will be a better indicator of employability; as previous graduates, did not have to compete with SHS graduates from other schools. RESPSCI anticipating lower employment rate for full implementation.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>Industry Linkage Coordinator oversees Tracer Study for all 3 batches of SHS graduates.</li> </ul>	<ul style="list-style-type: none"> <li>Employment is also related to specializations taken.</li> <li>SPRCNHS overall employment rate for third batch is higher compared to first batch.</li> <li>Food Technology graduates have difficulty getting jobs in hotels and restaurants.</li> </ul>
STVS	<ul style="list-style-type: none"> <li>Tracer study is conducted by the guidance officer, with specialization subject teachers helping to gather information from graduates.</li> </ul>	<ul style="list-style-type: none"> <li>Employment is also related to specializations taken. It is difficult to judge if it is getting easier for students to find the job.</li> <li>Metaphil has employed most of the graduates in Metal Works for the past 3 batches. For Cookery/FBS/BPP course, graduates had difficulty looking for employment.</li> </ul>

All Pilot Schools have some sense of responsibility for employment of students. Since employment rate became one of the criteria to evaluate SHS program, employment support activities are expected to be enhanced. On the other hand, competition to find a job opportunity must be paid attention after the full implementation of SHS, as RESPSCI and STVS pointed out.

As shown above, two indicators have been achieved, therefore the Output 1 has been achieved.

### 2.2.2 Output 2

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

Indicator: Number of activities to improve school activities (Activities include, OJT, Industrial immersion, factory visit, and lecture)
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Table 29 presents the baseline situation of school-industry partnership at the four Pilot Schools before the start of the Project.

**Table 29: Situation of school-industry partnership before the start of the Project  
【DARSSTHS】**

Specialization	Name of Company	Type of partnership	Total No. of Students G-12 2013/14	No. of Students Deployed	Details	MOA Yes/No
Automotive	Honda Cars Quezon City Group	OJT	9	6		No
	Hyundai	OJT		2		No
Hospitality & Tourism	The Lounge	OJT	16	16		No
	Shakey's Tomas Morato	OJT		3		No
	Great Eastern Hotel	OJT		14	MOA with JABEZ	No
	Teachers' cooperative	OJT		1		No
	Wheatberry	OJT		9	PhP200/day	No
Overall SHS	Big Start Inc.	Lecture	N/A	N/A	Personality and Communication Dev't Workshop on Nov. 12 and 13	No

**【RESPSCI】**

Specialization	Name of Company	Type of partnership	Total No. of Students G-12 2013/14	No. of Students Deployed (OJT)	Details (e.g. allowance for OJT)	MOA Yes/No
Housekeeping FBS Bartending	Marikina Hotel (Café Flora)	OJT	21	21	MOA is signed with Marikina Hotel, which manages the rotation of OJT students in 4 different cafeterias. Each student engages in OJT for a total of 630 hours. PhP50/day plus free meal.	Yes
	Rikland Cafeteria	OJT				
	Café Florianiana	OJT				
	Renaissance Cafeteria	OJT				

**【SPRCHNS】**

Specialization	Name of Company	Type of partnership	Total No. of Students G-12 2013/14	No. of Students Deployed	Details	MOA Yes/No
Automotive	Arciaga Motor Works	OJT	16	1	no allowance	Yes
	Asbardelosa	OJT		4	no allowance	Yes
	Skeiron	OJT		1	PhP200/day + OT	Yes
	Revline	OJT		7	no allowance (first 300 hrs), PhP200/day (extend)	Yes
	KIA Motors	OJT		1	PhP150/day	Yes

**【SPRCHNS】**

Specialization	Name of Company	Type of partnership	Total No. of Students G-12 2013/14	No. of Students Deployed	Details	MOA Yes/No
	Langgam Auto	OJT		2	no allowance	Yes
Drafting	Rollmaster	OJT	23	1	PhP350/day + OT	Yes
	CLP	OJT		7	PhP150~390/day + OT	Yes
	Skeiron	OJT		1	PhP200/day + OT	Yes
	Designs Ligna	OJT		6	PhP150/day	Yes
	DCMS	OJT		3	PhP250~450/day	Yes
	VJF	OJT		5	PhP150/day + OT	Yes
Electronics	ROHM Electronics	OJT	20	8	PhP232/day + OT	Yes
Garments	CCSC	OJT	16	16	PhP100/day	Yes
Computer	Almendrala	OJT	50	2	PhP180/day	Yes
	BIR	OJT		7	no allowance	Yes
	CLP	OJT		5	PhP150~350 / day	Yes
	DMC	OJT		1	no allowance	Yes
	Hygienic Packaging	OJT		5	no allowance	Yes
	Landbank	OJT		5	no allowance	Yes
	PNB	OJT		6	no allowance	Yes
	REVLIN	OJT		2	PhP50/day	Yes
	Skeiron	OJT		2	PhP100/day	Yes
	SSS	OJT		11	no allowance	Yes
	Venture 5	OJT		4	no allowance	Yes
Foods	Century Park	OJT	45	1	no allowance	No
	SPRCNHS Canteen	OJT		1	free snack	Yes
	Chic-boy Pacita	OJT		36	Free meal	Yes
	Greenwich Pacita	OJT		1	free meal ~ PhP44/hr	Yes
	Max's Restaurant	OJT		6	free meal ~ PhP44/hr	Yes
Welding	Total Mechanics	OJT	21	7	PhP250/day + OT	Yes
	Rollmaster	OJT		1	PhP150/day	Yes
	RVM	OJT		5	PhP130/day	Yes
	Almendrala	OJT		1	PhP180/day	Yes
	Pinnacle Condo	OJT		1	No allowance	Yes
	CLP	OJT		6	PhP253/day + OT	Yes
	CLP	Training	N/A	N/A	Training of teachers in tig welding	No

**【STVS】**

Specialization	Name of Company	Type of partnership	Total No. of Students G-12 2013/14	No. of Students Deployed	Details	MOA Yes/No
Metal Works	Metaphil	OJT	18	18	Allowance 75% of minimum wage	Yes
	DSJP	OJT		8	G-11, PhP230/day	Yes
	MTITT (Metaphil)	Lecture	N/A	N/A	Jan. or Feb. 2012, demonstration on gas welding	

**【STVS】**

Specialization	Name of Company	Type of partnership	Total No. of Students G-12 2013/14	No. of Students Deployed	Details	MOA Yes/No
Garments	Metroware	OJT	3	3 (*1)	Meal Allowance PhP28/day	No
	Metroware	Lending	N/A	N/A	Lending of sewing machine	No
Culinary Arts	Sun Burst Fried Chicken	OJT	6	5	no allowance	No
	Grand Majestic Restaurant	OJT		1	no allowance	No
	Aboitiz Foundation	Donation	N/A	N/A	Kitchen Utensils (2011/12)	No
Overall SHS Program	Aboitiz Foundation	Donation	N/A	N/A	3-classroom school building (2012)	
	KIMWA	Donation	N/A	N/A	cementing of school ground (2012)	

The following table shows the activities during the Project.

**Table 30: School improvement activities by the Pilot Schools**

	School name	Activities
The first Project Year	DARSSTHS	<ul style="list-style-type: none"> <li>Teachers of Food and Service visited “Uniquease Restaurant” to learn about how to develop young workers.</li> <li>Coffee brewing seminar utilizing paper filter was conducted by UCC Ueshima Coffee Philippines.</li> <li>The project procured equipment for its Automotive servicing specialization.</li> </ul>
	RESPSCI	<ul style="list-style-type: none"> <li>Teachers of Food and Service visited “Uniquease Restaurant” to learn about how to develop young workers.</li> <li>Coffee brewing seminar utilizing paper filter was conducted by UCC Ueshima Coffee Philippines.</li> <li>The project procured equipment for their housekeeping and food and beverage servicing specializations.</li> </ul>
	SPRCNHS	<ul style="list-style-type: none"> <li>Signed the Memorandum of Agreement with Toyota Motors Philippines Corp. (TMPC) on its students’ work immersion.</li> <li>Principals and Industrial Linkage Coordinator made the presentation in the HR managers' meeting in People's Technology Complex in Cavite which led to employment of the graduates.</li> <li>Teachers' industrial immersion (Babcock-Hitachi Philippines, Bauan, Batangas: then) for welding teachers was organized (now: Mitsubishi Hitachi Power Systems Philippines Inc.) to learn different types of welding technologies.</li> <li>Monitoring of Eight OJT students in Proboard Tech was conducted.</li> <li>Meetings conducted for partnership development with Phil Metal, MM Steel, Career Power, Metal Industries Association of the Philippines, Delos Santos Foundation, and Phili-German Chamber of Commerce.</li> <li>Attended Job Fair in Binan City.</li> <li>Monitoring of OJT students was done in TMPC.</li> <li>ILCs arranged the company visits for the participants of "Training Cum Workshop for School Industry Linkage Coordinators" in Nov. 2014. The visits were made to the following 8 companies: VJF Precision Toolings Corp., El Cielito Hotel Sta Rosa, Toyota Motor Philippines Corporation, CLP Metal Industries &amp; Precision Tooling's Company, NST Global Corp., Covenant Community Service Cooperative, Rollmaster Machinery &amp; Industrial Services Corp., and Designs Ligna.</li> <li>The project procured equipment for Drafting, Automotive servicing, welding and Garments.</li> </ul>

	School name	Activities
	STVS	<ul style="list-style-type: none"> <li>Principals and teachers visited Japan Chamber of Commerce and Industry in Cebu and made presentation on STVS.</li> <li>Principals and teachers visited Mactan Economic Zone and met the Zone Administrator. The list of locaters was given.</li> <li>Principals and teachers visited Tsuneishi Heavy Industries (Cebu), Inc. to learn welding technology for a ship- building.</li> <li>Organized Trade Fair in Aug. 2014 – attended by its industry partners including Japanese firms: Muramoto Auto-Visual Philippines Inc., TAMIYA and NEC Telecom Software Philippines Inc.</li> <li>Welding teachers visited Saver’s Home Depot, and Jan-Ar Construction.</li> <li>Bosch Company conducted seminar on safety and proper use of power tools.</li> <li>Conducted teleconference with Ichikawa Technical High School in Jan. 2015. NEC Telecom Software Philippines Inc. provided technical advice.</li> <li>The project procured equipment for welding.</li> </ul>
The second Project Year	DARSSTHS	<ul style="list-style-type: none"> <li>Implementing Rules and Regulations for Quezon City Public Senior High School Internship Policy issued, providing tax benefits to companies supporting SHS.</li> <li>Partnered with LGU to provide English Proficiency Training for SHS Students.</li> <li>Signed MOAs with 10 companies including Toyota Cubao and Mesa Filipino Moderne.</li> <li>Implemented Office Work Immersion program to improve students’ IT skills needed in the workplace.</li> <li>Partnered with TESDA for establishing training center for community members using school facilities.</li> <li>Joined SHS promotion activities of the Quezon City Division Office.</li> <li>Paper presentation at 5th South East Asia School Principals Forum (SEASPF) International Conference on Best Practices.</li> </ul>
	RESPSCI	<ul style="list-style-type: none"> <li>Benchmarked Magsaysay Center for Hospitality and Culinary Arts (MIHCA) for improving hospitality course.</li> <li>Benchmarked MFI for best practices in forging partnerships with industry.</li> <li>Students attended Entrepreneurship Summit for ideas on setting up own business.</li> <li>Opened Café Razzo within RESPSCI food laboratory to serve as demonstration space of SHS students.</li> <li>SHS Focal Person assisting in Pasig City Division Office SHS Planning.</li> <li>Added partners for work immersion.</li> </ul>
	SPRCNHS	<ul style="list-style-type: none"> <li>Signed MOA with trade associations of Philippine Die &amp; Mold Association, Inc. (PDMA) and Metalworking Industries Association of the Philippines, Inc. (MIAP).</li> <li>Exhibited booth at PDMEX 2015to broaden partnership network.</li> <li>Conducted Immersion Fair to introduce metalworking companies to students.</li> <li>Improved English skills of Food Trades students through training at MFI.</li> <li>Partnered with Café France Inc. for work immersion of food trades students.</li> <li>ILC, SHS Coordinator and Planning Officer held monthly meetings with DepEd Laguna secondary schools for SHS Planning.</li> <li>Coordinated with San Pedro City LGU for SHS Implementation.</li> </ul>
	STVS	<ul style="list-style-type: none"> <li>Shared best practices for SHS at Region VII SHS Workshops.</li> </ul>

Source: JICA Project Team based on the discussion with the Pilot Schools

The following table shows number of the Pilot School’s partners from SY 2012/2013 to 2015/2016. Comparing with Table 29, the number of partners is increased and form of the partnership is diversified.

Table 31: Number of the Pilot Schools' partners

	Form of the partnership	Number of partners		Achievement
		Private	Public	
DARSSTHS	Work Immersion	13	1	All 58 students participated in Work Immersion.
	Donation	3	4	<ul style="list-style-type: none"> <li>Equipment (equivalent to 10,129,383PHP) was provided.</li> <li>School building construction (equivalent to 50 million PHP) is discussed.</li> </ul>
	Training for teachers	15	4	30 teachers attended training.
	Training for students	21	4	58 students attended training.
RESPSCI	Work Immersion	33	0	61 students participated in Work Immersion.
	Donation	1	1	<ul style="list-style-type: none"> <li>35 million PHP was donated for school building construction.</li> <li>Equipment (equivalent to 806,780PHP) was provided.</li> </ul>
	Training for teachers	3	1	22 teachers attended training, Work Immersion and seminars.
	Training for students	3	2	122 students attended training, industry visit and seminars.
SPRCNHS	Work Immersion	90	6	378 students participated in Work Immersion.
	Donation	5	3	Equipment (equivalent to more than 50 million PHP) was provided
	Training for teachers	4	1	13 teachers attended training.
	Training for students	2	-	53 attended training.
STVS	Work Immersion	7	0	All students participated in Work Immersion.
	Donation	3	2	70 million was donated for school building construction and equipment.
	Training for teachers	2	2	9 teachers attended training.
	Training for students	6	3	All students attended training.

Source: Presentation of the schools during Industry Summit on November 7, 2016

To understand the collaborative activities to improve school activities at Pilot Schools, the JPT asked two questions, “Compared to 2014, do you think you can now better deal with industry?” and “Please share with us your efforts to develop new partnership.”

Table 32: Collaborative activities with companies (As of September 2016)

School name	Compared to 2014, do you think you can now get a better deal with industry?	Please share with us your efforts to develop a new partnership.
DARSSTHS	<ul style="list-style-type: none"> <li>Yes.</li> <li>Feedback from partner companies: 80 hours is not enough for work immersion. Suggestion to use hours from applied track subject of Inquiries, Investigations and Immersion, plus some hours from specialization, to increase work immersion hours.</li> </ul>	<ul style="list-style-type: none"> <li>School included partners in activities like Brigada Eskwela and graduation ceremonies.</li> <li>Also conducted activities expressing appreciation of partners' assistance to the school, and increased number of promotion activities.</li> </ul>
RESPSCI	<ul style="list-style-type: none"> <li>Yes.</li> <li>SHS advocacy by DepEd is a big facilitating factor.</li> <li>Most companies are not amenable to 80 hours' immersion policy.</li> </ul>	<ul style="list-style-type: none"> <li>ILC continues to visit prospective industry partners on-site, and strategy of using social media accounts of businesses to approach industry partners.</li> <li>School allows students to look for immersion venue.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>Yes.</li> <li>School is now more adept at marketing SHS Program, and soliciting support of partners.</li> <li>Before, school did not consider approaching Industry Associations and</li> </ul>	<ul style="list-style-type: none"> <li>School tried new strategy of making presentations to industry associations, and to organizations within economic zones.</li> <li>Attending industry events like trade fairs, and company events is also a new strategy</li> </ul>

School name	Compared to 2014, do you think you can now get a better deal with industry?	Please share with us your efforts to develop a new partnership.
	economic zone organizations. At present, school includes trade associations among partners. This is more efficient than targeting companies individually.	being employed by the school to market SHS Program.
STVS	<ul style="list-style-type: none"> <li>• Yes. However, number of partners is limited.</li> <li>• ILC for food course hesitant to approach industries because of perceived need to upgrade course offerings first.</li> </ul>	<ul style="list-style-type: none"> <li>• School deputized SHS specialization teachers as ILC to help SHS Focal Person with partnership development. This allows ILCs to strategize according to needs of specific industry sector, and also distributes the work among teachers.</li> <li>• Made presentation at MEPZ to obtain additional partners.</li> </ul>

All Pilot Schools answered that they can better deal with industry compared to 2014. However, the number of graduates will be increased because of full implementation of SHS.

The JPT also asked if there was a mismatch/gap between competencies of SHS graduates and industry needs.

Table 33: Answers to question “Do you NOW recognize any mismatch/gap between competencies of your SHS graduates and industry needs?” (As of September 2016)

School name	Answer
DARSSTHS	<ul style="list-style-type: none"> <li>• Gaps still exist, although these have been narrowed.</li> <li>• Housekeeping skills and better communication skills are required competencies by hotels and restaurants. DARSSTHS narrowed these gaps by adding housekeeping competencies in the curriculum, and by providing additional communication skills training for students.</li> <li>• During the Modeling Program, DARSSTHS narrowed gap by increasing career guidance activities to prepare students for work, enriching curriculum content with modules improving attitude towards work (Work Ready Now), and listening to feedback from immersion partners.</li> </ul>
RESPSCI	<ul style="list-style-type: none"> <li>• Gaps still exist, although these have been narrowed.</li> <li>• Barista competencies are required by industry. School thus adopted enriched curriculum for bartending, which included some barista competencies.</li> <li>• Gap narrowed by establishing Café Razzo for school-based immersion, which allows more hands-on activities in a workshop simulating industry standards.</li> <li>• Gap narrowed through training of teachers in English Skills Proficiency course (supported by JPT) intended for tourism sector professionals.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>• Gaps still exist, although these have been narrowed.</li> <li>• Machining competencies needed by metal and fabrication industry in the locality are not included in SPRCNHS courses. School thus offered additional course in Metal Working Technology to address local industry need.</li> <li>• School looked for more partners to obtain needed tools and equipment for workshops. This allowed students to have more hand-on activities.</li> <li>• Hotels and restaurants require workers to have good communication skills and pleasing personality. Teachers took English Skills Proficiency course for tourism and hospitality, and SPRCNHS started pre-screening of students for food technology course.</li> </ul>
STVS	<ul style="list-style-type: none"> <li>• Gaps still exist, although these have been narrowed for metal works and culinary arts course.</li> <li>• For welding, industry needs combination welders, i.e. with competencies in Gas Metal Arc Welding, Flux-Cored Arc Welding, and Gas Tungsten Arc Welding, not just SMAW. School thus included competencies in Gas Metal Arc Welding and Flux-Cored Arc Welding to SMAW content of metalworking course.</li> <li>• For garments, industry needs workers to have additional competencies in Tailoring, not just Dressmaking.</li> <li>• For culinary arts, industry needs workers with additional competencies in bulk cooking operations and cook-chill-freeze production processes, common for commercial facilities.</li> </ul>



	STVS Culinary Arts teachers underwent industry immersion at commercial facilities to update industry knowledge.
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Mismatch/gap between competencies of SHS graduates and industry needs can be categorized into (1) specialization to match with local needs, (2) soft skills of students, and (3) equipment and skills for specific specialization. This interview revealed that all Pilot Schools try to narrow the gap through understanding industry needs and measures corresponding.

As shown above, both numbers of activities and partners have increased in each Pilot School, therefore the Output 2 has been achieved.

### 2.2.3 Output 3

SHS modeling TVHSs, other than the four (4) Pilot Schools, are informed of piloted activities/best practices for possible replication /adaptation/ adoption.

#### Indicator 1: Number of schools attended the good practices sharing workshop

In the first Project Year, DepEd Annual Workshop Conference (February 12, 2015) was conducted and principals and ILCs of the four Pilot Schools presented their SHS modeling experience to 280 STVEP school's principals including then Model Schools.

In the third Project Year, DepEd and the JPT jointly organized Industry Summit and all Model Schools attended it. Six Model Schools implementing CGP together with four Pilot Schools presented their good practice to the participants (principals of 255 STVEP schools and 11 representatives of DepEd Regional Office) from November 7 to 9, 2016.

#### Indicator 2: Number of school which experienced benchmarking

In February 2016, benchmarking was conducted between Pilot Schools and Model Schools to exchange their experience.

**Table 34: Benchmarking by Model Schools**

Model schools	Specializations	Pilot schools visited	Visit date
RAHS	Horticulture	BNATS	Feb. 5, 2016
ONSTS	Food and Beverage Service	RESPSCI	Feb. 11, 2016
ICNSF	Fish Capture, Aquaculture	BSF	Feb. 12, 2016
BSF	Fish/Food Processing Aquaculture	ICNSF	Feb. 19, 2016
TNTS	Automotive Technology	DARSSTHS	Feb. 29, 2016
	Technical Drafting	SPRCNHS	Feb. 29, 2016
	Consumers Electronics		
	Food Trade		

Model schools	Specializations	Pilot schools visited	Visit date
ICNSF	Cookery/BPP		
	SMAW		

Source: JICA Project Team

**Indicator 3: Number of activities conducted in Pilot Schools and Model Schools**

The six Model Schools implemented the project supported by the Competitive Grant. The details of their project are presented at “2.1.4 Output 3 [3-3]”.

As shown above, three indicators have been achieved, therefore the Output 3 has been achieved.

### 3. Challenges, Ingenious attempts and Lessons learnt of Project Implementation

#### 【The first Project Year】

#### (1) Advance implementation of the project activity considering location and specialty of SHS schools

Soon after the start of the Project, the JPT found out that the four Pilot Schools are located in the urban areas and that they offer courses of Arts and Trades as well as those of Home Economics. The JPT feared that lessons and good practices drawn from the Pilot Schools would not serve quite well as reference for agricultural and fishery schools or schools located in rural areas.

The JPT made adjustment in the plan of operation (P/O) and started visiting Model Schools even during the first Project Year although the original P/O designs that visiting Model Schools starts in the second Project Year. So, at early stage of the Project, profiles of ten Model Schools were revealed. Of the 10 schools, five schools are located in rural areas. Of the ten schools, six schools had plans to implement SHS program in the 2015/2016 academic year. Of the said six schools, two schools are identified as agricultural, two schools are fishery high schools, and two schools are industrial and arts. Of the six schools, two schools are located in urban areas and the other four schools are located in rural areas. The Project should adjust in P/O as may be necessary after analyzing the actual situation of the target schools at an early stage of the Project.

#### (2) Broad and in depth analysis of SHS program and related programs

It was important for the JPT to understand in depth the status of preparation of K to 12 Reform and conduct broadly-based information gathering.

The JPT visited the Adopt-A-School secretariat within the DepEd central office and gathered information of a mechanism designed to promote private sector contribution to K to 12 Reform.

The JPT visited Colombo Plan Staff College for Technical Education, Phil Nippon Technical College, K to 12 Plus Project and other programs and entities which are potentially relevant to issues such as tech-voc education, school industry partnership and SHS program.

The JPT gathered information on a wide range of relevant issues i to make in-depth analysis of the situation and draw most relevant advice to project stakeholders.

#### (3) Proactive information dissemination from the outset of the project

Since SHS program was a newly introduced system in the Philippines, the JPT made efforts to inform industry about it.

Immediately after the project started, the JPT posted an article about the Project in the DepEd's newsletter "EducNEWS". The JPT also managed to post articles twice in the newsletters of the Japanese Chamber of Commerce in the Philippines. Through these articles, the Project found Japanese

companies who were interested in cooperating with the Project.

Moreover, project newsletters were issued twice in both Japanese and English. The Project also issued project brochure which presents its outline in a concise fashion.

Proactive public relations activities would be of great help in enhancing the understanding of a newly introduced system/policy among stakeholders.

**【The second Project Year】**

(1) Promotion of information sharing of pilot and model schools in order to reduce geographic constraints

At the commencement of the Project, it was supposed that the Model Schools learn from the excellent practice of the Pilot Schools; however, it turned out that appropriate measure was needed to reduce geographic constraints because three (3) Pilot Schools out of four (4) were located at National Capital Region, and two (2) Model Schools were located at the north and south of Luzon, and the other four (4) were located at Mindanao. The Project has established the experience sharing program in order to promote experience sharing among Schools. Such program has targeted to discuss professionally with the teachers of specific courses (such as fishing and food processing), not the management level, (such as principal).

(2) Issued a special edition of the project newsletter magazine and distributed to all schools which are expected to implement SHS programs in June 2016 “NEWSLETTER MAGAZINE - Sharing Good Practices of SHS Early Implementation”

DepEd planned to organize the industry summit inviting 280 STVEP schools in March 2016. However, it was postponed. Thus, it became difficult to disseminate the good practices of SHS early implementing schools to other schools.

The JPT decided to issue the special edition of the project newsletter introducing good practices of SHS early implementing schools. The special edition of the newsletter featured the experiences of 6 schools which received the assistance from the JPT.

The JPT distributed the newsletter magazine to 5,902 public schools which planned to implement SHS program in June 2016. The newsletters were also sent to DepEd Regional Offices.

The JPT received many positive feed back from the recipients. Many schools requested for the electronic data of the newsletter. 4 articles from the newsletter was also posted on the website of DepEd.

(3) English course to the grade twelve (12) students at the schools of SHS early implementation: Promotion of cooperation among teachers of general subject and specialized subject

Although English is an official language in the Philippines, it was confirmed that English proficiency of SHS student was low as assessed by the industry. In order to deal with this weak point, the Project conducted “English for Tourism, Hospitality and Food Industry” to students in the food service who

were especially demanded English proficiency at the pilot schools. This course implementation gave a chance to cooperate teachers in food service and English, as the result, the English education suitable for the context was realized. This trial made motivation for students to learn risen and spread in the pilot schools.

(4) Utilized Project Design Matrix (PDM) and Plan of Operation (PO) for planning and monitoring the projects utilizing the competitive grants

The Model Schools submitted a proposal for the project under the competitive grant including: 1) Background of project, 2) Implementation process, 3) Necessary inputs, 4) Beneficiaries and etc. The Project, division offices and Model Schools prepared PDM and PO and discussed know-how of project management and shared information among stakeholders.

**【The third Project Year】**

(1) Collaboration and well prepared presentation with the schools to realize effective experience sharing

In this project, Pilot Schools and Model Schools are expected to share good practices and lessons with other schools. The Project needs to ensure that this experience sharing activities are conducted effectively.

In November 2016, a workshop (Industry Summit) was held to disseminate experiences and good practices of SHS early implementers. The JPT took time to discuss the contents of the presentation with Pilot and Model schools and jointly devised a framework for presentation for the said Industry Summit. As a result, good practices, lessons learned, points learned from the Project etc. was shared in an organized manner.

For activities like experience sharing of pilot schools, how effectively “take-a-ways” are presented is crucial. In such cases, the project team lead and work closely with the presenters during the preparation of such presentation.

(2) Autonomous data collection prior to the terminal evaluation

At the start of the third project year, indicators of the project purpose and the three outputs were already largely achieved. It is desirable that the JPT becomes aware of the broad-based project impacts and effects.

The Project should be mindful of not only the degree of achievement in the project indicators, but also its broad-based effects and impacts. Therefore, the JPT undertook a survey on its own to find out in depth how changes had occurred in the consciousness and behavior of school officials, what sort of impacts had been cast by the Project in the relationship between community and school, etc. As a result, the JPT came to know in detail that, for instance, there had been a great deal of changes in the

preparation of SIP. It was also found out that the relationship with community had become more interactive and closer for all Pilot Schools compared to the situation before the start of the Project.

In order to conduct an in-depth analysis on the project effects and impacts, it is desirable to take time and conduct broad-based survey to even if the design of the Project includes terminal evaluation. For those projects which are to undergo terminal evaluation, it is better that this own survey precedes the terminal evaluation.

## 4. Degree of Achievement of Project Purpose (Outline of the Tentative Results of Terminal Evaluation)

Project Purpose: A mechanism is developed for TVHS activities to ensure its effective implementation through collaboration with industries/firms (including those from Japan).

### 4.1 Degree of Achievement of Project Purpose

JICA Terminal Evaluation concluded that the Project Purpose is achieved based on the following indicator.

Indicator : At least 1 document (Guideline, Manual, MOA) related to Tech-Voc Education (e.g. Agreement with DOLE on OJT age, coordination mechanism with TESDA, CHED request letters to industry associations, OJT guideline, and career education guide for elementary school) is developed.

The handbook for school-industry partnership “School Industry Linkage Officer’s Handbook on Industry Immersion and Partnership”, of which JPT has been involved in the formulation and improvement since November 2014, has evolved into “Guidelines for Building Partnerships for the K to 12 Basic Education Program”. It was finalized and posted in the DepEd website (through DepEd Order No. 40, 2015) at the end of August 2015.

The guidelines provide for definition of terms, areas for partnership, procedural steps of partnership-building, and references. They also introduce a variety of forms to be used by school such as an assessments tools, and Memorandum of Agreement (MOA) templates. The guidelines essentially recognize partnership in a broader sense and therefore they will be used in all high schools, not just those schools with Technical-Vocational Livelihood track. The distinct features of the guidelines are described below.

- Terminology is unified and made clearer:
  - The guidelines replace what has been made “School-industry Linkage Officer (SILO)” or “Industry Linkage Coordinator (ILC)” with “Partnership Focal Person (PFP)<sup>14</sup>”.
  - “Work immersion” is now the term to be used uniformly instead of “internship” or “industry immersion”.
- PFP in a high school shall be the principal and in each school a teacher is designated to support the principal in partnership-building activities.
- In DepEd local offices “Social Mobilization and Networking Coordinator” shall assume the PFP role.
- The guidelines stipulate the maximum length of work immersion for SHS students as 80

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<sup>14</sup> PFP has yet to become widely used and in some schools ILC is still being used.



hours.

- It is stated that partners and stakeholders shall ensure that all schools and venues for learning are safe and conducive for education and training, which had been advised by the Pilot Schools.

To understand the achievement of Project Purpose for Pilot Schools, the JPT conducted interview survey in September 2016. Each school's answer of questions "Compared to 2014, do you find it easier to develop partnership with industry?" is as follows.

**Table 35: Summary of the answers to the Question "Compared to 2014, do you find it easier to develop partnership with industries?" (As of September 2016)**

School name	Answer
DARSSTHS	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• Because DepEd Order No. 40 of 2015 issued</li> <li>• Because industries are now aware of DARSSTHS graduates as well trained, school is able to use good reputation for developing and maintaining partnerships.</li> <li>• Because industries are now aware of DARSSTHS graduates as well trained, school is able to use good reputation for developing and maintaining partnerships.</li> </ul>
RESPSCI	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• Because DepEd Order No. 40 of 2015 issued</li> <li>• Easier to collaborate with industry because of increased awareness on SHS program.</li> <li>• Early implementation has allowed school to develop a good reputation which helps in developing new partnerships.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• School is more comfortable in dealing with industries and has become more confident in approaching partners.</li> <li>• School staff have improved their skills in networking and gained practical knowledge in building partnerships.</li> </ul>
STVS	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• School's existing partners makes it easier to develop partnership with industry.</li> </ul>

According to the answers, Pilot Schools found it easier to develop partnership with industries compared to 2014. They answered that DepEd Order No. 40 and enhanced awareness of industry about SHS contributed to change the situation. Interviewees of SPRCNHS mentioned that school staff have improved their skills in networking and gained practical knowledge in building partnership, that are assumed as the Project's outcome.

#### 4.2 Outline of the Terminal Evaluation

The Japanese Terminal Evaluation Team (hereinafter referred to as the "Team"), organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") headed by Mr. Kensuke MIYAGI, visited the Philippines from 17 to 29 April 2017 for the purpose of the Terminal Evaluation of "Project for Supporting Senior High School (SHS) Program in Technical Vocational High Schools" (hereinafter referred to as the "Project").

During its stay in the Philippines, the Team had a series of discussions with the Filipino authorities concerned, jointly evaluated the achievements of the Project, and exchanged views for further

dissemination and adaptation of the Project outcomes.

