



Southeast Asian Ministers of Education Organization
SEAMEO Regional Centre for Technical Education Development

School Profile

SEA Vocational-Technical High School/College Network



SEA-VOT NETWORK

Southeast Asian Vocational-Technical High School/College Network

2022

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SEA Vocational-Technical High School/College Network

Background Of Sea Vot Network

Education has a central role to play in preparing learners for this fast and dramatically changing world and enabling them to navigate, and thrive in it. Through education, learners must be able to develop the right knowledge, skills and values for the 21st century. The so-called 21st century skills include critical thinking and problem-solving, creativity and innovation, communication and collaboration, initiative, responsibility and self-regulation, social and cross-cultural skills, and information and communication technology skills.

SEAMEO Regional Center for Technical Education Development (SEAMEO TED) of the Ministry of Education, Youth and Sport, Cambodia was established by SEAMEO Council on 25 July 2017 in Jakarta, Indonesia. The establishment of SEAMEO Regional Center for Technical Education Development (SEAMEO TED) is to support the priority area number 4 of the 7 Priority Areas of SEAMEO Countries which is promoting technical and vocational education and training (TVET) among learners, through more visible investments in the field, and improving relevance of the curricula to focus on creativity and innovation.

SEAMEO TED is one of the 26 SEAMEO Centres in Southeast Asia to assist SEAMEO Member Countries in identifying Technical Education Problems and finding alternative solutions for sustainable human resource development through the technical-vocational education development and partnership. SEAMEO Regional Centre for Technical Education (SEAMEO TED) has a mandate in conducting research, capacity building and advocacy partnership in the field of vocational and technical skills at secondary level in Southeast Asia.

Cooperation and networking can be a key forerunner for problem identification and learning opportunities. However, lack of networking affects work effectiveness and quality. For example, the price of communication and transports across the geographical areas are obstacles for international cooperation and activity implementation¹. If there is no international and regional cooperation, new initiatives and innovation will not be achieved. The Southeast Asian region has considered Technical and vocational education and training networking as an important issue and the process of cooperation among the vocational and technical institutions in the region moves slowly and faces difficulty. Promoting a good collaboration among institutions and industries in technical-vocational education sector in the region is needed to strengthen the competence and to expand connectivity among vocational teachers and learners².

¹ Demirel, E. (2014). Organizing International Cooperation For Maritime Education And Training To Improve The Quality. The Online Journal of Quality in Higher Education, 1(4), 20-27.

² Diep, C. P. (2017). Solutions for the improvement of regional TVET quality in the wake of ASEAN economic community (CEC). *TVET@Asia*, 8(1-19). http://www.tvet-online.asia/issue8/diep_tviet8.pdf

Finally, advancing regional collaboration address skill mismatches, and enhance learning opportunities, best practice exchanges, and resource mobility³. In order to ensure that SEAMEO TED delivers appropriate programs and activities we need a lot of inputs from vocational-technical stakeholders in the region. To support the regional programs and activities, SEAMEO TED has initiated to establish a **SEA Vocational-Technical High School network** that shall be feasible as a forum for school leaders, experts, researchers, academics, and stakeholders in the field of vocational-technical education and training in secondary level from SEAMEO Member Countries and other region. Through this network, all members are able to give inputs, feedback and suggestions for mutual benefit and sharing.

This network will be one of the platforms for vocational-technical high schools in Southeast Asia to give feedback and input for more comprehensive discussion among SEAMEO TED's stakeholders on providing what is best for the interest of vocational-technical education development and partnership.

Objectives

The objectives of the network are as follows:

1. To share information and experiences among vocational-technical students, teachers, researchers, administrator among the participating organizations and individuals;
2. To learn from successful and best practices among vocational-technical high schools in Southeast Asia;
3. Promoting capacity building and regional understating among technical high schools, and practitioners, teachers and students through least-cost mechanism such as virtual or online regional trainings/ seminar/ meeting;
4. Strengthening and expanding collaborations for mutual benefits between the vocational-technical high schools for regional perspectives through student-teacher exchanges, internships, exchange trainings, and study visits locally, regionally;
5. Promoting a SEA-Vocational Family among the members in the region.
6. Cooperating in research project implementation and publication conference or symposiums.

Members

Currently, The network consists of 77 participating vocational-technical high schools and colleges which offer upper secondary education program and consists of 6,918 teachers and 117561 students from 11 SEAMEO member countries including Brunei Darussalam (2), Cambodia (12), Indonesia (19), Laos (2), Malaysia (9), Myanmar (5), the Philippines (18), Singapore (1), Thailand (5), Timor Lest (1), and Vietnam(3). The participating vocational-technical high schools should provide technical and vocational education and training at secondary level in the areas of Mechanics/Electronics and Manufacturing, Agriculture/Fisheries/ Animal Science, Computer Science/ IT and Hospitality and Tourism.

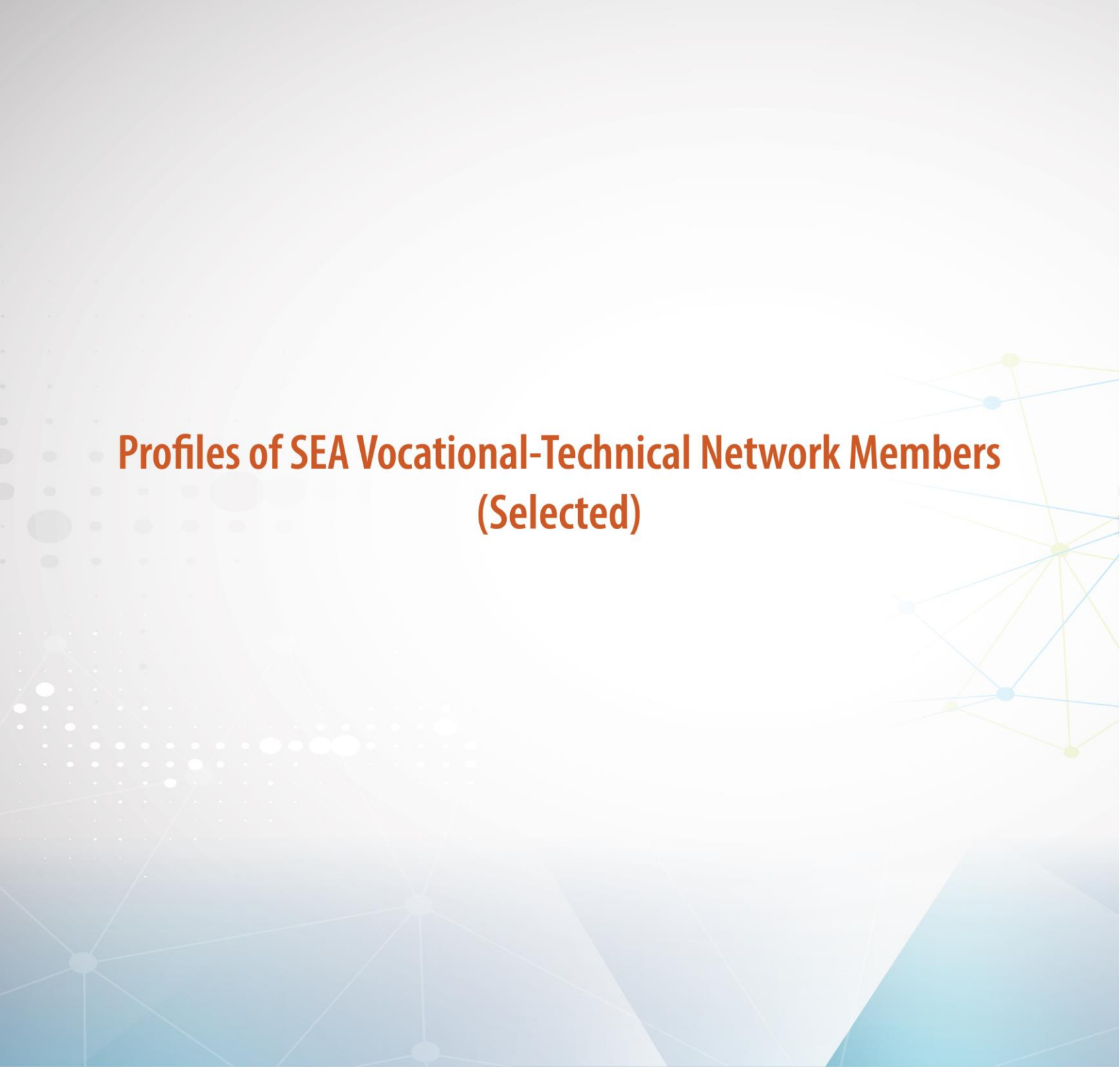
³ 3 Ra, S., Chin, B., & Liu, A. (2015). *Challenges and opportunities for skills development in Asia: Challenging supply, demand, and mismatches*. Mandaluyong City: Philippines: Asian Development Bank.

Number of school members by country

Country	Number of Schools/Colleges
Brunei Darussalam	2
Cambodia	12
Indonesia	19
Philippines	18
Malaysia	9
Myanmar	5
Laos PDR	2
Singapore	1
Thailand	5
Timor Leste	1
Vietnam	3
Total	77

Number of school members by skills/ majors

Skills/Major Available	Number of School
Mechanics/Electronics and Manufacturing	40
Agriculture/Fisheries/Animal Science	26
Computer Science/IT/Informatics	42
Hospitality and Tourism	18
Automobile	27

The background features a light beige gradient with faint, large-scale concentric circles. On the left, there is a cluster of small, semi-transparent grey circles of varying sizes. A series of white dots of increasing size forms a horizontal line that curves upwards towards the bottom left. In the bottom left corner, a network diagram with blue nodes and lines is partially visible. On the right side, a more complex network diagram with blue and yellow nodes and lines is shown, extending towards the top right corner.

Profiles of SEA Vocational-Technical Network Members (Selected)

Preah Bat Norodom Sihamoni General and Technical High School (Cambodia)

School Background

Preah Bat Norodom Sihamoni High School was established in 2010 on land are about 13 hectares. It is located in Kampong Tralach District, Kampong Chhnang Province, Cambodia. Preah Bat Sihamoni High School is processing both General and Technical Education. For the General Education, it processes from grade 7 to grade 12, and Technical Education, which includes ICT, Electricity, Agronomy Veterinary and Food Processing. All technical students have to learn for 3 year (year 1 to year 3).

Our vision is to be a pre-eminent both general and vocational education institution that produces competent graduates with the necessary knowledge, skills and attitudes relevant to compete in the local and regional market. This vision aligns with shifts in the industry needs and labor market trends, which animates our missions (1) To provide formal general and vocational education in line with national and regional standards; (2) To establish strategic partnerships with public and private sectors; and (3) To produce skillful human resources to apply the demand of free market context.

School Demographic Information

In the academic year 2020/2021, Preah Bat Norodom Sihamoni High School's General Education program runs with 85 teachers and 1369 students, this number (878 females), while technical Education runs with 34 technical teachers, 16 agronomy teachers (7 Females), 7 Electricity teachers (0 females) and 8 veterinary teachers (02 Females) and 3 Food Processing teachers (all females). Technical Education program runs with 478 technical students, 209 of which are female.



Views of School and students' activities:
Computer and Electricity skills

Agronomy Skill



Food Processing Skill



Veterinary Skill

Contact Person

Mr. HENG SOCHETH
Tel

: Principal
: 85576 646 5555

Saint Francois Technical High School, Takeo Province (Cambodia)

School Background

Saint Francois Technical High School is established in 2015 which located along the national road 3 in Tramkak District, Takeo Province, Kingdom of Cambodia. It is a private high school established by the Diocese of Phnom Penh which aims at educating all students to become full-fledged people with knowledge, skills and behavior that are important in the future human resources and development of the country, like all the other general and technical high school.

Saint Francois Technical High School was established for its **mission to educate** and train students to become intelligent, talented, honest, respectful of others, independent, and highly responsible citizen to build their life and a society of dignity and harmony.



School Demographic Information:

Saint Francois Technical High School consists of 25 teachers and 116 students in academic year 2019-2020. It is divided into two departments, Agriculture and Tourism Department. Students who apply to

Curriculum

Saint Francois Technical High School also studies 40 hours per week on different subjects including Khmer General Education Program for 8 hours per week and Technical Program (includes practice) for 22 hours per week. It also requires students to have a 2 months' internship at the end of year 2 and organizes 2 study tours per year for its students.

Saint Francois Technical High School has been fully recognized and given credibility by the Ministry of Education Youth and Sport of Cambodia and Education Comity of the Catholic Church

**Housekeeping****Food and Beverage****Food Production****Fully Operational Farm****Contact Person**

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Chea Sim Tbeng Meanchey General and Technical High School (Cambodia)

Chea Sim Tbeng Meanchey General and Technical High School was licensed on November 12, 2018 by Dr. Hang Choun Naron, Minister of Education, Youth and Sports. This high school operates from grades 7-12 of general education in two types of classes: general and technical education classes. For technical education classes, there are currently three subjects in progress: agronomy, electrical skills and aquaculture.

School Demographic Information

For the academic year 2020-2021, it has 1916 students (913 female students) who are studying general education subjects, while only 136 students (58 females) who are studying technical Education class including (Agronomy, Electricity, and Aquaculture). It has 114 teachers (60 females) who are teaching general education subjects and 08 teachers (01 female) who are teaching technical education subjects).

School and students' activities

Agronomy



Electricity



Contact person

- Principal: Mr. BUN PENGKEANG
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- Deputy Director in charge of Technical Education: Mr. LEM VINH
- Telephone: 097 86 20 844

GENERAL AND TECHNICAL EDUCATION DEMONSTRATION OF KAMPONG CHHEUTEAL (Cambodia)

General and Technical Education Demonstration High School of Kampong Chheuteal is located in Prasat Sambor District, Kampong Thom Province, Kingdom of Cambodia. The school was established in 2001 with an area of 21 hectares under the financial grant of Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand, collaborating with the Royal Cambodian Government, as a gift bestowed to the people of the Kingdom of Cambodia in recognition to their kind hospitality and in celebration of the felicitous relationship of the people of Cambodia and Thailand.

Geographically, the school is located at the east part of national road No. 6A, which is a plateau, about 35 kilometers from Kampong Thom downtown. Kampong Thom Province is Cambodia's second largest province by area situated in the heart of Cambodia, bordering Siem Reap to the northwest, Preah Vihear to the north, Stung Treng to the north east, Kratie to the east, Kampong Cham and Kampong Chhnang to the south and the Tonle Sap to the west. The school is in the rural area of the province surrounded by the Khmer and ethnical communities where most local people lead their lives by depending on agriculture, fishery, raising domestic animals, hunting and running shops as small family businesses.

School Demographic Information

General and Technical Education Demonstration High School of Kampong Chheuteal is divided into two parts, general and vocational education systems. There are 59 teachers and 980 students, a whole number of teachers and students for two parts of education. First, general education system and second, vocational education system. In the general education system, there are 22 teachers and 425 students. In the vocational education system, there are 29 technical teachers and 555 technical students.

Moreover, there are 8 administrative staffs. Most teachers have been offered the Thai royal scholarship and graduated from Thailand and others studied and graduated from different higher education institutions in Cambodia and got pedagogy trainings.



