



Republic of the Philippines
Department of Education

31 OCT 2017

DepEd ORDER
No. **56**, s. 2017

GUIDELINES ON THE ALLOCATION AND UTILIZATION OF THE DOWNLOADED FUNDS FOR THE 2017 TRAINING PROGRAM FOR SENIOR HIGH SCHOOL, TECHNICAL-VOCATIONAL-LIVELIHOOD, TEACHERS UNDER THE STRENGTHENED TECHNICAL-VOCATIONAL EDUCATION PROGRAM AND TEACHERS OF ALTERNATIVE LEARNING SYSTEM

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd) hereby issues the enclosed **Implementing Guidelines on the Allocation and Utilization of the Downloaded Funds for the 2017 Training Program for Senior High School (SHS), Technical-Vocational-Livelihood (TVL), Teachers under the Strengthened Technical-Vocational-Education Program (STVEP), and Teachers of Alternative Learning System (ALS)** for the information and guidance of all concerned.
2. Immediate dissemination of and strict compliance with this Order is directed.

ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge

Encl.: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

ALLOCATION
ALTERNATIVE LEARNING SYSTEM
FUNDS
POLICY

SENIOR HIGH SCHOOL
TECHNICAL EDUCATION
TRAINING PROGRAMS
VOCATIONAL EDUCATION

Guidelines on the Implementation of the Training Program for Techvoc Teachers in Senior High School (SHS), Strengthened Technical-Vocational Education Program (STVEP) and Alternative Learning System (ALS)

I. Rationale

1. Part of the Department of Education's (DepEd) major effort in ensuring quality basic education program service delivery and integration of global standards particularly on technical and vocational education is through capability building program for teachers. This program enables the teachers to keep up with the relevant and up-to-date knowledge and skills in their own field of specialization as well as with the newest pedagogical approaches which are adjusted to the needs of the 21st century.
2. In order to ensure teachers' competence in the areas of their specialization, and quality-assured teaching pedagogies and to support the implementation of the enhanced basic education curriculum, the techvoc teachers shall be provided with professional development programs in the form of skills enhancement and training of various specializations/courses and opportunities for assessment.
3. As such, these policy guidelines aim to guide the DepEd Regional Offices, Schools Division Offices (SDOs), public secondary schools and techvoc teachers from the SHS, STVEP implementing schools and ALS, in collaboration with TESDA accredited training and assessment centers, technical-vocational institutions and industry partners, in the efficient conduct of skills training and assessment, work immersion including utilization of downloaded funds for the purpose.

II. Scope of the Policy

1. This DepEd Order provides the procedures and templates for the following training programs:
 - 1.1 Skills Training and Assessment for ALS Teachers
 - 1.2 Trainers Methodology Training and Assessment for STVEP Teachers
 - 1.3 Work Immersion for Senior High School Core Trainers

III. Definition of Terms

1. For clarity of this policy, the following terms and nomenclatures are defined:
 - Strengthened Technical-Vocational Education Program (STVEP) - It is a pioneering program of DepEd under the Bureau of Curriculum Development that provides opportunities for utmost development of the individual as a total person equipped with technical-vocational and academic competencies, proper work ethics and desirable values that will make the person economically-stable, responsible, law-abiding citizen, productive, and competitive in the world of work.
 - Alternative Learning System (ALS) - It is a parallel learning system in the Philippines that provides practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an

alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills.