**Members of the Team and Duration of Study**

The Terminal Evaluation Team consisted of the joint evaluation members of the Philippine side and Japanese side as follows;

**Table 36: Filipino Team Members**

Name	Affiliation
Mr. Rogelio O. Doñes	Supervising Education Program Specialist, Curriculum Standard Development Division, Bureau of Curriculum Development, DepEd
Ms. Maria Cecilia O. Nayve	Supervising Education Program Specialist, Special Curricular Programs Division, Bureau of Curriculum Development, DepEd
Mr. Clodualdo V. Paiton	Technical Specialist, Special Curricular Programs Division, Bureau of Curriculum Development, DepEd
Ms. Marites P. Romen	Supervising Education Program Specialist, Student Inclusion Division, Bureau of Learning Delivery, DepEd

**Table 37: Japanese Team Members**

Name	Designation	Affiliation
Kensuke MIYAGI	Leader	Senior Deputy Director Technical and Higher Education Team, Higher Education and Social Security Group, Human Development Department, JICA
Mai TODA	Cooperation Planning	Program Officer Technical and Higher Education Team, Higher Education and Social Security Group, Human Development Department, JICA
Masaya OMAE	Evaluation Analysis	General Manager Success Project Management Office Co., Ltd.

The Terminal Evaluation was conducted from April 17 to 29, 2017 in Philippine as shown in the Schedule below.

**Table 38: Schedule**

Date		Activities			Accommodation	
		Leader Kensuke MIYAGI	Cooperation Planning Mai TODA	Evaluation Analysis Masaya OMAE		
Apr. 17	Mon.	/	/	Arriving in Manila	Manila	
Apr. 18	Tue.			09:00 Meeting with JICA Office	Moving to Tagum	Davao
				09:00 Visit Tagum NTS		
Apr. 19	Wed.			11:00 Visit Division Office of Tagum City	Moving to Manila	Manila
				Moving to Manila		
Apr. 20	Thu.	Moving to Cebu (Mandaue)	Manila			

Date		Activities			Accommodation
		Leader Kensuke MIYAGI	Cooperation Planning Mai TODA	Evaluation Analysis Masaya OMAE	
				11:00 Visit Subangdaku Tec-Voc School	
				14:00 Visit Division Office of Mandaue City, Cebu	
				Moving to Manila	
Apr. 21	Fri.			10:00 Visit Division Office of Pasig	Manila
				13:00 Interview to Koei Experts	
				Documentation	
Apr. 22	Sat.			Same as above	Manila
				Same as above	
Apr.23	Sun.	Arriving in Manila		Same as above	Manila
				Same as above	
Apr. 24	Mon.	09:00 Kick off meeting with JICA Office			Manila
		11:00 Visit RESPSCI			
Apr.25	Tue.	10:00 Visit DepEd and Presentation			Manila
		14:00 Visit DARSSTHS			
Apr.26	Wed.	Documentation	10:00 Visit Bataan School of Fisheries	Documentation	Manila
Apr. 27	Thu.	11:00 Feedback of Evaluation results at DepEd			Manila
		13:00 M/M Discussions, finalization with JICA Office at DepEd			
Apr.28	Fri.	Leaving Manila for Tokyo		Report writing	Manila
Apr.29	Sat.	/			Leaving Manila for Tokyo

### Conclusion of the Terminal Evaluation Team

The Project has produced the expected outputs smoothly and achieved the Project Purpose. The evaluation criteria were confirmed as “High” excepting for the Sustainability which was rated as “Relatively High”. The Terminal Evaluation Team strongly expects the further efforts by the Pilot Schools, Model Schools, the division offices, DepEd and other stakeholders for further dissemination and adaptation of the Piloted activities/best practices nationwide.

For detailed results/findings of the terminal evaluation, please refer to the Terminal Evaluation Report (when published).

## 5. Towards Overall Goal

Overall goal: Activities, strategies and promising practices implemented in the SHS modeling will be shared to other TVHSs including the K to 12 modeling TVHS nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP).

### 5.1 Degree of Achievement of Overall Goal

The experiences and lessons learnt of Pilot Schools were widely shared with other TVHS through workshops and benchmarking.

#### Indicator 1: Number of schools attended the good practices sharing workshop

In the first Project Year, DepEd Annual Workshop Conference (February 12, 2015) was conducted and principals and ILCs of the four Pilot Schools presented their SHS modeling experience to 280 STVEP school's principals including then Model Schools.

In the third Project Year, DepEd and the JPT jointly organized Industry Summit. The participants included principals of 255 STVEP schools and 11 representatives of DepEd Regional Office, four Pilot Schools and six Model Schools presented the outcome of Modeling Program from November 7 to 9, 2016.

#### Indicator 2: Number of school which experienced benchmarking

The number of benchmarking activities conducted with the four Pilot Schools is shown in the table below.

Table 39: Number of benchmarking activities conducted with the four Pilot Schools

School		The first Project Year	The second Project Year	The third Project Year
DARSSTHS	Time	3 times	12 times	114 times
	People	—	344 people	235 people
RESPSCI	Time	Once	6 times	19 times
	People	—	303 people	25 people
SPRCNHS	Time	21 times	18 times	27 times
	People	—	477 people	964 people
STVS	Time	4 times	6 times	2 times
	People	—	602 people	2 people

The following table shows aspects that Pilot Schools would like to share with other schools.

Table 40 : What aspects of your school do you like to show/introduce to/share with the other schools NOW? (As of September 2016)

School name	Answer
DARSSTHS	<ul style="list-style-type: none"> <li>DARSSTHS is mindful of the quality of its graduates. This means ensuring teachers are equipped to deliver the curriculum content, workshops and facilities are up to standard, and students are given necessary support for chosen career track. Since school resources are not enough to address these needs, DARSSTHS seeks the help of LGU and other partners.</li> </ul>

School name	Answer
	<ul style="list-style-type: none"> <li>• Strategy of focusing on marketing SHS Program and being more active in lobbying for support from other organizations. Visitors find it useful to be given practical tips, like establishing a Technical Working Group for SHS through the Local School Board, and obtaining funding from LGU for building workshops and procuring equipment.</li> </ul>
RESPSCI	<ul style="list-style-type: none"> <li>• School-based immersion through Café Razzo allows for more practicum in tourism courses, and for entrepreneurship subject.</li> <li>• Emphasis on placement of students after graduation.</li> <li>• Students are given access to updated information suitable for either employment, higher education, or entrepreneurship.</li> </ul>
SPRCNHS	<ul style="list-style-type: none"> <li>• Successful SHS Program is made possible if the School Head has the political will to innovate.</li> <li>• Curriculum offerings to ensure education are customized to local needs.</li> <li>• Work load of ILC is adjusted to understand local needs and to establish industry partnership.</li> </ul>
STVS	<p>Allowed more than 300 hours industry-based immersion for industrial arts course, which resulted in very high employability.</p> <ul style="list-style-type: none"> <li>• Teachers often visit industries to understand their needs and trends.</li> <li>• Recommend other SHS to purchase some of students' consumables using SHS MOOE, allowing SHS students to undertake more hands-on activities.</li> <li>• Given importance of insurance, school conducted briefing to convince parents to pay for cost of insurance.</li> <li>• Recommend other schools to set-up Job Support Corner to give students more information on career options after graduation.</li> </ul>

The following table shows the good practices and lessons learned at each school.

**Table 41 : Good Practices and Lessons Learned at Each School**

Schools	Good Practice	Lessons Learned
Don Alejandro Roces Senior Science and Technology High School (DARSSTHS), Quezon City	<ul style="list-style-type: none"> <li>• Work immersion</li> </ul> <p>- Prior to Dep.Ed order No. 40 of 2015, the school tried to set the rules on students' work immersion, in collaboration with the City Councilor. The school tried to arrange the work immersion to be conducted during day time and week days. Thus, they faced difficulty in finding the work immersion places for hospitality industries.</p> <p>- The school paid the fees to the hotels and their agencies for the students' immersion.</p>	Work immersion should be conducted as practical "learning" not as "cheap labor"
	<ul style="list-style-type: none"> <li>• Collaboration with LGU</li> </ul> <p>- The school negotiated with Quezon City to shoulder the expenses for the students' insurance premium during their work immersion.</p>	Establish a mechanism to work effectively with LGU
	<ul style="list-style-type: none"> <li>• Additional training for students</li> </ul> <p>- The school conducted the training on communication skill of the SHS students with the fund (voucher for TESDA) from Quezon City</p>	Seek support and provide additional inputs which cannot be covered by the existing resources/expertise of the school
Rizal Experimental Station and Pilot School of Cottage Industry	<ul style="list-style-type: none"> <li>• Work immersion</li> </ul> <p>- The SHS students were involved in finding their work immersion opportunities to increase their motivation for the immersion</p> <p>- Café Razzo was established so that work</p>	<p>- It is effective to involve the SHS students in finding and choosing work immersion places to motivate the students.</p>

Schools	Good Practice	Lessons Learned
(RESPSCI), Pasig City	<ul style="list-style-type: none"> <li>- Immersion is provided in the school.</li> <li>- The students are requested to report to their class advisors once a week. To increase the number of hours for work immersion, the hours allocated for “Practical Research 1&amp;2” (applied track subjects) are utilized.</li> </ul>	<ul style="list-style-type: none"> <li>- It is efficient to provide work immersion opportunity inside the school.</li> <li>- Work immersion should be considered as education, not casual work</li> </ul>
	<ul style="list-style-type: none"> <li>- Adequate selection of SHS specialization</li> <li>- The school focuses on Hospitality sector so that the school is known as “Hospitality School” though the school offers welding, furniture making, and handicraft in its JHS.</li> </ul>	Establish the school’s identity or school brand
San Pedro Relocation Center National High School, San Pedro City (SPRCNHS), Laguna Province	<ul style="list-style-type: none"> <li>- Reduced the load of teachers who are responsible for developing partnership.</li> <li>- Assistant Partnership Focal Persons (Teachers) teach one hour a day so that they can spare more time for partnership development</li> </ul>	Reduce teaching load of “Assistant Partnership Focal Person”
	<ul style="list-style-type: none"> <li>- Kept frequent contacts with partner companies and associations by visits, telephone and e mails.</li> </ul>	Contacts with partners should not be limited to graduation ceremony and signing of MOA/MOU. Keep frequent contacts
	<ul style="list-style-type: none"> <li>- Demonstrated / presented their students’ capacity to industrial Expo (PDMEX) by setting up the school’s booth</li> </ul>	Set up occasions for demonstrate how capable the students are
	<ul style="list-style-type: none"> <li>- Flexibly adjusted the number of students to be accepted, to meet the demands from industry</li> <li>- e.g. Garment : because of sewing machines procured by the project, more demands for garment specialization</li> </ul>	Flexibly adjust the number of students to be accepted, to meet the demands from industry
	<ul style="list-style-type: none"> <li>- Recognized as a school-based PESO (Public Employment Service Office)</li> </ul>	Post “job announcement” of companies in the school. Refer the students to recruitment agency with the recommendation document from the school.
	<ul style="list-style-type: none"> <li>- Good orientation was made on how to use “Job support corner” in the lesson (E-technology: a subject of JHS)</li> </ul>	Provide advice on how to use free job search and career guidance tools
Subangdaku Technical	<ul style="list-style-type: none"> <li>- Utilized the graduation ceremony as career guidance opportunity for JHS students. Each student’s “Specialization” “National Certificate”, “Work Immersion”, records and “Employer” were announced as the diploma was presented.</li> </ul>	Establish good image of Tech-Voc Track for JHS students
	<ul style="list-style-type: none"> <li>- Made presentation at the Human Resource Managers’ meeting of the neighboring industrial park (Mactan</li> </ul>	Try to attend HR managers’ meeting to present SHS

Schools	Good Practice	Lessons Learned
Vocational School (STVS), Mandaue City, Cebu	Economic Zone) together with Mandaue City Division Office and the other public secondary school	students' skill and knowledge
	- Invited potential industrial partners to its "Trade Fair"	Provide frequent opportunities for companies to visit SHS
Bukig National Agricultural and Technical School (BNATS), Appari, Cagayan Province	- Maintained good relationship with companies/workplaces which BNATS graduates have a good reputation	Keep close contact with alumni for facilitating work immersion and employment opportunities for SHS students
	- Provided financial support with the students in going to work immersion and job interview from the income generation activity of the school	Provide the support with students going to work immersion and job interviews utilizing the income generated at the school
	- Established the farm to provide the students with more hands on activities	Attract more students in agriculture by providing hands-on learning experience
Bataan School of Fisheries (BSF), Orion, Bataan Province	- Established new specializations such as, food technology, Garment technology to meet the demands of local industry	Provide Tech-Voc education in response to local needs
Opol National Secondary Technical School, Opol (ONSTS), Misamis Oriental Province	- Became a member of local hotel and restaurant association (Cagayan de Oro Hotel and Restaurant) to facilitate the placement of SHS students for work immersion.	In view of the increased number of the students, it may be effective for schools to become a member of industry association
	- Frequently monitored the students' Work Immersion to ensure students are learning well.	Regularly monitor the students to ensure the work immersion is conducted effectively
	- Interviewed companies to identify personnel who they like to hire. - Based on the interviews, the school decided to offer Commercial Cooking NC III which may cater to the needs of the industry.	Try to provide TVL education by carefully listening to the needs of industry
Iligan City National School of Fisheries (ICNSF), Lanao del Norte Province	- Established new specializations such as Cookery and Bread and Pastry Production	Provide Tech-Voc education in response to local needs
Rogongon Agricultural High School (RAHS), Iligan City, Lanao del Norte Province	- Established 1 ha farm for each student as work immersion.	In view of the increased number of the students, provide work immersion in the school farm. Try to motivate students by providing autonomy.



Schools	Good Practice	Lessons Learned
	- Respected students' initiative in their farms. Teachers visited the farms to provide advice.	
Tagum National Trade School (TNTS), Tagum City, Davao del Norte Province	- Prepared to provide work immersion opportunities in the school - Prepared to offer, "wheel alignment", "wheel balance" service to local community by car lift	In view of the increased number of the students, provide work immersion in the school

## 5.2 Recommendations toward Achieving Overall Goal

In June 2016, the full realization of the K to 12 Reform got underway as planned and the basic education in the Philippines now has a span of 12 years which encompasses two newly added years of SHS program. The Project was implemented for the term of three years that included two years before and 1 year after the start of SHS full implementation.

Based on the insights gained during the three years of project implementation, the JPT have arrived at the following recommendations which are crucial in achieving the Overall Goal of the Project.

(1) Vigorous dissemination of existing DepEd orders, manuals, guides, good practices of early implementation schools, and other related laws

According to the DepEd official data<sup>15</sup>, as of April 6, 2017, the number of public schools offering SHS program reached 5,965 while the combined number of private schools, universities, technical vocational schools, and overseas schools hosting Grade 11 students turned out to be 4,729. Among all these schools, 4,264 public schools, 2,162 private schools and 112 universities offer TVL track, making a total of 6,548 schools with TVL courses. As for enrollment, a total of 603,413 students are enrolled (39.3% of all enrollees in SY2016/2017) at TVL tracks in these schools<sup>16</sup>.

The data above indicates that with an onset of K to 12 full implementation about 4,000 other-than-STVEP schools end up offering TVL track. While 280 has-been STVEP schools are endowed with faculty and facilities fit for specialized subjects, the other party of the above-mentioned 4,000 schools find themselves in a rather more challenging position to manage TVL courses. In terms of experiences, these 4,000 schools are less favored for finding partner industry for work immersion of their SHS students.

Prior to SY 2017/2018 when the first batch SHS students moved on to 12th grade, the Assistant Partnership Focal Persons (PFP) of each school were expected to comprehend the contents of the existing DepEd orders, guides, manuals, practices of early practice schools, and regulation related

<sup>15</sup> <http://www.deped.gov.ph/k-to-12/shs>

<sup>16</sup> Data obtained from Education Management Information System Division

to Adopt-A-School program. It is desirable that an Assistant PFP can explain to industry on his or her own, for instance, tax incentives provided in the Adopt-A-School Law.

On the part of DepEd Central Office, it is recommended that its circulars listed below pertaining to SHS program and good practices of SHS early implementer schools should be communicated to the said 4,000 schools without much delay. To this end, it is desirable to hold the Industry Summit in each region of Luzon, Visayas, and Mindanao as was done in November 2016.

- Adopt-A-School Act of 1998 (RA8525)
- DepEd Order No. 24 of 2016 “Guidelines on Accepting donations and on Processing Applications for the Availment of Tax of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program”: Guideline to utilize Adopt-A-School program to attract private sector as a school’s partner.
- DepEd Order No. 40 of 2015 “Guidelines for Building Partnerships for the K to 12 Basic Education Program”
- Senior High School Manual of Operations Volume 1: Preparing for the Opening of SHS Classes

(2) Increased support and coordination by Regional Offices and Division Offices

The DepEd is responsible for providing high quality education to all students. Regional and Division Offices are required to compile a complete list of SHS schools under their jurisdiction, containing all the information on the number of students by track and by strand as well as on the national certificates that may be acquired by students. It is advisable that Regional and Division Offices are prepared to make full information about SHSs and their students available anytime to industry.

Building partnership with industry comes down to the individual efforts of each school. However, the environment in which each school finds itself varies. Some schools have industries in their surrounding areas and other schools may have to get their students to find companies in a long distance for work immersion. For small-scale SHSs, it may be more difficult to promote cooperation with industry. In such cases, Regional and Division Offices are expected to extend hands and coordinate with large-scale SHSs in the vicinity to help out small-scale schools.

(3) Conduct of extensive survey for improvement of SHS program implementation

The DepEd completed, as scheduled, the K to 12 Reform by successfully implementing SHS program at full scale from June 2016. The JPT would like to salute to the DepEd for the energetic and systematic preparation of SHS Modeling Program as well as for tireless efforts in recruitment of teachers, training, construction of classrooms, curriculum development, introduction of voucher systems, etc. since 2012. Approximately 1.3 million young people go on to SHS.

SHS modeling and early implementer schools may have accumulated experiences and know-

hows of SHS implementation. But the other hand, it was relatively easy for those early implementer schools to secure work immersion opportunities during the early implementation period due to the limited number of SHS students they hosted. The situation is now a little different. In SY2017/2018, all the 12<sup>th</sup> graders are to undergo work immersion. Also, in March 2018, SHS 1st batch students will all graduate and need to find jobs unless they go on to higher education.

Despite some accumulated know-how of SHS implementation, we have yet to put together the whole picture of issues and challenges of SHS program. Therefore, we propose that detailed investigation on the current situation of the SHS program be conducted. The following are the suggested survey items to be covered. It is also advisable to utilize external investigators along with Regional and Division Offices to ensure fairness.

- 1) Location status of each SHS (location of industry, location of higher education institutions), validity/relevance of tracks/strands offered at each SHS
- 2) Reason for students' track choice
- 3) The number of dropout students, its reasons
- 4) Status of students who advanced to private schools using voucher program (number of students who transferred to public schools, number of students who dropped out)
- 5) Motivation of ALS completers to enroll in SHS (daytime, night time)
- 6) Motivation /possibility of students studying at SPED centers to enroll in SHS
- 7) Tracer study of SHS graduates in 2018

## Appendix 1

### Project Design Matrix

((1) Ver. 0 & Jul. 2014, (2) Dec. 2014, Mar. 2015, Oct. 2015, Mar. 2016 & Nov. 2016)



Attachement 3: Project Monitoring Sheet I (Revision of Project Design Matrix)

**Project Title:**

Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools in the Republic of the Philippines

Version 0

**Implementing Agency:**

Department of Education (Dep.ED)

Dated July 4, 2014

**Target Group:**

Overall goal: 280 TVHS, Project Purpose: 14 TVHS participating in SHS modeling, Output 1 & 2 : 4 Selected Technical Vocational Schools participating in the SHS modeling by Dep.ED, Output 3: 10 TVHS participating in SHS modeling other than 4 selected TVHSs.

**Period of Project:**

February 2014 to June 2017

**Project Site: Metro Manila, Laguna, Cebu**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Overall Goal					Suggested means of verification
Activities, strategies and promising practices implemented in the SHS modeling will be shared to other TVHSs including the K to 12 modeling TVHS nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP).	1. Numbers of TVHS that are informed of the outcomes of the SHS modeling program 2. Numbers of TVHS that are subsidized to replicate the practice piloted in the SHS modeling program	K to 12 monitoring record → SHS Program National Task Force SHS modeling record → SHS Program National Task Force			1. The number of schools attended the good practices sharing workshop (Workshop attendance record) 2. The number of school which experienced benchmarking.
Project Purpose					Suggested Indicators
A mechanism is developed for TVHS activities to ensure its effective implementation through collaboration with industries/firms (including those from Japan).	Number of activities conducted involving (Japanese) industries/firms by TVHS participating SHS modeling	SHS modeling record  → Document from Tech-Voc Unit	K to 12 SHS is fully implemented in 2016 as scheduled.	Academic year 2014/2015 just started.  No mechanism to mention is developed at this moment.	At least 1 document (Guideline, Manual, MoA) related to Tech-Voc Education (eg. Agreement with DOLE on OJT age, Coordination mechanism with TESDA, CHED request letters to industry associations, OJT guideline, and Career education guide for Elementary school)
Outputs					
1. Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs.	SIP improved/modified	School visit log  SIP document  → Tech-Voc Unit/Project Team records  → Industry Interview Sheet to be kept in school	No policy change to proactively utilize industry-school collaboration.  (Japanese) industries/firms maintain the momentum to collaborate with TVHS.	Industrial Linkage Coordinators are designated in SPRCNHS.  In 3 pilot schools, there are teachers working on industrial linkage development. *Communication skill and attitude towards work are pointed as important. * Consciousnes on safety including proper attire and hygiene are pointed as important. →More appropriate or comprehensive orientation before sending studnets to OJT is required.	Improvement in SIP can be evaluated using the following criteria. 1) Mismatches/gaps are described properly, 2) Industry needs are described properly, 3) Partner development strategy is described, and 4) Education improvement plan is described.

				<p>* More practical lesson delivery is requested by welding company.</p> <p>→ Teachers' visit to industry may be useful in improving their knowledge and skill.</p> <p>No significant improvement observed in the SIPs.</p>	<p><b>Additional indicator suggested</b></p> <p><i>The number of employment support activity conducted in the schools. (graduates tracer study)</i></p>
2. Pilot Schools become able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps.	Minimum of one activity per school	SHS modeling record		<p>Visits were made to the 15 firms (including 4 Japanese firms) and 2 Chamber of Commerce and Industry, and AAHHRMRI (Industry association).</p> <p>Received a list of metal works and garments firms in Cebu.</p>	<p><b>Suggested modification in indicator</b></p> <p>→ <i>Number of activities to improve school activities. Activities include, OJT, Industrial immersion, factory visit, and lecture.</i></p>
3. SHS modeling TVHSs, other than the four (4) Pilot Schools, are informed of piloted activities/best practices for possible replication/adaptation/adoption.	Number of TVHS that are informed of the activities piloted by the modeling schools	SHS modeling record		<p>Out of 10 model schools, 5 accepted G11 students in 2014.</p> <p>Visited 4 model schools in Luzon. All of them are ready to offer SHS because there are teachers with NCs, equipment/workshops, and demand for SHS.</p>	<p><b>Suggested modification in indicator</b></p> <p><i>1. The number of schools attended the good practices sharing workshop</i>  <i>2. The number of school which experienced benchmarking.</i>  <i>3. Number of activities conducted in pilot schools and model schools.</i></p>



Activities	Inputs		Pre-Conditions
	The Japanese Side	The Philippine Side	
<p>[1-1] Designate a person(s) in charge for identifying gaps between school activities/curriculum and industry needs.</p> <p>[1-2] Interview industry with regard to job/skills requirements.</p> <p>[1-3] Address the identified gaps by incorporating adjusted strategies/activities in SIPs.</p> <p>[1-4] Promote recruitment of graduates to potential employers.</p> <p>[2-1] Designate an Industry Linkage Coordinator (ILC) to work out collaboration arrangements with industry (including Japanese firms).</p> <p>[2-2] Develop an effective school-industry collaboration mechanism through facilitating the Memorandum of Agreement (MOA) between the schools and industry (including Japanese firms).</p> <p>[2-3] Conduct capacity building activities for school heads, teachers, ILCs and career guidance counsellors, etc.</p> <p>[2-4] Examine the adequacy of the existing equipment at the Pilot Schools.</p> <p>[2-5] Implement the activities agreed upon in MOAs.</p> <p>[2-6] Monitor and evaluate the implementation of MOAs.</p> <p>[3-1] Develop a strategic plan for adoption/implementation of the learning experiences and best practices of the Pilot Schools by other TVHSs.</p> <p>[3-2] Hold a workshop to disseminate learning experiences/best practices of the Pilot Schools.</p> <p>[3-3] Provide competitive grants to the selected TVHSs.</p> <p>[3-4] Monitor the execution of competitive grants.</p>	<p>1. Experts Chief Advisor, Industrial Linkage Experts</p> <p>2. Competitive Grants The grants are for the TVHS participating in SHS</p> <p>3. Necessary expenses</p>	<p>1. Counterpart Personnel</p> <p>2. Office space and necessary office facilities for the experts</p> <p>3. Information and/or data necessary for the implementation of the Project</p> <p>4. Operating and accommodation expenses necessary for the implementation and monitoring of the Project</p>	<p>The Yen-Loan Project is implemented as planned.</p> <p style="text-align: center;">↓</p> <p style="background-color: yellow; text-align: center;">&lt;Issues and countermeasures&gt;</p>

Project Monitoring Sheet I (Revision of Project Design Matrix)Version 5

**Project Title:** Project for Supporting Senior High School Program in Technical Vocational High Schools

**Implementing Agency:** Department of Education (DepEd) Dated November 25, 2016

**Target Group:** Overall goal: 280 TVHS, Project Purpose: 14 TVHS participating in SHS modeling, Output 1 & 2 : 4 Selected Technical Vocational Schools participating in the SHS modeling by DepEd, Output 3: 10 TVHS participating in SHS modeling other than 4 selected TVHSs.

**Period of Project:** February 2014 to June 2017

**Project Site:** Metro Manila, Laguna, Cebu

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumpti	Achievement (Dec.2014)	Achievement (Mar. 2015)	Achievement (Oct. 2015)	Achievement (Mar. 2016)	Achievement (Nov. 2016)
Overall Goal								
Activities, strategies and promising practices implemented in the SHS modeling will be shared to other TVHSs including the K to 12 modeling TVHS nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP).	1. The number of TVHSs that are informed of the outcome of the SHS modeling program.				DARSSTHS, RESPSCI, SPRCNHS, and STVS presented their modeling experience in Annual Workshop Conference attended by 280 STVEP schools' principals in Feb. 13.			DepEd and the JICA Project Team organized "Industry Summit" on Nov. 7-9, 2016. Representatives of <b>255 STVEP schools and 11 DepEd Regional Offices</b> attended and were informed of the experience and lesson learnt of the 4 Pilot and 6 Model Schools.
	2. The number of school which benchmarked the pilot schools				<p>Many schools and DepEd Regional and Division Offices visited the pilot schools:</p> <p><b>DARSSTHS:</b> Visited by Malabon National High Schools, NCR, Divisions of Sorsogon, Science City of Nuno, Nueva Ecija, Region III, Superintendent Conference was held twice (Oct. 2014 and March 2015) attended by 84 SDS, ASDS, OIC SDS and DLSU.</p> <p><b>SPRCNHS:</b>Visited by Tayabas School, Quezon Province, Isabela Province (Superintendent/ Supervisors/ Principals/ School Administrators), St. Maichael's College of Laguna (Principal and Dep. Head), Labrador Pangasinan (Superintendent/ Supervisors/ Principals/ School Administrators), Batac Ilocos Norte (Superintendent/ Supervisors/ Principals/ School Administrators), North Cotabato( Superintendent/ Supervisors/ Principals/ School Administrators), San Lorenzo School and Casa ddel Nino (Private schools in San Pedro, Laguna), DepEd Region 7 (Superintendent/ Supervisors/ Principals/ School Administrators), Cabadbaran City Division Officials Region XIII, Private Schools of San Pedro, Laguna, Bislig (region XIII), DepEd officials (Superintendent/ Supervisors/ Principals/ School Administrators), Quirino Provincial DepEd Officials (Superintendent/ Supervisors/ Principals/ School Administrators), Tanza Trade School, Cavite, SHS Coordinators and Principals from San Pedro Laguna (Cluster 10), Amazing Grace School (Private school in San Pedro, Laguna), Augustine School of Cabuyao (Private School in Laguna), Pangasinan Division (Superintendent/ Supervisors/ Principals/ School Administrators), Grace Christian Community School Calauan Inc. Division of Pangasinan II (Principals/ Head Teachers/ TLE teachers), Central Luzon State University (Professors and Staff), Canossa School of Sta. Rosa.</p> <p><b>STVS:</b> Visited by Lazi NHS, Siquijor, ASDS &amp; EPS of Sibugay Division, Tabogon, NHS, Cebu, Deans, Principal, Marketing Officer of UC Cebu.</p>		<p><b>42 benchmarking activities</b> were conducted by the pilot schools, with <b>1726 participants</b> from DepEd regional offices, division offices, and secondary schools; private schools; and other institutions.</p> <p><b>DARSSTHS:</b> Had <b>12 benchmarking activities</b>, attended by <b>344 participants</b> from Regional Office of Cordillera Administrative Region, Division Offices of Marikina City, Marinduque Province, Zamboanga del Sur Province, Davao del Sur Province, Tacurong City, Davao del Norte Province, Sorsogon Province, Legaspi City, Navotas City, Tagum National Trade School, and Fiore Del Carmelo School of Quezon City.</p> <p><b>RESPSCI:</b> Conducted <b>6 benchmarking activities</b>, attended by <b>303 participants</b> from DepEd Division of Albay and Legaspi City, and Opol National Secondary Technical School.</p> <p><b>SPRCNHS:</b> Conducted <b>18 benchmarking activities</b>, attended by <b>477 participants</b> from DepEd Region IVB MIMAROPA; DepEd Divisions of Pangasinan, Nueva Ecija, Albay, Legaspi City, and Marinduque; 8 DepEd secondary schools: ERDA Technical and Vocational Secondary School, Sampaguita National High School (NHS), Cabuyao NHS, Famy NHS, Siniloan NHS, Tanauan School of Fisheries, Tagum National Trade School and Iligan City National School of Fisheries; and private schools like Sta. Catalina College. The Sri Lanka Ministry of Education also benchmarked SPRCNHS.</p> <p><b>STVS:</b> Conducted <b>6 benchmarking activities</b>, attended by <b>602 participants</b> from DepEd Region VII schools and Panabo City Division from Davao region.</p>	