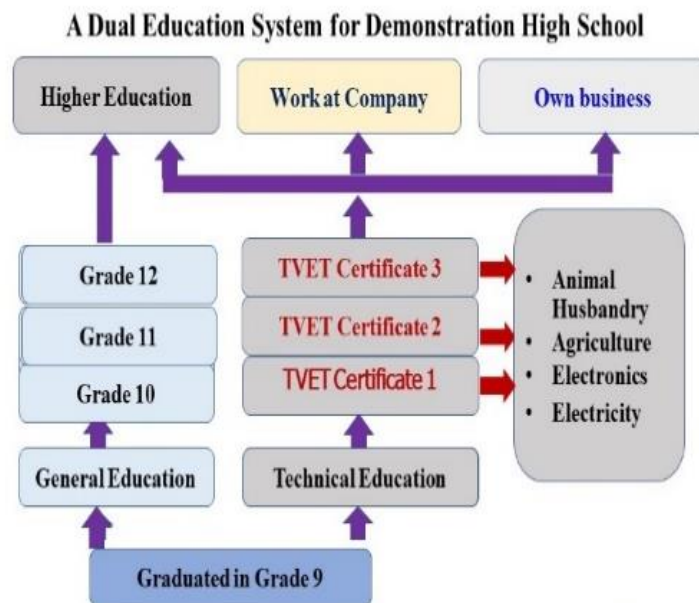
*Opening Ceremony for High School on
10 November 2005*



Curriculum

General and Technical Education Demonstration High School of Kampong Chheuteal is the first public dual-education system high school in Cambodia, general and vocational education systems. The general education system consists of three grade levels ranging from grades 10-12 which focuses more on general subjects, real-science and social-science, like all the high schools in Cambodia, concurrently, the vocational education system serves a 3-year technical training program in four main majors, namely electronics, electricity, agriculture and animal husbandry.

To enforce the school to be a Leading Technology High School in the Kingdom of Cambodia in cultivating technical workers and skillful workers with high potential, and to enable it to fulfil its obligations in cultivating human resources with high effectiveness, matching the target mentioned, it necessarily requires the school to constantly advance its curriculum and instruction, increase mutual collaboration, cooperation, interaction and development with other distinguished public and private institutions for further promotion, internship, training, research activities, study visit, development of capacity, knowledge and professional skills for the teachers and students.



Facilities

General and Technical Education Demonstration High School of Kampong Chheuteal is outstanding at its education system services and it is regarded as a model school in Cambodia with its vision, mission, good classroom buildings, science laboratories, library, green learning room, solar cell system, basic technical workshops (equipped with enough tools for technical training), agriculture spots, chicken coops, pigsties, fish ponds, dormitories, teachers' housing, water supply systems, a large campus and other vital facilities.

Contact Persons

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INSTITUTE OF TECHNICAL AND PROFESSION TRAINING (Cambodia)

Schools Background

Institute of Technical Professional Training (ITPT) was established on February , 05, 2016 with its vision to become a leading and a unique regional multicultural institution of higher learning, offering Technical and Training education and research in technology, management and societal development. ITPT serves three missions: (1) A collaborator and partner of higher education institutions, (2) A trailblazer in advanced education in the region, with leadership in IT Agriculture and new types of multidisciplinary programs, and (3) An exemplary institution, with an emphasis on academic quality in terms of courses and other aspects of operation. ITPT is located in Srolab Commune, Tbong Khmum District , Tbong Khmum Province, Cambodia.

Schools Demographics Information

Institute of Technical Professional Training has 24 (Full time and Part time) teachers, 194 students and provides two technical professional training courses including ICT, Agronomy and Food Technology.

Practices on Agriculture Subject



Practices Computer Science



Contacts

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SMK 2 LPPM-RI-Majalaya (Indonesia)

Background

Vocational High School (SMK) 2 LPPM RI Majalaya, built since 1958 in the form of a foundation, its development has led to the development of SMK 2 LPPM RI Majalan in 1996, which address is: Kp Cidawolong No. 7-8 Majalaya Desa Biru, Majalaya District. Phone: 0851-5632-0190 - 0822-4020-027, Email: smk2lppmrimajalaya.sch.id. The future view as a vision that is built is to create creative, active and productive human resources. Supported by the 3C mission (Convergence, Concentration and Continuity) where Convergence in building knowledge into science, Concentration develops vocational and skills systems. Continuity in building creativity, activity and productivity, in exploiting all existing resources. SMK 2 LPPM RI is led by the Principal: Raindra M Oto Muharam

The current development that is the key to success that must be built in the educational environment at SMK 2 LPPM RI is to realize the basis for developing student potential in developing their vocational techniques so that graduates are able to compete in the local, regional, provincial and national levels. For the international arena in terms of developing innovation and creativity, the principles of productivity developed from the recognition of previous knowledge strengthen the knowledge they learn so that the vocational they have can be useful through a broad and basic teleological convergency support pattern. In developing ideas and creativity, vocational concentration is built in the development of traditional, conventional and digital technological innovations in building the carrying capacity of the development of productive individuals. On an ongoing basis, the scope of student productivity development is being developed who can build real work products through technological innovation that can benefit the wider community, build partnerships with all parties who have a good interest in the development of education itself, learning and development of renewable science and technology, through the concept of Sustainable Development and supported by development to support the development of Industry 4.0 and Society, 5.0. This development effort continues to be built and implemented in a sustainable manner.

School Demographic Information

Under the LPPM RI Foundation, SMK 2 LPPM RI Majalaya is moved by 78 teachers. Developed in four Expertise Competencies covering Mechanical Engineering, Light Vehicle Engineering, Graphic Engineering and MultiMedia. Currently, the number of students has reached 1,414 students, with 221 of them female students.

Curriculum

The 2013 curriculum is the basis for technical implementation where disciplinary development includes 30% Theory, 50% Skills and 20% Development Potential of students. As an optimization in creating a reliable and quality generation.

Recognition and Community

SMK 2 LPPM-RI-Majalaya has been recognized by various institutions such as Education Quality Assurance - Ministry of National Education, West Java Province, Suspension of Collaboration on Graduate Recruitment with Industry / National Private Agencies , Pengkauan P4TK BMTI and Freezing PT Nevsky Visual Kreasi (Multi Media). It has expanded national regional partnership with SEAMEO QITEP IN SCIENCE and SEAMEO TED for join activities, collaboration.



Jo. PT Nevsky Visual Kreasi
(Multi Media)



MoU. Dengan PT. Nevsky



Penjaminan Mutu Pendidikan
Tingkat Jawa Barat



Komunitas dan Partisipan
SEAMEO

SMK N 1 KOTABUNAN (Indonesia)

SMK N 1 Kotabunan was established on July, 16 2009 by Regional Government, Indonesia. It is located in Jalan Pelabuhan Buyat Tengah Kec. Kotabunan, Indonesia. It envisions to Realize A Vocational High School Which Produce Graduates Who Are Skilled And Cultured. The mission of SMK N 1 Kotabunan are mainly: (1) Improve The Quality Of Education,(2) Developing Schools As Places Of Education And Training That Produce Every Graduation Who Competitive And Have Good Graduates,(3) Empowering Vocational High Schools To Develop Local Potential Into Comparative Advantage,(4) Optimize Resources To Increase Productivity And Quality,(4) Creating Graduates Who Are Capable Of Entrepreneurship.

SMK N1's Five Course and Degrees in different Trades/Majors Offered to students includes Office Management, Computer Networking, Accounting, Fisheries Agribusiness, Mining Geology.

School Demographic Information

SMK N 1 Kotabunan has 31 teachers, 4 staff, 276 students.



VOCATIONAL HIGH SCHOOL 1 KOTABUNAN



HEAD MASTER OFFICE



THE VICE HEAD MASTER CHAMBER



THE DEPARTMENT CHAIR ROOM



TEACHER ROOM



MANAGEMENT MEETING ROOM



ADMINISTRATION ROOM

SMKN 2 SURABAYA (Indonesia)

School Background

SMK NEGERI 2 Surabaya was established by Dutch government in 1912. It is located in Jl. Tentara Genie Pelajar No. 26 Surabaya East Java – Indonesia. SMK NEGERI 2 Surabaya envisions to be a school that educating and technological – industrial training school that serves and fulfills industrial demands in the global. It tries to achieve its mission by creating faithful human resources affordable to serve the industrial and entrepreneur in society through technological and industrial training with the national certification standard, continued achievement and environment orientation.

SMK NEGERI 2 Surabaya has 141 teachers and 32 administrators/non teachers and 2662 students(368 females). It runs with 72 Classes and equips with key facilities and equipment such as, Laboratories, Computers, Library, Health Clinic, Car shed, Engineering –workshop, Motorcycle workshop and Sport Areas.

SMK NEGERI 2 Surabaya's management structure composes of Admin office, Committee office, ISO office, Curriculum affairs Students affairs Public Relation and communication affair Profession Certification.

The students enrollment at SMKN 2 Surabaya is registered based on the rule issued by the national department of education. The students enrollment is carried out from. May to June

60 % of graduates of SMKN 2 Surabaya are working, 30% Continuing Study while 10% become Entrepreneurs.

Programs

SMK NEGERI 2 Surabaya offers 4 year-study programs on 1).Construction, Sanitation, and maintenance of building, 2) Electronics and Engineering, 3) Electrical Power Engineering,4).Metal Fabrication and manufacturing Engineering and 5). Informatics System, Network and Application. It also offers 3-year Study program includes (1) Design and Information Building, (2) Audio and Video Engineering, (3) Electrical Installation Engineering , (4) Machine Engineering,(5) Automotive Engineering,(6) Motorcycle Engineering,(7) Programming System and software Engineering,(8) Computer and network Engineering and (9) Animation

SMK NEGERI 2 Surabaya Link-Match with Industry and Universities/Campus more than 200.

Curriculum

The curriculum focuses 50% of Practice and 50% of Theory. The activities of curriculum are

1. Student-Internship allows students to have internship for 6 months - 10 months. They have internship with industries which have had Link and Match /and have MOU with our school.
2. Teacher-internship: It gives a chance for teachers to develop/up grade their knowledge/skill at companies/factories/industry world for 4 weeks. E.g UP GRADING SKILL FOR OTOMOTIVE TEACHERS FROM YAMAHA.
3. Industry/Study Visit : The SMKN 2 Surabaya students and teachers visit a industry/company/ factory. They study industry life. In addition, they also study the process of product/how to work a machine .

4. Guest Teacher (from Industry, Campus, Labor Department: SMKN 2 Surabaya invites guest teacher for a company/industry. They will share their experience /knowledge/skill to the students

Moreover, SMK NEGERI 2 Surabaya also provides Institutional and Professional membership on Microtic Academic Sisco Academic, Microsoft Academic, HTEC (Honda Technician Education, Class). It also arrange its outstanding student to engage in community and students competition activities such as Mobile Robotic, and Extra Curricular (Volley ball, Basket Ball Football, Modern and Traditional Dance, English Club, IT club and PLC Club.

Students SMK NEGERI 2 Surabaya have made various regional achievements in competitions through regional students competition including 1st winner of Robotic (Regional), 1st Winner of Electronics (Regional), 1st Winner of Automobile Tech (Regional).



Contact Persons

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SMK Negeri 4 Kupang (4th State Vocational High School of Kupang) (Indonesia)

School Background

SMK Negeri 4 Kupang (4th State Vocational High School of Kupang) was established by the decree of the Minister of Education and Culture of Indonesia in 1989. It locates in Bajawa St. – Oepoi, Oebufu Urban Village, Oebobo Sub District, Kupang City, East Nus, Tenggara Province, Indonesia. It fields of Expertise is Art and Industrial Creative. SMK Negeri 4 Kupang focuses on building 5 competency of expertise including 1. Wood and Cane Creative Skill, 2. Batik and Textile Creative Skill, 3. Visual Communication Design, 4. Interior Design and Furnitur Technique, 5. Computer and Network Engineering. SMK Negeri 4 Kupang envisions to be a vocational education institution that is characterized by professional, competent, competitive, high employment of graduates, and environmentally friendly*. SMK Negeri 4 Kupang 's missions as the follows:

1. Effectively strengthen the character and cultural education for all school members by 2020.
2. Increase the quality of disciplined teachers and staff, adaptive and able to speak English by 2020.
3. Personalize the fulfilment of suitable and sufficient tools/infrastructures by 2020.
4. Develop school management and information technology-based learning systems by 2020.
5. Increase the working graduates of at least 30% each year by 2020.
6. Improve graduates quality through cooperation/partnership with the ASEAN members by 2020 .
7. Create a clean, beautiful, comfortable school environment by 2020.

School Demographic Information: In 2021, MK Negeri 4 Kupang has 15 staff (9 females) and 49 Teachers (14 females), 2 diploma degree, 43 bachelor degree, and 4 Master Holders and . SMK Negeri 4 Kupang teachers' major are various major including Christian Religious Education Catholic Religious Education, Islamic Religious Education, Civics Education, Mathematics, Bahasa Indonesia, English, Indonesian History, Art and Culture, Physical Education, Sport and Health, Productive Subjects of Computer and Network Engineering, Productive Subjects of Visual Communication Design, Productive Subjects of Interior Design and Furnitur Technique, Productive Subjects of Wood and Cane Creative Skill, Productive Subjects of Batik and Textile Creative Skill, Guidance and Counseling Teacher.

SMK Negeri 4 Kupang operates with its various offices/buildings/rooms such as: Principle Room, Teacher's Room, Vice-Principle Room, Lab. for Design, Meeting Room, Computer Lab, Financial Officer Room, 13. Marketing and Service Unit, School Auditorium, Library, Official Room, Classrooms, Workshop Practice Room, Students Lounge, School Health Care, Canteen, Counseling Room, Toilets, etc.

Curriculum

Curriculum Focuses: SMK Negeri 4 Kupang is applying KTSP 2013 curriculum that is derived from Education and Culture Ministry of Indonesia and as one of the vocational school there are several technical/vocational subjects especially in XI and XII grades need practical activity in workshop room or laboratorium. Block system learning schedule is applying for a week to fullfill the hours of practical activity (full practical block system in two weeks of a month / 75% practice and 25% theory).

Cooperation activities: SMK Negeri 4 Kupang is adopting Dual System Program in case of field industry practice for students of X and XI grades (the system will be daily and weekly arrangement).

Students Admissions/Enrollment: SMK Negeri 4 Kupang accelerated online system in students admission since 2019 and no zone restrictions of students for vocational school especially in SMK Negeri 4 Kupang.

Public-Private Partnership Activities

Lots of partnership program done by SMK Negeri 4 Kupang for 5 major competency and some of the institutions are well-known nationally, even with the ASEAN member institutions regionally, such as (1) NPIC (National Polytechnic Institute of Cambodia),(2) Academy of Career and Technology of Cambodia,(3) Peace Corps Indonesia,(4) Politeknik Elektonika Negeri Surabaya(5)Politeknik Kota Malang,(6) Institut Desain Bali (7) TVRI Kupang,(8) TELKOM Kupang,(9) Etc.

Academic Achievements: SMK Negeri 4 Kupang has made various achievements as the follows:

- 1st winner of students competency contest (LKS) of wood and cane creative skill for provincial level in 2015, 2016, 2017 and 2018.
- 3rd winner of students competency contest (LKS) of wood and cane creative skill for national level in 2016; and 6th winner in 2017 and 2018.
- 2nd winner of dancing contest of FL2SN for provincial level in 2019.
- 3rd winner of dancing contest of Indonesian Independence day for provincial level in 2019.
- 1st winner of dancing contest of HUT TNI for provincial level in 2019.
- 4th winner of Hymn Song-Creation Contest of Educational and Culture for provincial level in 2021.