- Trainers Methodology (TM) Level I – The TM Level I consists of competencies a Technical Vocational Education and Training (TVET) trainer or assessor must achieve, such as plan training sessions, facilitate learning sessions, supervise work-based learning, conduct competency assessment, maintain training facilities and utilize electronic media in facilitating training. A person who has achieved this qualification is competent to be a TVET Trainer/Technical Trainer, Training Facilitator/Coordinator and Competency Assessor. This training program is provided for techvoc teachers who are holders of National Certificates.
- The Skills Training and Assessment – It is designed to equip the techvoc teachers with the necessary competencies as required in the qualification standards of the Training Regulations leading to TESDA's National Certification (NC). The certification process is also a mechanism to ensure that techvoc teachers are capable of teaching/facilitating the learning activities in their respective field of specializations. The training and assessment program should be handled and managed by competent/proficient and qualified trainers/assessors certified by TESDA in the areas of Home Economics, Arts and Trades, Agriculture and Fishery and ICT.
- Competency Assessment – It is the process of collecting evidence and making judgments on whether competency has been achieved. It focuses in assessing an individual's skills, knowledge, attitude and work values relative to a unit or cluster of units of competency. This procedure is administered by TESDA-accredited assessors.
- National Certificate – It is a document issued by TESDA when a candidate has demonstrated competence in all units of competency that comprised a qualification.
- Technical-Vocational-Livelihood (TVL) Track – It is one of the four (4) SHS tracks that offers various specialization courses in four (4) major areas: Agri-Fishery Arts, Industrial Arts, Home Economics and Information and Communication Technologies (ICT). TVL students are equipped with technical and vocational skills to make them ready for employment, technopreneurship endeavors and or higher learning.
- Technical-Vocational Institutions (TVIs) – These are training institutions or training centers accredited by TESDA that provides technical training for skilled workers and middle-level workers. They also serve as assessment centers for those seeking for National Certifications of their competencies and qualifications.
- Industry Immersion – It is designed to equip the teachers with better understanding of the demands of the industry and be able to teach in a context-oriented manner. An Industry Immersion is a need-based training program

tailor-fit to the skills requirements of techvoc teachers as they relate their teaching strategies to industry workplace standards.

IV. Policy Statement

1. It is the declared policy of the Department of Education, in accordance to the provisions stated in Section 7 of Republic Act 10533 otherwise known as the Enhanced Basic Education Program, to conduct teacher education and training programs to ensure that the new curriculum meets the demand for quality teachers and school leaders including the TVL Track.
2. The SHS implementation is a collaboration of different agencies and institutions with stake on education and training. Thus, this policy aims to guide the DepEd regional offices in collaborating with identified TESDA-accredited training institutions (TVI) and assessment centers/venues or techvoc secondary schools for the conduct of its various training programs for techvoc teachers.

V. Procedures on the Implementation of the Training Program

1. The training program covers all qualified Senior High School (SHS) Technical-Vocational-Livelihood (TVL) teachers from the identified STVEP secondary schools, and/or mobile teachers and district ALS coordinators across the country.
2. Participants for these training programs are techvoc teachers who are committed to work with the assigned school/community learning center at least a year after the training. Participants for the training will be recommended by the school head or immediate supervisor. Selection shall likewise be based on these qualifications:

Training Program	Participants
2.1 Trainers Methodology Training and Assessment	NC holder techvoc teachers from STVEP schools
2.2 Skills Training and Assessment	ALS teachers (Mobile Teachers and District ALS Coordinators) teaching Technology and Livelihood Education (TLE)
2.3 Industry Immersion	SHS TVL or TLE teachers teaching the specialization subjects and served as the Regional Trainers for the TVL Track

3. Roles and Responsibilities

- 3.1 Strict compliance to this guideline shall be the responsibility of all offices concerned.
- 3.2 Each region shall be accountable for the disbursement of funds based on the eligible items and activities set forth in this Order and based on the training program, subject to the usual government accounting and auditing rules and regulations. A sample terminal report format is attached as **Attachment 1**.

3.3 The Regional Directors (RD) shall provide direction and strategies in the use of the support fund downloaded to their respective regions. The Curriculum and Learning Management Division (CLMD), Quality Assurance Division (QuAD), Human Resource Development Division (HRDD) and Finance Division (FD) shall ensure efficient implementation of the training program for their techvoc teachers.