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumpti	Achievement (Dec.2014)	Achievement (Mar. 2015)	Achievement (Oct. 2015)	Achievement (Mar. 2016)	Achievement (Nov. 2016)
<b>Project Purpose</b> A mechanism is developed for TVHS activities to ensure its effective implementation through collaboration with industries/firms (including those from Japan).	Number of activities conducted involving (Japanese) industries/firms by TVHS participating SHS modeling	At least 1 document (Guideline, Manual, MoA) related to Tech-Voc Education (e.g.. Agreement with DOLE on OJT age, Coordination mechanism with TESDA, CHED request letters to industry associations, OJT guideline, and Career education guide for Elementary school) is developed.	K to 12 SHS is fully implemented in 2016 as scheduled.	The first draft of " <b>School Industry Linkage Program Handbook</b> " was prepared in "Training Cum Workshop for School Industry Linkage Coordinators" in November, 2014. 20 schools including 4 pilot schools and 9 model schools participated. <b>Practices of DARSSTHS, RESPSCI and SPRCNHS</b> were included in the draft handbook: weekly attendance and progress report (during internship), endorsement letter, memorandum of agreement, and graduates tracking forms.	The draft handbook is now called " <b>School Industry Linkage Officer's Handbook on Industry Immersion and Partnership</b> ". In March 4-6, the <b>Mini Workshop was once again conducted</b> . The handbook was improved in the Mini Workshop organized by Tech-Voc Unit and attended by 3 ILCs of DARSSTHS, RESPSCI and SPRCNHS in Jan. 2015. Then it was shared with the participants of Annual Workshop Conference attended by 80 Educational Program Supervisors and 280 STVEP schools principals in Jan. and in Feb. The handbook will be incorporated in "Guideline for DepEd - Industry Immersion Partnership for SHS".	" <b>Guidelines for Building Partnerships for the K to 12 Basic Education Program</b> ". It was issued as DepEd Order No. 40, 2015 on August 28.		4 Pilot Schools stated that it became easier to develop partnership with industry, compared to 2014. It is because (1) " <b>Guidelines for Building Partnerships for the K to 12 Basic education Program</b> " was issued by DepEd Central Office. (2) SHS program is now well known to industries, and (3) skills of PFP were enhanced.
<b>Outputs</b>								
1. Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs.	1-1. SIP addressing mismatches/gaps (Improvement in SIP is evaluated using the following criteria. 1) Mismatches/gaps are described properly, 2) Industry needs are described properly, 3) Partner development strategy is described, and 4) Education improvement plan is described.	School visit log  SIP document	No policy change to proactively utilize industry-school collaboration. (Japanese) industries/firms maintain the momentum to collaborate with TVHS.	1-0. <b>Current situations of the pilot schools:</b> DARSSTHS (commercial area of Quezon City): Many JHS students opt for higher education. DARSSTHS' SHS program offers Automotive Servicing and Hospitality and Tourism. They do not have G12 students this year.  RESPSCI (Pasig City): SHS program offers Housekeeping, Bartending, and Food & Beverage Services. Teacher training and expansion of SHS programs are considered necessary by the school.  SPRCNHS (San Pedro City, Laguna): SHS program offers 7 specializations. The specializations they offer are based on the school's analysis.  STVS (Mandue City, Cebu): SHS program offers Metal Works, Garment and Cookery.	1-1. (1) 6 companies commented that the following skills and knowledge are effective for manufacturing sectors: 1) how to read drawings/sketches, 2) how to use instruments and knowledge on materials. → Procured computers for CAD (SPRCNHS)  (2) Most companies emphasized that importance of communication skill and attitude. → Suggested that the skill would be improved when the interest and confidence of students towards the specialized subjects is improved. A HR Agency mentioned that communication skill in English is important for entry level workers.  (3) Encouraged the teachers of the 4 pilot schools to visit companies to learn their various needs/ expectations.	1) All four schools fail to provide detailed analysis in relation to the mismatches/gaps with industry needs in their SIPs. All four schools listed up challenges they need to tackle with in general terms.  (2) One school identifies the specializations which are in high demand in the surrounding communities and another school presents in its SIP the importance of computer skills based on the analysis of industry needs and its intention to strengthen the ICT training. The remaining two schools did not present their analysis of industry needs.  (3) As for the partnership development strategies, one school presents that it will strengthen monitoring activities for students under work immersion for stronger trust relationship with industry. Another school describes as its priority strategy inviting prospective partners to the open-school event. The remaining two schools do not provide any detailed strategy in their SIPs.  (4) Three schools manage to describe the challenges and targets, but they fail to provide details as to how they deal with them.		SIP 2016/2017-2018/2019: 1) DARSSTHS, SPRCNHS and STVS didn't describe the root causes and analysis based on mismatches / gaps between students' ability and industry needs. From SIP of RESPSCI, we can assure that this school identifies the mismatches / gaps as lack of student's interest and practical experiences.  SIP 2016/2017-2018/2019: 2) STVS described the priority areas such as cookery / food & pastry production, garments and metal works in accordance with the feature of community and DARSSTH also described the social economic condition of the vicinity. There is no description on surrounding industries in the SIPs of RESPSCI and SPRCNHS.  SIP 2016/2017-2018/2019: 3) All schools paid attention to partnership development with industries, when they developed SIP.  SIP 2016/2017-2018/2019: 4) All schools planned concrete activities to improve tech-voc education in SHS.
	1-2. The number of employment support activity conducted.			1-2. <b>Tracer study</b> of the SHS program graduates was made following the format the Project Team provided.	1-2. (1) Pilot schools referred the students to <b>PESO, Job Fairs</b> , provided the students with <b>referrals</b> and <b>letter</b> of recommendations.  (2) The Tracer study was conducted. As of June 2014, the average rate of employed and self-employed of the <b>1st. Batch of SHS program (4 pilot schools) was 66.3%</b> .	No support activity observed during this period.  (2) Tracer studies were conducted for 2nd. Batch of SHS graduates in SPRCNHS, RESPSCI and STVS. The average rate of employed and self-employed was <b>44.8%</b> .	<b>DARSSTHS:</b> Set-up <i>Career Advocacy Unit</i> to help students secure jobs after graduation; Orientation on use of Job Support Corner; Conduct of students' training to improve skills for job interviews and resume preparation; Integrated WorkReadyNow modules on work ethics, customer service, and employers rights and responsibilities in English and Trades subjects; referred students to Job Fairs. <b>RESPSCI:</b> Implementation of TESDA's Special Training for Employment Program, and Job Support Corner orientation. <b>SPRCNHS:</b> Integrated proper use of Job Support Corner in Empowerment Technologies (E-tech) subject together with Job Support Corner orientation, and annual Job Fair. Also continued referring students to companies. <b>STVS:</b> Job Support Corner orientation for students.	<b>Employment support activity:</b> Four schools consider that school is also responsible for students' employment. They provided (1) advice on potential employers utilizing "Job support corner", (2) advice based on their work immersion experience, (3) referral to potential employer upon request, (4) Organizing meeting with guardian and students, and so on.  <b>Tracer studies:</b> Persons working as PFP, career guidance counselors and teachers are in charge of tracer studies.



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumpti	Achievement (Dec.2014)	Achievement (Mar. 2015)	Achievement (Oct. 2015)	Achievement (Mar. 2016)	Achievement (Nov. 2016)
<p>2. Pilot Schools become able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps.</p>	<p>Number of activities to improve school activities. Activities include, new partnership development, teachers' training in industry and other initiatives.</p>	<p>SHS modeling record (Report from schools)</p>		<p><b>DARSSTHS:</b> (1) Teachers' immersion for UNIQUESE restaurant was conducted in July, 2014. (2) Coffee brewing seminar by UCC was conducted for SHS students in August, 2014. (3) Equipment for providing lessons enabling students to obtain NCII in Automotive Servicing worth 1,317,440PHP was procured.</p>	<p><b>DARSSTHS:</b></p>	<p><b>DARSSTHS:</b> The principal and teachers in charge of industry partnership development of the school, along with the JPT, visited the office of Councilor Medalla of Quezon City to discuss the draft ordinance for establishing the public SHS internship policy in Quezon City. Based on the experiences of SHS early implementation during the last 3 school years, the school provided suggestions and insights as to how the partner companies should be reciprocated for their cooperation with work immersion.</p>	<p><b>DARSSTHS:</b> (1)Implementing Rules and Regulations for Quezon City Public Senior High School Internship Policy issued, providing tax benefits to companies supporting SHS. (2)English Proficiency Training for SHS Students sponsored by LGU. (3)Signed MOAs with 10 companies including Toyota Cubao and Mesa Filipino Moderne for industry immersion. (4)Enrichment training for students on FBS and Housekeeping. (5)Implemented Office Work Immersion program to improve students' IT skills needed in the workplace. (6)Partnered with TESDA for establishing training center for community at DARSSTHS. (7)Joined SHS promotion activities of the Quezon City Division Office. (8)Principal shared best practices through NEAP training and paper presentation at 5th South East Asia Principal Forum (SEASPF) International Conference on Best Practices.</p>	<p>Four schools feel that it becomes easier for them to establish partnership with industries. Teachers started to <b>visit companies to find new partners</b>. Schools also utilized occasions such as Brigada Eskwela, graduation ceremony, and Job Fair, and conduct promotion activities for SHS through media and industry parks.</p>
				<p><b>RESPSCI:</b> (1) Teachers' immersion for UNIQUESE restaurant was conducted in July, 2014. (2) Coffee brewing seminar by UCC was conducted for SHS students in August, 2014. (3) Equipment for Food and Beverage Services, Bartending and Housekeeping lessons worth 806,780 PHP were procured.</p>	<p><b>RESPSCI:</b></p>	<p><b>RESPSCI:</b> Plans to set up Café RESPSCI. Encouraged the students to identify their preferred OJT opportunities so that they will be more motivated and be more responsible for the opportunity given. Signed the MOA with BOSO-BOSO Highland Resort, and Femar Hotel and Convention Center Convention Center.</p>	<p><b>RESPSCI:</b> (1)Teachers visited Magsaysay Center for Hospitality and Culinary Arts (MIHCA), and MFI Institute. (2)Provision of additional training and equipment to some graduates through TESDA's Special Training for Employment Program. (3)Opening of Café RESPSCI. (4)8th Go Negosyo Filipina Entrepreneurship Summit (5) SHS Focal Person assisted in Pasig City DO SHS Planning.</p>	
				<p><b>SPRCNHS:</b> (1) Memorandum of Agreement of students' OJT placement with Toyota Motors Philippines Corp. was signed in April, 2014. (2) Principals and Industrial Linkage Coordinator made the presentation in the HR managers' meeting in People's Technology Complex in Cavite which led to employment of the graduates. (3) Teachers' industrial immersion ( Babcock-Hitachi Philippines, Bauan, Batangas) for welding teachers was organized in July, 2014. (4) Monitoring of 8 OJT students in Proboard Tech was conducted in Sep. 2014.</p>	<p><b>SPRCNHS:</b> (1) Meetings conducted for partnership development with *Phil Metal, *MM Steel, *Career Power, *Metal Industries Association of the Philippines, *Delos Santos Foundation, * Phil-German Chamber of Commerce.(2) Attended Job Fair in Binan City (3) Monitoring of OJT students was done in TMPC in Dec. 2014. (4) SPRCNHS arranged the company visits for the participants of "Training Cum Workshop for School industry Linkage Coordinators" in Nov. 2014. The visits were made to the following 8 companies: VJF Precision Toolings Corp., El Cielito Hotel Sta Rosa, Toyota Motor Philippines Corporation, CLP Metal Industries &amp; Precision Tooling's Company, NST Global Corp., Covenant Community Service Cooperative, Rollmaster Machinery &amp; Industrial Services Corp., and Designs Ligna.</p>	<p><b>SPRCNHS:</b> Collaborated with "K to 12 Plus" of PCCI and GPCCI. Together with Laguna Provincial Division Office, trying to organize e an Awareness Raising Campaign for the SHS Program targeting the locators of Laguna Techno Park. Organized logo design contest showing appreciation for industry support (Drafting specialization students).</p>	<p><b>SPRCNHS:</b> (1)Signed MOA with Philippine Die and Mold Association, Inc. (PDMA); and Metalworking Industries Association of the Philippines (MIAP), for students' industry immersion, teachers training, and equipment donation. (2)Exhibited a booth at the PDMEX 2015, showcasing work of Technical Drafting students to entice more industry partners in SHS Program. Also conducted immersion of Metalworking students at PDMEX. (3)Inauguration of School Building, Food Laboratory and Stage donated by Delos Santos Foundation (4)Official launch of SHS Supporter Logo through memorandum from DepEd Laguna SDS. (5)Conduct of Immersion Fair under K to 12 Plus. (6)Conduct of English Skills Training for Food Trades students (7)Senior High School Monitoring for Division of Laguna (8) Coordination with San Pedro City LGU for SHS Implementation</p>	
				<p><b>STVS:</b> Principal and teachers visited Japan Chamber of Commerce and Industry in Cebu, met with the Zone Administrator of Mactan Economic Zone, gained support from Izakaya Goku, a Japanese Restaurant who offered training for students specializing in Food. Visited Tsuneishi Heavy Industries in March 2014. Trade fair was organized in August 2014 which was attended by school's industry partners and invited guests from Japanese firms in Cebu such as Muramoto, Tamiya and NEC.</p>	<p><b>STVS:</b> (1) Teachers' industry immersion was made to Saver's Home Depot and Jan-Ar Construction. (2) Bosch Company conducted seminar on Safety and proper use of power tools. (3) Belmont Hardware (JICA Project's one of the supplier) donated air duct. (4) Conducted teleconferencing with Ichikawa Technical High School NEC Telecom Software Philippines Inc. provided technical advice on communication between the two parties.</p>	<p><b>STVS:</b> (1) Organized the Awareness Raising Campaign for the locators of MEZ in June 26. (2) Conducted the teleconferences with Ichikawa Technical High School twice (June 25 and October 7) with technical support from NEC Telecom Software Philippines. Inc. (3) Ichikawa Technical High School students visited STVS during their study tour to Cebu (4) Metaphil conducted a 15-day training for the teachers so that they could obtain FCAW qualification, they could understand the needs of Metaphil. The training was conducted at the local TESDA Training Center.</p>	<p><b>STVS:</b> (1) Inauguration of Aboitiz-funded 3-story building. (2) Shared SHS best practices at Region VII SHS Workshops.</p>	

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumpti	Achievement (Dec.2014)	Achievement (Mar. 2015)	Achievement (Oct. 2015)	Achievement (Mar. 2016)	Achievement (Nov. 2016)
3. SHS modeling TVHSS, other than the four (4) Pilot Schools, are informed of piloted activities/best practices for possible replication/adaptation/adoption.	3-1.The number of schools attended the good practices sharing workshop			3-1. Tech-Voc Unit presented the findings from "Training in Japan in "Training Cum Workshop for School industry Linkage Coordinators" in Nov. 2014 attended by representatives of 20 schools including 9 model schools.	3-1. <b>DARSSTHS, RESPSCI, SPRCNHS, and STVS</b> presented their modeling experience in Annual Workshop Conference attended by 280 STVEP schools' principals in Feb. 13. 10 SHS model schools are included in 280 STVEP schools.	3-1. The Pilot Schools have not obtained the opportunity to share their learning and experiences to the Model Schools.	3-1. Benchmarking by Model Schools at Pilot Schools allowed for sharing of SHS best practices.	DepEd and the JICA Project Team organized " <b>Industry Summit</b> " on Nov. 7-9, 2016. All Model Schools attended and recipients of Competitive Grants shared their experience with representatives of 255 STVEP schools and 11 DepEd Regional Offices together with Pilot Schools.
	3-2. The number of model school which benchmarked the pilot schools			3-2. DARSSTHS and SPRCNHS had <b>visitors for benchmarking.</b>	Though many schools and DepEd Regional and Division Offices visited the pilot schools as described in "Overall Goal", benchmarking by the model schools is not recorded.	3-2 The Model Schools have not visited any Pilot School so far to see and learn the piloting endeavors in regard with SHS program.	3-2 Model Schools (3) benchmarked best practices of Pilot Schools in Luzon, while 2 agriculture and 2 fisheries Model Schools benchmarked each other's SHS Program.	
	3-3. Number of activities conducted in pilot schools and model schools.						3-3 The Project awarded competitive grants to 6 Model Schools. A total sum of about 6 million pesos was awarded on projects proposed by the said 6 schools	3-3 The facilities and equipment procured under the Project are all installed as planned. Since the CGP activities of 6 Model Schools are still at their inception phase, the Project needs to continue with monitoring of their development.



## Appendix 2

### Flow Chart of Project Activities





Year	2014												2015			
Project year	1st Project Year															
Semester	2nd Semester				1st Semester						2nd Semester					
Month	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	
Work flow	Assignment in Japan	0-1 Work Plan (Jpn)	0-2 Draft Work Plan													
	General Activities	0-3 Discuss and finalize				0-4 Finalize baseline	0-4 Conduct monitoring the project activities		0-8 Counterpart training program in Japan	0-4 Conduct monitoring the project activities			0-4 Conduct monitoring the project activities			
		0-5 Public relation activities														
						0-6 JCC	0-7 Progress Report (Interim)		0-9 JICA Consultative						0-7 Progress Report	
	Output 1	1-1 Designate a person to identify gaps	1-2 Interview industry with regarding to skills requirements / employment													
	1-3 Reflect the identified gaps in SIP	1-4 Provide support for the employment of graduates														
Output 2	2-1 Designate an ILC	2-2 Construct a school-industry collaboration mechanism 2-3 Conduct capacity building for school heads, teachers, ILCs, etc. 2-4 Help implement the activities agreed upon in MOAs 2-5 Monitor the activities agreed upon in MOAs														
										2-6 Examine the adequacy of the existing equipment at						
Output 3				3-1 Develop a strategic plan for spreading best practices among										3-1 Develop a strategic plan for spreading best practices among TVHS		
JCC/JICA Survey, etc.						JCC			JICA Consultative Mission							

Year	2015						2016						
Project year	2nd Project Year												
Semester	1st Semester						2nd Semester						
Month	5	6	7	8	9	10	11	12	1	2	3	4	
Work flow	Assignment in Japan	0-1 Work Plan (Jpn) 0-2 Draft Work Plan											
	General Activities	0-3 Discuss and finalize Work				0-8 Counterpart training program in							
			0-5 Public relation activities										
			0-6 JCC			0-4 Conduct monitoring the project activities	0-7 Progress Report (Interim)				0-4 Conduct monitoring the project activities	0-7 Progress Report	
	Output 1	1-1 Designate a person to identify gaps	1-2 Interview industry with regarding to skills requirements / employment										
		1-3 Reflect the identified gaps in SIP			1-4 Provide support for the employment of graduates								
Output 2		2-1 Designate an ILC	2-2 Construct a school-industry collaboration mechanism 2-3 Conduct capacity building for school heads, teachers, ILCs, etc. 2-4 Help implement the activities agreed upon in MOAs 2-5 Monitor the activities agreed upon in MOAs										
Output 3		3-3 Provide competitive grants								3-2 Hold a workshop to diffuse best practices of Pilot and			
			3-4 Monitor the execution of competitive grants										
JCC/JICA Survey, etc.		JCC											

Year	2016							2017						
Project year	3rd Project Year													
Semester	1st Semester						2nd Semester							
Month	5	6	7	8	9	10	11	12	1	2	3	4	5	6
Work Flow	Assignment in Japan	0-1 Work Plan (Jpn)	0-2 Draft Work Plan (Eng)											
	General Activities		0-3 Discuss and finalize Work Plan			0-10 Endline survey						0-11 JICA Terminal Evaluation		
			0-5 Public relation activities											
			0-6 JCC			0-8 Counterpart training program in		0-7 Progress Report (Interim)						0-13 Completion Report
						0-12 Policy recommendation								
Output 1	1-1 Designate a person to identify gaps	1-2 Interview industry with regarding to skills requirements / employment												
	1-3 Reflect the identified gaps in SIP	1-4 Provide support for the employment of graduates												
Out put 2	1-5 Designate an ILC	2-2 Construct a school-industry collaboration mechanism 2-3 Conduct capacity building for school heads, teachers, ILCs, etc. 2-4 Help implement the activities agreed upon in MOAs 2-5 Monitor the activities agreed upon in MOAs												
Output 3		3-1 Develop a strategic plan for spreading best practices among TVHS				3-2 Hold a workshop to diffuse best practices of Pilot				3-4 Monitor the execution of competitive grants				
JCC/JICA Survey, etc.		JCC										JICA Terminal Evaluation		



## Appendix 3

### Plan of Operation





		Project Year Calendar Year Month		1st. Project Year															
				2014												2015			
				2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	
				Philippine School Year				2014/15 1st. Semester								2014/15 2nd. Semester			
Work in Japan		[0-1]	Plan	Draft Work Plan (Japanese)															
			Actual	Draft Work Plan															
		[0-2]	Plan	Draft Work Plan (English)															
			Actual	Draft Work Plan															
Activities free from the bounds of any specific Output		[0-3]	Plan	Discuss and finalize Work Plan															
			Actual	Discuss and finalize Work Plan															
		[0-4]	Plan	Setting baseline indicators and conduct monitoring															
			Actual	Setting baseline indicators and conduct monitoring															
		[0-5]	Plan	Public Relations Activities															
			Actual	Public Relations Activities															
		[0-6]	Plan	Hold Joint Coordination Committee (JCC) Meeting															
			Actual	Hold Joint Coordination Committee (JCC) Meeting															
		[0-7]	Plan	Prepare Progress Reports															
			Actual	Prepare Progress Reports															
		[0-8]	Plan	Administer Training in Japan															
			Actual	Administer Training in Japan															
		[0-9]	Plan	Cooperate with JICA Consultative Mission															
			Actual	Cooperate with JICA Consultative Mission															
		[0-10]	Plan	Conduct an endline survey															
			Actual	Conduct an endline survey															
		[0-11]	Plan	Collaborate with JICA Final Evaluation															
			Actual	Collaborate with JICA Final Evaluation															
		[0-12]	Plan	Provide DepEd with recommendations for SHS Program															
			Actual	Provide DepEd with recommendations for SHS Program															
[0-13]	Plan	Prepare Project Completion Report																	
	Actual	Prepare Project Completion Report																	
1st. Year	Output 1	[1-1]	Plan	Designate a person(s) to identify gaps between schooling and industry needs															
			Actual	Designate a person(s) to identify gaps between schooling and industry needs															
		[1-2]	Plan	Interview industry with regard to skills requirements / employment															
			Actual	Interview industry with regard to skills requirements / employment															
		[1-3]	Plan	Reflect the identified gaps in SIPs															
			Actual	Reflect the identified gaps in SIPs															
		[1-4]	Plan	Provide support for the employment of graduates															
			Actual	Provide support for the employment of graduates															
	Output 2	[1-5]	Plan	Designate an ILC to work out collaboration arrangements with industry															
			Actual	Designate an ILC to work out collaboration arrangements with industry															
		[1-6]	Plan	Construct a school-industry collaboration mechanism															
			Actual	Construct a school-industry collaboration mechanism															
		[1-7]	Plan	Conduct capacity building for school heads, teachers, ILCs, etc.															
			Actual	Conduct capacity building for school heads, teachers, ILCs, etc.															
		[1-8]	Plan	Examine the adequacy of the existing equipment at the Pilot Schools															
			Actual	Examine the adequacy of the existing equipment at the Pilot Schools															
		[1-9]	Plan	Help implement the activities agreed upon in MOAs															
			Actual	Help implement the activities agreed upon in MOAs															
	[1-10]	Plan	Monitor the activities agreed upon in MOAs																
		Actual	Monitor the activities agreed upon in MOAs																
Output 3	[1-11]	Plan	Develop a strategic plan for spreading best practices among TVHSs																
		Actual	Develop a strategic plan for spreading best practices among TVHSs																
	[1-12]	Plan	Hold a workshop to diffuse best practices of Pilot Schools																
		Actual	Supported the Pilot Schools' presentation in Dep.Ed Annual Workshop																
	[1-13]	Plan	Initiate the preparation for competitive grants																
Actual		Initiate the preparation for competitive grants																	

				Project Year Calendar Year		2nd Project Year													
						2015				2016									
				Month		Philippine School Calendar		5	6	7	8	9	10	11	12	1	2	3	4
										1st Sem. 2015/16				2nd Sem. 2015/16					
in Japan	[0-1]	Plan	Draft Work Plan (J)	=															
		Actual	Draft Work Plan (J)	=															
	[0-2]	Plan	Draft Work Plan (E)	=															
		Actual	Draft Work Plan (E)	=															
Activities free from the bounds of any specific Output	[0-3]	Plan	Discuss and finalize Work Plan	=															
		Actual	Discuss and finalize Work Plan	=															
	[0-4]	Plan	Finalize baseline indicators and conduct monitoring								=				=				
		Actual	Finalize baseline indicators and conduct monitoring								=				=				
	[0-5]	Plan	Implement public relations activities																
		Actual	Implement public relations activities																
	[0-6]	Plan	Hold Joint Coordination Committee (JCC) meetings																
		Actual	Hold Joint Coordination Committee (JCC) meetings																
	[0-7]	Plan	Prepare Progress Reports																
		Actual	Prepare Progress Reports																
	[0-8]	Plan	Administer training programs in Japan																
		Actual	Administer training programs in Japan																
	[0-9]	Plan	Cooperate with JICA Review Mission																
	Actual	Cooperate with JICA Review Mission																	
[0-10]	Plan	Conduct an endline survey																	
	Actual	Conduct an endline survey																	
[0-11]	Plan	Cooperate with JICA Final Evaluation																	
	Actual	Cooperate with JICA Final Evaluation																	
[0-12]	Plan	Provide DepED with recommendations for SHS Program																	
	Actual	Provide DepED with recommendations for SHS Program																	
[0-13]	Plan	Prepare Completion Report																	
	Actual	Prepare Completion Report																	
2nd Project Year	Output 1	[2-1]	Plan	Designate a person(s) to identify gaps between schooling and industry needs	=														
			Actual	Designate a person(s) to identify gaps between schooling and industry needs	=														
		[2-2]	Plan	Interview industry with regard to skills requirements/employment															
			Actual	Interview industry with regard to skills requirements/employment															
		[2-3]	Plan	Reflect the identified gaps in SIPs															
			Actual	Reflect the identified gaps in SIPs															
		[2-4]	Plan	Provide support for the employment of graduates															
			Actual	Provide support for the employment of graduates															
		[2-5]	Plan	Designate an ILC to work out collaboration arrangements with industry	=														
			Actual	Designate an ILC to work out collaboration arrangements with industry	=														
		[2-6]	Plan	Construct a school-industry collaboration mechanism															
			Actual	Construct a school-industry collaboration mechanism															
		[2-7]	Plan	Conduct capacity building for school heads, teachers, ILCs, etc.															
		Actual	Conduct capacity building for school heads, teachers, ILCs, etc.																
	[2-8]	Plan	Help implement the activities agreed upon in MOAs																
		Actual	Help implement the activities agreed upon in MOAs																
	[2-9]	Plan	Monitor the activities agreed upon in MOAs																
		Actual	Monitor the activities agreed upon in MOAs																
	[2-10]	Plan	Provide competitive grants to the Model Schools																
		Actual	Provide competitive grants to the Model Schools																
	[2-11]	Plan	Monitor the execution of competitive grants																
		Actual	Monitor the execution of competitive grants																
	[2-12]	Plan	Develop strategic plan for spreading best practices among TVHSs																
		Actual	Develop strategic plan for spreading best practices among TVHSs																
	[2-13]	Plan	Hold a workshop to diffuse best practices of Pilot Schools																
		Actual	Hold a workshop to diffuse best practices of Pilot Schools																

Project Year Calendar Year Month Philippine School Calendar				3rd Project Year																			
				2016						2017													
				5	6	7	8	9	10	11	12	1	2	3	4	5	6						
				1st Sem. in 2016/17						2nd Sem. in 2016/17													
in Japan	[0-1]	Plan Actual	Draft Work Plan (J) Draft Work Plan (J)																				
	[0-2]	Plan Actual	Draft Work Plan (E) Draft Work Plan (E)																				
Activities free from the bounds of any specific Output	[0-3]	Plan Actual	Discuss and finalize Work Plan Discuss and finalize Work Plan																				
	[0-4]	Plan Actual	Finalize baseline indicators and conduct monitoring Finalize baseline indicators and conduct monitoring																				
	[0-5]	Plan Actual	Implement public relations activities Implement public relations activities																				
	[0-6]	Plan Actual	Hold Joint Coordination Committee (JCC) meetings Hold Joint Coordination Committee (JCC) meetings																				
	[0-7]	Plan Actual	Prepare Progress Reports Prepare Progress Reports																				
	[0-8]	Plan Actual	Conduct training programs in Japan Conduct training programs in Japan																				
	[0-9]	Plan Actual	Cooperate with JICA Review Mission Cooperate with JICA Review Mission																				
	[0-10]	Plan Actual	Conduct an endline survey Conduct an endline survey																				
	[0-11]	Plan Actual	Cooperate with JICA Final Evaluation Cooperate with JICA Final Evaluation																				
	[0-12]	Plan Actual	Provide DepEd with recommendations for SHS Program Provide DepEd with recommendations for SHS Program																				
	[0-13]	Plan Actual	Prepare Completion Report Prepare Completion Report																				
	3rd Project Year	Output 1	[3-1]	Plan Actual	Designate a person(s) to identify gaps between schooling and industry needs Designate a person(s) to identify gaps between schooling and industry needs																		
[3-2]			Plan Actual	Interview industry with regard to skills requirements/employment Interview industry with regard to skills requirements/employment																			
[3-3]			Plan Actual	Reflect the identified gaps in SIPs Reflect the identified gaps in SIPs																			
[3-4]			Plan Actual	Provide support for the employment of graduates Provide support for the employment of graduates																			
Output 2		[3-5]	Plan Actual	Designate an ILC to work out collaboration arrangements with industry Designate an ILC to work out collaboration arrangements with industry																			
		[3-6]	Plan Actual	Construct a school-industry collaboration mechanism Construct a school-industry collaboration mechanism																			
		[3-7]	Plan Actual	Conduct capacity building for school heads, teachers, ILCs, etc. Conduct capacity building for school heads, teachers, ILCs, etc.																			
		[3-8]	Plan Actual	Help implement the activities agreed upon in MOAs Help implement the activities agreed upon in MOAs																			
		[3-9]	Plan Actual	Monitor the activities agreed upon in MOAs Monitor the activities agreed upon in MOAs																			
Output 3		[3-10]	Plan Actual	Provide competitive grants to the Model Schools Provide competitive grants to the Model Schools																			
		[3-11]	Plan Actual	Monitor the execution of Competitive Grants Monitor the execution of Competitive Grants																			
		[3-12]	Plan Actual	Develop a strategic plan for spreading best practices among TVHSs Develop a strategic plan for spreading best practices among TVHSs																			
		[3-13]	Plan Actual	Hold a workshop to diffuse best practices of Pilot Schools Hold a workshop to diffuse best practices of Pilot Schools																			



## Appendix 4

### Dispatch of Experts



1. Assignment in the Philippines

Name (Position)		2014												2015				Days	M/M
		2	3	4	5	6	7	8	9	10	11	12	1	2	3	4			
Tetsuya ISHII (Chief Advisor)	Plan	(41)		(45)			(19)		(13)	(40)			(46)				204	6.80	
	Actual	24	(41)	5	5/26-6/25		6/27-7/10	(45)	8/19-9/6	(19)	9/29-10/11	(13)	4	(40)	13	23 (46) 9		204	6.80
Munetoshi ISHIDA (Industry Linkage Expert 1)	Plan	(41)		(39)			(24)		(24)			(25)				153	5.10		
	Actual	24	(41)	5	7/1-8/8		(39)	8/27-9/19		(24)	19 (24) 12			19	(25)	12			153
Sayaka SUZUKI (Industry Linkage Expert 2)	Plan	(40)		(45)			(21)			(26)				132	4.40				
	Actual	24	(40)	4	22 (45)		5	23 (21) 13			3/3-4/3/15-4/9(26)				132	4.40			
Total														Plan	489	16.30			
Total														Actual	489	16.30			

2. Assignment in Japan

Tetsuya ISHII (Chief Advisor)	Plan	□																4	0.20
	Actual	■																4	0.20
Total																Plan	4	0.2	
Total																Actual	4	0.2	

Total	Plan	16.50
	Actual	16.50

Work Plans (WP)	△		△			△							△
Progress Report (PR)	WP 1st PY		WP 1st PY			PR-Interim							PR-1st PY



1. Assignment in the Philippines

Name (Position)		2015						2016				Days	M/M		
		5	6	7	8	9	10	11	12	1	2			3	4
Tetsuya ISHII (Chief Advisor)	Plan													150	5.00
	Actual														147
Munetoshi ISHIDA (Industry Linkage Expert 1)	Plan													90	3.00
	Actual													102	3.40
Sayaka SUZUKI (Industry Linkage Expert 2)	Plan													72	2.40
	Actual													60	2.00
Yuta YONEDA (Competitive Grant Administrator)	Plan													72	2.40
	Actual													75	2.50
Total											Plan	384	12.80		
											Actual	384	12.80		

2. Assignment in Japan

Tetsuya ISHII (Chief Advisor)	Plan														
	Actual														
Total											Plan				
											Actual				
Total											Plan	12.80			
											Actual	12.80			
Work Plans (WP)			△					△						△	
Progress Report (PR)			Work plan					PR-Interim						PR-1st PY	

1. Assignment in the Philippines

Name (Position)		2016						2017						Days	M/M	
		6	7	8	9	10	11	12	1	2	3	4	5			6
Tetsuya ISHII (Chief Advisor)	Plan	(30)	(30)				(30)		(15)		(30)				135	4.50
	Actual	2 (29) 30	21(30)19		27(16)12	5 (14) 18			8 (21)28		9 (21) 29				140	4.67
Munetoshi ISHIDA (Industry Linkage Expert 1)	Plan		(30)		(15)	(30)					(15)			90	3.00	
	Actual		7(29)4		12(18)29	10(32)10					19 (11) 29			90	3.00	
Sayaka SUZUKI (Industry Linkage Expert 2)	Plan	(30)					(15)	(15)		(30)				90	3.00	
	Actual	13 (26) 8					1 (26) 26	22 (13) 3		10 (20) 29			85	2.83		
Total											Plan	315	10.50			
Total											Actual	315	10.50			