Facilities and Equipment: SMK Negeri 4 Kupang has been chosen as one of the Central of Excellence of Vocational School of Indonesia in 2021 by Education and Cultural Ministry of Indonesia. The program assisted Visual Communication Design Competency Expertise with various modern industry standard equipment. (see <https://youtu.be/vSlw5WKte4A>)

Recognition and Community: SMK Negeri 4 Kupang has received School Accreditation given by BSNP Indonesia Indonesian National Standard Corporation, and executed various extra-curricular activities such as Scouts, Literacy Club,Dancing Club, English Club, and Singing Club

Contacts

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Partnership with NPIC-
Cambodia in 2019

SMK Negeri 13 Medan (Indonesia)

SMK Negeri 13 Medan is located at Jl. Seruwai No. 257, Sei Mati , Medan Labuhan, Medan, Indonesia.

Vocational Middle School (SMK) as an institution that organizes education is expected to produce graduates who have high competitiveness and are ready to work. Mastery of learning competencies in schools must be aligned with applications in the world of work, and can maintain the quality and ethics of the workforce.

SMK Negeri 13 Medan envisions " To be the best, superior, outstanding and professional SMK based on faith and piety". Its missions are:

- Prepare infrastructure that meets competency standards and utilizes resources optimally
- Implement ISO 9001: 2008 quality management system
- Improve the management of professional institutions and a conducive work environment
- Equipping educators to be competent, quality and professional
- Equipping students to develop themselves so that they become qualified and professional human resources according to the Expertise Program
- Establishing cooperative relationships with related institutions and increasing partnerships with DUDI
- Increasing community participation in school development and guiding government regulations in implementing learning activities.
- SMK Negeri 13 Medan, Jalan Seruwai, Medan Labuhan, Medan City, North Sumatra 20253, Indonesia

Curriculum , Infrastructure Facilities

Circular of the Secretary General of the Ministry of Education and Culture regarding the raising of the Half-Mast Country Flag in the context of the National Day of Mourning in the Ministry of Education and Culture

Smk Negeri 13 Medan 'S Expertise Programs are (1) Electricity Installation Techniques,(2) Electrical Engineering,(3) Industrial Automation Engineering,(4) Computer Network Engineering,(5) Hotel Accommodation,(6) Accounting,(7) Marketing(8) Grafic Design,And (9) Film Departmen.



Contact Person:

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- Vice Principal for Curriculum: Samsuddin Tanjung, S.Pd
- Vice Principal for Student Affairs: Ramles Ayefman Sihombing, S.Kom
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Oudomxay Ethnic Boarding School (Laos)

School background

Oudomxay Ethnic Boarding School was built in 1996 which was granted by the Vietnamese government, the total budget for the construction was 1,800,000 \$, the construction was completed and handed over on 15th December 1997. Oudomxay Ethnic Boarding School located at Viengsa village, Xay district, Oudomxay province, Laos, about 3 Km from the Provincial administration Office and shares border with 2 east Road, the way to La district, the total area is 4.3 hectares.

Oudomxay Ethnic Boarding School envisions to be eligible for ethnic students from the four northern provinces of Laos such as :Phongsaly, Bokeo, Luangnamtha and Oudomxay to improve their knowledge, capacities, personalities, mind, health and harmony then return home with those knowledge and apply them to their homeland .The outstanding students can be awarded to pursue the further education upon graduation .

School slogan: Good administration, excellent teachers, Clever students, Fresh environment, Solidify with ethnic groups

School Demographic Information

In the academic year 2020/2021, Oudomxay Ethnic Boarding School has 7 Staffs (4 females) and 43 teachers Statistics (16 females). 531 students (237 females), which are divided in four ethnic groups by languages: 80 Lao-Tai group students (36 females), 280 Mon-Khmer students(136 females), 81 Hmong-Mien students (32 females), and 90 Chinese-Tibetan Ethnic students(33 females).

Curriculum: Oudomxay Ethnic Boarding School provides students with complementary 7-years, 3-contruction vocational major, and 3-year agriculture vocational majors.

Student Activities



On-Campus Education



Off-Campus Education



Organic Vegetables Plant



Traditional music training



Art and sports



Garment training



First Aid training



Green school activities

Contact

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laotopten@gmail.com

Tel: 081 312 257, WhatsApp: +85620 55263916

School Background

In terms of the organization of the boarding school, there are two principals and deputy principals, including Mr. Phonesavanh Sukanya as the school principal and Mr. Khankeo Khanty as the deputy principal; There are 5 units such as the Academic Unit, the Administration Unit, the Advisory Unit, the Student Affairs Activities Unit and the Information and Communication Technology Unit.



The school has a total of 58 teachers, 26 females; 4 administrative staff, 2 women, including 1 nurse, 2 Lao volunteer teachers, 1 female and 1 medical volunteer, 2 foreign volunteers, 1 female.

There are a total of 810 students, 295 females, consisting of 4 ethnic groups: Hmong 59%, Khmu 26%, Lao 12% and Ew-mien 3%. Students in the age group of 11-22 years old and all students stay in dormitories and have three meals a day at the rate of all meals are directly responsible from the Government of Laos.

The admission policy is based on the number of rates set by the Ministry of Education and Sports, and then the Department of Education and Sports distributes the numbers to each district in the two provinces.

For the curriculum for teaching and learning, there are two systems: the general system of secondary education is taught from grade 1 to grade 7, and the basic vocational system teaches three subjects, such as electricity, tailoring and beauty. Students also learn about growing vegetables and raising animals to practice learning skills to strengthen themselves.





Recognition and Community

The Vientiane Ethnic School is one of the schools directly under the Government of the Lao PDR and is the center for the development of the general education and vocational education system in remote areas by accepting students from rural areas.

- 1) The school has been involved with the community as follows: 1. Have a cooperative relationship for the development of education with the Korea International Cooperation Agency (KOICA)
- 2) Cooperate with the Confucius Institute at the National University for the development of education, especially Chinese language learning.
- 3) Liaised with organizations at all levels under the Party and Government of the Lao PDR, especially participation in social assistance such as blood donation and participation in sports, arts and sanitation activities.



Contacts

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Kolej Vokasional Shah Alam (KVSA) (Malaysia)

School Background

Spanning across a 32-acre plot of land located in Shah Alam, Selangor, Kolej Vokasional Shah Alam (KVSA) was established on 26 June 1989 under the ADB III project and was completed in September 1992. It is located in the heart of industrial area. It was initially established as Sekolah Vokasional Shah Alam (Shah Alam Vocational School), the first intake was in March 1993 and then it was upgraded to Sekolah Menengah Teknik (Technical Secondary School) with the introduction of Mechanical Engineering programme as well as Malaysian Skills Certificate 1997. In 2005, Communication and Information Technology programme was offered with the capacity of 20 students in Form 4 and 5. Shah Alam Technical School was reverted back to Shah Alam Vocational School offering additional programme which is Business Management with the capacity of 30 students per class in 2010.



Under the Vocational Education Transformation Plan, the Ministry of Education has restructured the education system to place the vocational education in the mainstream of the national education landscape, hence, shifted the emphasis of human capital from the academic-oriented to the vocational graduates.

Starting of as a pioneer vocational college in 1982, KVSA is now offering 5 education programmes namely Industrial Machining Technology, Welding Technology, Database Management & Web Application, Computer System & Networking and Business Management. The 4-year programme, comprised of Pre-Diploma and Diploma courses, will provide students with basic skills and theoretical knowledge, backed by the practical components, in line with the country's aspiration to produce skilled and semi-skilled manpower of the future.

KVSA envisions to be A Pioneer Technical Vocational Education Institution through accomplishing its missions in Empowering Technical and Vocational Education Through Quality Programmes.

KVSA always concerns on the following objectives for the benefits of students, teaches, community and society as the follows:

- To produce qualified vocational diploma graduates.
- To produce skilled college graduates and competitive workforce
- To mould student to become a well-rounded person.
- To collaborate partnerships with parents, society and industries.
- To produce students with good communication skills and IT savvy.
- To instil family values and a loving culture among the students and educators.

SCHOOL DEMOGRAPHIC INFORMATION

Kolej Vokasional Shah Alam has totally 100 lecturers (57 females) as their resources person and experts, with different level of qualifications: 1 Diploma holder, 4 Oversea graduated Bachelor Degree holders, 81 local graduated Bachelor Degree holders, 1 Oversea graduated Master Degree holder, 10 local graduated Master Degree holder and 1 local graduated Ph.D holder. It has totally 514 students in doing different courses: 149 Welding Technology Students, 197 Industrial Machining Technology, 55 Database Management System and Web Application students, and 53 Business Management Students.

FACILITIES

KVSA equips with good facilities and rooms fully serving for on-going teaching and learning technical subjects including: Industrial Machining Technology Workshops, CNC Worksho, Welding Technology Workshops, Computer Labs, Access Centre, Dining Hall, Field, AutoCAD Labs, Hostels, Hall, Cafeteria, Prayer Room, Library, Tennis Court and Co-op.

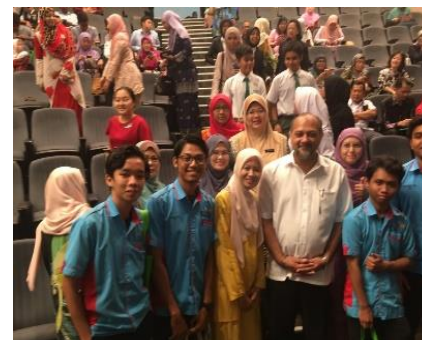


CURRICULUM

KVSA's objectives focuses on to producing employment-ready graduates, which design to make its students **(70%) to be** ready to join the industry, **20%** of the student to be able to further their studies; and **10% to be able** to be great entrepreneurs after they graduated.



STUDENT ACTIVITIES



Smart School IoT Hackathon
Competition

Motivational Program

On-the-job training

RECOGNITION AND COMMUNITY

KVSA is accredited by MQA and MBOT for Welding Technology and Industrial Machining Technology.



Internationalization Programme to Beijing :

KVSA's students and management staff were encourage get international experience with other countries. On 20-26 October, 2019 our students and staff had a one-week study visit and exchange program to expand partnership with Beijing Information Management School (West Gate) & Changping Vocational School



CONTACTS

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Keningau Vocational College (Malaysia)

Background

Keningau Vocational College (KVC) was established in 1981 and it was formerly known as Keningau Vocational School before transforming to Keningau Technical School in 1998 and eventually became Keningau Vocational College in 2013. The school's mission is to elevate technical and vocational education and training (TVET) through the empowerment of its students in various specialties. The school's vision is to become a powerhouse in TVET with superb credentials and credibility in producing the most competent, capable and creative graduates.



School Demography

KVC currently offers 15 vocational programme which range from vocational certification programme of two years to vocational diploma programme of four years. It regularly has an enrollment of approximately 1000 student on a yearly basis with a stable number of 200 staff members which comprises teachers, administrators and clerks. The school has signed agreements with various local agencies in Malaysia and international institutions from Asian countries such as Indonesia, China and South Korea. The school was formerly renowned for its top academic performance in national standardized examinations known as SPM (an acronym for Sijil Pelajaran Malaysian in Malay which can be translated as Malaysian Education Certificate) before fully transitioning to a diploma college where the students no longer sit for such exam. KVC's percentage of graduate employability is normally within 80% to 95% while a small percentage of its graduates often pursue their study in tertiary education.

Curriculum

The students learn a combination of vocational subjects and academic subjects, along with several courses focusing on improving their soft skills. The students need to attain a certain grade in all subjects and fulfill several requirements in order to proceed to the following semester. Prior to their graduation, they are expected to complete their final year project and a 3-month internship in the industry.

KVC's students presenting their final year project at virtual conferences

Recognition and Community

KVC was the first vocational college to be recognized with the prestigious national award of ACETVET in 2020, a form of recognition given to the vocational school that contributed the most in elevating TVET at national and international level. The school has attained various accomplishments in innovation contests, conferences, grant applications, cultural festivals and hackathons at national and global level, through virtual and face-to-face modes, in various fields particularly TVET as well as STEM (Science, Technology, Engineering, Math), SEN (Special Educational Needs), teachers' CPD (Continuing Professional Development) and arts.



KVC's delegations at international events in Indonesia, Thailand and Japan respectively

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Kolej Vokasional Sungai Buloh (Malaysia)

School Background

1988: Sekolah Menengah Vokasional Sungai Buloh (Sungai Buloh Vocational Secondary School)

At the beginning of its establishment, this college was known as Sg. Buloh. Located at KM 22, Jalan Kuala Selangor - Kuala Lumpur with an area of 36 acres. At that time, the school only had one administration block, 2 blocks of 2-storey class building, 7 crafts workshops and 4 blocks of male dormitory building only. As a vocational secondary school, a total of 7 vocational courses and 7 skills courses are offered. PMR graduates are offered to Form 4 to follow the vocational courses and skills of their choice. Students will follow the course for 2 years and at the end of form 5 they will sit for the Sijil Pelajaran Malaysia Vokasional (SPMV) and Sijil Kemahiran Malaysia (SKM) examinations. For skills courses, the certification is issued by the National Industrial Certification and Crafts Training Board (LLPPKK) under the Ministry of Human Resources which is later known as the National Vocational Training Council (MLVK).

1996: Sekolah Menengahteknik Selangor Sungai Buloh (Selangor Sungai Buloh Technical Secondary School)

After being upgraded as a technical secondary school in 1996, the name of this college was changed to Sekolah Menengah Teknik Selangor Sg. Buloh (SMTSSB), on conjunction with the declaration of upgrade made by the then Minister of Education Malaysia through the press conference by YAB Datuk Sri Mohd Najib bin Datuk Abdul Razak on 27 June 1995. In the main meeting room of this college, he announced that 5 vocational secondary schools were upgraded to technical secondary schools for the first phase and this college became the first technical secondary school in the state of Selangor at that time. With the upgrade, the college has offered courses in technical streams namely Civil Engineering, Electrical and Electronics Engineering and Mechanical Engineering courses. Meanwhile, 7 vocational courses are still offered as before, namely Mechanical Workshop, Automotive, Building Construction, Electrical, Electronics, Welding and Metal Fabrication and Air Conditioning courses.

2010: Sekolah Menengah Vokasional Sungai Buloh (Sungai Buloh Vocational Secondary School)

To strengthen vocational education in Malaysia, the Ministry of Education Malaysia has decided to increase the number of vocational secondary schools nationwide. All Technical Secondary Schools which were originally Vocational Secondary Schools were made Vocational Secondary Schools, SMTSSB are also not left behind to continue to fight for the struggle of BPTV management and ensure this struggle is successful.

2013: Kolej Vokasional Sungai Buloh (Sungai Buloh Vocational College)

Starting from this year, in order to strengthen the vocational stream, all vocational schools are upgraded again to the status of vocational colleges. Where Sungai Buloh Vocational Secondary School is also not left behind in this upgrade to Sungai Buloh Vocational College. This upgrade has changed all the learning structures where students no longer sit for the SPM examination. The learning process uses the semester system and learning for 4 years to qualify students to obtain the Malaysian Vocational Diploma.

Location: Kolej Vokasional Sungai Buloh is located in the City of Sungai Buloh, State of Selangor, Malaysia.

Vision and Mission: Kolej Vokasional Sungai Buloh envisions to be a Superior Leader in Technical and Vocational Education and its mission is to empower technical and vocational education through implementation of high-quality programs.

School Demographic Information

Kolej Vokasional Sungai Buloh has 137 lecturers hold from Diploma of Education, First Degree, Master's Degree and PhD.