3.4 In close collaboration with TESDA-accredited technical-vocational institutions (TVI), heads of responsible offices at the CO and ROs shall be responsible in conducting and monitoring the training program implementation. Their duties and responsibilities before, during and after the training will be as follows:

Implementing Office and Functions	Duties and Responsibilities		
	Pre-Training	Actual Training	Post-Training
DepEd CO Bureau of Curriculum Development (BCD) ensures alignment of the training design to curriculum.	Issues guidelines on the implementation of the training programs and utilization of funds.	Jointly monitors with NEAP the conduct of the training programs.	Consolidates regional reports. Conducts summative evaluation on the training conducted including fund utilization.
DepEd CO Budget Division	Releases SARO to the regions based on the budget allocation		
RO-CLMD ensures that the local learning systems are integrated to the training programs in accordance to national policies and standards.	Shortlists qualified teacher-participants for each training program following the given slots and selection criteria.	Monitors the conduct of the training programs. Facilitates the skills assessment of teacher-participants.	Submits the monitoring report to HRDD for consolidation .
RO-HRDD ensures that the training program responds to the needs and well-being of teacher-participants	Prepares customized training matrix based on the generic activity matrix provided by DepEd Central Office. Arranges training schedule with TVI and industries	Collaborates with TESDA, other training institutions, and industries for the skills training, TM training and industry immersion.	Consolidates the monitoring reports by the regional monitors. Prepares and submits the Terminal Report (Attachment 1) with complete documentation in

Implementing Office and Functions	Duties and Responsibilities		
	Pre-Training	Actual Training	Post-Training
	within and nearby region		soft copy to BCD, a month after the end of the training.
RO-QuAD ensures quality learning outcomes across the training programs	Prepares the training evaluation and monitoring tools. Conducts orientation with the regional monitors on evaluating training programs.	Administers end of training evaluation.	Prepares the end of training evaluation reports and submits it to HRDD for consolidation.
RO-Finance Division ensures on-time submission of reports, availability of funds and/or allotments and correctness of vouchers, journals, and other financial reports.	Requests from the Regional DBM for the corresponding cash requirements or Notice of Cash Allocation Proceeds immediately with the implementation or procurement process (for the venue, as the case maybe) Releases funds to cover other expenses for the training program.	Disburses funds based on the eligible items and activities set forth in this Guidelines, subject to the usual budgeting, accounting and auditing and procurement rules and regulations.	Prepares and submits financial disbursements and liquidation reports on the utilization of the downloaded funds.

VI. Budget Allocation

1. The DepEd Budget Division shall issue the Sub-Allotment Release Order (SARO) to the DepEd Regions based on the allocation provided in **Attachment 2**.
2. Each region is allocated with support fund taken from the Maintenance and Other Operating Expenses (MOOE) to conduct the training programs.
3. Misuse and/or mismanagement of these funds for purposes other than those authorized in this Order is strictly prohibited. Any violations committed by any individual or group will be dealt with in accordance with the existing government accounting and auditing rules and regulations.

VII. Eligible Activities and Expenses

1. For **Skills Training and Assessment**, eligible items of expenditures include training fee, assessment fee, board and lodging expenses, transportation allowance of participants and other incidental expenses. The regional offices will conduct the training programs in close consultation with the TESDA Regional/Provincial Offices for technical assistance. (See **Attachment 3** for the Activity Profile).
2. For **Trainers' Methodology Training and Assessment**, eligible items of expenditures include assessment cost, training cost, board and lodging, travel allowance of participants and contingency. (See **Attachment 4** for the Activity Profile).
3. For **Industry Immersion**, eligible items of expenditures include transportation allowance of participants, supplies and materials, meal expenses during the briefing and debriefing meetings with the participants and contingency. (See **Attachment 5** for the Activity Profile).
4. Accommodation and travel expenses of the regional monitors shall be charged to local funds

VIII. References

Republic Act No. 10533, s. 2013 – “An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefore and for Other Purposes”

www.tesda.gov.ph

National Budget Circular (NBC) No. 567, s. 2017. Guidelines on the Release of Funds for FY 2017.

IX. Effectivity

These guideline shall take effect immediately upon approval.