2. Assignment in Japan

Tetsuya ISHII (Chief Advisor)	Plan														6	0.30
	Actual												4/4-7	5/2 5/30	6	0.30
Sayaka SUZUKI (Industry Linkage Expert 2)	Plan														20	1.00
	Actual													11/29, 30	20	1.00
Total											Plan	26	1.30			
Total											Actual	26	1.30			

Total	Plan	11.80
	Actual	11.80

Work Plans (WP)	△												△
Progress Report (PR)	WP 3rd PY							PR- Interim					Project Completion Report



## Appendix 5

### Participants of Counterpart Training



## Appendix 5 Participants of Counterpart Training

### 1. Counterpart training of the 1<sup>st</sup> year

Title of the program: Technical Education in High School in Japan

Duration of the program: From 20<sup>th</sup> to 31<sup>st</sup> Oct. 2014

No	Name	Post
1	Ms. Cristeta Maritana ARCOS	Education Program Specialist II, Curriculum Division, Bureau of Secondary Education, DepEd
2	Ms. Maria Cecilia Obligar NAYVE	Senior Education Program Specialist, Technical Vocational Unit, Bureau of Secondary Education, DepEd
3	Ms. Edna Madayag BULAN	Education Program Specialist II, Technical Vocational Unit, Bureau of Secondary Education, DepEd
4	Mr. Eladio Hermida ESCOLANO	Principal IV, Don Alejandro Roces Sr. Science-Technology High School (Quezon City, Manila)
5	Ms. Gina Labor-OBIERNA	Head Teacher III/Industry Linkage Coordinator, Don Alejandro Roces Sr. Science-Technology High School (Quezon City, Manila)
6	Mr. Victorio Navarro MEDRANO	Principal IV, San Pedro Relocation Center National High School (San Pedro City, Laguna)
7	Ms. Alenie Baja DUALAN	Teacher I/Industry Linkage Coordinator, San Pedro Relocation Center National High School (San Pedro City, Laguna)
8	Ms. Marites Paiton ROMEN	Head Teacher I Rizal Experimental Station and Pilot School of Cottage Industries (Pasig City, Metro Manila)
9	Mr. Michael Vallesterio ALIMARIO	Teacher I/Industry Linkage Coordinator, Rizal Experimental Station and Pilot School of Cottage Industries (Pasig City, Metro Manila)
10	Mr. Raymond Ceniza ESPINA	Teacher III/Industry Linkage Coordinator, Subangdaku Technical Vocational School (Mandaue City, Cebu)
11	Mr. Randy Carubio MANGUBAT	Teacher I, Subangdaku Technical Vocational School (Mandaue City, Cebu)

## 2. Counterpart training of the 2<sup>nd</sup> year

Title of the program: Technical Education in High School in Japan

Duration of the program: From 12<sup>th</sup> to 24<sup>th</sup> Oct. 2015

No	Name	Post
1	Mr. James Julius Matias LIQUIGAN	Education Program Specialist II, Bureau of Secondary Education/Curriculum Development Division, DepEd
2	Ms. Christie Legada ALVAREZ	Education Program Supervisor, Curriculum and Learning Management Division, DepEd Region V
3	Mr. William Miguel CALABAZARON	Principal II, Bukig National Agricultural and Technical School
4	Mr. Renato Pelotin LOZADA	Teacher III, Bukig National Agricultural and Technical School
5	Mr. Gerardo Coloma BATALLA	Vocational School Administrator II, Bataan School of Fisheries
6	Mr. Joel Apan CAYABYAB	Teacher III, Bataan School of Fisheries
7	Mr. Dante Bana-ay SUMAGANG	Principal II, Iligan City National School of Fisheries
8	Mr. Valentino Manolong NAVARRETE	Master Teacher II, Iligan City National School of Fisheries
9	Mr. Anthony Yurong PACAMALAN	Principal II, Opol National Secondary Technical School
10	Ms. Robelyn Robles MAQUIDATO	Teacher 1 Opol National Secondary Technical School
11	Mr. Richard Semblante TALAID	School Head Rogongon Agricultural High School
12	Ms. Lilani Nalus CASAS	Teacher 1 Rogongon Agricultural High School
13	Mr. Mario Sorote GREGORIO	Principal II Tagum National Trade School
14	Mr. Felipe Delusa EPE	Head Teacher III, Tagum National Trade School



### 3. Counterpart training of the 3<sup>rd</sup> year

Title of the program: Training Course for Enhancement of Technical Vocational High Schools

Duration of the program: From 16<sup>th</sup> to 29<sup>th</sup> Oct. 2016

No	Name	Post
1	Ms. Jocelyn Dela Rosa ANDAYA	Director IV, Bureau of Curriculum Development, DepEd
2	Mr. Rogelio Odollo DOÑES	Supervising Education Program Specialist, Curriculum Standard Development Division, Bureau of Curriculum Development, DepEd
3	Mr. Renato Jr. Anonuevo SAN JUAN	Supervising Education Program Specialist, Teaching and Learning Division, Bureau of Learning Delivery, DepEd
4	Mr. Enrico Reyes MENDOZA	Project Development Officer III, External Partnership Service, Strategic Management, DepEd
5	Dr. Eusibio Gludove AGUANTA	Education Program Supervisor, Education Support Services Division, Regional Office X
6	Mr. Alim Munjilul Jawani MAGUINDANAO	Project Development Officer IV, Education Support Services Division, Regional Office XI
7	Dr. Ligaya Alvarina REGIS	Chief Education Supervisor, School Governance & Operations Division, Division of Quezon City
8	Ms. Ligaya Gutierrez INSIGNE	Chief Education Supervisor, Curriculum Implementation Division / Officer-in-Charge, School Governance & Operations Division
9	Ms. Emelynne Udarbe AGCAOILI	Education Program Supervisor, Division of Cagayan
10	Dr. Darwin Santos TALAMBAYAN	Officer-in-Charge, Chief Education Supervisor, School Governance & Operations Division, Division of Laguna
11	Dr. Adeline Curro LUAREZ	Chief Education Supervisor, School Governance & Operation Division, Division of Mandaue City
12	Dr. Juliet Sebuja TIMBANG	Education Program Supervisor I / Senior High School Division Coordinator, Curriculum Implementation Division, Division of Iligan City
13	Mr. Rudy Oguis MAGDUGO	Chief Education Supervisor, School Governance & Operations Division, Division of Misamis Oriental
14	Dr. Josefina Bagares PALACA	Chief Education Supervisor, School Governance & Operations Division, Division of Tagum City



## Appendix 6

### List of Purchased Equipment



**Handed over to: DepEd**

<b>Item No.</b>	<b>Item/Description</b>	<b>Qty.</b>	<b>Unit</b>	<b>Unit Price PHP</b>	<b>Total Amount PHP</b>	<b>Date of Purchase</b>
1.	Lenovo LED Monitor 19.5 W Model: LI2031 ewC	1	unit	39,450.00	39,450.00	Mar. 31, 2014
2.	Lenovo CPU H530s	1	unit			
3.	Konica Minolta Photocopier Black Konica Minolta bizhub 363 A1UEO41105578	1	unit	326,100.00	326,100.00	Mar. 26, 2014
4.	Infocus Projector Infocus IN122	1	unit	20,500.00	20,500.00	Mar. 7, 2014
<b>TOTAL</b>					<b>386,050.00</b>	

**Handed over to: DARSSTSHS**

1. To improve tech-voc education

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Gasoline Engine, Honda B20B Inline 4 cylinder, Complete Set, with radiator and pump	1	unit	61,800.00	61,800.00	13-Nov-2014	13-Nov-2014
2.	Diesel Engine, Mitsubishi 4D56 Inline 4 cylinder, with steering system, brake system, wiring harness, propeller and accessories (radiator, filter, aircon, stereo)	1	unit	97,000.00	97,000.00	13-Nov-2014	13-Nov-2014
3.	Differential and front axle Rear wheel drive, Toyota HiAce and Toyota LiteAce	2	sets	16,500.00	33,000.00	13-Nov-2014	13-Nov-2014
4.	Differential and front axle Four wheel drive, Mitsubishi Spacegear and Mitsubishi Pajero	2	sets	18,000.00	36,000.00	13-Nov-2014	13-Nov-2014
5.	Diesel fuel injector assembly Common rail type Toyota HiAce	2	pcs	10,200.00	20,400.00	13-Nov-2014	13-Nov-2014
6.	Diesel fuel injector assembly Mechanical type Mitsubishi Pajero	2	pcs	1,500.00	3,000.00	13-Nov-2014	13-Nov-2014
7.	Motorcycle, Automatic transmission, Four-stroke Suzuki Raider J Pro, FJ110 CMD, with tools and accessories	1	unit	60,900.00	60,900.00	21-Nov-2014	21-Nov-2014
8.	Motorcycle, Manual transmission, Four-stroke Kawasaki CT150, with tools and accessories	1	unit	51,500.00	51,500.00	21-Nov-2014	21-Nov-2014
9.	Hydraulic motorcycle jack, Kayaba 1700 lb rated capacity	1	unit	39,800.00	39,800.00	12-Nov-2014	12-Dec-2014
10.	Hydraulic floor jack, Kayaba 3.5T rated capacity	1	unit	8,890.00	8,890.00	11-Nov-2014	12-Dec-2014
11.	Electric arc welding machine Single phase, 300 Amps rated capacity Yamato	1	unit	7,800.00	7,800.00	11-Nov-2014	12-Dec-2014
12.	Oxy-acetylene welding and cutting kit, Harris	1	set	12,500.00	12,500.00	11-Nov-2014	12-Dec-2014
13.	Hydraulic press, Kayaba Footpress, 20T rated capacity	1	unit	49,800.00	49,800.00	12-Nov-2014	12-Dec-2014
14.	Engine stand, Kayaba 2000 lb. rated capacity	2	units	9,980.00	19,960.00	12-Nov-2014	12-Dec-2014
15.	Air Compressor, Vespa 10 HP, 230 VAC	1	unit	116,000.00	116,000.00	11-Nov-2014	12-Dec-2014
16.	Electric Pressure Washer, Kawasaki Cold water, 1500 PSI	1	unit	6,850.00	6,850.00	11-Nov-2014	12-Dec-2014
17.	Industrial Vacuum Cleaner, Ridgid 16 gallon tank, wet and dry	1	unit	12,900.00	12,900.00	11-Nov-2014	12-Dec-2014
18.	Wheel Balancer, Bright Dynamic, Brake Type: Automatic (electronic), Max. rim width 10 in.– 24 in., Max. tire diameter: 47" / 1,194 mm, Max tire weight: 145 pounds (65 kg), Inclusive of air impact wrench, wheel weight pliers, 15 m polyurethane hose.	1	unit	65,000.00	65,000.00	28-Nov-2014	28-Nov-2014
19.	Wheel Aligner, 3Excel CCD technology, Windows based software, Measuring cabinet: 115/230V, 50/60 Hz, 1-phase, 24" wheel clamping range. Inclusive of computer and printer, turntable, and tool caddy	1	set	198,000.00	198,000.00	28-Nov-2014	28-Nov-2014

20.	2 Post Car Lift, Tojust Lifting Capacity: 10,000 lbs. / 4546 kg., Style: Clear Floor Motor: 220 VAC 60Hz. 1Ph, Inclusive of installation, 4 sets steel table, filter cap wrench, mechanical creeper and manual waste oil drain	1	unit	110,000.00	110,000.00	28-Nov-2014	28-Nov-2014
21.	Wheel balancer for motorcycle Floor Type, Manual	1	set	8,830.00	8,830.00	21-Nov-2014	28-Nov-2014
22.	Shop Apron, Denim	25	pcs	120.00	3,000.00	21-Nov-2014	26-Nov-2014
23.	Safety Goggles, Blue Eagle NP105 Anti-fog, complies with ANSI Z87.1 standard	25	pcs	160.00	4,000.00	21-Nov-2014	26-Nov-2014
24.	Work Gloves	25	pairs	75.00	1,875.00	21-Nov-2014	26-Nov-2014
25.	Box wrench set, 6-22mm, SK Tool	4	sets	1,450.00	5,800.00	8-Nov-2014	12-Dec-2014
26.	Socket wrench set, SK Tool 1/2" drive, 10-32mm	4	sets	4,850.00	19,400.00	8-Nov-2014	12-Dec-2014
27.	Pliers set, Stanley, 6" and 8" Slip Joint Pliers, 6" Diagonal Cutting Pliers, 8" Linesman Pliers, 8" Long Nose Pliers, 10" Groove Joint Pliers	4	sets	1,655.00	6,620.00	8-Nov-2014	12-Dec-2014
28.	Screw driver, Stanley, 8pcs/set	4	sets	605.00	2,420.00	8-Nov-2014	12-Dec-2014
29.	Wire stripper, 1-1/10", Stanley	4	pcs	280.00	1,120.00	8-Nov-2014	12-Dec-2014
30.	Stanley mechanic's hammer, 16 oz., Stanley	4	pcs	280.00	1,120.00	8-Nov-2014	12-Dec-2014
31.	Torque wrench, 10-150 ft/lb, SK Tool	4	pcs	4,850.00	19,400.00	8-Nov-2014	12-Dec-2014
32.	Open end wrench, 6mm-32mm, SK Tool	2	pcs	2,650.00	5,300.00	8-Nov-2014	12-Dec-2014
33.	Carburetor nozzle cleaner, Kinki	2	sets	350.00	700.00	8-Nov-2014	12-Dec-2014
34.	Air Impact wrench, Ingersoll-Rand 250-Feet lb torque, 1/2" drive	2	pcs	8,850.00	17,700.00	8-Nov-2014	12-Dec-2014
35.	Impact sockets, 10-27mm, 1/2" drive, SK Tool	2	sets	4,980.00	9,960.00	8-Nov-2014	12-Dec-2014
36.	Industrial soldering gun, Weller Power output: 140/100 watts	4	units	2,850.00	11,400.00	8-Nov-2014	12-Dec-2014
37.	Feeler gauge, Kastar	4	sets	280.00	1,120.00	8-Nov-2014	12-Dec-2014
38.	Battery tester, Digital, 100A, Milton	4	units	3,850.00	15,400.00	8-Nov-2014	12-Dec-2014
39.	Hydrometer, 150mm, Asahi	4	units	480.00	1,920.00	17-Nov-2014	12-Dec-2014
40.	Dial gauge, Mitutoyo 1" stroke dial indicator, with magnetic stand	4	sets	5,600.00	22,400.00	8-Nov-2014	12-Dec-2014
41.	Dial bore gauge, Mitutoyo Range: 2-6"	2	sets	12,050.00	24,100.00	8-Nov-2014	12-Dec-2014
42.	Micrometer caliper Range: 0-25mm, Graduation: .01mm	4	pcs	2,200.00	8,800.00	8-Nov-2014	12-Dec-2014
43.	Digital vernier caliper, Mitutoyo Range: 0-150mm	4	sets	7,770.00	31,080.00	8-Nov-2014	12-Dec-2014
44.	Multimeter Digital	4	units	2,650.00	10,600.00	8-Nov-2014	12-Dec-2014
45.	Tachometer, contact and non-contact, Lutron	4	units	9,980.00	39,920.00	8-Nov-2014	12-Dec-2014
46.	Oil Pressure Tester for Transmission/Engine, Acron	2	units	4,880.00	9,760.00	8-Nov-2014	12-Dec-2014
47.	Injection nozzle tester, Kinki Pressure gauge test range: 0-60 Mpa, Diesel	1	units	11,880.00	11,880.00	8-Nov-2014	12-Dec-2014
48.	Ignition timing light Heavy duty, for diesel	4	units	7,880.00	31,520.00	17-Nov-2014	12-Dec-2014
<b>TOTAL</b>					<b>1,338,245.00</b>		



2. For the "Job Support Corner"

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Desktop PC	1	set	48,500.00	48,500.00	6-Apr-2015	16-Apr-2015
2.	PC Desk	1	unit	1,800.00	1,800.00	6-Apr-2015	16-Apr-2015
3.	Bookshelf	1	unit	4,000.00	4,000.00	6-Apr-2015	16-Apr-2015

**Handed over to: RESPSCI**

1. To improve tech-voc education

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Projector, Acer P1173 3000 lumens Inclusive of projection screen	2	sets	18,495.00	36,990.00	24-Nov-2014	10-Dec-2014
2.	Blender, Osterizer 4172 1L container size Variable speed control & pulse	3	units	3,690.00	11,070.00	20-Nov-2014	28-Nov-2014
3.	Juicer, Moulinex JU45 Jar capacity: 1L	2	units	4,820.00	9,640.00	20-Nov-2014	28-Nov-2014
4.	Gas Range with gas oven and range hood Elba EK 58X820 range and 2706AP-90 XFM range hood	2	sets	54,770.00	109,540.00	20-Nov-2014	28-Nov-2014
5.	Induction Cooker Imarflex, IDX1000	2	units	2,050.00	4,100.00	20-Nov-2014	28-Nov-2014
6.	Ice Bin 112L capacity, Wanke, CPWK112-6	1	unit	33,000.00	33,000.00	9-Dec-2014	8-Dec-2014
7.	Ice Crusher 120 kg/hr, with adjustable blade, Kato, YN-168	2	units	22,000.00	44,000.00	9-Dec-2014	8-Dec-2014
8.	Refrigerated Cake Showcase, RBT, JLC-90Ne 900mmL x 730mmW x 1240mmH +2 to +10 degrees centigrade	1	unit	105,000.00	105,000.00	9-Dec-2014	8-Dec-2014
9.	Gas Fryer, Kaji, MGF3 Stainless Steel, 21 Liters, 2 Baskets	1	unit	56,000.00	56,000.00	9-Dec-2014	8-Dec-2014
10.	Planetary Mixer, Promix B15 Bowl Capacity: 15 liters	2	units	37,000.00	74,000.00	9-Dec-2014	8-Dec-2014
11.	Food Processor, Minerva QS505A Bowl Capacity: 5 liters	2	units	49,000.00	98,000.00	9-Dec-2014	8-Dec-2014
12.	Work Table, Real WTM-72 Stainless steel 72"x27.5", with bottom shelf	6	units	21,000.00	126,000.00	9-Dec-2014	8-Dec-2014
13.	Housekeeping Cart, Cleenmate AF08159 Mobile	2	units	16,000.00	32,000.00	9-Dec-2014	8-Dec-2014
14.	Bartender Bar Equipment Set, Jiwins brand Includes: Boston Tin, Boston Glass, Cocktail Strainer, Bar Spoon, Corkscrew and bottle opener w/ curved blade, Store N' Pour (1L and 0.5L), Freeflow Purer, Rubber bar mat	10	sets	2,100.00	21,000.00	9-Dec-2014	8-Dec-2014
15.	Cutlery Set, Athena brand Includes: Table / dinner knife, Table / dinner fork, Table / dinner spoon, Dessert knife, Dessert fork, Soup spoon, Demi tasse spoon, Butter/bread knife, Cake fork	12	sets	1,485.00	17,820.00	9-Dec-2014	8-Dec-2014
16.	Glassware Set, Fortis brand Includes: Water goblet, Red wine glass, Bistro margarita, Brandy glass, Magnesium martini, Champagne flute, Beer mug, Globo goblet, Whiskey rock glass, Mixing glass, High ball, Tall glass, Imperial glass, Tumbler royal, Viva footed glass, Tiara footed glass, Irish coffee glass, Espresso cup, Espresso cup saucer, Cordial goblet, Whiskey shot glass	12	sets	2,385.00	28,620.00	12/9/2014 and Feb. 11, 2015	8-Dec-2014
<b>TOTAL</b>					<b>806,780.00</b>		

2. For the "Job Support Corner"

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Desktop PC	1	sets	48,500.00	48,500.00	6-Apr-2015	16-Apr-2015
2.	PC Desk	1	unit	1,800.00	1,800.00	6-Apr-2015	16-Apr-2015
3.	Bookshelf	1	unit	4,000.00	4,000.00	6-Apr-2015	16-Apr-2015

**Handed over to: SPRCNHS**

1. To improve tech-voc education

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Desktop Computer Intel Core i7 4790 processor, Emaxx 4G memory, Western Digital 1TB hard drive, Palit 2GB video card, Samsung DVD Writer, Acer 18.5" LED monitor, Rapoo N1820 mouse & keyboard, Enviro 500Watts AVR	18	sets	29,500.00	531,000.00	24-Nov-2014	10-Dec-2014
2.	55" LED TV, TCL-55B3700 with Wall Bracket	1	unit	42,000.00	42,000.00	24-Nov-2014	10-Dec-2014
3.	External Hard Drive, Seagate 1 Terabyte capacity 2.5" drive, Notebook-class (portable)	2	pcs	3,685.00	7,370.00	24-Nov-2014	10-Dec-2014
4.	Laptop Computer, Dell Inspiron 3442, Intel Core-i3 4005U, 14" HD LCD, 500GB, NVIDIA 2GB video card, Windows 8.1, McAfee Card, Topload Carry Case	2	units	27,500.00	55,000.00	24-Nov-2014	10-Dec-2014
5.	Wide format printer, HP Designjet T120 Complete set: HP Designjet T120 ePrinter, printhead, introductory ink cartridges, quick reference guide, setup poster, startup software, power cord	1	unit	70,000.00	70,000.00	28-Nov-2014	10-Dec-2014
6.	Projector, Acer P1173 3000 lumens, Inclusive of projection screen	3	sets	18,495.00	55,485.00	24-Nov-2014	10-Dec-2014
7.	Motorcycle, Automatic transmission, Four-stroke Suzuki Raider J Pro, FJ110 CMD	3	units	60,900.00	182,700.00	21-Nov-2014	21-Nov-2014
8.	Motorcycle, Manual transmission, Four-stroke Kawasaki CT150	3	units	51,500.00	154,500.00	21-Nov-2014	21-Nov-2014
9.	Scooter, Single cylinder arrangement Dry, centrifugal automatic clutch type Yamaha Mio Soul i	1	unit	78,900.00	78,900.00	21-Nov-2014	21-Nov-2014
10.	T.I.G (Tungsten Inert Gas) Welding Machine, Asea 200TIG 1-Phase, 230 VAC, 200A rated capacity	2	units	70,180.00	140,360.00	18-Nov-2014	28-Nov-2014
11.	M.I.G (Metal Inert Gas) Welding Machine Korweld KC GMAW-KW250M 1-Phase, 230 VAC, 30 - 250 Amps	2	units	113,410.00	226,820.00	18-Nov-2014	28-Nov-2014
12.	Power Hacksaw, King Rex 14" Blade	4	units	33,000.00	132,000.00	8-Nov-2014	12-Dec-2014
13.	Anvil, Eron 100 lb. (40kg)	6	units	9,980.00	59,880.00	8-Nov-2014	12-Dec-2014
14.	Cut-Off Saw, Makita 2414NB 14" Disc Diameter	4	units	9,350.00	37,400.00	8-Nov-2014	12-Dec-2014
15.	Ballpeen Hammer, Stanley 4 oz (.25 lb) head	22	units	220.00	4,840.00	8-Nov-2014	12-Dec-2014
16.	Angle grinder, Makita 9553B 4" Disc Diameter	10	units	2,875.00	28,750.00	8-Nov-2014	12-Dec-2014
17.	Shop Apron, Denim	33	pcs	120.00	3,960.00	18-Nov-2014	28-Nov-2014
18.	Safety Goggles, Blue Eagle NP105, Anti-fog, complies with ANSI Z87.1 high velocity impact standards	72	pcs	160.00	11,520.00	18-Nov-2014	28-Nov-2014
19.	Welding Gloves, Leather, 16"	39	pair	140.00	5,460.00	18-Nov-2014	28-Nov-2014
20.	Work Gloves, Leather	33	pair	75.00	2,475.00	18-Nov-2014	28-Nov-2014
21.	Welding Helmet, Opaque, Shade Number 14	39	pcs	620.00	24,180.00	18-Nov-2014	28-Nov-2014
22.	Apron, Sleeves and Leggings for welding, denim	39	pcs	465.00	18,135.00	18-Nov-2014	28-Nov-2014
23.	Earmuffs, Blue Eagle EM62, multiple position headband	39	sets	270.00	10,530.00	18-Nov-2014	28-Nov-2014
24.	Aircondition Unit, Carrier XPower Silver FP-53CSD0018308 Split type, 2 HP, Installation included	1	unit	51,320.00	51,320.00	24-Nov-2014	28-Nov-2014
25.	High speed sewing machine, Juki DDL-8100e 1-needle Lockstitch, 5,500 sti/min, 5mm max. stitch length With table, stand and motor	12	units	18,800.00	225,600.00	19-Dec-2014	26-Dec-2014
26.	Edging machine, Juki MO-6514 Overlock serger, 3 Thread, With table and motor	3	units	35,800.00	107,400.00	19-Dec-2014	26-Dec-2014
27.	Computerized sewing machine, Juki HZL-K85 Programmable, 150 stitch patterns	3	units	28,000.00	84,000.00	19-Dec-2014	26-Dec-2014
<b>TOTAL</b>					<b>2,351,585.00</b>		

2. For the "Job Support Corner"

<b>Item No.</b>	<b>Item/Description</b>	<b>Qty.</b>	<b>Unit</b>	<b>Unit Price PHP</b>	<b>Total Amount PHP</b>	<b>Delivery Date</b>	<b>Date of Purchase</b>
1.	Desktop PC	3	sets	48,500.00	145,500.00	7-Apr-2015	16-Apr-2015
2.	PC Desk	3	units	1,800.00	5,400.00	7-Apr-2015	16-Apr-2015
3.	Bookshelf	1	unit	4,000.00	4,000.00	7-Apr-2015	16-Apr-2015

**Handed over to: STVS**

1. To improve tech-voc education

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Arc Welding Machine Powercraft PWM 315 Cu 1-Phase, 220 VAC, 60 Hz, 35% Duty cycle, 86 kg 60 - 315 Amps	14	units	25,000.00	350,000.00	1-Dec-2014	9-Dec-2014
2.	Angle Grinder 4" Disc Diameter Metabo W8100 (Germany)	14	units	5,362.50	75,075.00	1-Dec-2014	9-Dec-2014
3.	Angle Grinder 9" Disc Diameter Bosch GWS 20-230	14	units	6,780.00	94,920.00	1-Dec-2014	9-Dec-2014
4.	Bench Grinder 6" Disc Diameter Bosch GBG 6"	14	units	6,215.00	87,010.00	1-Dec-2014	9-Dec-2014
5.	Gas Cutting Machine 100mm cutting capacity JE (Double cutter) JGC-24DC	1	unit	49,808.00	49,808.00	1-Dec-2014	9-Dec-2014
6.	Welding Helmet, Blue Eagle 633-P Opaque Shade Number 12 (Suitable for SMAW)	28	pcs	480.00	13,440.00	17-Nov-2014	28-Nov-2014
7.	Safety Goggles, Blue Eagle NP105 Anti-fog lenses Exceeds ANSI Z87.1 high velocity impact standards	28	pcs	175.00	4,900.00	17-Nov-2014	28-Nov-2014
8.	Apron, Sleeves and Leggings for welding Denim	28	sets	495.00	13,860.00	17-Nov-2014	28-Nov-2014
9.	Welding Gloves, Leather Size 16"	28	pairs	150.00	4,200.00	17-Nov-2014	28-Nov-2014
10.	Ear Plugs, Blue Eagle NP-36 Washable and reusable	28	pairs	45.00	1,260.00	17-Nov-2014	28-Nov-2014
11.	Safety shoes, Schild Protek Steel toe, High cut, Size 8	20	pairs	1,375.00	27,500.00	17-Nov-2014	28-Nov-2014
12.	Safety shoes, Schild Protek Steel toe, High cut, Size 9	8	pairs	1,435.00	11,480.00	17-Nov-2014	28-Nov-2014
<b>TOTAL</b>					<b>733,453.00</b>		

2. For the "Job Support Corner"

Item No.	Item/Description	Qty.	Unit	Unit Price PHP	Total Amount PHP	Delivery Date	Date of Purchase
1.	Desktop PC	1	sets	48,500.00	48,500.00	6-Apr-2015	6-Apr-2015
2.	PC Desk	1	unit	1,800.00	1,800.00	6-Apr-2015	6-Apr-2015
3.	Bookshelf	1	unit	4,000.00	4,000.00	6-Apr-2015	6-Apr-2015

Item Number	School	Specialization	Lot #	Item / Description	Qty.	Unit	Reference Make / Model	Specifications	Schools' Estimate, Unit Cost PHP	Schools' Estimate, Total Cost PHP	Unit Cost PHP	Total Cost PHP	Make / Model	Specifications
1	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	10	Diatetic digital scale, 1 kg capacity	1	pc		Digital Weighing Scale, Glass or Stainless Stell Material, max load capacity of 5 kg. and minimum of 1 gram. Large LCD Display with backlight feature, Operates on 220 VAC	5,000.00	5,000.00	10,710.00	10,710.00	Tanita KW211	Digital weighing scale: cap 5kg x 0.5g/ 10kg x 1g; display: large LCD display
2	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	10	Refractometer, brix, 0-20 degrees	1	pc		Brix Refractometer, Hand-held, 0-32 percent with calibration dial, with 0.2% minimum division and with Automatic Temp Compensation System	10,000.00	10,000.00	8,880.00	8,880.00	ExTech RF15	Brix refractometer handheld (0 to 32%); 0.2% resolution; Automatic temp. compensation system
3	Bataan Schoool of Fisheries	Aquaculture NC II	10	Dissolved Oxygen Meter, pocket-size, LCD/Digital, range 0-20mg/L, size: 131x70x25mm	2	pcs		Dissolved Oxygen Meter, pocket-size, LCD/Digital, range 0-20mg/L, size: 131x70x25mm	45,000.00	90,000.00	18,935.00	37,870.00	ExTech DO600	Dissolved Oxygen meter: pocket size; LCD digital ; 0-20mg/l; size 173x41x36mm
4	Bataan Schoool of Fisheries	Aquaculture NC II	10	Salinity Refractometer, scale range: 0-100 salinity, automatic temperature compensation/waterproof, size:3.2x3.4x20.7cm, 110g	2	pcs		Salinity Refractometer, scale range: 0-100 salinity, automatic temperature compensation/waterproof, size:3.2x3.4x20.7cm, 110g	35,000.00	70,000.00	7,057.00	14,114.00	Extech RF20	Salinity Refractometer, scale range: 0-100 salinity, automatic temperature compensation/waterproof, size:3.8x3.8x8x19.4cm, 227g
5	Bataan Schoool of Fisheries	Aquaculture NC II	10	Soil pH meter, measuring range of -2.00 to 19.99 pH, accuracy: meter +/-0.01 pH connect meter w/ electrode, LCD display	1	pc		Soil pH meter, measuring range of -2.00 to 19.99 pH, accuracy: meter +/-0.01 pH connect meter w/ electrode, LCD display	15,000.00	15,000.00	19,727.00	19,727.00	Extech PH300	Soil pH meter: measuring range of -2.00 to 19.99 pH, accuracy: meter +/-0.01 pH connect meter w/ electrode, LCD display
6	Bataan Schoool of Fisheries	Aquaculture NC II	10	Turbidity meter, LCD display w/ backlight, manual/autoswitch of measuring range, AC/DC power supply	1	pc		Turbidity meter, LCD display w/ backlight, manual/autoswitch of measuring range, AC/DC power supply	20,000.00	20,000.00	44,375.00	44,375.00	Extech TB400	Turbidity meter: Large big digit LCD with backlight; 2 point calibration; Auto power off
7	Bataan Schoool of Fisheries	Aquaculture NC II	10	Welding machine, heavy duty, AC 380 arc current, 30-50 DA	1	set		Welding machine, heavy duty, AC 380 arc current, 30-50 DA	25,000.00	25,000.00	68,110.00	68,110.00	WIP TD 400	Welding machine: heavy duty, AC 400 adjustable to 380 arc current
8	Bataan Schoool of Fisheries	Aquaculture NC II	10	Microscope, binocular head, inclined 45° and 360° rotating built in LED w/ illumination, 12V/20w with intensity control	2	sets		Microscope, binocular head, inclined 45° and 360° rotating built in LED w/ illumination, 12V/20w with intensity control	20,000.00	40,000.00	34,143.00	68,286.00	Howell WM0004ed0a	Microscope, binocular head, inclined 45° and 360° rotating built in LED w/ illumination
9	Bataan Schoool of Fisheries	Aquaculture NC II	10	pH meter, portable, measuring range of 0-14 pH, calibration manual/auto, size: 195x68x30mm	2	pcs		pH meter, portable, measuring range of 0-14 pH, calibration manual/auto, size: 195x68x30mm	15,000.00	30,000.00	7,905.00	15,810.00	ExTech PH100	pH meter: 1,2 or 3 point calibration; size 172x40.6x35.6mm
10	Bataan Schoool of Fisheries	Aquaculture NC II	11	Marine engine, gross horsepower: 16, Engine Cooling: Air, Number of Cylinders: 1, Engine Fuel: Gas, Cast Iron, L head	1	unit		Marine engine, gross horsepower: 16, Engine Cooling: Air, Number of Cylinders: 1, Engine Fuel: Gas, Cast Iron, L head	15,000.00	15,000.00	35,000.00	35,000.00	Briggs and Stratton, Engine Model 326431-3637-08	Marine engine, gross horsepower: 16, Engine Cooling: Air, Number of Cylinders: 1, Engine Fuel: Gas, Cast Iron, L head
11	Bataan Schoool of Fisheries	Aquaculture NC II	11	Paddle wheel aerator (double impeller), 1HP/1 phase/220V/60Hz copper motor, bevel gear 1:14 iron, material for frame and 2 shafts: AISI 304 stainless steel, material for floats: HDPE or fiberglass, impellers: one-piece and blow-molded, with pillow block, magnetic switch, and submersible cable wire, inclusive of installation and orientation on proper use and basic maintenance	3	sets		Paddle wheel aerator (double impeller), 1HP/1 phase/220V/60Hz copper motor, bevel gear 1:14 iron, material for frame and 2 shafts: AISI 304 stainless steel, material for floats: HDPE or fiberglass, impellers: one-piece and blow-molded, with pillow block, magnetic switch, and submersible cable wire, inclusive of installation and orientation on proper use and basic maintenance	25,000.00	75,000.00	32,000.00	96,000.00	Local	Paddle wheel aerator (double impeller), 1HP/1 phase/220V/60Hz copper motor, bevel gear 1:14 iron, material for frame and 2 shafts: AISI 304 stainless steel, material for floats: HDPE or fiberglass, impellers: one-piece and blow-molded, with pillow block, magnetic switch, and submersible cable wire, inclusive of installation and orientation on proper use and basic maintenance