Curriculum

KVSB provides 9 diploma courses including: (1) Diploma of Information Technology, (2) Diploma of Accounting, (3) Diploma of Industrial Machining Technology, (4) Diploma of Air Conditioning Technology, (5) Diploma of Welding Technology, (6) Diploma of Automotive Technology, (7) Diploma of Electrical Technology, (8) Diploma of Electronic Technology, and (9) Diploma of Building Technology. KVSB's Curriculum focuses on employment readiness and practical classes which it allows students to have theory class only 30 percent, the other 70 percent are for practical class. This modal applies all 9 courses

As a result of the employment readiness curriculum of KVSB's, it surprisingly allows up to 95.5% of its graduates get a job, as of 2019 data.

Facilities: KVSB's main facilities includes academic classrooms, computer labs, accounting simulation room, main hall, lecture room, workshops, mosque, student hostel, canteen, dining hall, tennis court, basketball court, football field, track field and badminton court, etc.

Recognition and Community: KVSB receives various awards from different organizations such as (1) MBOT accreditation by Malaysia Board of Technologists (MBOT), (2) MQA accreditation by Malaysian Qualifications Agency (MQA) and (3) IBM P-Tech Program with IBM.org

Public/private partnership activities: KVSB has made strong and rich partnership with various companies in different years and course in order to allow their students to get opportunity for internship and study visit in the institutions.

Diploma of Automotive Technology: Since 2014 to 2020, KVSB has made partnership various 15 companies such as: EDISI BISTARI SDN BHD, MERZ AUTO GARAGE SDN BHD, IMARAH AUTO SDN BHD, FREEWILL AUTO SDN BHD, AT TUNE SDN BHD, CARSOME SDN BHD, MRA AUTO GARAGE, SUPER GALVANISING (M) SDN BHD and some other more.

Diploma of Electrical Technology: Since 2017 to 2017, KVSB has made partnership with more than 20 different company such as MAJU ELECTRIC, SHAMAWAR ELEKTRIK SDN BHD, ABBD VENTURE SDN BHD, TURBINE TECHNIQUE (M) SDN BHD, HAMOCO MANAGEMENT, PRYMAX TECHNOLOGIES SDN BHD, MTS WORKSKILL SDN BHD, KOPERASI USAHAWAN ISLAM KUALA LUMPUR BERHAD, TOP GLOVE SDN BHD, TRACTOR-LINE INDUSTRIES SDN BHD and a lot more

Diploma of Welding Technology: Since 2014 to 2020, KVSb has made partnership with 18 different companies such as REFZEN (M) SDN BHD, PACIFIC ENGINEERING SDN BHD, ABBD VENTURE SDN BHD, IDILICK PARTNERS SDN BHD, STEADY AUTO BODY MAKER SDN BHD, HAMOCO MANAGEMENT, SUPER GALVANISING (M) SDN BHD and a lot more.

Diploma of Industrial Machining Technology: For two years (2017-2019), KVSb has worked with 12 various companies such as CRESCENT GEAR SOLUTION SDN BHD, ZECTTRON SDN BHD, AIMKAY SDN BHD, UPECA AEROTECH SDN BHD, MICRO PRECISION MACHINING SDN BHD, SUPER GALVANISING (M) SDN BHD, TOP GLOVE SDN BHD, TRACTOR-LINE INDUSTRIES SDN BHD and a lot more.

Diploma of Accounting: For two years(2017-2019) KVSb has worked with 12 different companies such as XELFACT SDN BHD, ABBD VENTURE SDN BHD, ZMK RESOURCES, RAUDHAH ASSOCIATES SDN BHD, J MANAGEMENT & SERVICES SDN BHD and so on.

Diploma of Information Technology: Sine 2017 to 2020, KVSb has made partnership with at least 10 companies such as

LATIFFESA TECHNOLOGIES, INNERGIA GROUP INTERNATIONAL SDN BHD, MUTIARA TECHNOLOGY RESOURCES SDN BHD, PROFESSIONAL SCIENCE TECHNOLOGIES SDN BHD, PRYMAX TECHNOLOGIES SDN BHD and so on.

Diploma of Air Conditioning Technology: Since 2017-2019, KVSb has worked with 10 companies such as: ABBD VENTURE SDN BHD, JRM SERVICES SDN BHD, BUMI AIRE M&E SDN BHD, SUPER GALVANISING (M) SDN BHD and so on.

Diploma of Building Technology: From 2014 to 2020, KVSb has worked with 11 potential companies such as: TERAJU PRECAST SERVICES SDN BHD, ABBD VENTURE SDN BHD, KOMPAS EMAS ENTERPRISE, BUDAYA RESTU SDN BHD, HAMOCO MANAGEMENT and so on.

Contacts

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Sepang Vocational College (Malaysia)

School Background

Sepang Vocational College is TVET institution under Malaysia Ministry Education. It is located close to the Putrajaya Federal Government Administrative Center and the city of MSC (Malaysia Super Corridor) Cyberjaya. This school started as Sepang Technical Secondary School operating at 1st of January 2005. Starting in 2014, the school was transformed to Sepang Vocational College in line with the The Vocational Education Transformation Plan introduced in 2012. With that, Sepang Vocational College is determined to nurture the students with skills and knowledge that meets the needs of industry.

School Vision and mission

Sepang Vocational College envisions to be the Leading Institute Of Technical And Vocational Education. Its mission is to Enhancing Technical And Vocational Education Through Implementation Of High-Quality Programs.

School Demographic Information

Sepang Vocational College has 750 students, 15 Office Staff and 117 Lecturers and teachers, which 6 of them are Master Degree Holders and 111 are bachelor degree holders.

Curriculum

Sepang Vocational College focuses on employment-readiness curriculum for students. It offers opportunities for students who are interested in vocational-based learning (job-related). The content of the curriculum has 70% practical components and 30% of theoretical components. We implement curriculum from both The Department of Skills Development which is an agency under the Ministry of Human Resources and The Ministry of Education. Our graduates are 80 % employed, 10 % entrepreneurship and 10% further studies. Sepang Vocational College offers seven programs:

- 1 Department of Business (Diploma in Accountancy)
- 2 Department of Hospitality (Diploma in Culinary Arts)
- 3 Department of Information and Communication Technology (Diploma in Computer System and Networking and Diploma in Database Management System and Web Application)
- 4 Department of Mechanical and Manufacturing (Diploma in Automotive Technology and Diploma in Refrigeration and Air Conditioning)

In general, the programs are designed to prepare students for careers as technician in the respective environment or opportunities to become a successful entrepreneur or to pursue their studies to a higher level. The programs are designed into two stages. First stage is for the students to complete two years studies where upon completion of all the courses/modules they will get their certificate of their respective program. The second stage is for students who have obtained certain requirements to continue another two years of studies. After that, before graduation they have to undergo industrial training for 5 months at various companies and industries. On completion of the required courses the students would be awarded a diploma in their respective program.

Our programs are accredited by Malaysian Qualification Agency and Malaysian Board of Technologist.

To produce a highly skilled graduate, we are closely linked with industries. We have signed MoU with several companies and develop strategic partnership in order to ensure our curriculum meets with the need of industry. Sepang Vocational College also made a good partnership with IBM for ICT programs.

There are no fees involved as the college is fully supported by the government. Student only have to pay minimal fees if they opt to stay in the hostel

Facilities

Sepang Vocational College has good facilities and equipment for learning and teaching. It has

1 Hostel, 1 Musolla, 1 Multipurpose Hall, 2 Admin Block, 6 Academic Block, 2 Computer Lab, 1 Football Field, 4 Workshop, 2 Refrigeration and Air Conditioning room, 4 Automotive room, Fashion Design room, 1 Culinary Arts room, and 1 Library.



Main Entrance



Hostel



Library



Admin Block



Academic Block



Fashion Design



Automotive Workshop



IBM P-Tech Program



Culinary Art

Recognition And Community: Sepang Vocational College got awards from different organizations such as:

- i. Malaysian Qualification Agency accreditation for Culinary Arts and Fashion Design.
- ii. Malaysian Board of Technologist accreditation for Automotive Technology and Refrigeration and Air conditioning.
- iii. P-Tech IBM program for ICT students.
- iv. First Place for KvSkills National Competition - Web Technology category (2019)
- v. Participate in Asean Skills Competition Bangkok – Web Technology (2018)
- vi. Silver for World Skills Malaysia Youth Competition – Web Technolgy (2018)
- vii. Final Stage in World Skills Malaysia Youth Competition – Web Technology (2019)
- viii. Strategic Partnership with Industries such as Acson, Daikin and many other local companies

Contacts

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Likas Vocational College (Malaysia)

School Background

Likas Vocational College (Kolej Vokasional Likas –KV Likas) was formally known as Sekolah Vokasional Likas and was established on 15th August 1970. It first operated as a Trade School in 1950 and underwent a few transformations until it became a Vocational College in 2013. It is located in Kota Kinabalu, in the state of Sabah, Malaysia. It is one of 84 vocational colleges in Malaysia.

Vision and Mission:

‘Likas Vocational College Envisions to be An Excellent Educational Institution’ and its mission is Likas Vocational College was formed to provide technical, vocational and quality skills to produce excellent students in curriculum, co-curriculum and personality via: Excellent Administration, Various Programmes & Community Engagement.

Likas Vocational College is headed by a Director, Hj Mokhtar bin Hj Ibrahim. He is assisted by the Deputy Director of Academics, Deputy Director of Academic Support and Head of Quality Assurance.

School Demographic Information

In 2021 the number of teaching staff is 126, which of, 60% are vocational teachers and 40 % are academic teachers. The number of students is 814. The ratio of boys to girls is approximately 60:40. These students come from various parts of the state. The college has a hostel that can occupy 400 students.

Curriculum

Likas Vocational College uses the Outcome Based Educational model for its curriculum. At the end of four years and six months of education, the target is to produce 70% of graduates as skilled workforce, 20% of graduates to enter higher institutions and 10% of graduates as entrepreneurs.

Students enter at the age of sixteen after completing their lower secondary education. During the first two years, students will obtain a certificate which qualifies them to enter the diploma level. At diploma level, it is two years in college and six months of industrial training also known as on-the job training. This is a requirement for students to graduate with their diploma. At Diploma level, the curriculum is 70% practical and 30% theory.



Likas Vocational College offers six technology programmes, which are Automotive, Construction, Electrical, Electronics, Welding, Refrigeration & Air conditioning and two business programmes, which are Business Management and Secretarial Administration.



Recognition and Community

The programmes offered in the college have accreditation from the Malaysian Qualifications Agency (MQA) and Malaysian Board of Technologists (MBOT). This accreditation means that the programmes offered are held up to global standards and recognized worldwide.

Likas Vocational College has signed MOUs with a number of companies and agencies to enable students and the teaching staff to gain knowledge and skills in various fields. Shell Malaysia is one such company that the college has had links with, specifically in the welding field. Education institutions, such as University Malaysia Sabah, has conducted innovation projects with the Construction programme.

Students engage in sports, co-curricular activities, innovation competitions, industrial training and a number of community service as shown in the pictures below.



Bronze Medal In The International Innovation,
Technology Exhibition And Conference 2019



MOUs with Shell Malaysia



COMMUNITY HOME PROJECT
"INTERLOCKING BRICK"

Contacts

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Government Technical High School (Myanmar)

School Background

Government Technical High School (Hpa-an) was opened on May 5, 2009. It is located near Ye Thar village, about 4 miles north of Zwekabin Mountain in Hpa-an, Kayin State. Currently, **Dr. Cho Yu Mon Ph.D**(Chemical), a professor and principal, has served since April 10, 2015.

School vision and mission: Government Technical High School envisions to establish first-class vocational education to meet the local demand. The school's missions are (1) To provide opportunities to learn for everyone who wants to learn technical and vocational training; (2) To provide vocational skill training for young people; and (3) To produce technically skilled human resources in accordance with local needs.

School Demographic Information

The number of teachers is totally 48, which are in different majors such as: 6 Teachers of Building Technology major, 6 Electronic Technology teachers, 9 Electronic Technology, 6 Auto-Mechanic Technology, 5 Machining Technology, 3 teachers of Myanmar Language, 3 Teachers of English, 3 Teachers of Mathematics, 2 Physics, 2 Chemistry and 3 computer teachers. 12 of them are Master Degree Holders, the rest (36 teachers) are Bachelor Diploma Certificate Holders. The number of staff of Government Technical High School is total 6, which composes of 1 Principal, 1 Head of Department (Admin/Budget) 1 Staff Affair, 1 student Afftar, 1 Accounting staff and 1 librarian.

Government Technical High School has quit good statistics of students enrolled in its technical classes. 270 students totally (34 females), who enrollments in Year 1 (146) and Year 2 Classes (124) who are studying 5 different majors from Fresh level, 1 F and 2F level in each year. Among them, 64 students (22 females) are Building Technology majors, 24 students (5 females) are Electronic Technology Major, 66 students(7 females) are Electrical Technology major, 39 students(No female) are Auto-Machanic Technology major, and 59 students((no female) are Machining Technology major.

The majority of Government Technical High School's Students receiving Advanced Diplomas/Certificate of Training is Electronic Technology Major (33%), followed by Electricity Technology Major (14%). For Auto-Machanic Technology major is about 10%, while Building Technology and Machining Technology Majors got 8% of students graduates equally.

Curriculum

These courses are focused on practice (65%), and theory (35%). Subjects taught include technical subjects and academic subjects. The required instructional hours are 1120 hours a year for each major, including Study Tours, Internship, Cooperation activities.

All students are also provided with extra-curricular activities such as sports, music lecture, reading circles and English speaking. In addition to regular two-year courses, with permission from the Department of Technical and Vocational Educational and Training, and Ministry of Education, the Government Technological High School, in cooperation with ADRA-Myanmar, Norwegian Refugee Council and Swisscontact, offers short-term vocational training courses create opportunities for trainees to become skillful workers, and resourceful citizens by improving the quality of the work performed in the State.

Success Rate by Majors

The rate of completion/success of students in Government Technical High is from 85% to 91 % in average of year 1 and year 2. Students of the majors of Electronic Technology and Electronic Technology are the highest success rates which is 90% and 91% respectively.

Number of Graduates Getting Employment

The rate of graduate with employment of students in Government Technical High is between 30% to 58 %. Students of the major of Building Technology is the highest employment graduate rates which is 58%, followed by students in the major of Electricity (57%) and Students of Machining Technology major got the lowest employment rate after graduates, which is only 30%. In average, the employment rate of Government Technical High school's graduates is 49%.

Achievement

213 of the Government Technical High Students received stipends. Among the students of all majors, students in Electricity Technology Major gained the most stipends 59 students, followed by Building Technology (54) and Auto-Mechanic Technology major (47) and Electrical Technology (33) and Machining Technology (20 students).

Competency based Modular short courses

Government Technical High also provides 16 competency base module short courses to students such as Basic Sewing, Advance Sewing, Basic Computer, Advanced Computer, Arc Welding, Gas Welding Agri-mechanics, House wiring, Hair Dressing, Hair Cutting, Hospitality, Welding (arc & Gas), Motobike repair, Dress Making, Sewing and Mason.

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BACONG NATIONAL HIGH SCHOOL (Philippines)

School Background

Bacong National High School was established on June 5, 2001 in the area of twelve thousand three hundred sixty-three square meters. It is located in Bacong, Ligao City Albay Philippines, approximately 21 kilometers away from the Ligao City Proper. Marilyn P. Bongadillo is the Principal I of Bacong National High School. Bacong National High School provides K-12 Basic Education Program.