Department of Education
Regional Office _____

TERMINAL REPORT

(Title of Program/Project)

Part I

Activity	Objective	Period Conducted	Training Provider	Physical		Financial		Remarks
				Target	Actual	Allocated	Utilized	
			TOTAL					

Part II

1. Highlights
2. Issues and Concerns
3. Next Steps

Part III

1. End-of-Training Evaluation Result

Part IV

1. Liquidation Report
2. Photos

Part V

1. Training Management Team
2. Service Provider(s) Profile

Prepared by:

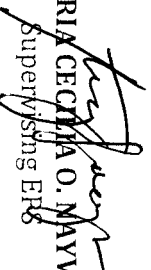
Noted by:

Approved by:

Department of Education
BUREAU OF CURRICULUM DEVELOPMENT
SUMMARY OF BUDGET ALLOCATION

Region	Training Program						Total	
	Trainers Methodology Training and Assessment		Skills Training and Assessment		Industry Immersion		No. of Participants	Amount Allocation
	No. of Participants	Amount Allocation	No. of Participants	Amount Allocation	No. of Participants	Amount Allocation		
Region I	31	1,091,200	78	1,674,200	20	97,000	129	2,862,400
Region II	74	2,604,800	80	1,717,000	12	58,200	166	4,380,000
Region III	57	2,006,400	103	2,211,200	26	126,100	186	4,343,700
Region IVA	51	1,795,200	115	2,468,000	25	121,250	191	4,384,450
Region IVB	14	492,800	61	1,310,400	11	53,350	86	1,856,550
Region V	36	1,267,200	93	1,995,200	25	121,250	154	3,383,650
Region VI	43	1,513,600	126	2,706,400	20	97,000	189	4,317,000
Region VII	34	1,196,800	87	1,866,800	20	97,000	141	3,160,600
Region VIII	50	1,760,000	133	2,853,200	16	77,600	199	4,690,800
Region IX	11	387,200	62	1,331,800	11	53,350	84	1,772,350
Region X	14	492,800	92	1,973,800	10	48,500	116	2,515,100
Region XI	37	1,302,400	57	1,224,800	12	58,200	106	2,585,400
Region XII	20	704,000	90	1,931,000	15	72,750	125	2,707,750
CARAGA	28	985,600	75	1,610,000	9	43,650	112	2,639,250
ARMM			62	1,331,800	5	24,250	67	1,356,050
CAR	50	1,760,000	47	1,010,800	6	29,100	103	2,799,900
NCR	32	1,126,400	60	1,289,000	11	53,350	103	2,463,750
TOTAL	582	20,486,400	1,421	30,505,400	254	1,231,900	2,257	52,223,700

Prepared by:


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Supervising ERS

Reviewed by:


SEVILLA A. PANALIGAN
Chief ERS, SCPD

Approved by:


JOCELYN DR ANDAYA
Director IV

Department of Education
BUREAU OF CURRICULUM DEVELOPMENT

ACTIVITY PROFILE

Skills Training and Assessment for SHS TVL – ALS Teachers

Background & Rationale	<p>Quality technical and vocational education and training heavily lies on the delivery of instruction. It is evident when there is an engaging learning interaction that takes place between teacher and students, where a teacher is expected to be competent in the specialized fields and shows commitment to his/her profession.</p> <p>In order to ensure teachers' competence and to support the implementation of the enhanced basic education curriculum, professional development in the form of skills enhancement and training of various specializations/courses are provided for techvoc teachers.</p>
Project Description	<p>Part of the DepEd's major efforts in ensuring quality education and integration of global standards in the basic education system particularly in the implementation of Alternative Learning System – Informal Education is through continuous development and upgrading of skills and competencies of its teachers. The DepEd regional offices, in close coordination with identified TESDA-accredited training institutions (TVI) and assessment centers/venues or techvoc secondary schools will conduct various training programs for teachers who will be teaching the different Technical-Vocational-Livelihood (TVL) specializations particularly for ALS Mobile Teachers (MTs) and District ALS Coordinators (DALSCs).</p> <p>The 12-day skills training and assessment intends to equip the ALS MTs/DALSCs with the necessary competencies in the various qualifications leading to TESDA's National Certification (NC). The certification process is also a mechanism to ensure that ALS teachers are capable of teaching/facilitating the learning activities in their respective field of specialization.</p> <p>The training and assessment program will be handled by competent/proficient and qualified trainers/assessors certified by TESDA in the areas of Industrial Arts, Home Economics, Agri-Fishery Arts, and Information and Communication Technologies. A list of TESDA-accredited training centers is attached. Some of them are techvoc secondary schools which are already offering specialization courses since 2008.</p>
Methodology	<p>Various learning methodologies and teaching strategies, such as, lecture-discussion, team teaching approach, written and actual performance test through competency assessment and program evaluation will be used by the trainers.</p>