Item Number	School	Specialization	Lot #	Item / Description	Qty.	Unit	Reference Make / Model	Specifications	Schools' Estimate, Unit Cost PHP	Schools' Estimate, Total Cost PHP	Unit Cost PHP	Total Cost PHP	Make / Model	Specifications
12	Bataan Schoool of Fisheries	Aquaculture NC II	11	Fry hatching barrel, fiberglass, diameter: 450mm, height: 700mm, inlet: 40mm	2	pcs		Fry hatching barrel, fiberglass, diameter: 450mm, height: 700mm, inlet: 40mm	13,000.00	26,000.00	8,500.00	17,000.00	Fabricated	Fry hatching barrel, fiberglass, diameter: 450mm, height: 700mm, inlet: 40mm
13	Bataan Schoool of Fisheries	Aquaculture NC II	11	Aquarium fish tank, material: glass, dimensions: 48 X 18 X 24 inches, glass thickness: 10mm	3	sets		Aquarium fish tank, material: glass, dimensions: 48 X 18 X 24 inches, glass thickness: 10mm	8,000.00	24,000.00	12,500.00	37,500.00	Fabricated	Aquarium fish tank, material: glass, dimensions: 48 X 18 X 24 inches, glass thickness: 10mm
14	Bataan Schoool of Fisheries	Aquaculture NC II	11	Delivery charge	1	unit		Delivery charge	0.00	0.00	5,000.00	5,000.00	Delivery charge	Delivery charge
15	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	12	Refrigerator, 2 door 9 cu. Ft.	1	unit		Refrigerator with freezer, 12 cubic feet capacity, stainless steel body, two-door design, no frost design and operates on 220 VAC 50-60Hz	25,000.00	25,000.00	26,600.00	26,600.00	Fujidenzo RDD120s	Refrigerator with freezer : 12 cubic feet capacity; stainless steel body; two door design no frost design & operates on 220 VAC 50-60Hz
16	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	12	Oven, gas/electric, heavy duty	1	unit		Gas Range Oven, with 4 stove top burners, single door 5.8 cubic feet capacity with oven temp control	40,000.00	40,000.00	23,965.00	23,965.00	Whirlpool AGG 540IX	Gas Range Oven, with 4 stove top burners, single door 52L large oven capacity; control in degrees F or C
17	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	12	Osterizer, glass, 5 cups capacity or 8 cups capacity	1	set		Osterizer, glass, 5 cups capacity or 8 cups capacity	20,000.00	20,000.00	14,155.00	14,155.00	JTC Omniblender TM-767	Osterizer, glass material for jar, 8 cups capacity / 2L
18	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	12	Pressure cooker, 15 quarts	1	set		Industrial Pressure Cooker, (preferably "All-American" brand) with capacity of 15 quarts, or diameter of 32 cm with attached pressure gauge and variable pressure valve (5, 10, 15 psi), made of high-quality die cast aluminum.	15,000.00	15,000.00	26,900.00	26,900.00	All American 921	Industrial Pressure Cooker: 21 1/2 quart capacity w/ attached pressure gauge and variable ; valve (5, 10, 15 psi) made of high quality die-cast aluminum
19	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	12	Food processor, heavy duty	1	unit		Electric Food Processor, with accessories for used in blending, grinding, slicing, mixing, doughing, chopping, cutting and grating. 1.5 Liter Capacity, uses 220-240 VAC 50-60Hz	30,000.00	30,000.00	7,844.00	7,844.00	Philips HR7627	Electric Food Processor, with accessories for used in blending, grinding, slicing, mixing, doughing, chopping, cutting and grating. 2.1 Liter bowl, 1.5 L liquid/dry
20	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	13	Can sealer, manual/electric, with different chucks	1	unit		Automatic Can Sealer, Hand-cranked, made of die-cast aluminum metal, with chucks for can sizes #1, #2, #2 flat, #2 tall, #2½ and #3.	140,000.00	140,000.00	49,750.00	49,750.00	All American 225	Manual Can Sealer, made of die cast aluminum metal with chucks for can sizes No. 2 or No. 3 can
21	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	13	Heat sealer, plastic impulse sealer	1	unit		Foot Operated Impulse Sealer, Heavy-Duty, with seal dimension of 300mm x 3mm x2 (2 strips of seal) with variable heat control, operates on 220-240 VAC, 50-60Hz, approximately 800 Watts consumption	5,000.00	5,000.00	12,225.00	12,225.00	Local brand, model 305FIU	Foot Operated Impulse sealer, heavy duty w/ seal dimension 300x5x2mm, operates on 200-240 VAC 50-60Hz 900 watts
22	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	13	Shrink wrapping machine	1	unit		Heat Shrink Wrap Tunnel Packaging Machine, Heavy-Duty, with maximum sealing size of 300mm x 200mm, operates on 220-240 VAC, 50-60Hz, approximately 800 Watts consumption	25,000.00	25,000.00	52,693.00	52,693.00	China model: BS 400	Heat Shrink Wrap Tunnel Packaging Machine; Heavy with maximum sealing size of 400x200mm/220-240VAC 50-60Hz

Item Number	School	Specialization	Lot #	Item / Description	Qty.	Unit	Reference Make / Model	Specifications	Schools' Estimate, Unit Cost PHP	Schools' Estimate, Total Cost PHP	Unit Cost PHP	Total Cost PHP	Make / Model	Specifications
23	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	13	Vacuum Pack Sealing machine	1	unit		Vacuum Sealing Machine, floor type (stand-alone), double chamber model, chamber dimension – 670mm x 540mm x 110mm x2, sealing dimension – 600mm x 10 mm x 2, capacity of 1-4 PEC/minute, Operates on 220VAC 50-60Hz	150,000.00	150,000.00	120,358.00	120,358.00	China ; model DZ400/2SB	Vacuum Sealing Machine, floor type (stand-alone), double chamber model, chamber dimension – 500mm x 450mm x 115mm x2, 220VAC/60Hz
24	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	13	Labeling machine	1	unit		Labeling machine	10,000.00	10,000.00	52,102.00	52,102.00	Model MT-50	Labeling machine: Speed: 25-50 pcs/ min; Label: W: 8 -150mm; Label: L 15-315mm; dimension: 65x45x45cm; Wt: 25 kg
25	Bataan Schoool of Fisheries	Food/Fish Processing NC II and Fish Packaging NC II	13	Sausage stuffer/linker, stainless/plastic	1	unit		Manual Sausage Stuffer, made of food grade stainless steel, 5 liter capacity with multi-size sausage funnels	10,000.00	10,000.00	9,288.00	9,288.00	China	Manual Sausage Stuffer made of food grade stainless steel; 5 Liter capacity w/ multi size sausage funnels
26	Bataan Schoool of Fisheries	Aquaculture NC II	16	Regenerative blower or Ring blower, stainless steel pump, output power: 0.2 to .29 kw, 100% oil-free air provided w/inlet and outlet silencer/filter	1	pcs		Regenerative blower or Ring blower, stainless steel pump, output power: 0.2 to .29 kw, 100% oil-free air provided w/inlet and outlet silencer/filter	19,000.00	19,000.00	7,610.00	7,610.00	Sunsun HG-180	Regenerative blower or Ring blower, stainless steel pump, output power: 0.2 to .29 kw, 100% oil-free air provided w/inlet and outlet silencer/filter
27	Bataan Schoool of Fisheries	Aquaculture NC II	16	Generator, gasoline, output type AC, single-phase, 230V, 5 KVA rated power	1	set		Generator, gasoline, output type AC, single-phase, 230V, 5 KVA rated power	35,000.00	35,000.00	76,520.00	76,520.00	Wacker Neuson M5 (WN13 Engine)	Generator, gasoline, output type AC, single-phase, 230V, 5 KVA rated power
28	Bataan Schoool of Fisheries	Aquaculture NC II	16	Canister filter with pump, horizontal-type, aquarium capacity: 400 L, pump output: 1450 L / hour, filtration volume: 8.5L, maximum water column height: 2.25 meters, 220-240 V/50 HZ, 20 W	1	set		Canister filter with pump, horizontal-type, aquarium capacity: 400 L, pump output: 1450 L / hour, filtration volume: 8.5L, maximum water column height: 2.25 meters, 220-240 V/50 HZ, 20 W	15,000.00	15,000.00	14,770.00	14,770.00	Sunsun CPF-280 canister with WP-5000 pump	Canister filter with pump, horizontal-type, aquarium capacity: 400 L, pump output: 1450 L / hour, filtration volume: 8.5L, maximum water column height: 2.25 meters, 220-240 V/50 HZ, 20 W
29	Bukig National Agricultural and Technical School	Agricultural Crop Production NC II	1	4WD Farm Tractor	1	set	Kubota second Hand Tractor	Minimum requirements: 45 HP engine power, 2500 cc displacement, direct injection, water cooled, 4-cycle diesel engine, dry type single stage clutch, gear shift 8-forward/4-reverse, 360 mm ground clearance, 1700 kg lifting capacity, with trailing harrow and rotavator, AMTEC -Tested	800,000.00	800,000.00	1,000,000.00	1,000,000.00	YTO-X454	Required equipment for Agricultural Crops Production NC II



Item Number	School	Specialization	Lot #	Item / Description	Qty.	Unit	Reference Make / Model	Specifications	Schools' Estimate, Unit Cost PHP	Schools' Estimate, Total Cost PHP	Unit Cost PHP	Total Cost PHP	Make / Model	Specifications
30	Iligan City National School of Fisheries	Aquaculture NC II	3	Laptop Computer	1	unit	ASUS UX30	Laptop Computer Microsoft Windows 7 Home Basic OS and MS Office Chipset Mobile Intel® GS45 Express Chipset Main Memory 4GB DDR2 Memory Display 13.3" WXGA/ Resolution 1366x768 Video Graphics & Memory Intel® GMA 4500MHD Hard Drive 2.5" 9.5mm SATA 320GB, Card Reader 2 in 1 card reader, SD, MMC Battery Pack & Life Polymer 3 cells: 3250 mAh AC Adapter Output: 19 V DC, 3.42 A, 40W Input: 100~240 V AC, 50/60 Hz universal 3/2 pin compact power supply system	37,094.70	37,094.70	26,990.00	26,990.00	Lenovo G4070 (5944-1219)	Lap Top Computer with MS Office 2013 Home & Student; Processor: Intel Core i3 4030 (1.9Ghz); Memory 2GB DDR3; HDD 500GB SATA; Card Reader 4 in 1 , One Express Card slot; VGA: 2GB VGA ATI JET LER5M230; Display: 14" WSVGA (1366 x 768 ); DVD Writer: Super Multi DVD Writer; O.S: 8.1 Windows; Network: Modem/ Integrated LAN/ Intel PRO/RJ-11/RJ45; Others: Bluetooth, 3 Mega Pixel Camera, Audio, Mic/Bluetooth; USB Ports: 1USB 3.0, 2 USB 2.0, with retractable optical mouse and bag pack
31	Iligan City National School of Fisheries	Aquaculture NC II	3	Projector	1	unit	ACER P1173 3000	Projector, 3000 lumens, SVGA (800 x 600), 13,000:1, 4:3 (Native), 16:9 (Compatible), 1.86 ~ 2.04:1, 5000 Hour (Normal Mode) and 6000 Hour (Economy Mode)	20,900.00	20,900.00	18,995.00	18,995.00	Epson EB-S18	Projector, Projection System: 3LCD Technology, LCD Panel: 0.55 inch, Colour Light and White Light Output: 3,000 Lumen in accordance with ISO 21118:2012, Resolution: SVGA, 800 x 600, Aspect Ratio: 4:3, Contrast Ratio: 10,000 : 1, Lamp: 200 W and 5,000 h durability, Keystone Correction Auto vertical: ± 30 ° and Manual horizontal ± 30 °, Colour Processing: 10 Bits, 2D Vertical Refresh Rate: 50 Hz - 85 Hz, Projection Ratio :1.45 - 1.96:1, Digital Zoom Factor: 1.35, Lens: Optical, Projection Size: 30 inches - 350 inches, Projection Distance Wide/Tele 1.77 m - 2.4 m (60 inch screen), Projection Lens F Number: 1.44, Focal Distance: 16.7 mm, Focus: Manual, Offset: 8 : 1, USB Display Function: 3 in 1 (Image / Mouse / Sound); Interfaces: Cinch audio in, VGA in, RGB in, S-Video in, Component in, Composite in, HDMI in, Wireless LAN IEEE 802.11b/g/n (optional), USB 2.0 Type B, USB 2.0 Type A; Energy Use: 270 Watt, 201 Watt (economy), 0.28 Watt (standby); Supply Voltage: AC 100 V - 240 V, 50 Hz - 60 Hz; Noise Level: Normal: 37 dB (A) - Economy: 29 dB (A); Temperature Operation 5° C - 35° C, Storage -10° C - 60° C, Humidity Operation 20% - 80%, Storage 10% - 90%; Loudspeaker: 2 Watt; Inclusive of Carrying bag, Computer cable, Main unit, Power cable, Remote control incl. batteries, USB cable, User's Manual Set, and Warranty Documents, with projection screen
32	Iligan City National School of Fisheries	Aquaculture NC II	18	Pressure tank set	1	set		Pressure tank, 40 psi; capacity 160 liters or 42.2675 gal; GI galvanized iron 16; super tank ; inclusive set of 20 pcs PVC adapter 1 inch diameter; 20 pcs PVC Elbow blue 1 inch diameter ; 20 pcs PVC Elbow blue 1/2 inch diameter; 20 length PVC pipe blue 1/2 inch diameter; 10 pcs PVC coupling blue 1 inch diameter; 7pcs. PVC Tee 1/2 inch diameter; 5pcs PVC 1 inch blue diameter; 4pcs PVC female coupling 1/2 inch diameter , 4pcs PVC male coupling 1/2 inch diameter, 2pcs. PVC TEE 1 inch, 2 pcs big PVC solvent; 1pc PVC ball valve 1 inch diameter; 2pcs 1ft valve (brass 1 inch diameter); 2pcs 1 inch P.E elbow SDR; 2pcs P.E SDR male coupling 1inch diameter; 10 pcs Plastic faucet; 1 pc Liquid level switch; 2 pcs Teflon 1inch diameter; 1 roll SDR 11 iron pipe 1 inch diameter; 2 drum plastic with capacity 50 gal.	15,700.00	15,405.00	15,405.00	15,405.00	First Pressure Tank	Pressure tank set, 40 psi, capacity 160 liters, material: galvanized iron, with 1 roll SDR 11 black plastic 1" diameter, with free pressure switch and gauge

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33	Iligan City National School of Fisheries	Aquaculture NC II	18	Electric Motor Pump	1	unit		Electric motor pump, Specifications: 1HP; Self Priming Q.max: 60 liters/min H.max 45m Suct.L.Max: 9m Voltage: 230 KW: 0.75 HP: 1 Hz: 60 Size: 1"x1" 1 Mot RPM: 3450 Thermally protected motor European design	3,500.00	3,500.00	14,850.00	14,850.00	Lucky Pro MJSW3BH	MJSW3BH Electric pump, Power: 2HP, Max head: 76 meters, Max flow: 160 liters/minute, Suction lift: up to 9 meters, Fluid Temperature: up to 40° C, Pump body: cast iron, Pump impeller: brass, Motor coil: copper, with thermal overload protector
34	Iligan City National School of Fisheries	Aquaculture NC II	18	Submersible Pump with Air blower	1	set	Rio 12HF	Submersible pump 12HF;750 gallons per hour;40 watts. Maximum head - 9.5 foot; Output tubing size - 3/4 inch with diaphragm type air blower ;200 watts	15,000.00	15,000.00	8,100.00	8,100.00	Rio 26HF and Resun LP-20	Rio 26HF Submersible pump (Flow Rate @ 1 foot Head pressure 6040 L/H (1590 GPH), Maximum head 13 feet, Inlet 1" NPT, Outlet 3/4" NPT, 100 watts) with Resun LP20 air pump ( 1320 L/hr max air output, Energy consumption: 17 watts, Pressure 0.028 mpa, 6 Outlets, Airstones max depth 2.2m)
35	Iligan City National School of Fisheries	Aquaculture NC II	18	Generator set	1	unit	Sumo brand	Gasoline generator ;6.5HP OHV engine ; continous wattage 3000; peak wattage 3500; fuel tank capacity 4 gallons; 2-AC ,1-12V DC output120 volts; runs 8 -9 hrs at 1/2 load; recoil start; with muffler	15,000.00	33,600.00	33,600.00	33,600.00	Lutian LT 7000 EC	Lutian LT 7000 EC Gasoline Generator, single-phase, Max AC Output 5.5 kW
36	Iligan City National School of Fisheries	Aquaculture NC II	Bidding	Hatchery Facilities (5 brood stock tanks, 2 hatchery tanks, 1 store room, 1 packing area, 1 motor house, with perimeter fence)	1	set	Ahma	Hatchery Facilities (5 brood stock tanks, 2 hatchery tanks, 1 store room, 1 packing area, 1 motor house, with perimeter fence)	689,580.80	909,857.38	909,469.82	909,469.82		
37	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Angle bar, 3/16" x 1"	6	pcs.	NA	Angle bar, 3/16" x 1"	390.00	2,340.00	430.00	2,580.00	NA	
38	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Angle bar, 3/16" x 2"	2	pcs.	NA	Angle bar, 3/16" x 2"	591.50	1,183.00	770.00	1,540.00		
39	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Square Bar, 8 mm.	15	pcs.	NA	Square Bar, 8 mm.	130.00	1,950.00	145.00	2,175.00		
40	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Corrugated Bar, 8mm	10	pcs.	NA	Corrugated Bar, 8mm	60.00	600.00	48.00	480.00		
41	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Corrugated G.I.Sheet, Gauge 26 12 f3		pcs.	15500	Corrugated G.I.Sheet, Gauge 26 12 ft.	398.00	1,194.00	270.00	810.00		
42	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Plain G.I. Sheet, Gauge 26	1	pc.	NA	Plain G.I. Sheet, Gauge 26	275.00	275.00	186.00	186.00		

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43	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Welding Rod, 60/12	4	kg.	NA	Welding Rod, 60/12	60.00	240.00	165.00	660.00		
44	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Tek Screw, 2"	296	pcs.	NA	Tek Screw, 2"	2.50	740.00	2.50	740.00		
45	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Tie Wire	3	kg.	NA	Tie Wire	62.00	186.00	66.00	198.00		
46	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Concrete Hollow Block, #4	100	pcs.	NA	Concrete Hollow Block, #4	8.50	850.00	9.00	900.00		
47	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Cement Portland	6	bags	NA	Cement Portland	258.00	1,548.00	270.00	1,620.00		
48	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Mixed Sand	3	cu.m.	NA	Mixed Sand	1,000.00	3,000.00	610.00	1,830.00		
49	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Hinges, 2"x3"	1	pair	NA	Hinges, 2"x3"	83.00	83.00	35.00	35.00		
50	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Red Lead, Triton	1	gallon	NA	Red Lead, Triton	572.50	572.50	666.00	666.00		
51	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Roofing Paint, Green	1	gallon	NA	Roofing Paint, Green	613.00	613.00	680.00	680.00		
52	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Enamel, Royal Blue	1	gallon	NA	Enamel, Royal Blue	520.00	520.00	610.00	610.00		
53	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Paint Thinner, Mayon	1	gallon	NA	Paint Thinner, Mayon	413.50	413.50	320.00	320.00		
54	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	Paint Brush, 2"	2	pcs.	NA	Paint Brush	69.00	138.00	35.00	70.00		



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55	Opol National Secondary Technical School	Construction of Gas Tank House for Safety of Students/Trainees during Practicum	2	G.I. Gutter, #26	1	length	NA	G.I. Gutter, #26	1,200.00	1,200.00	420.00	420.00		
56	Opol National Secondary Technical School	Commercial Cooking NC III	4	Glass Cabinet with Lock	2	units	Ikea Hemnes Glass Cabinet 900 X 370 X 1970 mm.	Width: 90 cm, Depth: 37 cm, Height: 197 cm, Max load/shelf: 30 kg, Top panel: Solid pine/Stain/Clear acrylic lacquer, Glass panels: Tempered/safety glass, Back panel: Printed fiberboard, 1 stationary shelf and 4 adjustable shelves, unit needs to be secured to the wall with the enclosed wall anchoring device, product requires assembly	10,000.00	20,000.00	10,000.00	20,000.00		Glass Cabinet: Width: 90 cm, Depth: 37 cm, Height: 197 cm, Max load/shelf: 30 kg, Top panel: Solid pine/Stain/Clear acrylic lacquer, Glass panels: Tempered/safety glass, Back panel: fibreboard
57	Opol National Secondary Technical School	Food and Beverage Services NC II	4	6-seater Dining Set	2	sets	Mandaue Foam New York 6 Seater: Item Code 31507, Wooden and Glass	6-seater Dining Set (1 Table with 6 Chairs), Rectangular Table : 90 x 180 x 75 cm, Chairs : 44.8 x 53 x 103 cm, material: wood	20,000.00	40,000.00	18,500.00	37,000.00		6-seater Dining Set (1 Table with 6 Chairs), Rectangular Table : 90 x 180 x 75 cm, Chairs : 44.8 x 53 x 103 cm, material: wood
58	Opol National Secondary Technical School	Food and Beverage Services NC II	4	2-seater Dining Set	2	sets	2-seater Dining Se	2-seater Dining Set (1 Table with 2 Chairs), Square Table : 28 x 28 x 30 inches, Chairs : 44.8 x 53 x 103 cm, material: wood	15,000.00	30,000.00	8,500.00	17,000.00		2-seater Dining Set (1 Table with 2 Chairs), Square Table : 28 x 28 x 30 inches, Chairs : 44.8 x 53 x 103 cm, material: wood
59	Opol National Secondary Technical School	Commercial Cooking NC III	5	Air Condition Unit	2	unit	Koppel: Standard Floor Mounted KFM-36E0A	Indoor Floor mounted airconditioning unit, power consumption: 3400W, cooling: 36000 BTU/h or 37980 kJ/hr, running current: 16.6 A, applicable area: 35-60 sq.m., refrigerant: R22, 220V-230V, 50-60Hz, single phase, indoor air flow: 1500 CMH, indoor noise level: 50 dBA, EER: 10.2 BTU/h-W / 11.2 kJ/hr-W, operating temperature: 17-30C, ambient temperature: 18-43C, 12-Hr Timer, heavy duty	80,000.00	160,000.00	72,800.00	145,600.00	Koppel KV36FM-ARF21	Indoor floor mounted airconditioning unit, power consumption: 3100W, cooling: 38000 BTU/h or 40900 kJ/hr, rated current: 18 A, 220V-240V/60Hz/1Phase, indoor air flow: 1500 CMH, indoor noise level: 51-56 dBA, EER: 12.3 BTU/h-W / 12.9 kJ/hr-W, R410A Refrigerant, compressor type: rotary DC inverter, Timer, Remote Control, Air Filter, LCD Display
60	Opol National Secondary Technical School	Commercial Cooking NC III	5	Double Door Refrigerator	1	unit	Whirlpool WIE 105 USS6	2 door refrigerator, 11 cu.ft. volume capacity, top mount type, inverter compressor, 3 adjustable shelves	32,000.00	32,000.00	27,500.00	27,500.00	Whirlpool WIE 105 USS6	2 door refrigerator, 11 cu.ft. volume capacity, top mount type, inverter compressor, 3 adjustable shelves
61	Opol National Secondary Technical School	Commercial Cooking NC III	5	Chest Freezer	1	unit	Fujidenzo FC-13ADF	Chest type freezer, 13 cu. ft. capacity, with wire basket, key lock, roller feet	20,000.00	20,000.00	19,500.00	19,500.00	Fujidenzo FC-13ADF	Chest type freezer, 13 cu. ft. capacity, with wire basket, key lock, roller feet
62	Opol National Secondary Technical School	Food and Beverage Services NC II	5	Upright Chiller	1	unit	Fujidenzo SU-140A	Upright showcase chiller, Net Volume: 14 cu. ft., Temperature Range: 0°C to 12°C, Single Phase, 220 V, 3 adjustable wire shelves	25,000.00	25,000.00	22,800.00	23,300.00	Kolin KSF415B1L	Upright showcase chiller , rated voltage: 230v 60hz gross capacity: 415 liter net capacity: 360 liter rated input power: 300 watts dimension: 278mm x 605mm x 1978mm (w x d x h)
63	Opol National Secondary Technical School	Food and Beverage Services NC II	5	Installation charge for AC	2	units	Installation charge for AC, 10 ft.	Installation charge for AC, 10 ft.	8,500.00	17,000.00	8,500.00	17,000.00	Installation charge for AC, 10 ft. by Cagayan Freeze Refrigeration and Aircon Services	Installation charge for AC, 10 ft. by Cagayan Freeze Refrigeration and Aircon Services

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64	Opol National Secondary Technical School	Commercial Cooking NC III	6	3-burner Gas Range w/ Oven	2	unit	Tecnogas TFG6031DRX	Single-oven cooker with 3 Gas Burners +1 Electric Plate, 64L oven capacity, stainless-steel single-piece worktop with 3 gas burners, worktop 60cm, automatic oven thermostat, rotisserie, oven safety timer, mirror glass oven door	25,000.00	50,000.00	33,550.00	67,100.00	Tecnogas TFG6031DRX	Single-oven cooker with 3 Gas Burners +1 Electric Plate, 64L oven capacity, stainless-steel single-piece worktop with 3 gas burners, worktop 60cm, automatic oven thermostat, rotisserie, oven safety timer, mirror glass oven door
65	Opol National Secondary Technical School	Commercial Cooking NC III	6	Blender	4	unit	Braun Multiquick 3-Speed Jug Blender MX 2000	Blender, 2L jar capacity, detachable stainless steel knife, 3 speeds plus pulse button, 525W, additional lid opening with integrated measuring cup, plastic mixing container	5,000.00	20,000.00	10,140.00	40,560.00	Philips HR2095	Blender 750 W, 2 L glass jar with filter variable speed and detachable stainless steel knife suitable for for blending fruits, cutting vegetables and crushing ice, glass jar, non-slip feet, 1 m cord length, with spatula
66	Opol National Secondary Technical School	Commercial Cooking NC III	6	Heat Gun	1	unit	Bosch GHG G30 DCE	Heat Gun, Rated power input: 2,000 W, Weight without cable: 0.9 kg, Working temperature: 50 - 630 °C, Airflow:150 - 500 l/min, Finish: brushed anti touch, Ergonomic design/softgrip	7,000.00	7,000.00	7,450.00	7,450.00	Bosch GHG G30 DCE	Heat Gun, Rated power input: 2,000 W, Weight without cable: 0.9 kg, Working temperature: 50 - 630 °C, Airflow:150 - 500 l/min, Finish: brushed anti touch, Ergonomic design/softgrip
67	Opol National Secondary Technical School	Commercial Cooking NC III	6	Griller	2	units	Philips HD6320	Griller, Electric, thermostatic control, temperature range: 70°C to 230°C, 1500W, non stick plates, with drip tray, flat grill and grill mark plate	6,000.00	12,000.00	5,500.00	11,000.00	Thomson THGR05675	Griller, Electric, 90 x 30 cm griddle, cast aluminum Teflon plate, adjustable thermostat, 2300W, removable fat container, with spatula and tongs suitable for non stick Teflon plate
68	Opol National Secondary Technical School	Commercial Cooking NC III	6	Oven Toaster	1	unit	Imarflex IT-300CRS Oven	Oven Toaster, Stainless Steel body, handle and doorframe, 30 L capacity, 100 to 250 °C temperature control, 1600 W, 60 minutes timer, with accessories (bake tray, wire rack, crumb tray, and rotisserie)	6,354.00	6,354.00	5,150.00	5,150.00	Imarflex IT-300CRS Oven	Oven Toaster, Stainless Steel body, handle and doorframe, 30 L capacity, 100 to 250 °C temperature control, 1600 W, 60 minutes timer, with accessories (bake tray, wire rack, crumb tray, and rotisserie)
69	Opol National Secondary Technical School	Commercial Cooking NC III	6	Rice Cooker	1	unit	Imarflex IRC-780N	Rice cooker, 7.8 L capacity (45 cups capacity), Non Stick, 220V, Pilot Light Indicator	5,000.00	5,000.00	5,650.00	5,650.00	Imarflex IRC-780N	Rice cooker, 7.8 L capacity (45 cups capacity), Non Stick, 220V, Pilot Light Indicator
70	Opol National Secondary Technical School	Commercial Cooking NC III	6	Juicer	1	unit	Breville BJE410	Juicer, Centrifugal, stainless steel design, 2 speed settings, 700 watts motor, 18000 RPM, 3" circular feed tube	5,000.00	5,000.00	11,200.00	11,200.00	Breville BJE410	Centrifugal juicer, stainless steel design, 2 speed settings, 700 watts motor, 18000 RPM, 3" circular feed tube
71	Opol National Secondary Technical School	Commercial Cooking NC III	6	Pressure Cooker	1	unit	Tramontina Pressure Cooker 80130	Stovetop pressure cooker, 5L capacity, stainless steel body, Tri-Ply base induction-ready, 18/10 stainless steel construction, Measures 17-1/4 by 10 by 8-1/2 inches	5,000.00	5,000.00	24,500.00	24,500.00	All American 921 21-1/2-Quart Pressure Cooker/ Canner	Industrial Pressure Cooker, Stove Top, with capacity of 21 quarts, with geared pressure gauge and variable pressure valve (5, 10, 15 psi), made of high-quality die cast aluminum
72	Opol National Secondary Technical School	Commercial Cooking NC III	6	Electric Kneading Machine	1	unit	Moulinex QA403	Electric Kneading Machine, 4 L mixing bowl capacity, 900W, 220 V, planetary mixing action	15,000.00	15,000.00	31,125.00	31,125.00	KitchenAid 5KSM 150	Electric tilt-head stand mixer, 5 quarts bowl capacity, 300W, 220 V, planetary mixing action