School Demographic Information

Bacong National High School has 30 teachers who are handling Junior High School, Students while 18 teachers are handling the Senior High School students for the total of Forty-eight (48) competent teachers. It has 5 Non-Teaching Personnel. Bacong National High School has reached totally 809 Junior High School students and 334 Senior High School Students under the Enhanced Basic Education Curriculum of the K-12 Program.

Facilities

It runs with 3 Building for Workshop Station, 1 computer room for Junior High, 1 computer room for senior High 1 Science Laboratory room, 1 Library room, 13 available comfort rooms for both male and female and 25 lecture rooms.

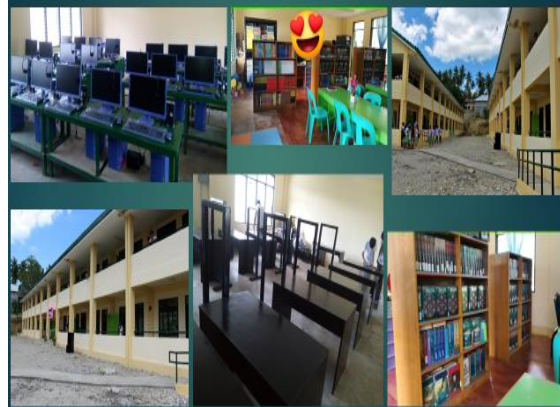
Curriculum

The school has 20 sections in the Junior High School with one (1) teacher adviser to a 40 -45 students per class; while Senior High School offered various courses under General Academic Strand (GAS) and Technical-Vocational-Livelihood (TVL) Track. 4 Courses under TVL Track are provided to students includes (1) Agricultural Crop Production (ACP), (2) Automotive Servicing (AS), (3) Computer Programming (Comp Prog) and Electronic Products Assembly and Servicing (EPAS).

Faculty Member



School Facilities



Students Employment after Graduates

Bacong National High School's students tracking after graduation shows that 58% of the them are working, while 23% continue study in colleges, 10% doing business and other 9%.

Electronics Products Assembly and Servicing



Shielded Metal Arc Welding



Agricultural Crop Production



Computer System Servicing



Automotive Servicing



Private School Partnership



CAT COLLEGE, INC.
Legazpi, Ligao and Polangui Campus
Outcome-Based Learning Module



Senior High School Core Subjects

Core Learning Areas and Subjects		hours per semester
Language	Oral Communication	80
	Reading & Writing	80
	<i>Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino</i>	80
	<i>Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik</i>	80
Humanities	21 st Century Literature from the Philippines and the World	80
	Contemporary Philippine Arts from the Regions	80
Communication	Media & Information Literacy	80
Mathematics	General Mathematics	80
	Statistics & Probability	80
Science	Earth and Life Science (Lecture and Laboratory)	80
	Physical Science (Lecture and Laboratory)	80
Social Science	Personal Development / <i>Pansariling Kaunlaran</i>	80
	Understanding Culture, Society and Politics	80
Philosophy	Introduction to the Philosophy of the Human Person / <i>Pambungad sa Pilosopiya ng Tao</i>	80
PE and Health	Physical Education and Health	20
CORE Total Number of Hours		1,200
TRACK Total Number of Hours		1,200
Total Number of Hours (CORE + TRACK)		2,400
Total Hours (CORE + TRACK) divided by Number of School Days in SHS (400) = average hours/day		6.2

DEPARTMENT OF EDUCATION

Others

Community Linkages



Student Orientation on Gender and Development



Parent Support



School Background

Vision and Mission

Butuan of Arts and Trades envisions to produce self-reliant and excellent learners, who are class skilled tradesmen and entrepreneurs oriented towards lifelong learning and sustainable socio-economic development. It works to realize its mission to provide a broad spectrum of high quality, internationally, post secondary programs, Technical Vocational Education and Trainings that are responsible to the need industry, the market place and non-formal sector of employment, placing emphasis on excellence and equity through complement, committed and technologically-equipped administrators and teachers with other supportive stakeholders.

School Demographic Information

Butuan of Arts and Trades has 147 teachers(98 females), ranking in different positions such as 3 Head Teacher IV(no female), 1 Head Teacher II (only female), 1 Head Teacher II (female),5 Master Teachers II (all females), 4 Master Teacher I(all females), 43 Teacher III(29 females), 9 Teacher II(5 females), and 81 Teacher I(53 females). It has totally 2882 students (1366 females), enrolled from level 7 to 12. Level 10 has the most population of students (340 students) while level 7 has the smallest number of students (150 students).

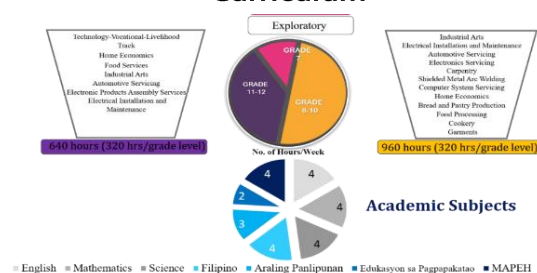
Facilities and Equipment Available

Partnership with company



Butuan of Arts and Trades had built partnership various partners to be industrial and company partners in providing industrial attachment or internship and study visit of its students. For automotive servicing major Butuan of Arts and Trade made partnership with HYUNDAI Butuan , Superior Motor Corporation , LJ Cars Butuan Corporation, Mindanao Motors Business Ventures, Petron Car Care Center, WN Welding Shop and Auto Repair, Fit Cars, and Marvin Auto Electrical Shop. For Electronic Products Assembly and Services (EPAS), it works with PECIT/Zenergy Cable, DY Electronics Supply & Videoke Rental, Djmix, DG Electronic Shop, Lasertech Butuan, Appliance Medic Electronic Repair Shop, Henschman Mobile Phone Center, and RJJ Electronic Repair Shop. For Electrical Installation and Maintenance (EIM), it has partnership with C&C General Electrical Shop, Edland Electrical Shop, Generation for Christ Ministries, Manawari E-r, Reyrose Construction Supply & Dev. Corp, and GMT Construction. For Food Services (FS) Ghai Hotel and Convention Center and Grand Palace Hotel.

Curriculum





It also works with other various institution other Trades. For Accountancy And Business Management, It Works With Consolidated Bank, First Valley Bank, Philippine National Bank Villanueva Accounting Office And Department Of Budget And Management. For General Academic Strand, It Makes Partnership With National Economic And Development Authority, Department Of Agrarian Reform, Department Of Labor, Registry Of Deeds Office And Commission On Elections. For Science, Technology And Engineering Mathematic Trades, It Works With Department Of Public Works And Highways And City Library.

Student Internship Activities



Extra-Curricular Activities



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City of Meycauayan Vocational Senior High School (the Philippines)

School Background

With the advent of the K-12 program and the efforts of the Schools Division of City of Meycauayan and the local government of the City of Meycauayan through its Special Education Fund (SEF), the City of Meycauayan Vocational Senior High School saw the first light of day in June 2016. The opening of the school year 2016-2017 had been greatly applauded by the seventy-two (72) Grade 11 students enrolled in the ICT and HE strands under the supervision of Maria Laarni Carla C. Paranis as the OIC-School Head together with the nine (9) newly hired senior high school teachers.

The school transferred to the newly constructed building in December 19, 2016. The blessing of the building took place on the same day. It is located at Pag–asa St., Malhacan, City of Meycauayan, Bulacan, with an estimated land area of 450 square meter with twelve (12) classrooms, three (3) offices and one (1) canteen. On May 15, 2017, the City of Meycauayan Vocational Senior High School, warmly welcomed Mrs. Elsilda P. Bunagan as Principal. During her time, CMVSHS made it to the ADVANCED level in School-Based Management (SBM) for S.Y. 2017-2018 among all the schools in SDO-Meycauayan. This is just one of many significant achievements attained by the school during her almost three years of remarkable leadership. She served and led CMVSHS until January 3, 2020.

Subsequently, SDO-Meycauayan designated TLE-Education Program Supervisor, Dr. Ramilo C. Cruz as the OIC-School Head from January 6, 2020, until January 3, 2021. His leadership was marked by the new normal in education. He led the school at the onset and amidst the Covid-19 pandemic where he enabled the faculty members and students adjust and embrace the challenges of distance learning. Afterwards, Dr. Julius V. Sarabia took the lead on January 4, 2021, until now. His leadership launched with his notable passion for faculty development and upskilling amidst the Covid-19 pandemic. He began preparing the school facilities and infrastructure aligned to the new normal. making sure that learning continues despite the challenges encountered in the chosen learning modalities.

Curriculum

CORE CURRICULUM Subjects across all Tracks (80hrs per subject)

First Semester: (Grade 11) - Physical Education and Health, Reading and Writing, Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino, 21st Century Literature from the Philippines and The World, General Math, and Earth, and Life Science. (Grade 12) - Contemporary Philippines Arts from the Regions, Physical Education and Health, Pagbasa at Pagsusuri ng Ibat- ibang Tekto Tungo sa Pananaliksik, Personal Development, **Second Semester:** (Grade 11) - Physical Education and Health, Understanding Culture, Society and Politics, Oral Communication, Physical Science, Media and Information Literacy, and Statistics



and Probability. (Grade 12) - Physical Education and Health, Understanding Culture, Introduction to the Philosophy of the Human Person,

APPLIED TRACK Subjects (80hrs per subject)

First Semester: (Grade 11) - English for Academic and Professional Purposes. (Grade 12) – Entrepreneurship and Practical Research 2. **Second Semester:** (Grade 11) - Practical Research 1. (Grade 12) – Filipino sa Piling Larang (Tech-Voc), Empowerment Technologies, and Inquiries, Investigations, and Immersions.

SPECIALIZED SUBJECTS: City of Meycauayan Vocational Senior High School provides course in different subjects and numbers as follows:

- Technical-Vocational-Livelihood Track Home Economics: Food and Beverage Services (NC II) (160 Hours)
- Technical-Vocational-Livelihood Track Home Economics: Bread and Pastry Production (NC II) (160 Hours)
- Technical-Vocational-Livelihood Track Home Economics: Cookery (NC II) (320 Hours)
- Technical-Vocational-Livelihood Track Information and Communications Technology: Animation (NC II) (320 Hours)
- Technical-Vocational-Livelihood Track Information and Communications Technology: Technical Drafting (NC II) (320 Hours)

Facilities

Main Facilities available in City of Meycauayan Vocational Senior High School includes Computer Laboratory/E-Classroom, Conference Room, Home Economics Laboratory/School Cafeteria, Students' Activities Showroom and Library and so on.

Recognition and Community

City of Meycauayan Vocational Senior High School was recognized by Southeast Asia Ministers of Education Organization (SEAMEO) SECRETARIAT as one of its members in the SEAMEO Secretariat Network Schools on January 2021.

This March 2021, the School is one of the three select schools in the Philippines to pilot run the Microsoft Teams in DepEd schools. Also, the School is part of the Education Transformation (ETF) program and became a nominee for Showcase School Incubator Program of Microsoft Education from April-June 2021.

The school became a partner school of the Public Affairs Section of Embassy of the United States of America in August 2019 in its Massive Open Online Course (MOOC) for elementary and secondary teachers.

CMVSHS attained the Advanced Level of Practice in School-based Management for SY 2018-2019 with a numerical rating of 2.85 or the highest Level in the Division Level Validation of School-Based Management. CMVSHS is consistently producing graduates since 2018 with **National Certificates Level II** in Cookery NC II, Bread and Pastry Production NC II, Food and Beverage Services NC II, Animation NC II and Technical Drafting NC II.

Contact Persons

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Whatsapp: +639190697441





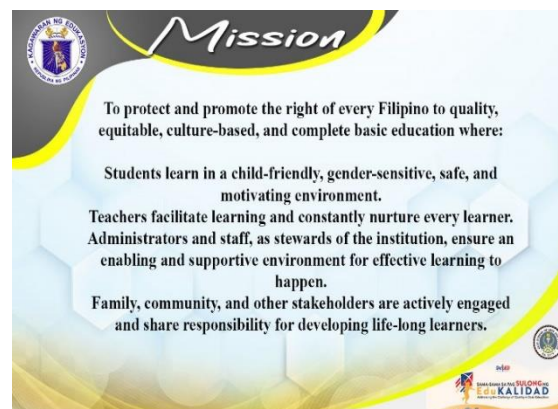
GLAN SCHOOL OF ARTS & TRADES (the Philippines)

Background

GLAN SCHOOL OF ARTS AND TRADES is formerly known as Glan Vocational High School. It was established in 1968 as Glan Vocational High School by virtue of Philippine Republic Act 5379. Then, it was renamed as Glan School of Arts and Trades through Batas Pambansa Bilang 781 in 1984. GLAN SCHOOL OF ARTS AND TRADES is located in Poblacion, Glan of Glan, Sarangani Province, Philippines.



Vision and Mission



School Demographic Information

GLAN SCHOOL OF ARTS AND TRADES has 149 teaching personnel (58 females), 80 of whom are junior high school teachers and 31 senior high teachers and 28 are non-teaching staff. Out of 80 Junior High School Teachers, 50 teacher are academic junior high schools and 30 teachers are TVE/SPTVE teachers. Out of 31 Senior High School Teachers, 30 are TVE/SPTVE teachers.

For learners' population, Glan School of Arts And Trades has totally 3090 students from grade 7 to grade 12 (2136 junior high school students, 954 senior high school students).

Curriculum: Offering K To 12 Cu

Grade 11-12 (New HS Years 5-6) • Core (Languages, Literature, Communication, Math, Philosophy, Science, Social Sciences) + TRACKS
Grade 9-10 (New HS Years 3-4) • Core Learning Areas Plus elective Technology & Livelihood Education
Grades 7-8 (new HS Years 1-2) • Core Learning Areas and exploratory Technology & Livelihood Education

A. Junior High School

A.1 Special Program In Technical Vocational Education (Tve/Sptve)

Industrial Arts • Automotive • Electrical Installation and Maintenance NC II • Shielded Metal Arc Welding • Machining • Refrigeration and Air-conditioning • Technical Drafting • Carpentry /Building Construction	Information and Communication Technology Computer System and Servicing
	Home Economics • Beauty and Nail care • Dressmaking NC II • Food and beverages NC II

2 Special Program In The Arts (Spa) Specializations

ALLIED SUBJECTS		
* Technical Drawing	* Entrepreneurship	* Information and Communication Technology

B. 2 SPECIAL PROGRAM IN THE ARTS (SPA) SPECIALIZATIONS

Music

Dance

Visual Arts

Theater Arts

Media Arts

Creative Writing

Senior high school tracks and strands offered**B.1 academic track**

- Accountancy and Business Management (ABM)
- Science, technology, Engineering and Mathematics (STEM)
- Humanities and Social Sciences HUMSS)

B.2 Technical Vocational and Livelihood (TVL) Track offered:**B.2.a Industrial Arts:**

- Automotive NC II
- Electrical Installation and Maintenance NC II
- Electronic Product Assembly and Servicing NC II

B.2.b Home Economics

- Tailoring NC II
- Hairdressing NC II/Wellness Massage
- Cookery/Bread and Pastry Production NC II

B. 2.c Information and Communication Technology

- Broadband Installation NC
- II Animation NC II

Recognition and Community

AWARDS AND RECOGNITIONS S.Y. 2019-2020

Awards	Competition	Level	Award	Competition	Level
th 6 Place	On the Spot Contest	Division	Presenter	CI Project Oral Presentation	Division
th 6 Place	Team Quiz	Division	1 st Place	Research Congress- Oral Presentation	Division
nd 2 Place	TV Broadcasting	Division	2 nd Place	Research Congress – Poster	Division
th 7 Place	Editorial Cartooning	Division	3 rd Place	Research Congress Poster Presentation	Division

Contacts



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Head Teacher III, TVE

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MSF SCHOOL PROFILE (the Philippines)

School Background

In October 24, 1964, by virtue of Republic Act No. 3395 sponsored by the former Assemblyman Emilio R. Espinosa, Jr. of the lone district of Masbate, Masbate School of Fisheries was created as the only fishery school in the Province of Masbate. The school was governed by the Department of Education, Culture, and Sports (DECS) thru Regional Office.