Participants	<p>There are 1,421 participants for this 12-day skills training and assessment. They are composed of ALS teachers (MTs and DALSCs) who will be teaching specialization subjects under the Informal Education. The criteria for regional selection are the following:</p> <ul style="list-style-type: none"> • Commitment to work • Physically fit • With specialization related to industrial education 										
Budget Requirement	<p>The training program has a budget allocation amounting to P30,505,400.00. This will be downloaded to the concerned regions and specific guidelines on the utilization will be provided for guidance.</p> <p>Eligible Items of Expenditure per Participant</p> <table border="0" style="margin-left: 20px;"> <tr> <td>• Assessment Fee including consumables</td> <td style="text-align: right;">P 700</td> </tr> <tr> <td>• Training Fee</td> <td style="text-align: right;">4,100</td> </tr> <tr> <td>• Board and Lodging (P1,200/day x 13 days)</td> <td style="text-align: right;">15,600</td> </tr> <tr> <td>• Travel Allowance of trainees</td> <td style="text-align: right;">1,000</td> </tr> <tr> <td>• Contingency (per region, amount may vary)</td> <td style="text-align: right;">5,000</td> </tr> </table>	• Assessment Fee including consumables	P 700	• Training Fee	4,100	• Board and Lodging (P1,200/day x 13 days)	15,600	• Travel Allowance of trainees	1,000	• Contingency (per region, amount may vary)	5,000
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• Travel Allowance of trainees	1,000										
• Contingency (per region, amount may vary)	5,000										
Expected Output	<p>1,421 ALS teachers trained and assessed on various specializations.</p>										

Department of Education
BUREAU OF CURRICULUM DEVELOPMENT

ACTIVITY PROFILE

Trainers Methodology Training and Assessment for STVEP Teachers

Background & Rationale	<p>Continuing professional development for our teachers plays an integral part of teacher education, which enables them to keep up with the relevant and up-to-date knowledge in their own field of specialization as well as with the newest pedagogical approaches which are adjusted to the needs of the 21st century.</p> <p>To continuously provide professional enhancement and upgrading qualifications for the techvoc teachers who are NC II holders in the different STVEP/techvoc areas covered under the Arts and Trades, Agriculture and Fishery Education, the Department of Education (DepEd) will download funds to the regions as subsidy for the trainers methodology training and assessment for the STVEP teachers.</p>										
Objectives	<p>The training program aims to provide qualified techvoc teachers to deliver the competency-based training of the students under the K to12 Basic Education. Specifically, the TM training aims to:</p> <ol style="list-style-type: none"> 1. equip the NC II-holder teachers with appropriate teaching and assessment methodologies on the areas of techvoc education; and 2. facilitate the acquisition of the mandated National TVET Trainers Certificate (NTTC) of the techvoc teachers. 										
Methodology	<ol style="list-style-type: none"> 1. Preparation of the training plan and budgetary requirements 2. Coordination with TESDA on the schedule of training 3. Signing of the Memorandum of Agreement (MOA) with the training providers 4. Dissemination of a memorandum on the schedule of the training 5. Conduct of training activity and assessment 6. Monitoring and post-training evaluation 7. Reporting and liquidation of funds 										
Budget Requirement	<p>The training program has a budget allocation amounting to P20,486,400.00. The following are eligible items of expenditure per participant:</p> <table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;">• Assessment Fee</td> <td style="text-align: right;">P 1,600</td> </tr> <tr> <td style="padding-left: 20px;">• Training Fee</td> <td style="text-align: right;">8,500</td> </tr> <tr> <td style="padding-left: 20px;">• Board and Lodging (P1,200/day x 20 days)</td> <td style="text-align: right;">24,000</td> </tr> <tr> <td style="padding-left: 20px;">• Travel Allowance of participants</td> <td style="text-align: right;">1,000</td> </tr> <tr> <td style="padding-left: 20px;">Contingency (per region, amount may vary)</td> <td style="text-align: right;">5,000</td> </tr> </table>	• Assessment Fee	P 1,600	• Training Fee	8,500	• Board and Lodging (P1,200/day x 20 days)	24,000	• Travel Allowance of participants	1,000	Contingency (per region, amount may vary)	5,000
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• Travel Allowance of participants	1,000										
Contingency (per region, amount may vary)	5,000										
Expected Output	582 techvoc teachers certified as trainers/assessors.										