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73	Opol National Secondary Technical School	Food and Beverage Services NC II	6	Coffee Maker	1	unit	Philips Advance Collection HD 7447 (1.3 Ltr.)	Coffee Maker, Capacity: 1.2 L, Power: 1000 W, Voltage: 220-240 V, Frequency: 50/60 Hz, Brewing time: 10 minute(s), Water level indication, Detachable filter holder, Drip stop, Illuminated power switch	10,000.00	10,000.00	3,600.00	3,600.00	Philips Advance Collection HD 7447	Coffee Maker, Capacity: 1.2 L, Power: 1000 W, Voltage: 220-240 V, Frequency: 50/60 Hz, Brewing time: 10 minute(s), Water level indication, Detachable filter holder, Drip stop, Illuminated power switch
74	Opol National Secondary Technical School	Commercial Cooking NC III	14	Sealer	1	unit	FR-900	Continuous bag band sealer, Sealing width: 6 to 12 mm, Conveyor Speed: 8mtrs per minute, Packaging LD, PP, HM and laminated pouches, aluminum foil or paper, Power: 230 V / 50 Hz	30,000.00	30,000.00	28,370.00	28,370.00	Hulian FRB-770-II	Continuous Band Sealer, 220V/50Hz, Power:50W, Sealing Power:300x2W, Sealing Speed(m/min):0-12 (0-16), Sealing Width(mm):810, Temperature Range:0-300, Distance from Sealing Center to Conveyor Table:150-270, Conveyor Table Size (LxW):840x153 mm, Max. Conveyor Loading for Single Package:≤1 kg, Overall Conveyor Loading:≤3 kg, External Dimensions (LxWxH):840x380x550 mm, Net Weight:37 kg, Ideal for solids/liquids, and aluminum/paper
75	Opol National Secondary Technical School	Commercial Cooking NC III	14	Stuffer	1	unit	Monaris TV3L	Sausage stuffer, manual, full stainless steel structure, 3 liters capacity, stuffer tube Diameter x L (mm): φ140 x 200, four-size stuffing tubes, vertical, 2-level speed for pushing and moving back	13,000.00	13,000.00	21,150.00	21,150.00	TVL3	Sausage stuffer, manual, full stainless steel structure, aluminium gear box, 3L capacity, includes four different sizes of blades and four different hole sizes, 2-level speed
76	Opol National Secondary Technical School	Commercial Cooking NC III	14	Meat Processor/Grinder	1	unit	Monaris Tasin Meat Grinder 1/2 HP	Meat grinder, stainless steel, capacity: 200+ kgs/hr., 1/2 HP, 220-240 V, 50-60 HZ, with sausage funnel, includes 4 different sizes of blades and 4 different hole size, detachable cutting tools	12,000.00	12,000.00	17,220.00	17,220.00	Tasin TS-102AL	Meat grinder, stainless steel, capacity: 200+ kgs/hr., 1/2 HP, 220-240 V, 50-60 HZ, with 1 sausage funnel and pestle, includes 4 mesh blades (1/4", 3/8", 1/2", 1/4"), 3 blade sets ( 2-blade:1 pc, 3-blade:2 pcs, 4-blade:1 pc),
77	Opol National Secondary Technical School	Commercial Cooking NC III	14	Food Warmer	1	unit	Monaris Food warmer, double	Food warmer, heated countertop display, 30 to 90 degrees Celsius inner temperature range, 36 x 19 x 24 (LXWXH in inches), thermostatically controlled, 220V/60Hz	15,000.00	15,000.00	28,580.00	28,580.00	Berjaya FW45	Food warmer, stainless steel construction, 30 to 90 degrees Celsius inner temperature range, 797mmL x 337+84mmD x 515mmH, thermostatically controlled, tempered glass doors, 240V, Nominal Amps:4.6A, Total Load: 1060w, Weight : 23kg, Volume 0.20m³
78	Opol National Secondary Technical School	Commercial Cooking NC III	14	Counter Top Gas Griddles	1	unit	Monaris Gas griddle	Dimension: 26 X 24 X 16 inches, food grade stainless steel, griddle size 22 x 16 inches, counter top model, plate thickness: 1" (25 mm), burner material: heavy grade metal	13,000.00	13,000.00	40,655.00	40,655.00	Justa TGH-21R	Gas Griddle, Counter Top model, Dimension: 600*612*470mm, griddle size 22 x 16 inches, counter top model, plate thickness: 1" (25 mm), burner material: heavy grade metal
79	Opol National Secondary Technical School	Commercial Cooking NC III	14	Gas Fryer	1	unit	Monaris Gas Fryer	Dimension: 22 X 14 X 12 inches, Oil Capacity 12L, Gas, food grade stainless steel body/hob top/tank, 2 baskets (chrome-plated)	30,000.00	30,000.00	41,870.00	41,870.00	Vesta TEF-6+6R	Gas Fryer, Counter Top model, Power:38.400 BTU/hr, Dimensions:600x612x470mm, Weight:31kg, Oil Capacity 12L (6L+6L), Gas, 2 baskets (chrome-plated)

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80	Opol National Secondary Technical School	Commercial Cooking NC III	14	Hot Bain Marie	1	unit	LF A06-BSB-4	Countertop Bain Marie, 4 Tubs w/ 4 food pans, 1/2 size x 4" w/ cover, 1170x350x315, 1,500w, 220V, stainless steel, 30 to 110 degrees Centigrade temperature range	15,000.00	15,000.00	32,345.00	32,345.00	Frigorific JR-8416	Countertop Bain Marie, 4 Tubs w/ 4 food pans, Dimension: 44"Lx17"Wx12"H + 16" sneeze guard, Capacity: 4 pcs. 1/2 x 4" pans with sneeze guard, tube lights included, Temperature range: 30 to 90°C, Power: 220 V, 60 Hz, 3 kW
81	Opol National Secondary Technical School	Commercial Cooking NC III	14	3-Burner	2	units	Okura A05-OJZY-050	Triple Top Cooker, gas, three low pressure double ring burners made of cast iron, 1.29 kg/h burner consumption	5,000.00	10,000.00	23,100.00	46,200.00	Whirlpool AKC7250/IX	High Pressure Built-in Cook Top, 2 High Power Double Ring Gas Burners (5.0 kW Italian Sabaf HEO), Cast Iron Pan Support, Battery Ignition, Safety Valve, High Grade Stainless Steel 304 surface, Flexible Clip, Dimensions (HWD): 510x770X98 mm
82	Opol National Secondary Technical School	Commercial Cooking NC III	14	Cake Showcase	1	unit	AR 160	Cake Showcase, Dimension: 874mmW x 568mmD x 686mmH, Capacity: 160 litres, Temperature: +2C to +8C, System: Blower (frost free), Finishing: Stainless steel, Glass: 4 side double layer glass, Electrical: 230 watt, Weight: 74kg, Accessories: Digital temperature controller, 2 pcs adjustable chrome plate shelves, internal L.E.D lighting	12,000.00	12,000.00	50,965.00	50,965.00	CN Rotor RTW-160L	Cake Showcase, Dimension: 35"L x 23"W x 27"H, Capacity: 160 litres, Temperature: 2 to 12°C, Stainless steel base, Glass: 4 side double layer glass, Curved front glass, Digital temperature controller, 2 pcs adjustable chrome plate shelves, LED lights, Countertop, Power: 220 V, 60 Hz, 160 W
83	Opol National Secondary Technical School	Commercial Cooking NC III	15	Production Table	6	units	Real WTM-72	Stainless steel production table, with bottom shelf, 72" by 27.5", food grade stainless steel (type 304)	21,000.00	126,000.00	21,000.00	126,000.00	Real Brand WTM-72	Stainless steel production table, with bottom shelf, 72" by 27.5", food grade stainless steel (type 304)
84	Opol National Secondary Technical School	Commercial Cooking NC III	15	Stainless Steel Rack	1	unit	Real A03-JW-N4818	Wire rack / shelving, 4 tiers storage rack/shelves, 4 x 1.5 x 5ft, chrome plated, round pipes	10,000.00	10,000.00	8,300.00	8,300.00	Real A03-JW-N4818	Wire rack / shelving, 4 tiers storage rack/shelves, 4 x 1.5 x 5ft, chrome plated, round pipes
85	Opol National Secondary Technical School	Commercial Cooking NC III	15	Service Trolley	2	units	Real A03-AF08164	Stainless steel 3-layer service trolley, 4 swiveling casters (100mm wheel diameter), Dimension: 865x450x895mmH, square tube frame, food grade stainless steel (type 304)	3,000.00	6,000.00	7,900.00	15,800.00	Real A03-AF08164	Stainless steel 3-layer service trolley, 4 swiveling casters (100mm wheel diameter), Dimension: 865x450x895mmH, square tube frame, food grade stainless steel (type 304)
86	Opol National Secondary Technical School	Commercial Cooking NC III	15	Crating Charge	1	charge		Crating for all units	0.00	0.00	10,000.00	10,000.00	Crating Charge	Crating for all units
87	Opol National Secondary Technical School	Commercial Cooking NC III	15	Delivery Charge	1	charge		Delivery Charge to Opol, Mismais Oriental	0.00	0.00	38,000.00	38,000.00	Delivery Charge	Delivery Charge to Opol, Mismais Oriental



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88	Rogongon Agricultural High School and Iligan City National School of Fisheries	Agriculture	3	Laptop Computer Microsoft Window	2	units	ASUS UX30	Laptop Computer Microsoft Windows 7 Home Basic OS and MS Office Chipset Mobile Intel® GS45 Express Chipset Main Memory 4GB DDR2 Memory Display 13.3" WXGA/ Resolution 1366x768 Video Graphics & Memory Intel® GMA 4500MHD Hard Drive 2.5" 9.5mm SATA 320GB, Card Reader 2 in 1 card reader, SD,MMC Battery Pack & Life Polymer 3 cells: 3250 mAh AC Adapter Output: 19 V DC, 3.42 A, 40W Input: 100-240 V AC, 50/60 Hz universal 3/2 pin compact power supply system	37,094.70	74,189.40	26,990.00	53,980.00	Lenovo G4070 (5944-1219)	Lap Top Computer with MS Office 2013 Home & Student; Processor: Intel Core i3 4030 (1.9Ghz); Memory 2GB DDR3; HDD 500GB SATA; Card Reader 4 in 1 , One Express Card slot; VGA: 2GB VGA ATI JET LER5M230; Display: 14" WSVGA (1366 x 768 ); DVD Writer: Super Multi DVD Writer; O.S: 8.1 Windows; Network: Modem/ Integrated LAN/ Intel PRO/RJ-11/RJ45; Others: Bluetooth, 3 Mega Pixel Camera, Audio, Mic/Bluetooth; USB Ports: 1USB 3.0, 2 USB 2.0, with retractable optical mouse and bag pack
89	Rogongon Agricultural High School and Iligan City National School of Fisheries	Agriculture	3	Projector	2	units	ACER P1173 3000	Projector, 3000 lumens, SVGA (800 x 600), 13,000:1, 4:3 (Native), 16:9 (Compatible), 1.86 ~ 2.04:1, 5000 Hour (Normal Mode) and 6000 Hour (Economy Mode)	20,900.00	41,800.00	18,995.00	37,990.00	Epson EB-S18	Projector, Projection System: 3LCD Technology, LCD Panel: 0.55 inch, Colour Light and White Light Output: 3,000 Lumen in accordance with ISO 21118:2012, Resolution: SVGA, 800 x 600, Aspect Ratio: 4:3, Contrast Ratio: 10,000 : 1, Lamp: 200 W and 5,000 h durability, Keystone Correction Auto vertical: ± 30 ° and Manual horizontal ± 30 °, Colour Processing: 10 Bits, 2D Vertical Refresh Rate: 50 Hz - 85 Hz, Projection Ratio :1.45 - 1.96:1, Digital Zoom Factor: 1.35, Lens: Optical, Projection Size: 30 inches - 350 inches, Projection Distance Wide/Tele 1.77 m - 2.4 m (60 inch screen), Projection Lens F Number: 1.44, Focal Distance: 16.7 mm, Focus: Manual, Offset: 8 : 1, USB Display Function: 3 in 1 (Image / Mouse / Sound); Interfaces: Cinch audio in, VGA in, RGB in, S-Video in, Component in, Composite in, HDMI in, Wireless LAN IEEE 802.11b/g/n (optional), USB 2.0 Type B, USB 2.0 Type A; Energy Use: 270 Watt, 201 Watt (economy), 0.28 Watt (standby); Supply Voltage: AC 100 V - 240 V, 50 Hz - 60 Hz; Noise Level: Normal: 37 dB (A) - Economy: 29 dB (A); Temperature Operation 5° C - 35° C, Storage -10° C - 60° C, Humidity Operation 20% - 80%, Storage 10% - 90%; Loudspeaker: 2 Watt; Inclusive of Carrying bag, Computer cable, Main unit, Power cable, Remote control incl. batteries, USB cable, User's Manual Set, and Warranty Documents, with projection screen
90	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Sumo hand tractor (Sumo Diesel Eng	2	units	Sumo hand tractor (Sumo Diesel Engine)Hand Tractor SPHT-60-DP w/2 Disc Plow Gear case: machine pressed Chain size: 60x60 ansi/chain number Hexagonal shaft: 1-1/4 inches Cage wheel(diameter) : 22 inches No. of blades: 12 +12 pcs Overall dimension: 105" x36" x48 "(l x h x w ) Weight: 190 kgs Implements: SPHT-60-SP with single plow, and SPHT-60-RK RAKE	Hand tractor (gasoline) w/2 Disc Plow, Gear case: machine pressed, Chain size: 60x60 ansi/chain number, Hexagonal shaft: 1-1/4 inches, Cage wheel (diameter) : 22 inches, No. of blades: 12 +12 pcs, Overall dimension: 105" x36" x48" (l x h x w), Weight: 190 kgs, with disc plow and rake, disc plow diameter: _____, disc plow thickness: _____, specs for rake: _____	60,100.00	120,200.00	50,500.00	101,000.00	Sumo Hand Tractor SD 100T (10HP)	Hand Tractor SPHT-60-DP w/2 Disc Plow, Gear case: machine pressed, Chain size: 60x60, ansi / chain number, Hexagonal shaft: 1-1/4 inches, Cage wheel(diameter) : 22 inches, No. of blades: 12 +12 pcs, Overall dimension: 105" x36" x48", Weight: 190 kg.
91	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Implements	1	unit	SPHT-60-SP with single plow	Single plow implement for hand tractor	7,150.00	7,150.00	6,368.00	6,368.00	SPHT-60-SP with single plow	Single plow implement for hand tractor



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92	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Implements	1	unit	SPHT-60-RK RAKE	Rake implement for hand tractor	5,150.00	5,150.00	4,555.00	4,555.00	SPHT-60-RK	Rake implement for hand tractor
93	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Robin Brush Cutter (4 stroke)	5	units	Robin Brush Cutter (4 stroke) Robin Brush Cutter (4 stroke) Engine : EH-035 Displacement (c.c) 33.5 Max.Output (hp/rpm) 1.6/7000 Max Torques (Nm/rpm) 1.76/5000 Carburetor Type : Diaphragm Fuel: Gasoline Fuel Tank Capacity (liter) : 0.65 Ignition: Transistorized Magneto Overall length (cm): 179.5 Dry Weight (kg) : 7.6 Anti-vibration device: on handle	Brush Cutter, 4-stroke, Displacement (c.c) 33.5, Max. Output (hp/rpm) 1.6/7000, Max Torque (Nm/rpm) 1.76/5000, Carburetor Type : Diaphragm, Fuel: Gasoline, Fuel Tank Capacity (liter) : 0.65, Ignition: Transistorized Magneto, Overall length (cm): 179.5, Dry Weight (kg) : 7.6, Anti-vibration device: on handle	16,285.00	81,425.00	16,750.00	83,750.00	Robin	Robin Brush Cutter (4 stroke), Engine : EH-035, Displacement (c.c) 33.5, Max. Output (hp/rpm) 1.6/7000, Max Torque (Nm/rpm) 1.76/5000, Carburetor Type : Diaphragm, Fuel: Gasoline, Fuel Tank Capacity (liter) : 0.65, Ignition: Transistorized Magneto, Overall length (cm): 179.5, Dry Weight (kg) : 7.6, Anti-vibration device: on handle
94	Rogongon Agricultural High School		7	Knapsack sprayer	15	units	Tungho Knapsack sprayer ( 16-L capacity/Stainless) heavy duty	Knapsack sprayer, Manual, 16-L capacity, Stainless, heavy duty	3,300.00	49,500.00	3,200.00	48,000.00	Tungho	Tungho Knapsack sprayer, manual, 16-L capacity, stainless, heavy duty
95	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Knapsack power sprayer	5	pcs	Knapsack sprayer ( 16-L/Stainless)Fujihama Knapsack Sprayer with engine model FT-800 Pressure(kg/cm2) -30-35 Spraying volume (L/min) 5.2-6.0 Max power (kw/hr/min-0.75/7500) Discharging capacity (cc) 25.4 Fuel tank capacity ( L) – 0.6	Knapsack power sprayer, 16-L capacity, Stainless steel, Pressure(kg/cm2) -30-35, Spraying volume (L/min) 5.2-6.0, Max power (kw/hr/min-0.75/7500), Discharging capacity (cc) 25.4, Fuel tank capacity (L) 0.6	5,000.00	25,000.00	7,000.00	35,000.00	Fujihama	Fujihama Knapsack Sprayer, 25 L capacity, Pressure (Kg/cm2): 15-25, Engine: 1E135FA, Size(mm)(LxWxH): 435x345x620, Plunger diameter: 18 mm, 4 stroke
96	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Wheel barrow ( heavy duty)	25	units	Wheel barrow ( heavy duty )solid tire 14",galvanized	Wheel barrow, heavy duty, solid tire, 14" diameter, galvanized	2,842.00	71,050.00	2,200.00	55,000.00	Viking	Wheel borrow heavy duty with reel double ball bearing
97	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Step ladder	10	units	Step ladder (sure step aluminum multi-purpose ladder 16 step)	Step ladder, aluminum, 16 step	4,345.00	43,450.00	6,000.00	60,000.00	TW multi purpose ladder	Step ladder aluminum 16 steps with 4 folds
98	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Steel Storage Cabinet	5	units	Steel Storage Cabinet Steel Storage Cabinet 76 cm (30 in.) 2 door tall locker cabinet All steel construction,2 pieces adjustable shelves, aluminum recessed door handles Net weight: 65 kg (143 lb)	Steel Storage Cabinet Steel Storage Cabinet, 76 cm (30 in.) 2 door tall locker cabinet, All steel construction,2 pieces adjustable shelves, aluminum recessed door handles Net weight: 65 kg (143 lb)	7,500.00	37,500.00	16,125.00	80,625.00	Steel Storage CabinetSteel Storage Cabinet 72 x36	Steel Storage CabinetSteel Storage Cabinet 72 x36

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99	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Weighing Scale (10kgs.)(Fuji)	5	pcs	Fuji Table Weighing Scale (10kgs.) (Big Pan) FTB-10	Table Weighing Scale, 10kg.	1,700.00	8,500.00	1,200.00	6,000.00	Fuji Table	Table Weighing Scale (10kgs.) (Big Pan) FTB-10
100	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	WeighingScale ( 60 kgs. )(Fuji)	5	pcs	Fuji WeighingScale ( 60 kgs. ) Flat Type	Weighing Scale, 60 kg., Flat Type	2,600.00	13,000.00	2,200.00	11,000.00	Fuji WeighingScale	Table Weighing Scale WeighingScale ( 60 kgs. ) Flat Type
101	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Long tape ( stanley)	5	pcs	Long tape ( stanley) (100m)/ Fiber Measuring Tape (100m/330 ft)	Long tape, 100m, Fiber Measuring Tape	1,500.00	7,500.00	2,150.00	10,750.00	Symron Tajima (Japan)	Fiber glass tape 100 m
102	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Delivery charge	1	unit	Delivery charge	Delivery charge	0.00	0.00	1,750.00	1,750.00	Delivery charge	Delivery charge to Rogongon AHS
103	Rogongon Agricultural High School	Agricultural Crop Production NC III	7	Delivery charge	1	unit	Delivery charge	Delivery charge	0.00	0.00	1,750.00	1,750.00	Delivery charge	Delivery charge to Rogongon AHS
104	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Hedge shear	25	pcs	Hedge shear 11" Aluminum handles,8- ¼ blade	Hedge shear , 11"Aluminum handles, 8- ¼ blade	620.00	15,500.00	600.00	15,000.00	True Temper Hedge Shears with Wood Handles and Comfort Grips; Part #2346130	Hedge Shear Description:Use a hedge shear to trim grasses, bushes, small trees, hedges, and plants. The wavy blades keep branches in place while cutting. Adjustable tension knob allows for cutting different size plant material. Good quality tool for new homeowners.Features: 10 inch high carbon steel wavy blades,Contoured hardwood handles with comfort grips; Fully heat treated blades for strength;Adjustable tension knob
105	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Pruning Saw	25	pcs	Pruning Saw Heavy duty 13" with triple ground teeth, ideal cutting branches up to 5" in diameter	Pruning Saw, Heavy duty, 13" with triple ground teeth, ideal cutting branches up to 5" in diameter	644.75	16,118.75	300.00	7,500.00	Creston Pruning saw PSW 512	Pruning Saw 250mm carbon steel blade; Hollow ground blade for enhanced cutting performance 7ppi ultra sharp precision ground teeth
106	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Pruning shear	25	pcs	Pruning shear (rust resistant) general pruning task with dimension of 1 x 4 x 10.8 inches	Pruning shear, rust resistant, dimension of 1 x 4 x 10.8 inches	229.00	5,725.00	220.00	5,500.00	Creston PRUNING SHEAR 8"	Pruning shear Heavy duty pruning shears, Quality carbon steel blades; Thumb operated open/close foam grip handles for extended use; Locking feature for blades, Bypass blade design gives a clean cut with minimal crush, Locking latch keeps the handles and blades safely together
107	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Rubber Gloves	50	pairs	Rubber Gloves use for spraying chemical 12" inches length	Rubber Gloves use for spraying chemical 12" inches length	98.00	4,900.00	220.00	11,000.00		Industrial Rubber Gloves use for spraying chemical 12" inches length
108	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Garden Gloves	50	pairs	Garden gloves with latex , nylon 8" length	Garden gloves, with latex , nylon, 8" length	119.00	5,950.00	85.00	4,250.00		Garden gloves with latex , nylon 8" length
109	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Rubber boots	15	pairs	Hawk brand black, Size: 6 @ 370	Rubber boots, black, size 6	370.00	5,550.00	350.00	5,250.00	Hawk brand black, Size: 6 @ 370	



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110	Rogongon Agricultural High School		8	Rubber boots	15	pairs	Hawk brand black, Size 7& 8 @ 350	Rubber boots, black, size 7-8	350.00	5,250.00	350.00	5,250.00	Hawk brand black, Size 7& 8 @ 350	
111	Rogongon Agricultural High School		8	Rubber boots	10	pairs	Hawk brand black, Size 9 @ 320	Rubber boots, black, size 9	320.00	3,200.00	350.00	3,500.00	Hawk brand black, Size 9 @ 320	
112	Rogongon Agricultural High School		8	Rubber boots	10	pairs	Hawk brand black, Size 10	Rubber boots, black, size 10	370.00	3,700.00	350.00	3,500.00	Hawk brand black, Size 10	
113	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Rubber coat	50	pcs	Rubber coat (Hercules) vinyl quality up and down	Rubber coat, vinyl quality, up and down	470.00	23,500.00	450.00	22,500.00	Hercules	Export quality; Thick and heavy-duty. Finest vinyl quality. 100% water-proof. 100% electronically heat-sealed.
114	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Goggles	50	pcs	Goggles(poly vinyl chloride) material type transparent,	Goggles, poly vinyl chloride, material type transparent	239.00	11,950.00	75.00	3,750.00		Goggles(poly vinyl chloride) material type transparent,
115	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Hand trowel	50	pcs	Hand trowel heavy duty with rubberized handle, 4 inch wide x 4 inch length, rust resistant,	Hand trowel, heavy duty with rubberized handle, 4 inch wide x 4 inch length, rust resistant	229.00	11,450.00	160.00	8,000.00	Creston TROWEL CGS500	Hand TrowelManufactured to the highest standard using stainless steel; Narrow body for precise digging with depth marks on face,helpful for bulb planting etc. Tang (neck) is precision forged to the optimal angle for ergonomic working.Heavy duty PVC handle Laquer
116	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Pruning rake	25	pcs	Pruning rake heavy duty, 3 teeth, rubberized handle, rust resistant,stainless	Pruning rake, heavy duty, 3 teeth, rubberized handle, rust resistant,stainless	59.00	1,475.00	160.00	4,000.00	Creston CULTIVATOR CGS502/ Pruning Rake	Pruning Rake Manufactured to the highest standard using stainless steel; Narrow body for precise digging with depth marks on face - helpful for bulb planting etc.Tang (neck) is precision forged to the optimal angle for ergonomic working.Heavy duty PVC handle;Laquer Inish.CR-MO Steel
117	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Rake	25	pcs	Rake heavy duty long steel handle with 16 teeth,light weight	Rake, heavy duty, long steel handle, with 16 teeth, light weight	399.00	9,975.00	230.00	5,750.00	Creston GARDEN RAKE 14T CRK303	Rake Fabricated carbon steel head, and socket heat treated for strength; Wood Shaft, Epoxy coated head for improved resistance to rust, scratches, humidity and alkaline in the soil, Tubular steel shaft;14 teeth
118	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Slashing bolo	50	pcs	Slashing bolo heavy duty ,stainless, 50" x 5" with rubberized handle	Slashing bolo, heavy duty ,stainless, 50" x 5" with rubberized handle	669.75	33,487.50	350.00	17,500.00		Bolo, heavy duty, steel, 19" x 1 and 3/4" blade, wood handle
119	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Post hole digger	50	pcs	Post hole digger PE60, rust resistant, twin blades, can dig a hole of 6-7 inch, handles are replaceable, product weight of 3-4 kg.	Post hole digger, rust resistant, twin blades, can dig a hole of 6-7 inch, handles are replaceable, product weight of 3-4 kg.	700.00	35,000.00	910.00	45,500.00	Creston POST HOLE DIGGER CDG102	Post Hole digger Ideal for digging fence post holes ; Hardened steel blades ,Oval mouth shovel blades quickly .

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120	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Shovel	50	pcs	Shovel (pointed) heavy duty , steel, with hard wood handle and plastic grip, 15.5x20.5x68.0cm light weight	Shovel, pointed, heavy duty , steel, with hard wood handle and plastic grip, 15.5x20.5x68.0cm light weight	260.00	13,000.00	330.00	16,500.00	Creston ROUND POINT SHOVEL CNS803	Shovel- Wooden Handle Ideal for light digging and moving shingle, sand and gravel, Ideal for work in confined areas. Useful for deep holes and ditched, Ash wood shaft for greater durability
121	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Blunt Bolo	50	pcs	Blunt Bolo heavy duty with wood handle	Blunt Bolo, heavy duty, with wood handle	250.00	12,500.00	475.00	23,750.00		Blunt Bolo heavy duty with wood handle
122	Rogongon Agricultural High School	Agricultural Crop Production NC III	8	Pick mattock	25	pcs	Pick mattock with fiber glass handle heavy duty	Pick mattock, with fiber glass handle heavy duty	580.00	14,500.00	720.00	18,000.00	John Benzen Pick mattock	Pick mattock 4.5lbs with fiber glass handle
123	Rogongon Agricultural High School	Agricultural Crop Production NC III	9	Soil tester	4	units		Soil tester, ph meter , 4 in 1 functions Can measure ph level 3.5 to 9.0 Dimension 7.9 in x 0.24 in	13,000.00	52,000.00	12,197.00	48,788.00	Kelway	
124	Tagum National Trade School	Automotive Servicing NC II; and Small Engine and Motorcycle Servicing NC II	17	4 Post Lift	1	set	Bendpak HD-9	4 Post Lift Lifting capacity*: 9,000 lbs. / 4,082 kg Max capacity / front axle: 4,500 lbs. / 2,041 kg Max capacity / rear axle: 4,500 lbs. / 2,041 kg Overall width: 99-3/4" / 2,534 mm Outside length: 174" / 4,420 mm Overall length: 200" / 5,080 mm Height of columns: 88" / 2,235 mm Runway min height: 4-1/2" / 114 mm Max rise: 70" / 1,778 mm Max lifting height: 74-1/2" / 1,892 mm Width between posts: 89-3/4" / 2,280 mm Runway width: 19" / 483 mm Width between runways: 37-1/2" / 952 mm Runway center line: 56-1/2" / 1,435 mm Outside edge of runways: 75-1/2" / 1,918 mm Length of runways: 164" / 4,166 mm Min. wheelbase @ rated capacity: 115" / 2,921 mm Min. wheelbase @ 75% capacity: 100" / 2,540 mm Min. wheelbase @ 50% capacity: 85" / 2,159 mm Min. wheelbase @ 25% capacity: 70" / 1,778 mm Locking positions: 12 Lock spacing: every 4" / 102 mm Lifting time: 45 sec Motor: 220 VAC / 60 Hz / 1 Ph Shipping weight: 1,872 lbs. / 851 kg Shipping dimensions: 180" x 22" x 40" / 4,572 mm x 559 mm x 1,016 mm	280,000.00	280,000.00	260,000.00	260,000.00	Veritek Y4J-5500	Four-Post Alignment Lift. Lifting Capacity: 5500 kg (12000 lb); Lifting Height: 1850 mm; Lifting Time(Loaded): 40 s; Lowering Time(Loaded): 30 s; Width Between Columns: 2850 mm; Length of Platform: 5170 mm; Width of Each Platform: 560 mm; Minimum Height of Platform: 175 mm; Net Weight: 1250 kg (2500 lb); Motor: 220 VAC / 60 Hz / Single Phase; Includes 1 unit each: Manual waste oil drain (60L capacity); Mechanical creeper(101x47.5x13 cm) and one set Filter cap wrench (15 pcs cap tyre oil filter wrench FW-0701, with carry case)



Item Number	School	Specialization	Lot #	Item / Description	Qty.	Unit	Reference Make / Model	Specifications	Schools' Estimate, Unit Cost PHP	Schools' Estimate, Total Cost PHP	Unit Cost PHP	Total Cost PHP	Make / Model	Specifications
125	Tagum National Trade School	Automotive Servicing NC II; and Small Engine and Motorcycle Servicing NC II	17	Computerized wheel aligner	1	set	Heshbon 710	Computerized wheel aligner w/ 8 CCD Image Sensor System Sensors: Wireless type (Bluetooth) Sensor Type: CCD Clamp: 9"to 21" Spoiler: O Printer: O Cabinet: Basic Resolution for Toe, Camber, Setback and Caster: ±0.01 Measurement Range for Toe, Camber and Setback: ±22 Measurement Range for Caster: ±18 Computer specifications : Windows 7 OS, INTEL motherboard, 256 MB RAM, 80 GB HD, DVD reader, High speed USB 2.0 port, Ethernet network circuit board, Optical mouse, Key board, 17" Color LCD monitor, inkjet printer, Brake pedal depressor and Steering clamp	550,000.00	550,000.00	298,000.00	298,000.00	3Excel Classic E315	Computerized wheel aligner w/ 8 CCD Image Sensors. Sensor Type: Charge Coupled Device (CCD), 8 heads, Bluetooth sensors, 3D Animation demo system; Measurement Accuracy for Camber and Steering Axis Inclination (SAI) / King Pin Inclination (KPI): ±0.1°; Measurement Accuracy for Front and Rear Wheel Individual Toe: ±0.01°; Measurement Accuracy for Front / Rear Wheel Total Toe: ±0.02°; Measurement Accuracy for Front / Rear Wheel Camber, Thrust Angle and Setback: ±0.03°; Measurement Range for Front / Rear Wheel Individual Toe, Thrust Angle and Setback: ±2° Measurement Range for Front / Rear Wheel Total Toe, Front / Rear Wheel Camber: ±4° Measurement Range for Camber and SAI/KPI: ±18° Product Configuration: Cabinet, Computer with Windows OS, Deskjet Printer, 4 measurement probes, Steering lock, 5 Adjustment gaskets, Pedal Depressor, 2 Mechanical turntables, 4 four-point wheel clamps, Bluetooth communication box, 2 emergency charging wires (6m), 4 Wheel clamp fasteners, and 2 Adjustment screws. Includes: One set Allen wrench keys and One unit Tool caddy (706x450x950mm, with casters)
126	Tagum National Trade School	Automotive Servicing NC II; and Small Engine and Motorcycle Servicing NC II	17	Wheel balancer	1	set	Geodyna 960	Motorised wheel balancer Rim centre bore diameter (mm)43 - 116 Shaft diameter (mm)40 Measuring speed (rpm) <100 Display / Monitor LED Felgenreite (Inch)3 - 20 Rim diameter (Inch)10 - 30 Wheel width max. (mm)500 Wheel diameter max. (mm)900 Wheel weight max. (kg)70 Power supply 200-240 VAC ; 1 ph'50/60Hz Dimensions Width (mm)1100 Dimensions - Depth (mm)1050 Dimensions - Height (mm)1710 Machine weight (kg)70 Noise level (dB (A)) <70	140,000.00	140,000.00	60,000.00	60,000.00	Veritek V95BB	Motorized wheel balancer. Wheel weight max. (kg): 65; Motor power: 0.2kW/0.37kW; Power Supply: 220 V / 110 V; Balancing Accuracy: 1 gram; Balancing speed: 200 rpm; Rim diameter : 10 to 30 inches; Rim width: 1.5 to 20 inches; Balancing Modes: Dynamic for standard rims, 3 ALU modes for alloy rims, static mode for motorcycle rims. Set includes: ½ Inch Air impact wrench with 9,10,11,13,14,17,19,22,24,27 mm sockets, wheel weight pliers, 25 pcs. wheel weights and 15 meters polyurethane hose.
127	Tagum National Trade School	Automotive Servicing NC II; and Small Engine and Motorcycle Servicing NC II	17	OBDN Scanner	1	piece		OBDN Scanner With U480 code reader Reads and clears generic and manufacturer specific	2,500.00	2,500.00	110,000.00	110,000.00	Launch X431 5C	OBD II Scanner. Reads and clears generic and manufacture-specific Diagnostic Trouble Codes; Operating System: Android; CPU: Dual Core; Battery: 3000mAh (rechargeable); Memory: 512 MB; Extension memory Card: 32GB MicroSD Card Supported; Storage: 2GB; LCD Screen: 7 inches; LCD Resolution: 1024 x 600; Five point capacitive touch screen; Cameras: 2MP rear and 0.3 MP front; WiFi and Bluetooth enabled. Includes: 2TB Auto Data, X431 5C Tablet, OBD2 Bluetooth Adapter, OBD Cable, USB Cable, AC Adapter, Password envelope, and X-431 5C protection sleeve

Item Number	School	Specialization	Lot #	Item / Description	Qty.	Unit	Reference Make / Model	Specifications	Schools' Estimate, Unit Cost PHP	Schools' Estimate, Total Cost PHP	Unit Cost PHP	Total Cost PHP	Make / Model	Specifications
128	Tagum National Trade School	Automotive Servicing NC II; and Small Engine and Motorcycle Servicing NC II	17	Delivery and installation charges	1	unit		Delivery and installation charges	0.00	0.00	22,000.00	22,000.00		Delivery, installation and testing at TNTS, with training of TNTS personnel on proper operation and basic maintenance of equipment.