Then, MSF was given a permit as a secondary vocational school which offered post-secondary Fishery Education. In 2000, it was divided into two institutions- the Technical Department to TESDA and the Secondary Department to DepEd. In 2005, MSF was issued a government permit and established as Public General Secondary School.

At present, Masbate School of Fisheries is composed of 78 teaching personnel and 11 non-teaching personnel headed by Dr. Efepania A. Bantillo, the Secondary School Principal. It has a school ID of 302147 and occupies 6 hectares land area at Barangay Cayabon, Milagros, Masbate.

VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, The Department of Education continuously improves itself to better serve its stakeholders.

MISSION

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic Education where students learn in a child-friendly, gender-sensitive, safe and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community and other stakeholders are effectively engaged and share responsibility for developing life-long learners.

School Demographic Information

Number of Learners

In the current school year, it has acquired 1, 892 enrollees. Significantly, the Grade 7 and 8 have the highest number of enrolled learners among the six grade levels. Some contributing factors considered to have affected the increase of school enrolment include the offering of Science and Technology and Engineering Program and Special Program for the Arts in JHS, and

Accountancy and Business Management as additional program in SHS, aside from Biology and Humanities and Social Sciences in General Academic Strand and Tailoring, Bread and Pastry Production, Beauty Care, Agri-Crop Production, and Shielded Metal Arc Welding NCII in Technical-Vocational and Livelihood Strand.

Number of Teaching and Non-Teaching Personnel

MSF has a total of 78 teaching personnel and 11 non-teaching personnel for S.Y. 2020-2021. The teaching personnel is composed of 56 Junior High School teachers and 22 Senior High School teachers. Among them, four are borrowed from other schools.

In Junior High School (JHS), almost 30% of the teachers or 16 out of 54 are T.V.E. majors; while 29% of the teachers or 7 out of 24 specialized T.V.L. in the Senior High School.

In relation to teachers' highest educational attainment, 45 MSF teachers have pursued further schooling. Particularly, 32 teachers have earned units in Master's Degree; 5 teachers have Master's Degree, and; 8 teachers have earned units in Doctorate Degree (*see Table 3*).

Aside from the educational qualifications, MSF teachers especially those in the TVE/ TVL specialization complied and even exceeded the qualification standards in teaching the subject/course. The number of teachers in JHS and SHS who succeeded in taking competency assessment and certification is shown as below:

Highest Educational Attainment	No. of Teachers
Bachelors' Degree	33
Master's Degree (Units)	32
Master's Degree	5
Doctorate Degree (Units)	8
Doctorate Degree	0

Competency Assessment and Certification	No. of Teachers
Certificate of Competency Holder	0
National Certificate II Holder	24
National Certificate III Holder	4
Trainers' methodology Level I Certificate Holder	7
National TVET Trainers Certificate Holder	3

Number of Learners Who are NCII Holders

To evaluate the mastery of knowledge, skills, and competencies of learners in their field of specialization, competency assessment and certification is recommended annually to Grade 10 and Grade 12 learners. However, the onset of the Covid-19 pandemic caused the termination of classes and hindered the conduct of the activity during the last academic year.

NC II Courses	No. of Learners Who Took the Assessment	No. of Learners Who Passed the NCII Assessment
Bookkeeping	35	35
Hilot Wellness Massage	9	9
Bread and Pastry Production	6	4
Dressmaking	12	6
Hairdressing	7	2
Nail Care Services	25	2

Curriculum

Masbate School of Fisheries as a Technical-Vocational school is mandated to implement the “Special Program for Technical Vocational Education” (SPTVE) using the Competency-Based Curriculum (CBC). Following the CBC under the SPTVE, the Grade 7 level offering is expository focusing on the basic principles and practices in Arts and Trades, Agriculture and Fishery. The offering of the specialization starts in Grade 8 and is based on the interest of the students, needs of the community and the capability of the school. The teaching strategies are flexible to accommodate activities like practicum in the work environment that involve partnership with local industries for students’ exposure. Grade 12 students are encouraged to undergo Supervised Industry Exposure of On-Job Training (OJT) or Work Immersion depending on the availability of industries in the locality. The Competency-Based Curriculum likewise provides opportunities for students to acquire a National Certificate and/or Certificate of Competency.

Along with the Curriculum offerings, the requirements of the different TechVoc areas of specialization are still followed with regard to time allocation, content, resources/materials, methodology, and assessment. As specified in DepEd Order No.31, s. 2012, the core learning areas include English, Math, Science, Filipino, MAPEH, Araling Panlipunan, and Edukasyon sa

Pagpapahalaga. The mandatory subjects such as Technical Drawing in Grade 7 and 8, Internet Computing Fundamentals (ICF) in Grade 7, 8 and 9 and Entrepreneurship in Grade 9 and 10, are offered as separate subjects under the SPTVE.

Grade 7, 8 & 9 STE have additional specialized subjects; such as, Practical Research, Enhanced Mathematics, and Enhanced Science. On the other hand, Grade 7 & 8 SPA have major subjects: Visual Arts, Creative Writing, Dance Arts, Theater Arts, Media Arts, Music Arts, and Instruments.

School Facilities and Equipment

School facilities and equipment are significant variables that predict student learning. Based on studies, these are capable to create profound impact on both teachers and students' outcomes. The key facilities of school includes 20 Academic Classroom, 9 Laboratory Room (TVL), 2 Laboratory Room (Science), 2 Laboratory Room (ICT), 2 School Clinic, 1 School Library, 1 Conference Hall, 21 Comfort Rooms, 7 Handwashing Facility and 4 Sports Facility

Public-Private Partnership Activities

Having recognized the vital roles of the stakeholders as school partners in structuring, developing and sustaining conducive and relevant teaching and learning that facilitate the attainment of productive, inclusive and quality learning outcomes, the school sustained interactive partnership as evidenced in the following activities conducted regularly: a) work immersion of G12 TVL learners in partner industries related to their vocational course; b) advocacy campaigns of BFP, BFAR, and PENRO c) Brigada Eskwela supported by parents, barangay officials, Local Government Unit, NGOs and other stakeholders; d) livelihood trainings, and; e) community outreach program.

Recognition and Community

The school received a commendation for SBM Best Practices Presenter recently. It was awarded as Best Implementer of SHIELD II in the division last September 2020. It also bagged the 2nd Best Implementer of Brigada Eskwela in the Division Level last school year 2018-2019.

For students' category, MSF Boy scouts received first place in the Hiphop Dance Category, Division Level, during the Provincial BSP Jamboree. During the Division YES Camp, MSF contestants received awards such as first place in On-the-Spot Transformation and second place in Environmental crafting.

In sports, U15- Futsal boys won silver during the 2019 Provincial Meet.

Contacts

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NENE R. MERIOLES, CESO V
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Division of Masbate Province

Oma-Oma National High School (the Philippines)

School Background

Oma-Oma National High School was founded in 1980 through the effort of Mr. Carlito Delfino who did legal actions in order to realize the opening of a high school in Barangay Oma-Oma, Ligao, Albay. He was the teacher of the first batch of about 15 first year students who temporarily occupied a classroom in Oma-Oma Elementary School. As years passed by, the enrollment continuously increased in number. Two makeshift classrooms were then put up in Oma-Oma barangay site to accommodate the high school students for the reason that the elementary pupils already needed in classroom occupied by the high school students. In early 90's former governor of Albay, Romeo Salalima constructed the first Oma-Oma High School building with two classrooms and a comfort room with two compartments, for boys and girls, which was situated apart from the main building. The said structures were constructed in a one-hectare site donated by Del Rosario family. Oma-Oma High School remained as part of Albay Schools Division until Ligao became a city. It also became Oma-Oma National High School when all the public high schools were nationalized. The LGU of Ligao City, in collaboration with the DepEd and the DPWH, helped a lot in developing the physical plant of Oma-Oma National High School. More school buildings and laboratories were constructed to accommodate the increasing population of Oma-Oma National High School that includes the Senior High School that began in S.Y. 2016-2017. The Department of Education formulated vision, mission and core values which guides Oma-Oma National High School in developing programs and projects to give its best service that the students deserve.

Vision

We dream of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

1. Students learn in a child-friendly, gender-sensitive, safe and motivating environment.
2. Teachers facilitate learning and constantly nurture every learner.
3. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

Family, community and other stakeholders are actively engaged and share responsibility for developing lifelong learners.

School Demographic Information

At present, the school has **20** teaching personnel and **4** non-teaching with **545** students, combination of both Junior and Senior High School. Beginning of SY 2016-2017, the school offered TVL track, Agri-Fisheries strand major in Organic Agriculture. Teachers handling special subjects have graduated tertiary education with units in Masteral degree aligned to the subject being taught.

The school promotes quality education where students can use freely its facilities like Computer laboratory, Science laboratory, covered court, library and TVL building to enhance their skills and abilities in terms of modern-day farming.

Based on our data, almost 40% of our graduates are employed, either working on their own farm and some are working as sales representative, the rest continued tertiary education and enrolled in a college of agriculture and forestry.

Curriculum

As practiced, our SHS students are required to undergo work immersion / practical application of knowledge and skills for a minimum of 80hours. This will form part of the 70% practice and 30% theory. During work immersion / practicum, students perform hands-on activities where they manipulate equipment used in the farm and experience actual work in the field. They are handled by COALS as one of the partners of the school in developing their love for organic farming. Theses pictures below show the activities of students during work immersion to partners of the school in Organic Farming.

Recognition And Community

The school also received awards and recognitions and likewise active in extra-curricular activities. The following shows some of the public-private activities and achievements of the school.

The following pictures shows some of the activities and academic achievements of the school.



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Ragay National Agricultural and Fisheries School (the Philippines)



School Background

Ragay National Agricultural and Fisheries School (RNAFS), the largest technical-vocational school in the Bicol Region was established on June 19, 1971 by virtue of House Bill no. 96 (Republic Act 6315) with Congressman Ramon H. Felipe, Jr. as sponsor during the time of Principal Benjamin Arcilla in Brgy. Liboro, Ragay, Camarines Sur, when the railroad tracks, the trains and the skates were the major means of transportation. Nowadays, the Andaya Highway, public jeepneys, buses and tricycles as well as private cars help make the school more accessible.

Vision: *We dream of Filipinos who passionately love their country and whose value and competencies enable them to realize their full potential and contribute meaningfully to building the nation.*

Mission: *To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:*

***Students** learn in a child-friendly, gender-sensitive, safe, and motivating environment.*

***Teachers** facilitate learning and constantly nurture every learner.*

***Administrators and staff**, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.*

***Family, community, and other stakeholders** are actively engaged and share responsibility for developing life-long learners.*

Alongside its own: RNAFS is a technologically-equipped institution with highly-efficient teachers and collaborative stakeholders producing quality learners.

To provide quality education through:

- Creation of industry-based environment exposing learners to actual work and life situations;
- Enhancement of skills for teachers, and
- Involvement of the various stakeholders in the formulation and implementation of school programs and projects.



School Demographic Information

This school year, there are 1,303 learners from Grade 7 to Grade 12. As a technical-vocational secondary school, RNAFS offers the Special Program for Technical-Vocational Education (SPTVE), the Science and Mathematics-Oriented Curriculum (SMOC) and the Alternative Learning System (ALS)-Balik Paaralan Out of School Adults (BPOSA) and Education and Skills Training (EST).

Teachers' qualifications include units in post-graduate studies, continuing attendance, participation and speakerships in writeshops for modules, lesson plans and reference materials, trainings, seminars, workshops and outreach events, as well as recognitions/awards received in the school, district, division, national and international levels. For details, please refer to the attached sheets with tables.

For offices dispersing services and functions RNAFS has the following: the administration building, registrar's office, guidance office, the Science Laboratory, ICT Laboratory, the JHS and SHS Libraries, then Multipurpose Hall, and the Multipurpose Covered Court and the RNAFS Training and Development Center (RTDC). There are the Food Laboratory the fish hatchery, piggery and poultry that serve both as practicum sites and income-generating projects of the learners.

RNAFS establishes and maintains strong and healthy linkages and relationships with stakeholders and partners, both public and private. Close to its fences are the RNAFS Parents-Teachers Association (PTA), the RNAFS Alumni Association Inc. (RAAI), and the Ragay Sangguniang Bayan and Local Government Units as well as the Ragay Bureau of fire Protection (BFP). Available to assist with just one call are the following: Technical Education and Skills Development Authority (TESDA), Bureau of Fisheries and Aquatic Resources (BFAR) which leads to the school's membership to Bicol Fisheries Research Development and Extension Network (BIFIRDEN), the Department of Agriculture (DA), the Department of Science and Technology, the Department of Labor and Employment, Department of Social Welfare and Development (DSWD), and Department of Labor and Employment (DoLE) which facilitates the school's Special Program for Student Services (SPES).

The most notable academic achievements include those of students who were passers of the University of the Philippines College Admission Test (UPCAT), a number of them graduating from the UP with academic distinctions, 68 ALS-BPOSA Accreditation and Equivalency (A&E) test passers (since 2005). Also commendable were the SMOC learners' wins in the 2012 Battle of the Wise (BOW) team events, and the campus journalists' wins in the 2015 Students Today Road Users Tomorrow (STRUT) Campaign of the Land Transportation Office (LTO) for best editorial, best feature article, and best editorial cartoon. Further, there are the winnings in the district, division and regional levels of the Press Conference, Science and Youth for Environment in Schools organization (YES-O) Camps, and the Mathematics Teachers Association of the Philippines (MTAP) competitions, included here are some photos of available and functional facilities and practicum sites:



On the number of graduates getting employment, RNAFS data consider the four exits of the K to 12 Basic Education Program, namely: entrepreneurship, employment, middle skills and higher education.