Department of Education
Bureau of Curriculum Development
Special Curricular Programs Division

Capacity Building thru Industry Immersion Program for Techvoc Teachers of STVEP Schools

PROJECT PROFILE

A. Rationale

Teacher development has moved beyond simple in-service training. It has expanded into a more dynamic system of continuing education. As teachers are the essential component of any educational system, they are expected to be experts in their content area, skilled in communication, and excellent in classroom management strategies. However, they, themselves, should also seek out professional development opportunities. For “growth and improvement of any educational institution, teacher professional development becomes a milestone in teachers’ continuum of life-long learning and career progression.

Over the years, the Department of Education’s in-service training for teachers has been focused on the typical training topics/learning areas, such as, processes of curriculum implementation, delivery strategies and modalities, assessment of learning, contextualization and integration of educational technologies in teaching. These are provided through content-oriented lectures and teaching demonstration or hands-on laboratory work. These promote the teachers’ analytical and individual skills sets. Teachers gain a sharply-defined amount of understanding in discrete topics, often in a non-integrative manner.

In the course of Senior High School (SHS) implementation, it was found out that the need for a different skills set for a techvoc teacher is very different from the one needed in academic subjects and in other SHS tracks. Teachers need to adapt to their changing occupational roles in schools and community. One of the important roles of a SHS teacher is to ensure that the theories and principles are understood and the required skills and competencies are mastered by the students. Techvoc teachers should therefore be experts on their area of specialization and have deeper understanding on the contexts and processes in facilitating students practicum or hands-on learning.

B. Description

While initial teacher training provides teachers with the critical skills to manage classroom instruction, a five-day industry immersion allows them to have a better understanding on the demands of the industry and be able to teach in a context-oriented manner. An Industry Immersion, therefore, is a need-based training program tailor-fit to the skills requirements of techvoc teachers as they relate their teaching strategies to industry workplace standards.

With this, the Department of Education, through the Bureau of Curriculum Development-Special Curricular Programs Division (BCD-SCPD) proposes for the conduct of Industry Immersion for the TLE and Techvoc Teachers. Specifically, the five-day activity aims to:

- Expose the teachers to the actual technical and managerial aspects of the various specializations offer under the TVL tracks;
- Enable the teachers to gain experience, relate and apply the theories taught and learned in school to real industrial situations and problems;
- Acquire more insight of the various operations, processes, techniques and controls presently used in the industry;
- Expose the teachers to the latest types of products/technology produced in the industry;
- Serve as mentor/model in the development of positive attitude, such as, being confident and motivated, characteristics of a responsible professional in handling the tasks; and

- Explore other emerging career options that will serve as basis for an improved techvoc curricular offerings/standards.

B. Persons/Schools/Industry Involved and Duration

This activity will involve techvoc teachers handling specialization subjects from the techvoc schools identified as senior high schools.