**Total Amount (PHP):**

**5,659,087.82**

Lot #	Description - School	Request for Quotation Sent (Supplier and Date)					Quotation Received (Date and Amount)					Purchase Order Sent	Delivery (Purchase Order Schedule and Actual Date)	Inspection (School and JPT)	Payment (Date, Mode and Amount)	Notes
		Supplier 1	Supplier 2	Supplier 3	Supplier 4	Supplier 5	Supplier 1	Supplier 2	Supplier 3	Supplier 4	Supplier 5					
1	4WD Farm Tractor - Bukig	FTPI	IHEC	SEAC	Sojitz	/	20150724	20150730	Declined	Declined	/	FTPI - 20150730	PO - 20150824	BNATS: 20150824	20150824 - MC	
		20150710	20150710	20150710	20150710	/	1,000,000.00	1,850,000.00	/	/	/	1,000,000.00	Actual - 20150821	JPT: 20150824	1,000,000.00	
2	Materials for Gas Tank House - Opol	Mackun Marketing	Jirah Enterprises	Incremental	/	/	20150727	20150727	20150725	/	/	Jirah Enterprises - 20150803	PO - 20150810	ONSTS: 20150810	20150826 - Cash	
		20150716	20150716	20150716	/	/	15,342.40	16,520.00	18,477.00	/	/	16,520.00	Actual - 20150810	JPT: 20150826	16,520.00	
3	Computers and Projectors - Iligan & Rogongon	EMCOR Iligan City	Gaisano Interpace	Octagon - Iligan City	/	/	20150727	20150728	20150728	/	/	Gaisano Interpace - 20150803	PO - 20150827 (pick-up)	ICNSF and RAHS: 20150826 (inspection at the shop before delivering)	20150827 - Cash	
		20150716	20150716	20150716	/	/	71,970.00	137,955.00	147,720.00	/	/	137,955.00	Actual - 20150827	JPT: 20150827	137,955.00	
4	Furniture - Opol	Mandaua Foam	Twinkle Trading	Mega Home	/	/	20150727	20150724	20150729	/	/	Twinkle Trading - 20150803	PO - 20150826	ONSTS: 20150826	20150902 - Cash	
		20150716	20150716	20150716	/	/	84,450.00	74,000.00	95,680.00	/	/	74,000.00	Actual - 20150826	JPT: 20150826	74,000.00	
5	Airconditioning and Refs - Opol	Emcor - CDO	Asian Home	Robinsons Appliances - CDO	Abensons (online)	/	20150727	20150724	20150729	Abensons (online)	/	Asian Home - 20150803	PO - 20150826	ONSTS: 20150826	20150826 - Cash	
		20150716	20150716	20150716	N/A	/	266,455.00	232,900.00	105,340.00	278,989.00	/	232,900.00	Actual - 20150826	JPT: 20150826	232,900.00	
6	Kitchen Equipment - Opol	EMCOR	Robinsons Appliances - CDO	Asian Home	Mindanao Glassware	Jirah Enterprises	20150728	20150722	20150729	20150730	20150730	Jirah Enterprises - 20150805	PO - 20150826	ONSTS: 20150825	20150826 - Cash	
		20150716	20150716	20150716	20150716	20150716	128,837.00	63,550.00	59,300.00	295,545.60	207,335.00	207,335.00	Actual - 20150825	JPT: 20150826	207,335.00	
7	Agricultural Equipment - Rogongon	Mackun Marketing	Isalama Industries	Krypton	/	/	20150728	20150730	20150721	/	/	Isalama Industries - 20150805	PO - 20150827	RAHS: 20150826 (inspection at the shop before delivering)	20150902 - MC	
		20150716	20150716	20150716	/	/	673,985.00	499,298.00	1,826,000.00	/	/	503,798.00	Actual - 20150827	JPT: 20150827	503,798.00	
8	Agricultural Hand Tools and PPE - Rogongon	Robinsons Handyman	Isalama Industries	Krypton	Mackun Marketing	/	20150715	20150730	20150721	20150727	/	Isalama Industries - 20150805	PO - 20150827	RAHS: 20150827 and 20150902	20150902 - MC	
		20150716	20150716	20150716	20150716	/	176,022.50	227,750.00	8,636,200.00	230,500.00	/	227,750.00	Actual - 20150827	JPT: 20150827	227,750.00	
9	Measuring and laboratory equipment - Rogongon	Krypton	Enzed	Golden Bat	/	/	20150730	20150729	20150805	/	/	Golden Bat - 20150810	PO - 20151104	RAHS: 20151120	20151129 - Bank Deposit	
		20150716	20150716	20150727	/	/	135,600.00	58,520.00	48,788.00	/	/	48,788.00	Actual - 20151121	JPT: 20151016 (inspection at the Project Office)	48,788.00	
10	Measuring Equipment - Bataan	Enzed Trade	FEV	Sun East Asia Corp.	/	/	20150729	20150731	20150730	/	/	Sun East Asia Corp. - 20150803	PO - 20150903	BSF: 20150903	20150914 - Bank Deposit	
		20150716	20150716	20150716	/	/	175,260.00	43,000.00	287,882.00	/	/	287,882.00	Actual - 20150903	JPT: 20150911	287,882.00	

Lot #	Description - School	Request for Quotation Sent (Supplier and Date)					Quotation Received (Date and Amount)					Purchase Order Sent	Delivery (Purchase Order Schedule and Actual Date)	Inspection (School and JPT)	Payment (Date, Mode and Amount)	Notes
		Supplier 1	Supplier 2	Supplier 3	Supplier 4	Supplier 5	Supplier 1	Supplier 2	Supplier 3	Supplier 4	Supplier 5					
11	Specialized Aquaculture Equipment - Bataan	Suntrade	Sun East Asia Corp.	Ruel Aquaculture Supplies and Trading	/	/	20150810	20150818	20150818	/	/	Ruel Aquaculture Supplies and Trading - 20150820	PO - 20150903	BSF:20150831	20150903 - MC	
		20150716	20150716	20150810	/	/	99,000.00	271,770.00	190,500.00	/	/	190,500.00	Actual - 20150831	JPT: 20150911	190,500.00	
12	Food Processing Equipment - Bataan	Sun East Asia Corp.	Savers Home Depot	Abensons Online	/	/	20150730	20150730	20150731	/	/	Sun East Asia Corp. - 20150803	PO - 20150827	BSF 20150827	20150828- Bank Deposit	
		20150716	20150716	NA	/	/	99,464.00	60,525.00	70,089.00	/	/	99,464.00	Actual - 20150827	JPT: 20150911	99,464.00	
13	Specialized Food Processing Equipment - Bataan	Sun East Asia Corp.	Merit Stainless Steel	Sojitz	De Leon	/	20150730	20150721	Declined	Declined	/	Sun East Asia Corp. - 20150803	PO - 20150827	BSF: 20150827	20151002- Bank Deposit	
		20150716	20150716	20150716	20150716	/	296,416.00	426,500.00	/	/	/	296,416.00	Actual - 20150827	JPT: 20150911	296,416.00	
14	Specialized Kitchen Equipment - Opol	TLX Davao	Merit Davao	CT Concepts	JJC	Sun East Asia Corp.	20150729	20150721	20150730	20150721	20150813	Sun East Asia Corp- 20150814	PO- 20150826	ONSTS: 20150826	20150828- Bank Deposit	
		20150716	20150716	20150716	20150716	20150716	377,000.00	358,000.00	258,400.00	122,500.00	307,335.00	307,355.00	Actual - 20150826	JPT: 20150826	307,355.00	
15	Stainless Steel Equipment - Opol	Merit Stainless Steel - DVO	CT Concepts	G&R Engineering Works	Fil Crest Engineering	Merit Stainless Steel - Pasig	20150721	20150730	20150722	20150731	20150730	Merit Stainless Steel - 20150803	PO - 20150826	ONSTS: 20150902	20150903 - MC	
		20150716	20150716	20150716	20150716	20150716	202,500.00	249,000.00	395,360.00	442,370.69	190,200.00	198,100.00	Actual - 20150818	JPT: 20150902	198,100.00	
16	Aquaculture Equipment - Bataan	Suntrade	Sun East Asia Corp.	Ruel Aquaculture Supplies and Trading	/	/	20150810	20150811	20150810	/	/	Sun East Asia Corp. - 20150820	PO- 20150827	BSF: 20150827	20150828- Bank Deposit	
		20150716	20150716	20150810	/	/	99,000.00	98,900.00	158,500.00	/	/	98,900.00	Actual - 20150827	JPT: 20150911	98,900.00	
17	Automotive Equipment - Tagum	EMICOR, Inc.	Henry Import & Export Corp.	Sun East Asia Corp.	Sojitz	De Leon Import and Export	20150917	20150902	20150918	20150917	Declined	Henry Import & Export Corp.	PO- 20150923	TNTS: 20151009	20151009 - MC	
		20150828	20150828	20150828	20150828	20150828	1,140,000.00	750,000.00	1,644,400.00	990,000.00	/	750,000.00	Actual - 20150924	JPT: 20151009	750,000.00	
18	Aquaculture Workshop Equipment - Iligan	Jirah Enterprise	Isalama Industries	SEAC	Elmar Marketing	Ruel Aquaculture	20160209	20160210	20160205	20160205	20160201	Jirah Enterprise - 20160213	PO - 20160219	ICNSF: 20160219	20160219 - Cash	
		20160201	20160201	20160201	20160201	20160201	71,955.00	79,001.00	79,335.00	94,050.00	105,000.00	71,955.00	Actual - 20160219	JPT: 20160219	71,955.00	

Description - School	Invitation to Bid	Quotation Received (Bid-Open on November 6)					Contract	Construction	Inspection (School and JPT)	Payment (Date, Mode and Amount)	Notes					
		Supplier 1	Supplier 2	Supplier 3	Supplier 4	Supplier 5										
Construction	Multi-species Hatchery - Iligan	Posted on 20151012 at the Philippine Government Electronic Procurement System (PhilGEPS) website					L & L Construction	AHMADI Builders	/	/	/	AHMADI Builders - 20151118	Contract - 20160211	ICNSF: 20160126 ICNSF: 20160210 ICNSF: 20160223	20160315- Bank Deposit	
		896,000.00	909,469.82	/	/	/		909,469.82	Actual - 20160224	JPT: 20160302	909,469.82					

**Total Amount(PHP) : 5,659,087.82**





## Appendix 7

### Minutes of the JCC Meeting



**Minutes of Meeting on the  
1st Joint Coordination Committee Meeting  
for  
Technical Cooperation Project on  
Project for Supporting Senior High School Modeling in  
Selected Technical Vocational High Schools**


**Agreed upon between  
Department of Education and  
JICA Project Team**


**Date: July 8, 2014**

**Place: Pasig City**

For  
Department of Education

For  
Japan International Cooperation Agency

  
\_\_\_\_\_  
**Dr. Dina S. Ocampo** - JCC Chairperson  
Undersecretary for Programs and Projects  
The Department of Education

  
\_\_\_\_\_  
**Mr. Noriaki Niwa** - JCC Vice Chairperson  
Chief Representative  
Japan International Cooperation Agency  
Philippine Office

## **Summary of Minutes for 1st JCC Meeting**

The first Joint Coordination Committee (JCC) Meeting for the JICA Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools was held on 04 July 2014, four months after the project started. The meeting was chaired by Undersecretary Dina S. Ocampo of the Department of Education (DepEd), with Mr. Noriaki Niwa, Chief Representative of the JICA Philippine Office, as Vice Chairperson.

During the meeting, Mr. Tetsuya Ishii of the JICA Project Team presented the approved work plan for the project. The three main project outputs were discussed, as follows: a) identification of mismatches between competencies of graduates at the pilot technical-vocational high schools (TVHS) and local industry needs; b) assistance for pilot schools' collaboration with industries, including Japanese firms; and c) dissemination of piloted activities and best practices for possible replication at the senior high schools modeling TVHS.

Updates were also provided on the progress of project outputs, including key activities accomplished in the last four months. Planned activities from July 2014 to May 2015 were discussed, along with collaboration and support for the DepEd Technical Vocational Unit's workshops and conferences.

The Project Design Matrix was discussed in the meeting, including suggested modifications for the output indicators. USEC Ocampo suggested the inclusion of a tracer study in the indicators to verify if gaps are being met, and also confirm initial results of the senior high school pilot initiatives for TVHS. The importance of documenting SHS initiatives and best practices in the pilot and model schools was also noted.

In the discussions, TESDA stressed the need to include assistance for developing technical vocational courses in agriculture to address future demands in production and processing. The JICA Project Team noted the suggestion to promote technical vocational high schools with agriculture courses, and advised future training in Japan will include agriculture in the agenda. TESDA believes there will be an increased demand for operators and technicians of agriculture and fisheries equipment due to the Agricultural and Fisheries Mechanization (AFMech) Law.

Pilot schools, represented by school administrators and officers, reiterated an urgent plea for including an "Industry Linkage Coordinator" in the DepEd staffing pattern to undertake industry linkage activities. USEC Ocampo advised that it is best for schools to designate ILCs at the moment, as including ILCs in the DepEd list of plantilla positions requires protracted legal procedures. CHED also noted the pilot schools' request to revive BSIE (Bachelor of Science in Industrial Education) course offering, given the perceived need for additional teachers with technical vocational specializations.

Director Joyce Andaya of the DepEd Bureau of Secondary Education provided a summary of the discussions. The JICA Project Team advised the committee of the 2nd JCC Meeting to be conducted in March 2015.

## Attachment-1: List of the members present

### Department of Education

1	Dr. Dina S. Ocampo	DepEd Undersecretary for Programs and Projects (Chairperson)
2	Dr. Jocelyn Andaya	DepEd, Bureau of Secondary Education, Director
3	Dr. Elmer K. Talavera	TESDA, Executive Director
4	Dr. Renato A. Villegas	CHED, Senior Education Program Specialist
5	Dr. Victorio N. Medrano	San Pedro Relocation Center National High School, Principal
6	Dr. Eladio H. Escolano	Don Alejandro Roces Sr. Science and Technology High School, Principal
7	Ms. Myrna G. Yu	Subangdaku Technical Vocational School, Principal Rizal Experimental Station and Pilot School for Cottage Industries, Head
8	Ms. Marites P. Romen	Teacher III Don Alejandro Roces Sr. Science and Technology High School, Head
9	Mr. Nelson P. Hernandez	Teacher VI Don Alejandro Roces Sr. Science and Technology High School, Head
10	Ms. Gina Labor-Obierna	Teacher III
11	Ms. Naomi Fontanos	Executive Assistant, Undersecretary for Programs and Projects
12	Ms. Charlotte Valbuena	DepEd, Bureau of Secondary Education, Technical Assistant
13	Ms. Maria Cecilia O. Nayve	DepEd Tech-Voc Unit, Senior Education Program Specialist
14	Ms. Edna M. Bulan	DepEd Tech-Voc Unit, Senior Education Program Specialist
15	Mr. Clodualdo V. Paiton	DepEd Tech-Voc Unit, Technical Specialist
16	Ms. Sarah Jane Atienza	DepEd Tech-Voc Unit, Technical Assistant
17	Ms. Pamela C. Loveria	DepEd Tech-Voc Unit, Administrative Assistant IV
18	Mr. Efren K. Darcera	DepEd Tech-Voc Unit, Administrative Assistant
19	Mr. Romeo L. King, Jr.	DepEd Tech-Voc Unit, Administrative Assistant

### Japan International Cooperation Agency

20	Mr. Noriaki Niwa	JICA Philippine Office, Chief Representative (Vice Chairperson)
21	Mr. Takahiro Morita	JICA Philippine Office, Senior Representative
22	Ms. Atsuko Itsuki	JICA Philippine Office, Representative
23	Ms. Flerida Chan	JICA Philippine Office, Section Chief, Poverty Reduction Section
24	Ms. Judie Ann G. Militar	JICA Philippine Office, Senior Program Officer
25	Mr. Tetsuya Ishii	JICA Project Team, Chief Advisor
26	Mr. Munetoshi Ishida	JICA Project Team, Industrial Linkage Coordinator
27	Ms. Sayaka Suzuki	JICA Project Team, Industrial Linkage Coordinator
28	Ms. Kim Inso	JICA Project Team, Project Coordinator
29	Ms. Mae Padilla	JICA Project Team, Project Assistant

## **Attachment 2: Detailed Discussion**

### **1. Opening Remarks**

(Undersecretary Ocampo)

The K to 12 Reform is a huge undertaking. DepEd tackles this arduous undertaking in collaboration with TESDA and CHED. Since diversification of secondary education is imperative for meeting the needs of children, the reform is to provide the senior high school students with diversified tracks such as sports, arts and design and tech-voc tracks. What we aim to do in essence is to nurture good thinkers and good problem-solvers. All in all, the efforts at the SHS modeling schools have been successful. What these schools offer is relevant to the community needs. Together with feedbacks from the modeling schools and day-to-day experience under the JICA project, we should be able to upgrade the secondary education.

(JICA Chief Representative, Mr. Niwa)

An USAID study indicates that preparing young students in vocational and technical skills is crucial for the development of a country. World Development Report 2007 features that 1.3 billion young people in developing countries are unemployed. This represents about the half of the employable of the world's youth. The reason for high rate of unemployment is not totally the lack of demand but it is in many cases due to the mismatching of market needs and young peoples' skills. We regard the current undertaking by DepEd as a critical milestone. JICA is excited to be part of this reform process and to be able to assist in the evolution of tech-voc education. The project has got off to a good start with the hard-working staff of the DepEd. We hope that the project will go a long way in giving children a fair chance to compete in labor market and contributing to the nation-building.

### **2. Presentation by Mr. Ishii and Questions/Comments**

Mr. Ishii, Chief Advisor of JICA Project Team, made presentation on the progress of the project, major findings and upcoming activities. During the presentation, Mr. Ishii also underscored the following points:

#### SIP

- Partly due to the limited time passed since the start of the project, not much improvement was made for 2014/15 SIP at 4 pilot schools.

#### Internship Policy drafted in Quezon City

- The resolution concerning the internship policy by QC Councillor Medalla may be studied further by DepEd and other concerned parties. This initiative can be replicated in other LGUs.

#### Career Guidance

- It is suggested that career guidance should start in early stage. It can start as early as in elementary schools.



After Mr. Ishii's presentation, questions and comments were invited from the participants.

#### Academic/Specialization Courses

- (Usec. Ocampo) Are both academic and specialization courses taught in technical HSs in Japan? What is the ratio between the two?
- (Mr. Ishii) Both categories are taught in Japan. The ratio can be 60% for academic subjects and the remaining 40% for specialization subjects.
- (Usec. Ocampo) According to Mr. Ishii's explanation, in Japan motivation of the students may be affected by this academic/specialization balance and shift of weight from one to the other. How can you measure the attitude change?
- (Mr. Ishii) The students, who pursue the technical path in senior high school in Japan, are usually among those who did not do well in junior high school. Generally, they like activity-oriented courses rather than lecture-type courses. During the 1<sup>st</sup>. year in senior high school the students' motivation level may not be so high due the dominance of lecture-type courses in the curriculum, but from the 2<sup>nd</sup>. year on, more activity-related courses help motivate the students in engage in academic subject like mathematics. In Japan, good academic performance and disciplined behavior is also important in finding jobs.
- (Director Andaya) Are academic and specialization courses taught simultaneously in Japan?
- (Mr. Ishii) Yes, both of them are taught in Japan.
- (Usec. Ocampo) Finding the right balance between the two categories is important. We, DepEd, also advocate the necessity and importance of academic subjects even for the students in the tech-voc track as we know that some students later in higher education may change their interests to academic courses.
- (Mr. Niwa) No one formula fits all. The Philippines still need to find its own formula that fits the particular needs and conditions.
- (Dr. Medrano) Technical education curriculum in Japan is almost same as that of the Philippines. Only difference may be how to practice it. In reality there is a need to be flexible in the implementation as situation is widely different in some areas. For instance, in some areas industry is almost non-existent. Adjusting to the needs of the community and industry is important and that is what we are doing at SPRCNHS.

#### Agricultural Education

- (Usec. Ocampo) Agriculture courses are not so popular in the Philippines, but the demand is great for graduates of such courses.

There are about 80 secondary schools which have agriculture-related courses, but the number of teachers who can teach the agricultural subjects is limited. In this light, CHED can give us its insight on this matter.

- (Dr. Medrano) To value agricultural courses is important in this country. Even though there is not much variety of industry around a school, agricultural sector can usually absorb labor in this country. There should be some policy of strengthening the agricultural education.
- (Dr. Talavera) There is currently very established "upstream" end of agricultural education in

the country but the “downstream” end, dealing subjects such as post-harvest and agro-processing, is considered weak despite the increasing demand for these subjects in the labor market. Our education should try to meet with and adjust to this trend.

#### Industry Immersion

- (Dr. Talavera) Is there a possibility that tech-voc high schools invite Japanese companies to visit their schools to conduct the career advocacy? Immersion in Japanese companies should help promote readiness among children. It should also help in inspiring them.
- (Mr. Ishii) We understand that TESDA regularly holds consultative forums with the industry. The discussion and learnings from these forums can be shared with DepEd. They are valuable inputs to the concerned offices. We need to be a bit careful when we approach the industry for this end since what companies can offer may be different from what the educational institutions can/should offer.
- (Dr. Medrano) Seeking industry immersion is rather a regular activity for industry linkage coordinators. But it is still a good suggestion that we increase and expand the opportunities of industry immersion.
- (Mr. Paiton) Not only students but also teachers can learn from the immersion in the industry.

### 3. Discussion regarding PDM

After Mr. Ishii made suggestions for minor changes in PDM, the participants provided comments and suggestions. The participants agreed to the suggested modifications.

- (Dr. Talavera) Changing qualifications is something that cannot be avoided sometimes. TESDA should be alert to the dynamics in the industry. For example, in ICT competency standards move a lot faster than other areas.
- (Usec. Ocampo) “Mechanism” should be defined clearly. In achievement column, we should list down what processes and guidelines we have currently been doing. We still need to expand, revise or develop some new guidelines like curriculum development and industry linkage coordination.
- (Dr. Medrano) We would like to point out that there should be an official position (plantilla) for an industry linkage coordinator in our school setting and DepEd is required to help us in this matter.
- (Usec. Ocampo) It will take some years to achieve this as we have to involve other agencies in the process. As for the career counsellors, there is now a law that requires the professionalization of counsellors. This is one of the reasons for the short supply of counsellors we are facing. So what we do as a temporary measure is to train teachers for the function of career advisors.
- (Dr. Medrano) Is there a possibility of restoring the offering of Bachelor of Science in Industrial Education (BSIE) in higher education?
- (Dr. Villegas) There is in fact a proposal of reviving BSIE on the discussion table now (in the Technical Review Panel). Training of teachers for tech-voc schools may be restored soon.
- (Usec. Ocampo) Proper documentation of activities and findings in each pilot school is

important. The efforts of such documentation may be converted to the compilation of guidelines in the future.

#### 4. Closing Remarks (Summary of the discussion)

Director Andaya and Ms. Cecile of Tech-Voc Unit summarized the suggestions made during the meeting.

- DepEd shall discuss with Department of Agriculture regarding agricultural program under tech-voc and explore the possibility of technical assistance in this field.
- JICA will explore the possibility of visiting Agricultural High Schools in Japan during the program of training in Japan next year.
- Tech-voc schools are encouraged to promote industry immersion.
- DepEd shall look into the issue of giving a new item for ILC in the official staff list.
- Tracer study of graduates should be done, as part of the project activities.
- Pilot schools are requested to submit the revised SIPs to the JICA Project Team.

Attachement 3: Project Monitoring Sheet I (Revision of Project Design Matrix)

**Project Title:** Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools in the Republic of the Philippines  
Version 0

**Implementing Agency:** Department of Education (Dep.ED) Dated July 4, 2014

**Target Group:** Overall goal: 280 TVHS, Project Purpose: 14 TVHS participating in SHS modeling, Output 1 & 2 : 4 Selected Technical Vocational Schools participating in the SHS modeling by Dep.ED, Output 3: 10 TVHS participating in SHS modeling other than 4 selected TVHSs.

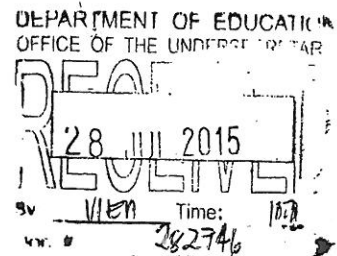
**Period of Project:** February 2014 to June 2017

**Project Site: Metro Manila, Laguna, Cebu**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Overall Goal					Suggested means of verification
Activities, strategies and promising practices implemented in the SHS modeling will be shared to other TVHSs including the K to 12 modeling TVHS nationwide as a resource reference to develop/enhance their School Improvement Plans (SIP).	1. Numbers of TVHS that are informed of the outcomes of the SHS modeling program 2. Numbers of TVHS that are subsidized to replicate the practice piloted in the SHS modeling program	K to 12 monitoring record → SHS Program National Task Force SHS modeling record → SHS Program National Task Force			1. The number of schools attended the good practices sharing workshop (Workshop attendance record) 2. The number of school which experienced benchmarking.
Project Purpose					Suggested Indicators
A mechanism is developed for TVHS activities to ensure its effective implementation through collaboration with industries/firms (including those from Japan).	Number of activities conducted involving (Japanese) industries/firms by TVHS participating SHS modeling	SHS modeling record  → Document from Tech-Voc Unit	K to 12 SHS is fully implemented in 2016 as scheduled.	Academic year 2014/2015 just started.  No mechanism to mention is developed at this moment.	At least 1 document (Guideline, Manual, MoA) related to Tech-Voc Education (eg. Agreement with DOLE on OJT age, Coordination mechanism with TESDA, CHED request letters to industry associations, OJT guideline, and Career education guide for Elementary school)
Outputs					
1. Mismatches/gaps between capacities/competencies of graduates and industry needs are identified at the pilot TVHSs and addressed in their SIPs.	SIP improved/modified	School visit log  SIP document  → Tech-Voc Unit/Project Team records  → Industry Interview Sheet to be kept in school	No policy change to proactively utilize industry-school collaboration.  (Japanese) industries/firms maintain the momentum to collaborate with TVHS.	Industrial Linkage Coordinators are designated in SPRCNHS.  In 3 pilot schools, there are teachers working on industrial linkage development. *Communication skill and attitude towards work are pointed as important. * Consciousnes on safety including proper attire and hygiene are pointed as important. →More appropriate or comprehensive orientation before sending studnets to OJT is required.	Improvement in SIP can be evaluated using the following criteria. 1) Mismatches/gaps are described properly, 2) Industry needs are described properly, 3) Partner development strategy is described, and 4) Education improvement plan is described.

				<p>* More practical lesson delivery is requested by welding company.</p> <p>→ Teachers' visit to industry may be useful in improving their knowledge and skill.</p> <p>No significant improvement observed in the SIPs.</p>	<p><b>Additional indicator suggested</b></p> <p><i>The number of employment support activity conduted in the schools. (graduates tracer study)</i></p>
2. Pilot Schools become able to collaborate with industry/firms (including Japanese firms) to improve school activities and to fill the identified gaps.	Minimum of one activity per school	SHS modeling record  → Tech-Voc Unit/Project Team records		<p>Visits were made to the 15 firms (including 4 Japanese firms) and 2 Chamber of Commerce and Industry, and AAHHRMRI (Industry association).</p> <p>Received a list of metal works and garments firms in Cebu.</p>	<p><b>Suggested modification in indicator</b></p> <p>→ Number of activities to improve school activities. Activities include, OJT, Industrial immersion, factory visit, and lecture.</p>
3. SHS modeling TVHSs, other than the four (4) Pilot Schools, are informed of piloted activities/best practices for possible replication/adaptation/adoption.	Number of TVHS that are informed of the activities piloted by the modeling schools	SHS modeling record  → Tech-Voc Unit/Project Team records (Workshop attendance record)		<p>Out of 10 model schools, 5 accepted G11 students in 2014.</p> <p>Visited 4 model schools in Luzon. All of them are ready to offer SHS because there are teachers with NCs, equipmenet/workshops, and demand for SHS.</p>	<p><b>Suggested modification in indicator</b></p> <p>1. The number of schools attended the good practices sharing workshop 2. The number of school which experienced benchmarking. 3. Number of activities conducted in pilot schools and model schools.</p>

Activities	Inputs		Pre-Conditions
	The Japanese Side	The Philippine Side	
<p>[1-1] Designate a person(s) in charge for identifying gaps between school activities/curriculum and industry needs.</p> <p>[1-2] Interview industry with regard to job/skills requirements.</p> <p>[1-3] Address the identified gaps by incorporating adjusted strategies/activities in SIPs.</p> <p>[1-4] Promote recruitment of graduates to potential employers.</p> <p>[2-1] Designate an Industry Linkage Coordinator (ILC) to work out collaboration arrangements with industry (including Japanese firms).</p> <p>[2-2] Develop an effective school-industry collaboration mechanism through facilitating the Memorandum of Agreement (MOA) between the schools and industry (including Japanese firms).</p> <p>[2-3] Conduct capacity building activities for school heads, teachers, ILCs and career guidance counsellors, etc.</p> <p>[2-4] Examine the adequacy of the existing equipment at the Pilot Schools.</p> <p>[2-5] Implement the activities agreed upon in MOAs.</p> <p>[2-6] Monitor and evaluate the implementation of MOAs.</p> <p>[3-1] Develop a strategic plan for adoption/implementation of the learning experiences and best practices of the Pilot Schools by other TVHSs.</p> <p>[3-2] Hold a workshop to disseminate learning experiences/best practices of the Pilot Schools.</p> <p>[3-3] Provide competitive grants to the selected TVHSs.</p> <p>[3-4] Monitor the execution of competitive grants.</p>	<p>1. Experts Chief Advisor, Industrial Linkage Experts</p> <p>2. Competitive Grants The grants are for the TVHS participating in SHS</p> <p>3. Necessary expenses</p>	<p>1. Counterpart Personnel</p> <p>2. Office space and necessary office facilities for the experts</p> <p>3. Information and/or data necessary for the implementation of the Project</p> <p>4. Operating and accommodation expenses necessary for the implementation and monitoring of the Project</p>	<p>The Yen-Loan Project is implemented as planned.</p> <p style="text-align: center;">↓</p> <p style="background-color: yellow; text-align: center;">&lt;Issues and countermeasures&gt;</p>



**Minutes of Meeting on the  
2nd Joint Coordination Committee Meeting  
for  
Technical Cooperation Project on  
Project for Supporting Senior High School Modeling in  
Selected Technical Vocational High Schools**


**Agreed upon between  
Department of Education and  
Japan International Cooperation Agency**

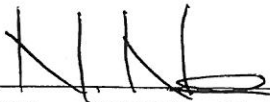
**Date: June 30, 2015**

**Place: Pasig City**

For  
Department of Education

For  
Japan International Cooperation Agency

  
\_\_\_\_\_  
**Dr. Dina S. Ocampo - JCC Chairperson**  
Undersecretary for Programs and Projects  
The Department of Education *DS*

  
\_\_\_\_\_  
**Mr. Noriaki Niwa - JCC Vice Chairperson**  
Chief Representative  
Japan International Cooperation Agency  
Philippine Office



## Summary of Minutes for 2nd JCC Meeting

The 2nd Joint Coordination Committee (JCC) Meeting for the JICA Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools was held on 30 June 2015. The meeting was chaired by Undersecretary Dina S. Ocampo of the Department of Education (DepEd), with Mr. Noriaki Niwa, Chief Representative of the JICA Philippine Office, being Vice Chairperson.