Curriculum

Academic policies include the performance-based assessment, 75% passing rate to be promoted to the next level, and in these times of the COVID '19 pandemic, participation and adherence to the modular distance learning delivery modality. Curriculum focuses vary from subject to subject in our curricular offerings. In Technical-Vocational Education (TVE), and in ALS-EST, it is 30% theory and 70% practice. In academic subjects and ALS-BPOSA, it is 50% theory and 50% practice. For our academic and technical- vocational subjects, as well as required instructional hours/credit for a year for each trade student internship activities, study visits, cooperation activities, etc. please refer to the table below:

JUIOR HS CURRICULUM OFFERINGS with subjects, Grading System and Time Allotment

SUBJECTS	No. of Hrs/ Week	GRADING SYSTEM		**Technical Vocational Education (TVE) Areas of Specialization
		Written Works (%)	Performance Tasks (%)	
English/Filipino	4	40	60	1. Agri-Crop Production
Science/Mathematics	4	50	50	2. Animal Production
Araling Panlipunan	3	40	60	3. Aquaculture
Music, Arts, PE & Health	4	30	70	4. Food Processing
Eduk. sa Pagpapakatao	2	40	60	5. Computer System Servicing
*Tech-Voc Educ. (TVE)	10	30	70	6. Bread and Pastry Prod.
**Mandatory Subjects	2	30	70	7. Electrical Installation and Maintenance
** Mandatory Subjects for SPTVE		**Technical Drawing **Entrepreneurship		**Internet & Computing Fundamentals

SENIOR HS CURRICULUM OFFERINGS with subjects, Grading System & Time Allotment

SUBJECTS	No. of Hours/Week	GRADING SYSTEM	
		Written Works (%)	Performance Tasks (%)
Core Subjects	4	40	60
Applied Subjects	4	40	60
Specialized Subjects	4	50	50
Research (Gen. Acad. Strand)	4	50	50
Research (TechVoc Tract)	4	30	70
Work Immersion (Gen. Acad)	80 hrs/sem (min)	50	50
Work Immersion (TechVoc)	80 hrs/sem (min)	30	70
TechVoc Livelihood (TVL)	8	30	70
Areas of Specialization for Technical Vocational Livelihood (TVL):			
Agricultural Crop Production		Aquaculture	
Animal Production		Food Processing	

Recognition and Community

RNAFS' special recognition and student engagements, and extra-curricular activities boast of the following:

Students' involvement and winnings in the Future Farmers of the Philippines (FFP) and Future Agricultural Homemakers and the Philippines (FAHP) during the past years, and in the Students Technologists and Entrepreneurs of the Philippines (STEP) and Bicol Young Technologists and Entrepreneurs (BYTE) for the recent years have established the school as a top contender.

In sports, RNAFSians excel in volleyball girls, sepaktakraw and baseball boys which has brought years of recognition.

In music and arts, RNAFS is home to the Teatro Ragayano, founded in 2015, which has been a venue for learners to enhance their artistic, musical and performance talents and skills.

Most students, including those in ALS, have passed TESDA assessment, making them NC II holders.

The school's Drum, Xylophone and Majorette Corps, as well as the marching units has been a strong contingent in local and regional competitions, putting RNAFS' name in the roster of winners.

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Rizal Experimental Station and Pilot School (the Philippines)

School Profile

Rizal Experimental Station and Pilot School of Cottage Industries (RESPSCI) was established by virtue of Republic Act 4571 which was approved on June 19, 1965. It started its formal operation on November 18, 1974, under the supervision of the then Ministry of Education, Culture and Sports- National Capital Region (MECS-NCR).

Under a joint Memorandum Circular dated March 27, 1997 by Technical Education and Skills Development Authority (TESDA) and the DECS, the 118 affected Technical - Vocational schools including RESPSCI were transferred from DECS to TESDA.

However, on March 19, 1998, DECS- TESDA Joint Memorandum Circular No.1, s. 1998 implemented the transfer of 163 schools and appropriation, including RESPSCI, from TESDA to DECS. Since then, RESPSCI is one among the 6 special Schools in Metro Manila with distinct classification as Secondary Technical-Vocational School, under direct supervision of DepEd- NCR Director.

DepEd Unnumbered Memorandum dated September 2, 2003 directs all Regional Directors to strictly comply with the provisions of RA 9155 vesting supervisory powers over all public and private elementary and secondary schools located in their areas of jurisdiction on Schools Division Superintendents. RESPSCI now is under the supervision of the DepEd-NCR-Division of Pasig City.

Since the transfer of RESPSCI from TESDA to DepEd, it was the first school to enjoy fiscal autonomy; hence, it receives its budgetary allocation directly from Department of Budget and Management (DBM) through its regional office.





At present, RESPSCI as the only Public Technical Vocational High School in the Schools Division Office of Pasig City is headed by its fourth principal since it was established.

The school is aligned by the Department of Education's Mission, Vision and Core Values with its unique school tagline ***"Aangat ang Buhay sa Tech – Voc High"***.

Location

RESPSCI is situated in Jenny's Ave., Brgy. Maybunga, Pasig City. Barangay Maybunga is situated at the midsection of the eastern part of Pasig, about 16 kilometers from downtown Manila. Foursquare kilometers in size, Maybunga shares boundaries with Barangay Caniogan in the south, Barangay Rosario in the north, and Barangay Ugong in the west.

Demographic Information

The school is comprised of complete teaching and non – teaching personnel starting from the School Principal, Assistant Principal for Senior High School, 7 Head Teachers from different learning areas, 10 Master Teachers, 100 teachers I – III both in Junior and Senior High School, Administrative Officer, Disbursing and Accounting staffs and utilities.

Teachers were hired based on the needs of the school per learning areas especially in Technical Vocational Education (TVE) Program. Every teacher is encourage to be a TESDA National Certificate holder in different technical and specialized skills.

In the academic year 2020 / 2021 set a record of 2, 281 enrolled learners despite the new normal setting in the education landscape. RESPSCI has a unique subject offering especially in TVE Subjects which requires a comprehensive career guidance program for the learners to land on the skills course subjects fitted to their interest. A reason why RESPSCI Grade 10 Completers and Grade 12 graduates are employment – ready here and abroad because of the balance and quality education both in academic and technical vocational education subjects.

CURRICULUM

Prior to the beginning of the K-12 Enhanced Basic Education Program, it offered three different programs such as the Regular High School, Balik Paaralan Program, and Post-Secondary Courses. The regular high school program embodies the

stereotyped high school students from Grade 7 to Grade 10, who come to school on a regular basis. The Balik Paaralan Program, like Alternative Learning System (ALS) and open high school, caters students who have special needs, life threats, and over-aged.

RESPSCI piloted the Senior High School during the school year 2012-2013 adopting the research and development approach and implementing school-based curriculum. Specialization offered was based on market /industry demand, teacher's capacity and available tools and equipment. Teaching materials were developed in accordance with TESDA regulation and DepEd mandate, CBC under STVEP was used as guide in the development of the curriculum. Linkages and partnership with industries and business sector was utilized in crafting the curriculum for the implementation of the program.

JUNIOR HIGH SCHOOL (STVEP – CBC) TVE – SPECIALIZATIONS

- ☐ Electrical and Installation Maintenance
- ☐ Food Processing
- ☐ Handicraft
- ☐ Garments
- ☐ Beauty Care
- ☐ Bread and Pastry Production
- ☐ Domestic and Refrigeration Air - Conditioning
- ☐ Shielded Metal Arc Welding
- ☐ Furniture and Cabinet Making
- ☐ Housekeeping
- ☐ Bartending
- ☐ Food and Beverage Services

MANDATORY SUBJECTS

- ☐ Internet Communication and Technology Fundamentals
- ☐ Technical Drawing
- ☐ Entrepreneurship

BALIK – PAARALAN PROGRAM

SENIOR HIGH SCHOOL

HOME ECONOMICS

Bartending NC II
FBS NC II
Housekeeping NC II
Cookery NC II
Bread And Pastry Production NC II

INDUSTRIAL ARTS

RAC-PACUCRE NC II
DOM-RAC NC II
SMAW NC I
SMAW NC II

ICT

Computer System Servicing NC II
E- Commerce

RECOGNITION AND COMMUNITY



JICA Philippines Appreciative Visit



45TH Ship for South East Asian Youth Program Institutional Visit



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Tanauan School of Fisheries Brgy (the Philippines)



School Background

The school, Tanauan School of Fisheries (TSF) was established on June 16, 1957 by virtue of the Republic Act No. 1559 as a district and separate vocational school under the direct supervision and administration of the then Bureau of Public Schools, and then the Bureau of Vocational Education. It is located in Tanauan-Talisay road 10 kilometers away from the city proper. The school is within the vicinity of Brgy. Ambulong along the lakeshore of Taal and it is considered as a rural area where most people are fishermen, farmers and factory workers. It is accessible to different modes of transportation such as jeepney, tricycle and private vehicles. TSF is under the supervision of a Vocational School Administrator assisted by Department Heads, being an Implementing Unit, it is nationally funded, having its own Administrative Officer, Cashier and an Accountant.

Deped Vision:

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Mission:

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

School Demographic Information

The school, Tanauan School of Fisheries (TSF) 82 teachers, 64 of whom are JHS teachers and 18 SHS teachers. It has 1373 Students: 153 JHS students and 220 SHS).

It provides various **courses and degrees in different trades/majors**. For JHS Track(Strands), it offers Aquaculture, Food Processing and Cookery. For SHS –TVL Track, it provides Aquaculture, Food, Processing, Cookery, Bread and Pastry, Production, Food and Beverages Services, Bartending). For Academic Track (Strand), it has ABM, Accountancy, Business & Management).

Qualification of teachers:

Among the 82 teachers in Tanauan School of Fisheries, they hold different positions including Teachers 1(17 teachers), Teachers 2 (21 teachers), teachers III (26), Master Teachers (11), Master Teacher II (4), and Master Teachers (3 teachers). They also hold different qualification level such as: 10 BS Graduates, 28 MA Units, 16 MA CAR, 20 MA Graduates, 2 Doctoral Units, 4 Doctoral CAR and 2 Doctoral Graduates.

Facilities, and Equipment:

School offices in Tanauan School of Fisheries are Administrative office, Guidance office, Head teachers' office, VSA office.

Facilities available are Library Hub, Clinic, ICT Laboratories (JHS and SHS), Speech Laboratory (JHS and SHS), Science Laboratories (JHS and SHS), Convention Hall (for repair), Covered Court, School Fishpond (for rehabilitation and repair), Floating House (for repair), Food Tech./State of the Art (SOTA) Bldng., Conference Hall, Guard House, Administration Building, Oval Classroom Buildings: Sonia Torres Aquino-2storey-8 classrooms, Tony C. Halili-2 storey-8 classrooms, Mabini – 4storey-16 classrooms, Malvar – 4 storey- 8 classrooms, Laurel –4 storey-16 classrooms.

Equipment available: Desktops - 9, Laptops - 15, Printers - 13 units, ICT lab – 14 CPU, 98 monitors Office Air Conditioners – 19 units, Biometric, Temperature Scanner, Smart TV Food Tech/SOTA bldng. – Food Processing Tools /Utensils /Equipment Cookery Tools/Utensils/Equipment, d & Pastry Tools/Utensils/Equipment and Speech Lab equipment



Scholarship programs/awardees: Tanauan School of Fisheries received many awards from various national and regional institutions: Best Awards from SEAMEO Qitep (2019), BERF Grantee 4th Cycle: (batch 1 by Marvelino M. Niem, Jubailyn V. Villegas, and Batch 2 by Jubailyn V. Villegas, Maricel C. Morante), SEAMEO by Shirley C. Siman, Outstanding Public Servant by Rotary Club, Outstanding Education Program Supervisor by DepEd Tanauan City, Outstanding School Head by Principal and Head Teacher III), SEAMEO- John Carlo Paita and Outstanding Public Servant by Rotary Club. Tanauan School of Fisheries has made a good academic achievements: Outstanding Researcher (2019) by Marvelino M. Niem and CONBERT Best Presenter (2020) by Jubailyn V. Villegas.

Public-private partnership activities: Tanauan School of Fisheries has made good partnership with various private individuals such as (1) LGU Barangay (Barangay Captain, SK Chairman, (2) LGU City (Coun. Herman De Sagun, Coun. Glennwin, (3) Gonzales, (4) LGU province (Board Member Hon. Joanna C. Villamayor), (5) City Agriculture, (6) PNP Tanauan City, (7) Tanauan Water District. It also has extend partnership with different Private Sectors, Dominican Livelihood, Santuario De San Jose Morello, Rotary Club Biñan, Colegio De San Agustin, JCI Tanauan, City Savings Bank, Grolier International, Inc., E-Net Philippines, Philippine Manufacturing Co. Of Murata Inc.,

Tanauan School of Fisheries' SHS Immersion Partners are BFAR,. Panaderia Pantoja, Classic Savory, Sampaloc Talisay Producers Cooperative, Leonidas Resort and Restaurant, Milans Native Food and Grill

Number of graduates getting employment: 40% (most of them go to college)

Curriculum

Tanauan School of Fisheries offers 50% for practice class and 50% for theory class.

Academic subjects: Written Works 30% in Languages, AP and EsP, 40% in Science and Math, 30% in MaPEH, EPP and TLE; Performance Tasks 50% in Languages, AP and ESP, 40% in Science and Math, 60% in MAPEH, EPP and TLE; Quarterly Assessment 20% all across subject areas

Technical vocational subjects: 70% Practice/Performance; 30% Theory/Written

Required instructional hours/credits a year for each trade/major:

- Academic Subjects: English, Science, Mathematics, Filipino, MAPEH: 4 hours/week
- Araling Panlipunan: 3 hours/week
- Edukasyon sa Pagpapakatao: 2 hours/week
- Technical Vocational Subjects: 2 hours/day, 5 days/week
- Technical Vocational Mandatory Subjects: (Technical Drawing for G7 and G8, and
- Entrepreneurship for G9 and G10): 2 hours/week
- SHS Academic: Core Subjects: 4 hours/week
- Applied Subjects: 4 hours/week
- SHS Specialized: TVL Subjects: 8 hours/week

Student internship activities: SHS TVL Students' Immersion Program

Study visits: Lakbay-Aral (Araling Panlipunan), Benchmarking (Technical Vocational), Educational trips (other subjects), Virtual Trainings and Seminars

Cooperation activities: Brigada Eskwela, Vegetable Planting, Disinfection and Sanitation Procedures, Grolier Turn-over of Donated Books, School to School Partnership, Immersion, Partnership with ENET Phils. on Positive Discipline in Everyday teaching.



Recognition and Community Accreditation: TESDA Accredited Assessment Center (for Food Processing NC II and Aquaculture NC II), NC, TMC, NTTC for Teachers/Trainers and Assessors.

Institutional or professional membership: Association of Technical Vocational Educators in Southern Tagalog (ATVEST) and Provincial Technical Vocational Educators' Association {PTVEA}

Special recognition: Only Techvoc school in the Division of Tanauan City with 100% NC Passers yearly

Community & student engagements: Donation Drive, TSF-SSG Project: Paglaum, Nov. 19 TSF SSG Online Activities:

- World Environment 2020 - QuaranGardening Challenge, June 27
- Proper use of Social Media - Responsible Netizen Challenge, May 26
- Video - A Tribute To Our Frontliners, April 25

Extra-curricular activities: Sports, Music, Arts, Skills/Technical Vocational, Journalism

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Palapas National High School

School Background

Palapas National High School is a public secondary school located in Palapas, Ligao City, Philippines under the mandate of the Department of Education (DepEd) K-12 Basic Education Program. Its curriculum covers Grades 7 to 10 in Junior High School (JHS) and Grades 11 to 12 in Senior High School (SHS) with government permit no. S-031, series of 2019. Its track offerings are Academic and Technical-Vocational Livelihood (TVL) Tracks.

In 1972, Palapas National High School opened with only two teachers and two classes through the effort of the School Head of Palapas Elementary School. It was integrated to the elementary school. In 1975 however, the school closed due to lack of fund because the salary of the teachers and the operation of the school was still dependent on the tuition fees collected from the parents who were only able to give a very minimal amount.

In 1979, the school re-opened with Mr. Antonio Rabe as the School Head and then followed by Mr. Jose Adra. Then in 1986, the high school was separated from the elementary school. From then on, the high school has been steadily increasing its enrolment. It has been successful in pursuing its mission in providing secondary education to the youth of Palapas and its nearby barangays.

Now, Palapas National High School is on its 43rd year of existence since 1979. It was established to serve and provide quality basic education to the high school students of 5 barangays of Ligao City and the other barangays of its neighboring towns.