C. Participants:

Participants of the Industry Immersion are the TVL Trainers who conducted the regional mass training of teachers for the TVL Track.

D. Mechanics

1. The BCD-Central Office shall download the fund to the Regional Office to facilitate the Industry Immersion of TVL trainers.
2. The Regional Office, through the Chief Education Supervisor (CES) in charge of industry immersion will identify potential industries which can host the industry immersion.
3. The CES shall collaborate with the industries, present the proposal and recommend contract signing. Ensure that Terms of Reference of each party is understood and agreed upon by the members.
4. Terms of agreement shall be focused on:
 - a. Focus of immersion
 - b. Number of teachers involved
 - c. Schedule of immersion
 - d. Cost-sharing
5. The field level officials shall monitor the conduct of immersion.
6. Financial obligation of the region shall be based on the agreement in the contract.
7. Eligible items of expenditures are the following:
 - Transportation allowance and per diem of the participants during the 3-day immersion program
 - Supplies and materials
 - Meals expenses during the planning meetings
 - Tokens for the industry
 - Contingencies
8. A one-page liquidation report shall be submitted to BCD, two weeks after the activity.
9. The region shall organize briefing and feedback sessions during immersion and debriefing.
10. A Terminal Report shall be submitted to BCD that accounts the processes, lessons learned, insights gained from the activity.

F. Training Duration

The actual immersion will last for 3 days excluding travel time.

- Day 1 –opening and orientation (1 day)
- Day 2 – industry immersion/exposure
- Day 3 – industry immersion exposure
- Day 4 – wrap-up, closing

G. Schedule of Budget

Each participant is allocated with P4,850.00 allowance to cover the expenses relative to the conduct of a 4-day immersion. Eligible activities include transportation and per diem, supplies and materials, tokens, meals during the briefing and debriefing meetings, management fee, equipment and vehicle rentals and contingencies.

Notes:

- The transportation of participants during the actual industry exposure will form part of the Management Fee for the host schools.

- Meals during the briefing and debriefing will also be part of the Management fee for the host schools.
- The participants will pay their own board and lodging and transportation to and from the dormitory and host school.

H. Program Design

Strategies/Processes/ Methodologies	Description
1. Profiling	This is a preparatory activity through conduct of a survey to identify host schools/industries/institutions based on set criteria.
2. Consultation meeting	The RO will coordinate/arrange with the host schools on the accommodation, financial matters, program mechanics and other logistical arrangements.
3. Provision of Management Fund	The RO will facilitate the release of management fees for the host schools. Guidelines on the said activity and duties of the host schools will be issued.
4. Invitation and registration of participants	The RO will facilitate the invitation of participants. The participants will be pre-grouped according to their respective schools' specializations.
5. Conduct of Actual Industry Immersion	<p>Each host school is tasked to --</p> <ul style="list-style-type: none"> • facilitate the accommodation of visiting participants from other schools • share with them best practices in terms of implementation strategies, innovative programs and other program processes • facilitate a two-day industry immersion at different industries near their schools. The industries to be visited should be related to the schools' techvoc courses and have employed techvoc graduates. <p>The RO will conduct --</p> <ul style="list-style-type: none"> • a <u>local-level orientation</u> on the mechanics of the benchmarking exercise during Day 0 at the school • a wrap-up session to evaluate the learning/experience gained from the exercise • monitor the conduct of industry immersion • facilitate payments of allowances of the participants and other expenses (c/o accounting) <p>Each participant is expected to --</p> <ul style="list-style-type: none"> • set expectations in terms of learning gains and experience; • observe part of the day's operation and at the same time, and has hands-on training on laboratories and management practicum; and • prepare an Action Plan and proposed schemes adopting the best practices that can be implemented in their respective schools. <p>In addition, the host industry/institution is expected to provide an <u>overview about its operation</u>, highlighting their significant, noteworthy accomplishments and practices.</p>
6. Try-out/implementation of new adopted practices/ methodologies	Adopting the strategies/methodologies learned from the industry immersion exercise, the participants will try-out the proposed scheme in their own localities.