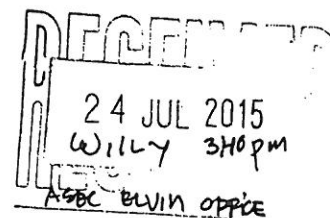
During the meeting, Mr. Tetsuya Ishii of JICA Project Team presented the progress and accomplishments of the project during the 1<sup>st</sup>. project year as well as the planned activities described in the Work Plan for the 2<sup>nd</sup>. Year.

The four Pilot schools reported their school-industry partnership development practices. JICA Philippine Office presented the background of the “Impact Evaluation for Industrial Human Resource Development”, a study that intends to measure the initial performance of the introduction of the additional two years of SHS (Grade 11 and 12) by evaluating the impact of SHS modeling program and JICA’s Technical Assistance on the Philippines’ labor market outcomes.

Ms. Cecile Nayve of Tech-Voc Unit provided a summary of the discussions described above and suggestions made during the meeting.

- Mr. Niwa of JICA shared the progress and achievements of the project. He encouraged all to keep the motivation and commitment high as there are more things to be done in the coming years.
- There is a need to solidify partnership with industry. Terms should be defined according to DepEd’s operational framework.
- Advocacy to industries and information dissemination are some of the strategies in creating partnership, headed by DepEd central office. Division offices will be convened to work with the schools.
- Guidelines shall not just focus on industry immersion, but also function as guidelines for all aspects of partnerships
- Officials from the Governance Bureau may be invited in the next JCC meeting.
- BSE will provide office space for the Project Team when the physical transfer of offices as a result of RAT plan implementation takes effect
- A good monitoring and evaluation will be able to identify schools that can offer flagship Technical-Vocational Livelihood Track from among the STVEP schools that have piloted the Tech voc Education in the Philippines.
- The project title should be changed to “Project for Supporting Senior High School (SHS) program in TVHSS” as proposed.
- “Manualization” of all aspects should be done, including the utilization of equipment.
- Current STVEP schools should also help other schools offering TVL track.

## Attachment-1: List of the members present



### Department of Education

1	Dr. Dina S. Ocampo	DepEd Undersecretary for Programs and Projects (Chairperson)
2	Dr. Jocelyn Andaya	DepEd, Bureau of Secondary Education, Director
3	Dr. Buenaventura D. Macatangay	CHED, Chief, Program Development Division
4	Dr. Victorio N. Medrano	San Pedro Relocation Center National High School, Principal
5	Dr. Eladio H. Escolano	Don Alejandro Roces Sr. Science and Technology High School, Principal
6	Ms. Myrna G. Yu	Subangdaku Technical Vocational School, Principal
7	Ms. Marites P. Romen	Rizal Experimental Station and Pilot School for Cottage Industries, Head Teacher I
8	Ms. Gina Labor-Obierna	Don Alejandro Roces Sr. Science and Technology High School, Head Teacher III
9	Ms. Naomi Fontanos	Executive Assistant, Undersecretary for Programs and Projects
10	Ms. Maria Cecilia O. Nayve	DepEd Tech-Voc Unit, Senior Education Program Specialist
11	Ms. Edna M. Bulan	DepEd Tech-Voc Unit, Education Program Specialist II
12	Mr. Clodualdo V. Paiton	DepEd Tech-Voc Unit, Technical Specialist
13	Mr. Efren K. Darcera	DepEd Tech-Voc Unit, Administrative Assistant
14	Ms. Criselda Reyes	DepEd Tech-Voc Unit, Administrative Assistant

### Japan International Cooperation Agency

15	Mr. Noriaki Niwa	JICA Philippine Office, Chief Representative (Vice Chairperson)
16	Mr. Hiroyuki Enoki	Embassy of Japan, Second Secretary
17	Mr. Takahiro Morita	JICA Philippine Office, Senior Representative
18	Ms. Atsuko Itsuki	JICA Philippine Office, Representative
19	Ms. Florida Chan	JICA Philippine Office, Section Chief, Poverty Reduction Section
20	Ms. Judie Ann G. Militar	JICA Philippine Office, Program Officer
21	Mr. Tetsuya Ishii	JICA Project Team, Chief Advisor
22	Mr. Munetoshi Ishida	JICA Project Team, Industry Linkage Expert
23	Mr. Yuta Yoneda	JICA Project Team, Competitive Grant Administrator
24	Ms. Kim Inso	JICA Project Team, Project Coordinator
25	Ms. Mae Padilla	JICA Project Team, Project Assistant

## **Attachment 2: Detailed Discussion**

### **1. Opening Remarks**

**Undersecretary Ocampo, Chairperson** recalls that in the last JCC meeting, DepEd learned a lot from technical vocational education in Japan. The meeting also raised an alarm over the agricultural education in the country. The DepEd has undertaken an extensive division-level SHS planning nationwide and estimated that there would be 5,899 SHSs, of which about 900 to 1,000 are to offer agriculture strands. She also said that there is a workshop being held, simultaneous to this meeting, for the purpose of finalizing the K to 12 Partnership Guidelines. The DepEd hopes to generate learning from this project as inputs to the guidelines. Usec. Ocampo also stressed out that partnership with industry can be started easily but the actual implementation can pose challenges. One horrible situation to avoid is that there are many MOAs but no meaningful program is offered for the benefit of the children. She emphasized that work immersion should always be student-centered. Thus, MOA implementation needs to be monitored closely.

**Mr. Niwa, Vice Chairperson**, also brought to mind that almost a year and half has passed since the start of the project and it is now on the halfway point of this 3-year project. He noted that the 1st project year witnessed several accomplishments, namely the training in Japan, adoption of best TVET practices, establishment of Job Search Corners and equipment procurement for better instructional delivery and student learning in the pilot schools, and competitive grant for model schools. He emphasized the need for all the stakeholders to keep up their effort level during the 2nd project year to make sure that all the lessons learned through the project are translated into SIP and that partnerships with companies continue to benefit schools.

### **2. Presentation by Mr. Ishii and Questions/Comments**

Mr. Ishii made presentation on the progress and accomplishments of the project during the 1st project year as well as the planned activities for the 2<sup>nd</sup>. project year. During the presentation, Mr. Ishii also underscored the importance of advocacy activities to bring industry up to date on SHS reform developments by showcasing the recent project-supported awareness campaign at Mactan Economic Zone in Cebu.

### **3. Questions and Comments on Mr. Ishii's presentation**

After Mr. Ishii's presentation, questions and comments were invited from the participants.

#### On Communication skills

- (Usec. Ocampo) focused her query on the importance of communication skills in English for entry level workers. She wanted to know exactly which companies value communication skills

in English as there is probably a specific component of their business where such skill is needed.

- (Mr. Ishii) responded that those manufacturing companies in metal works require better communication skills, for instance, in reporting to supervisors and relaying information to co-workers.

- (Dr. Medrano) reiterated that in TESDA training programs, trainees mainly focus on skills and their short-time vocational training courses do not address sufficiently English proficiency skills.

#### On Advocacy/awareness-raising activities

- (Dr. Andaya) questioned the basis for stating that companies are not informed of SHS program.

- (Mr. Ishii) responded that the project team interviewed about 40 companies and found out that some companies are not informed sufficiently about SHS. In fact some of them were very surprised to find out that there will be no university graduates in 2020 and in 2021. He also noted that companies are very careful about the legal age for hiring workers.

- (Usec. Ocampo) reiterated that lack of information for industry partner is no doubt a big concern for us. The responsibility for informing stakeholders rests on the division offices. Academic track not so much, but more for the other 3 tracks, especially for tech voc track, providing updated information is much needed work. Different strategies are required for different stakeholders. One of the recommendations is that we convene major industries in the division offices in which 10 schools of the project fall. This is not the job of principals, but the division offices. This activity is not in the project log-frame, but the project may want to address this issue as this is one of identified gaps for the 1<sup>st</sup>. project year and should be addressed in 2nd project year.

- (Mr. Ishii) mentioned that the project has reiterated the role of the division offices in developing partnerships and in raising awareness among stakeholders.

- (Usec. Ocampo) emphasized that such effort also requires coordination among division offices and provincial/city division offices and regional division offices.

- (Dr. Andaya) shared the Dep.Ed plan - which was presented in the Annual Tech Voc Conference - that holding industry summit, whereby industry leaders and LGUs would be invited for partnership development.

#### On SILO, Work Immersion and Guidelines

- (Usec. Ocampo) made it clear that Guidelines will state what SILO will be doing. Term "SILO", however, will be done away with as it is not realistic to expect a plantilla or an item to be provided by 2016. Guidelines will have to be inclusive. Definitions will have to be opened up for other schools which have other tracks, like academic, sports, arts and design. SILO is not applicable and instead work immersion coordinator's TOR is being formalized. It should be noted that there is no school manual for DepEd schools, just orders. Definitions, monitoring templates, MOA templates, all of these needs to be systematically included in one guideline.

Work immersion may be done during 80 hours within specialization subjects and another 80 hours within applied subjects, making it 80 hours times two. The reason for limiting the number of hours for work immersion is that we are afraid children are fielded in the factory and do not come back to schools.

#### Dep.Ed Rationalization Plan

- (Mr. Ishii) asked the implementation schedule of Rationalization Plan.
- (Usec. Ocampo) reiterated that it has been progressing but there is no definite road map for RAT yet. It will create newly “Curriculum Development” and “Educational Assessment” Bureaus out of the Programs and Projects. The project after Rationalization Plan will be with the Bureau of “Curriculum Development”, but will need to coordinate with “Governance” as well since the project deals with improvement of SIPs. Programs and Projects will continue to function as before, until such time that the structure RAT is fully implemented. She also said that there should be no worry about the project’s operations. Neither is there any space problem As for Tech-Voc Unit, please note TVU is not in the Rat Plan. Rest assured that tech voc schools will be fully supported.

#### On Project Title

- (Ms. Nayve) remarked on the proposition to change of the project title to “JICA Project for Supporting SHS Program in TVHSs” because the term modeling is no longer used.
- (Usec. Ocampo) agreed to the proposition as there is no modeling of SHS schools.

#### **4. Presentations by 4 Pilot Schools**

##### **Don Alejandro Roces Sr. Science and Technology High School (DARSSTHS)**

Dr. Escolano made the presentation which included the following points:

- Practices of school-industry partnership such as community and industry mapping
- SHS IEC activities
- Benchmarking of best practices by other schools, HEIs, and other TVIs
- Periodic consultation with stakeholders and industry partners
- Quezon City initiatives to support SHS program
- PESO Linkage and attending career fairs

##### **Rizal Experimental Station and Pilot School of Cottage Industries (RESPSCI)**

Ms. Romen, representing RESPSCI, highlighted the following issues in her presentation.

- Continuous industry mapping and assessment of local economy
- Orientations for parents and other stakeholders
- Tracer study and assistance for graduates’ employment (Special Training for Employment Program: STEP)
- Training in Japan lesson having led to the LGU’s support in finding jobs for G12 students

### **San Pedro Relocation Center National High School (SPRCNHS)**

Dr. Medrano touched on, among others, the following points in his presentation:

- Activities related to industry linkage partnerships
- Training in Japan
- Utilization of equipment provided by the project (i.e. not only for students learning, but also for the teacher training)
- Benchmarking
- Kto12 Plus Program curriculum (which aims to add more training in the industry after academic subjects are taken by students)
- Suggestions to DepEd to improve TVHS (e.g. more funding allocation in Tech Voc Track)

### **Subangdaku Technical Vocational School (STVS)**

Ms. Yu shared the following information in her presentation.

- Activities of school-industry linkage development
- Community mapping (including the Mactan Economic Zone conference)
- Stakeholders orientation (insurance discussion, etc.)
- Advocacy (Feedback from HR that industry is not informed. Also as parents, SHS information should be brought to stakeholders)
- Education Summit by DepEd Mandaue City Division Office
- Training in Japan and SIP contributions

## **5. Questions/Comments Overall**

- (Ms. Chan- JICA Philippine Office) asked about the possible DepEd assistance for the TVHSs which are leading school-industry linking and partnership development.
- (Usec. Ocampo) replied that the usual planning practice in DepEd was bottom-up. It means resource allocation should be based on the pragmatic plans of division offices. Providing extra funds to pilot schools without a clear bottom-up planning is not our usual planning procedure. Please also note that we are getting rid of certain allocations specifically targeted for TVHSs
- (Usec. Ocampo) referred to broken equipment and missing textbooks. TVHSs are in a position to help other schools deal with very pragmatic problems.
- (Dr. Medrano) reiterated the importance of paying attention to procurement process. When we at the school level require certain brands, what is procured is poor-quality equipment. As for lost books, teachers' paying from their own pockets is prohibited. Yearly inventory should be strictly implemented as well to ensure equipment is functional and all materials are returned.
- (Usec. Ocampo) mentioned that governance issue should also be addressed. It is possible that this is also a management issue. Systems need to be in place. These are issues which a project like this can address. "Manualization" of systems is needed. Maybe this project can help in this aspect. It is not always a resource lack; sometimes it does not know how to manage what we have.



## **6. JICA presentation on Impact Evaluation**

Ms. Militar of JICA Philippine Office presented the background of the “Impact Evaluation for Industrial Human Resource Development Policy”, a study that aims to measure the initial impacts of DepEd’s SHS modeling program and JICA’s TA in terms of academic performance and labor participation of the sample schools. In the presentation, the evaluation design (Difference-in-Differences Method), detailed survey structure and initial findings of the baseline survey were also shared to the participants.

## **7. Commission on Higher Education (CHED)**

Dr. Macatangay presented that CHED was currently working on a new general education curriculum, in response to changes in basic education. CHED also continues to work closely with the Philippine Qualification Framework.

## **8. Summary**

Ms. Cecile Nayve of Tech-Voc Unit summarized the discussions and suggestions made during the meeting as follows:

- Mr. Niwa of JICA shared the progress and achievements of the project. He encouraged all to keep the motivation and commitment high as there are more things to be done in the coming years.
- There is a need to solidify partnership with industry. Terms should be defined according to DepEd’s operational framework.
- Advocacy to industries and information dissemination are some of the strategies in creating partnership, headed by DepEd central office. Division offices will be convened to work with the schools.
- Development of guidelines shall not just focused on a handbook for industry immersion, but also guidelines for all aspects of partnerships
- Officials from the Governance Bureau should be invited in the next JCC meeting.
- BSE will provide office space and counterpart personnel for the Project Team when the physical transfer of offices as a result of RAT plan implementation takes effect
- A good monitoring and evaluation will be able to identify schools that can offer flagship Technical-Vocational Livelihood Track from among the STVEP schools that have piloted the Tech voc Education in the Philippines.
- The project title should be changed to “Project for Supporting Senior High School (SHS) program in TVHSs” as proposed.
- “Manualization” of all aspects should be done, including the utilization of equipment.
- Tech Voc schools should also help other schools offering TVL track.

End



Minutes of Meeting on the  
3rd Joint Coordination Committee Meeting  
for  
Technical Cooperation Project on  
Project for Supporting Senior High School Program in  
Technical Vocational High Schools

Agreed upon between  
Department of Education and  
Japan International Cooperation Agency

Date: October 14, 2016

Place: Pasig City

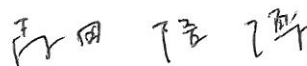
For  
Department of Education

For  
Japan International Cooperation Agency



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**Dir. Jocelyn DR Andaya**  
Director IV  
Bureau of Curriculum Development  
The Department of Education



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**Mr. Takahiro Morita**  
Senior Representative  
Japan International Cooperation Agency  
Philippine Office

Noted by:



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**Dr. Dina S. Ocampo**  
Undersecretary for Curriculum and Instruction  
The Department of Education



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**Mr. Susumu Ito**  
Chief Representative  
Japan International Cooperation Agency  
Philippine Office

### **Summary of Minutes for 3<sup>rd</sup> JCC Meeting**

The 3rd Joint Coordination Committee (JCC) Meeting for the JICA Project for Supporting Senior High School Program in Technical Vocational High Schools was held on 11 October 2016. The meeting was chaired by Director Jocelyn DR Andaya of the Department of Education (DepEd) Bureau of Curriculum Development, with Mr. Takahiro Morita, Senior Representative of the JICA Philippine Office as Vice Chairperson.

During the meeting, Mr. Tetsuya Ishii of the JICA Project Team presented accomplishments of the project, planned activities described in the Work Plan for the 3<sup>rd</sup>. year and recommendations to DepEd for SHS-TVL.

The four Pilot schools presented good practices and lessons learned for building partnerships with industries, improving the quality of technical-vocational course offerings and providing career guidance to students. Mr. Buenaventura Macatangay of CHED informed JCC members of the K to 12 Transition Program to mitigate impact of SHS full implementation for displaced HEI personnel, the revision of the General Education curriculum to align with basic education, and adjustment of policies and standards for college courses in line with K to 12. Mr. Elmer Talavera of TESDA also provided updates on the newly appointed Director General's priority programs, underpinned by a two-pronged strategy of Technical and Vocational Education and Training (TVET) for global competitiveness and TVET for social equity.

Director Andaya summarized the important points discussed and suggestions made during the meeting.

The need to conduct industry mapping was emphasized, as local industry needs determine SHS offerings. Schools also need to engage the LGU as a partner for SHS, especially for work immersion and placement and to help address resource gaps. Pilot schools also highlighted the importance of the General PTA for success of the SHS. The JICA Project team headed by Mr. Ishii was thanked as the project is implemented on time, and the project targets are being met. The replication of best practices, including the empowerment of Industry Linkage Coordinators for partnership building, is now being done by other schools offering TVL track in SHS. The success of projects for Agri-Fishery Arts (AFA) courses in the CGP, can also give insights for addressing low enrollment in AFA strand.

Mr. Morita also added to the summary, reiterating the project's successful implementation and how the project went beyond achieving the set targets. Pilot schools now serve as models for other TVHS. Everyone was encouraged to stay motivated and be committed to improving basic education.

Attachment 1 to the Minutes of the 3<sup>rd</sup> JCC Meeting is the list of members who attended, and Attachment 2 contains the main points of discussion during the meeting.

## **Attachment-1: List of the members present**

### **Department of Education**

1	Dir. Jocelyn Andaya	DepEd, Director, Bureau of Curriculum Development
2	Ms. Maria Cecilia O. Nayve	DepEd, Senior Education Program Specialist, SCPD-BCD
3	Mr. Clodualdo V. Paiton	DepEd, Technical Specialist, SCPD-BCD
4	Dr. Buenaventura D. Macatangay	CHED, Chief, Programs Development Division
5	Dir. Elmer K. Talavera	TESDA, Executive Director, National Institute for Technical Education and Skills Development
6	Dr. Victorio N. Medrano	San Pedro Relocation Center National High School, Principal
7	Dr. Eladio H. Escolano	Don Alejandro Roces Sr. Science and Technology High School, Principal
8	Mr. Domingo N. Viñas	Rizal Experimental Station and Pilot School for Cottage Industries, Principal
9	Dr. Victorio N. Medrano	San Pedro Relocation Center National High School, Principal
10	Mr. Rene M. Petancio	Subangdaku Technical Vocational School, Principal
11	Ms. Gina Labor-Obierna	Don Alejandro Roces Sr. Science and Technology High School, Head Teacher
12	Ms. Alenie B. Dualan	San Pedro Relocation Center National High School, Teacher / ILC

### **Embassy of Japan and Japan International Cooperation Agency**

13	Mr. Hiroyuki Enoki	Embassy of Japan, First Secretary
14	Mr. Takahiro Morita	JICA Philippines Office, Senior Representative
15	Ms. Kawaguchi Misaki	JICA Philippines Office, Representative
16	Ms. Flerida Chan	JICA Philippines Office, Section Chief, Poverty Reduction Section
17	Ms. Mary Ann Bakisan	JICA Philippines Office, Senior Program Officer
18	Mr. Tetsuya Ishii	JICA Project Team, Chief Advisor
19	Mr. Munetoshi Ishida	JICA Project Team, Industry Linkage Expert
20	Ms. Kim Inso	JICA Project Team, Project Coordinator
21	Ms. Mae Padilla	JICA Project Team, Project Assistant

## **Attachment 2: Main Points of Discussion**

### **1. Opening Remarks**

Director Andaya, Chairperson informed the body of the successful enrollment of Grade 11 students in SY 2016-2017 for the full implementation of SHS across public and private schools nationwide. Of the total 1.5 million students enrolled in Grade 11 nationwide, roughly 60% are enrolled in Dep-Ed schools and the rest are in private schools and State Universities and Colleges (SUCs). Of those enrolled in DepEd schools, about 62% chose to enroll in the academic track, 37% are taking technical-vocational livelihood (TVL) track, and the remaining in arts and design and sports tracks.

DepEd is concerned about the low enrollment for the Agri-Fishery Arts (AFA) strand of the TVL track. There are varied offerings for AFA strand but an alarmingly low number of enrollees. The DepEd hopes the project's 3<sup>rd</sup> project year activities generate learnings to help address the concern.

Mr. Morita, Vice-chairperson mentioned the SHS program as having required tremendous efforts on the part of DepEd for more classrooms, more teachers hired, and more resources expended for full implementation. He also noted the significant accomplishments of the project, noting the counterpart training in Japan for DepEd personnel, the installation of Job Support Corners at pilot schools for career guidance, and the procurement of tools and equipment for student's practicum to improve instructional delivery. Throughout the implementation of the project, the local government unit (LGU) of Quezon City and Pasig City have also shown increased support for SHS, and schools have emphasized employment after graduation. Practices proven effective during early implementation by the pilot schools can be adopted in the improvement of SIPs. He enjoined everyone to build on these gains and to sustain the commitment to quality education.

### **2. Presentation by Mr. Ishii**

Mr. Ishii reported accomplishments of the project and the planned activities described in the Work Plan for the remainder of the last project year. At the end of the presentation, Mr. Ishii recommended a re-orientation on the existing DepEd policy directions for SHS, the need for coordination with DepEd division offices for partnership development and the proposed collaboration between Alternative Learning System (ALS) and SHS-TVL Track to the SHS program.

### **3. Questions and Comments on Mr. Ishii's presentation**

After Mr. Ishii's presentation, Director Andaya acknowledged that most of the principals implementing SHS for the first time need to focus more on work immersion. This is partly because work immersion is taken up in Grade 12, i.e. in 2017, and also because the focus is on addressing immediate resource gaps like lack of classrooms, tools and equipment and learning materials, and hiring additional teachers. Director Andaya also said although division offices play a role in partnership development, schools also have to engage LGUs, who play a very significant role together with industries.

For the ALS recommendation, Director Andaya remarked that the ALS is based on the existing 10-year basic education curriculum. At present, ALS completers may take up SHS by enrolling in Grade 11 in the formal education set-up. The DepEd is working on developing a curriculum for ALS that includes SHS, which is targeted for implementation in 2018. Specialized teachers may also be a concern for TVL track. Mr. Ishii replied that ALS completers go to existing SHS offering TVL track, as these schools have the teachers and facilities.

Director Andaya also commented on the sustainability of the employment rate reported for the pilot schools. Since the number of students is small for early implementation, pilot schools should gather updated data on employment of students after the initial data is gathered (at 3 months after graduation). Employment rate is acknowledged as an indicator of program success. Mr. Talavera, the National Institute for Technical Education and Skills Development (NITESD) Executive Director from TESDA, remarked that 80% employment rate 3 months after graduation is so much more ambitious compared to the TESDA target of 65% employment rate 6 months after graduation. The tracer figures by the pilot schools should be trumpeted as remarkable achievements.

The initiative implemented by Rogongon Agricultural High School (RAHS) for agroforestry and sustainable livelihood was commented on by Director Andaya, and she expressed interest in finding out what specific intervention was done by the JICA Project Team. The AFA strand is not popular among students, and DepEd is interested in identifying the specific support needed to address low enrollment rate. Mr. Ishii explained the project simply procured hand tools and equipment suitable to the mountainous topography of Rogongon, to help the school implement its plans to help the school offer the agriculture course for SHS. Director Andaya commented that funds for workshops and tools and equipment are being downloaded to schools, and that PHP 137 M was allotted for schools offering AFA strand.

#### **4. Presentations by 4 Pilot Schools, and Updates from TESDA and CHED**

The four pilot schools of Don Alejandro Roces Sr. Science and Technology High School (DARSSTHS), Rizal Experimental Station and Pilot School of Cottage Industries (RESPSCI), San Pedro Relocation Center National High School (SPRCNHS) and Subangdaku Technical Vocational School (STVS) each presented their enrolment for SY 2016-2017. Also highlighted were the updated results of their tracer study for all batches who graduated SHS from SY 2012/13 to SY 2015/16, the summary of support received from all partners, the good practices for school-industry linkage development and improvement of the quality of TVL education and best practices for career guidance. The pilot schools also provided a summary of practical advice for schools implementing SHS and what was learned by working with the JICA Project.

Some lessons shared with the members of the JCC meeting are the following:

- Different strategies should be employed in partnering with industries
- Expectations from both school and partner institutions should be well articulated in the Memorandum of Understanding / Agreement.
- Parents and students must be well-informed about the immersion arrangements.
- Establishment of school-based industries operated by students is recommended to address need for work immersion venues
- Curriculum must be contextualized based on community and industry needs.
- Industry associations are also good partners for industry immersion.
- Students need to be engaged for possible career options by providing readily available information related to possible career options, including labor market information and business opportunities.

For the updates from CHED, Dr. Buenaventura Macatangay, Chief of the Programs Development Division, informed JCC members of the K to 12 Transition Program to mitigate the impact of SHS full implementation for displaced HEI personnel. He also informed members of the on-going revision of the General Education curriculum to align with basic education, and adjustment of policies and standards for college courses in line with K to 12.

NITESD Director Elmer K. Talavera of TESDA also provided updates on the newly appointed Director General's priority programs. He explained the 6 year agenda of TESDA is guided by the two-pronged strategy of TVET for global competitiveness and TVET for social equity. Priority programs of the agency include the new flagship program "Barangay

Kasanayan para sa Kabuhayan at Kapayapaan” (BKKK), which involves provision of scholarship programs and skills mapping for all 42,000 barangays in the country. TVET providers are also being audited to ensure quality control.

## **5. Questions/Comments Overall**

- (Mr. Talavera) found it recommendable that SPRCNHS has 90 partners for work immersion. This adheres to the practice of having multiple partners for immersion over and above the number of students. The SPRCNHS practice of having a school-based PESO is also impressive, as this gives improved access to students on information about jobs. DARSSTHS is also to be commended for capitalizing on the good relationship with LGU for SHS.

- (Mr. Talavera) also mentioned the Career Guidance Advocacy Program (CGAP), a convergent initiative of DOLE with DepEd, as providing opportunities for collaboration to address SHS needs. As for insurance, he believes there are plenty of insurance providers DepEd can partner with who can provide insurance for work immersion at lower cost.

- (Mr. Talavera) reiterated the need for DepEd to include TESDA Assessment results as an indicator by the project. Director Andaya replied students’ assessment was funded for piloting phase and teachers’ assessment for both NC and TM is also required. DARSSTHS Principal also remarked the PHP 500 assessment fee covered by DepEd is not enough for assessment in certain courses.

- (Dir. Andaya) expressed concern for the low number of female enrollees for industrial arts courses like automotive and welding, to which TESDA representative remarked that employment at present does not discriminate between genders and the model for TESDA Women’s Center model can be replicated by DepEd for TVL track. Ms. Cecile Nayve of SCPD-BCD informed the members of the fact that the winner for the 2016 National festival of Talents for automotive servicing is a female student from one of the project’s pilot schools, DARSSTHS.

- (RESPSCI Principal Domingo Viñas) reported the teacher items shortage for his school, advising JHS teachers are being asked to teach SHS subjects as teacher items were not provided to the school. Dir. Andaya advised Principal Viñas to take up the matter with the division office, as DepEd carefully canvassed the number of teacher items needed - there are even reported cases of too many teacher items in some divisions.

- (DARSTHS Principal Eladio Escolano) asked for clarification on the 80 hours work immersion, the need for work immersion insurance. Schools are not allowed to use MOOE for work immersion insurance of students and DepEd has a no collection policy. Dir. Andaya remarked that work immersion insurance should be chargeable to school MOOE, and this matter will be discussed with the coordinators during planning workshop for SY



2017-2018 being held in Tanza from October 11-13, 2016.

- (Dir. Andaya) announced to members DepEd is entering into a MOA with the Technical Vocational Schools and Associations of the Philippines (TEVSAPHIL) for delivery of TVL courses for schools who presently do not have the facilities or resources to offer these to their SHS. TEVSAPHIL is a national association of regional, provincial and district associations of private tech-voc schools throughout the Philippines.

## **6. Summary**

Director Andaya summarized the discussions and suggestions made during the meeting as follows:

- There is a marked need to conduct industry mapping as local industry needs should help determine SHS offerings.
- The LGU needs to be engaged as a partner for SHS, for their influence on local businesses which can be instrumental for work immersion and placement. LGU funds can also be used to help address resource gaps.
- The support of the general PTA is important for SHS to be successful.
- Project implementation is on time, as the JICA Project team headed by Mr. Ishii, has been diligent in implementing the project activities.
- Rewards of early implementation include the replication of best practices by schools now offering SHS-TVL track, including the practice of empowering Industry Linkage Coordinators.
- The success of school improvement projects for AFA courses can give insights for addressing low enrolment in AFA strand.
- The DepEd Bureau of Curriculum and Development is looking forward to future initiatives with JICA focusing on agriculture courses, given the department's aim to contribute to the achievement of sustainable agriculture and livelihood.
- Participation of the External Partnership Service of DepEd is needed for the next JCC meeting. DepEd is suggested to review the guidelines on immersion, taking into consideration the experiences of the JICA partner schools.
- Immersion guidelines should articulate gender and development (GAD) concerns, especially in addressing the enrollment discrepancy for male-dominated courses.

Mr. Morita of JICA also added to the closing remarks by stating the progress and achievements of the project clearly go beyond the agreed targets. With pilot schools serving as models for other TVHS, he encouraged everyone to stay motivated and be committed to improving basic education. End