With the rapid increase in population, Palapas National High School is now trying to cope with the insufficient physical and instructional resources. Evidently, the school faces a challenge to cope with the shortages in classrooms, chairs, workshop and laboratory equipment, and updated ICT materials.

The School-Community however, envisions to produce a generation of God-fearing, patriotic, family-oriented, and law-abiding individuals. Palapas National High School also aims for excellent, hardworking, determined, competent and values-oriented learners who will be agents and contributors to building the nation. It also aspires to produce life-long learners who will maximize their potentials and will serve their fellowmen and their country.

School Demographic Information

In the academic year 2020/2021, Palapas National High School has 744 students enrolled (371 females), 191 of them are senior high school students and 553 are junior high school students.

The school has now 24 competent teachers, three non-teaching personnel including the Principal, and three utility workers.



Curriculum SENIOR HIGH SCHOOL CURRICULUM

Technical-Vocational-Livelihood (TVL)**Strand : Home Economics****Specialization: Bread and Pastry Production NC II**

GRADE 11	
1 st Semester	2 nd Semester
Core subject	Core subject
Oral Communication in Context	Reading and Writing
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik
General Mathematics	21 st Century Literature from the Philippines and the World
Personal Development/ Pansariling Kaunlaran	Understanding Culture, Society, and Politics
Physical Education and Health 1	Physical Education and Health 2
	Statistics and Probability
Applied Subjects	Applied Subjects
English for Academic Professional Purposes	Practical Research 1
Filipino sa Piling Larang (Tech-Voc)	
Specialized Subjects	Specialized Subjects
Bread and Pastry Production NC II	Food and Beverage Services

Track : Technical-Vocational-Livelihood (TVL)**Strand : Home Economics****Specialization: Cookery NC II**

GRADE 12	
1 st Semester	2 nd Semester
Core subject	Core subject
Introduction to the Philosophy of the Human Person	Physical Science
Earth and Life Science	Physical Education and Health 4
Contemporary Philippine Arts from the Regions	Applied Subjects
Media and Information Literacy	Empowerment Technologies
Physical Education and Health 3	Entrepreneurship
Applied Subject	Inquiry, Investigation, and Immersion
Practical Research 2	Specialized Subjects
Specialized Subjects	Cookery NC II
Cookery NC II	

Track : Technical-Vocational-Livelihood (TVL)**Strand : Industrial Arts****Specialization: Shielded Metal Arc Welding**

GRADE 11	
1st Semester	2nd Semester
Core subject	Core subject
Oral Communication in Context	Reading and Writing
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik
General Mathematics	21 st Century Literature from the Philippines and the World
Personal Development/ Pansariling Kaunlaran	Understanding Culture, Society, and Politics
Physical Education and Health 1	Physical Education and Health 2
	Statistics and Probability
Applied Subjects	Applied Subjects
English for Academic Professional Purposes	Practical Research 1
Filipino sa Piling Larang (Tech-Voc)	
Specialized Subjects	Specialized Subjects
Shielded Metal Arc Welding	Shielded Metal Arc Welding

Track : Technical-Vocational-Livelihood (TVL)

Strand : Industrial Arts

Specialization: Shielded Metal Arc Welding

GRADE 12	
1 st Semester	2 nd Semester
Core subject	Core subject
Introduction to the Philosophy of the Human Person	Physical Science
Earth and Life Science	Physical Education and Health 4
Contemporary Philippine Arts from the Regions	Applied Subjects
Media and Information Literacy	Empowerment Technologies
Physical Education and Health 3	Entrepreneurship
Applied Subject	Inquiry, Investigation, and Immersion
Practical Research 2	Specialized Subjects
Specialized Subjects	Motorcycle/Small Engine Servicing NC II
Motorcycle/Small Engine Servicing NC II	

Track : Academic

Strand : General Academic Strand

Specialization: NONE

GRADE 11	
1 st Semester	2 nd Semester
Core subject	Core subject
Oral Communication in Context	Reading and Writing
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik
General Mathematics	21 st Century Literature from the Philippines and the World
Personal Development/ Pansariling Kaunlaran	Understanding Culture, Society, and Politics
Physical Education and Health 1	Physical Education and Health 2
Applied Subjects	Statistics and Probability
English for Academic Professional Purposes	Applied Subjects
Filipino sa Piling Larang (Akademik)	Practical Research 1
Specialized Subjects	Specialized Subjects
Social Science 1	Malikhaing Pagsulat
Humanities 1	Applied Economics

Track : Academic

Strand : General Academic Strand

Specialization: NONE

GRADE 12	
1 st Semester	2 nd Semester
Core subject	Core subject
Introduction to the Philosophy of the Human Person	Physical Science
Earth and Life Science	Physical Education and Health 4
Contemporary Philippine Arts from the Regions	Applied Subjects
Media and Information Literacy	Empowerment Technologies
Physical Education and Health 3	Entrepreneurship
Applied Subject	Inquiry, Investigation, and Immersion

Title	Rank	Category	Level	Date	Award-Giving Body
Search for Outstanding Supreme Students Government (SSG) Organization	1st	School	Division	2018	DepEd Ligao City
Search for Outstanding Supreme Students Government (SSG) Adviser	1st	Teacher	Division	2018	DepEd Ligao City
Best Brigada Eskwela Implementer	3rd	School	Division	2018	DepEd Ligao City
Outstanding Parent-Teacher Organization Supporting Brigade Eskwela Program	1st	School	Division	2019	DepEd Ligao City
Brigada Eskwela Best School Implementer	1st	Medium School	Division	2019	DepEd Ligao City
Brigada Pagbasa Best Implementing School	5th	School	Division	2021	DepEd Ligao City
Practical Research 2					

Recognition and Community

It is with great passion that the community of barangay Palapas, Ligao City commits to becoming part of DepEd's vision, mission and core values by providing support in any form to ensure the successful implementation of all the school programs, projects and activities for the welfare of the students, the school, and the community as well. The Barangay Council, Parents and other stakeholders are committed to participate in every planning endeavor towards the achievement of the school's goals and objectives.

As such, Palapas National High School has been recognized and has received numerous awards for the past years. The following are just a glimpse of what Palapas National High School harvested in the field of academic and co-curricular activities.

Palapas National High School snap shots



Institute of Technical Education

Introduction

The Institute of Technical Education (ITE) was established as a post-secondary education institution in 1992 under the Ministry of Education, Singapore. ITE is a principal provider of career and technical education and a key developer of national skills certification and standards, skilling Singapore for the future economy. It offers three key programmes:

- Pre-Employment Training for youths after secondary education;
- Continuing Education and Training for adult learners; and
- Industry-Based and Work-Study Programmes with employers.

ITE's Mission, Vision and Values represent a collective aspirations and beliefs in preparing future workforce with future skills for employability and lifelong learning.

• Mission

Create Opportunities for Students and Adult Learners to Acquire Skills, Knowledge and Values for Employability and Lifelong Learning

• Vision

A Trailblazer in Career Technical Education and Work-Study Training

• Values

ITE Care – Integrity | Teamwork | Excellence | Care

Under its 'One ITE System, Three Colleges' Governance Model, ITE has three Colleges - ITE College Central, ITE College East and ITE College West, each empowered to develop their own niches of excellence to enhance students' success and the attractiveness of an ITE Education.



ITE College Central



ITE College West

School Information



ITE offers *National ITE Certificate (Nitec)*, *Higher Nitec* and *Diploma* level courses at the three Colleges. The courses are grouped in career clusters:

- Applied & Health Sciences;
- Business & Services;
- Design & Media;
- Electronics & InfoComm Technology;
- Engineering; and
- Hospitality.



- The academic year in ITE is made up of two terms, commencing January and April respectively. Distributed across three Colleges, ITE has an enrolment of 28,000 students and 1,600 academic staff.
- Students have access to various student services in the areas of financial assistance, education and career guidance (ECG) and learning support.
- A team of ECG counsellors at the Career Services Centre in each College help students to identify interests, personality, job prospects and educational needs. The counsellors guide students to explore available options and pathways, and develop educational and career goals.
- Each College also has a Learning Accessibility Office to support students with Special Education Needs (SEN) in their learning process so that these students can have a holistic education and attain work skills to gain meaningful employment upon graduation.

Curriculum



The curriculum and programmes are designed with students in mind. An unique 'Hands-on, Minds-on, Hearts-on' education caters to students who learn best by doing and experiencing in a nurturing environment facilitated by caring lecturers. A holistic education for all-round student development through:

- *Hands-on* training to equip student with employable skill sets
- *Minds-on* learning to develop student into an independent-thinking and highly adaptable individual
- *Hearts-on* learning to nurture student into a person who has passion for what he does, has self-belief and who cares for the community and society



An ITE student gets to practise what he has learnt through the integration of theory with practice through coursework, industry exposure, projects and experiential learning. The aim is for student to become an all-rounded '*Career-Ready, Life-Ready and World-Ready*' graduate.

ITE's courses are designed in close consultation with industry to ensure that graduate is equipped with work-ready skills relevant to changing industry needs. The ITE Academic Advisory Committees (AACs) are set up to examine and approve the syllabuses of courses for the respective industries. Each AAC comprises employer representatives, professionals and specialists from the respective industries.

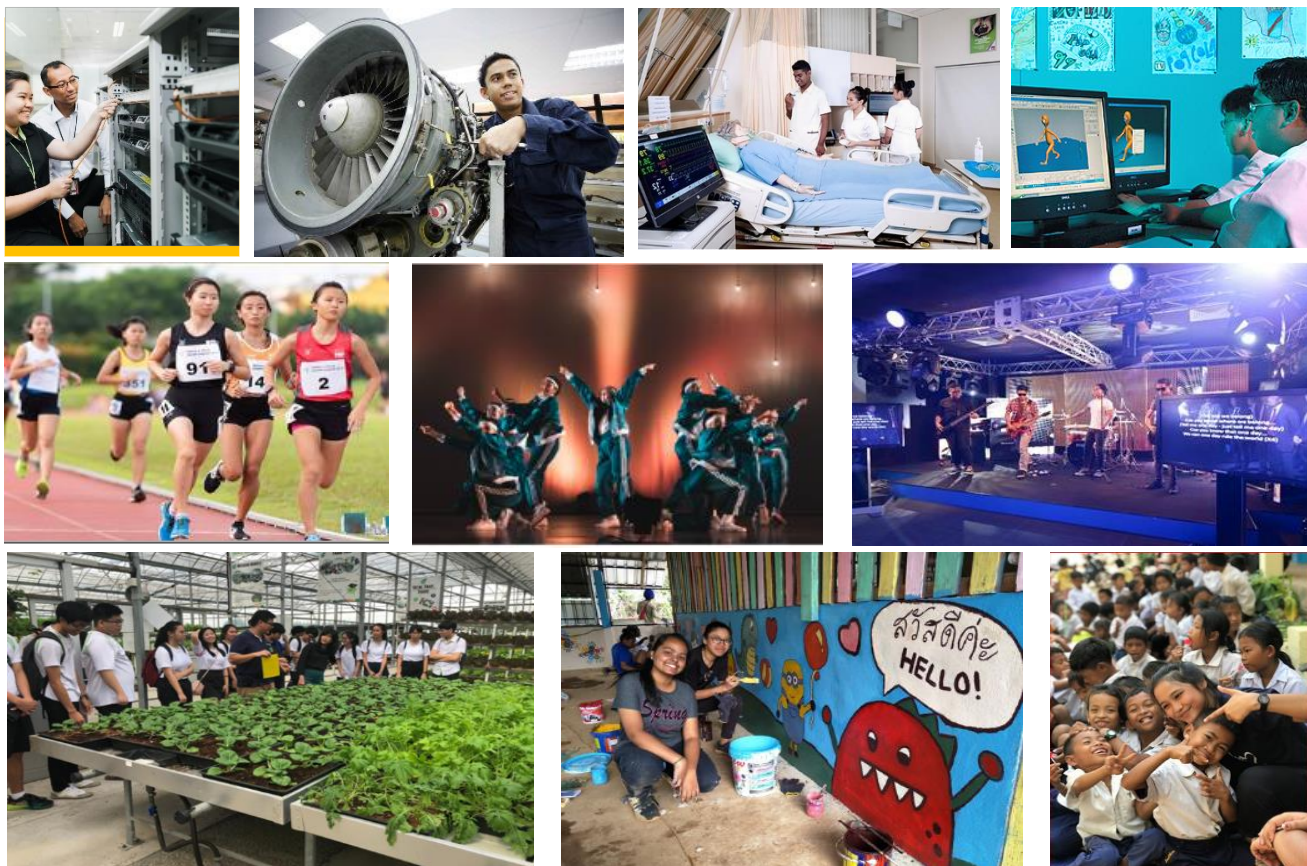


Industry internship is a key part of the training. Students will spend three to six months in industry to gain valuable real work experience and important life skills through the Internship Programme.

ITE works with industry to create authentic learning environments and facilities to mimic the 'real world' future workplace within the Colleges. Students will also enjoy a comprehensive range of learning facilities, such as high-tech learning spaces and digital learning approaches in the modern workshops and laboratories.

Life@ITE

- The ITE Colleges are committed to creating a vibrant environment where students have ample opportunities and can explore avenues to showcase their interests and talents in arts, sports, leadership, community service, innovation and enterprise, global citizenry and environmental sustainability.
- Each College has a full range of co-curricular activities and is equipped with sports and recreational centres (gym, stadium and swimming pool), and performing arts studios and theatres to promote total development of students.



Contacts

<https://www.ite.edu.sg>

<https://www.facebook.com/ITESpore/>

<https://www.instagram.com/itespore/?hl=en>

<https://twitter.com/ITESpore>

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Ninh Thuan Vocational College (Vietnam)

Information:

Ninh Thuan Vocational College is a public non-business unit, under the People's Committee of Ninh Thuan province. It is located in 16/4 Street, My Hai Ward, Phan Rang Thap Cham City, Ninh Thuan Province. Establishment: Ninh Thuan Vocational School (now is Ninh Thuan Vocational College) was established according to Decision no. 102/2001/QĐ-UB dated 11/12/2001 of the Provincial People's Committee under the Department of Labour, Invalids and Social Affairs, the basic construction was started in early 2002 and officially opened for the first school year 2003 - 2004 in October 2003; in May 2007, the school was transformed into Ninh Thuan Vocational Secondary School according to Decision No. 2145/QĐ-UBND dated 29/5/2007 of the Provincial People's Committee. By April 2012 upgraded to Ninh Thuan Vocational College according to Decision No. 442/QĐ-LDTBXH dated 09/4/2012 of the Ministry of Labor, War Invalids and Social Affairs. It is currently under the leadership of Rector: Nguyen Phan Anh Quoc.



Vision: Ninh Thuan Vocational College envisions To become a High Quality Institute and Center of Excellence on Renewable Energy by 2025. By 2030, is strives to become a group of colleges approaching the level of ASEAN-4 countries.

Mission: Training high-quality human resources to meet the country's socio-economic development needs; Join the borderless and multicultural labor market in international integration.

Number of teachers and staffs:

As of 30/9/2021, Ninh Thuan Vocational College has 129 teachers and staffs (Female: 29), in which 36 Staff and 93 teacher: 93 persons (Female: 15). Amon the teacehers and staff, who are from different level of qualifications: 26 Master Degree Holders (7 females), 36 Bachelor Degree Holders (8 females), 28 Diploma Holders (No female) and 13 Intermediate staff.

Ninh Thuan Vocational College has 2662 enrolled in the academic year 2020-2022, 828 are formal college students, 625 formal intermediate and 1174 elementary level students.

Facilities, technical equipment for teaching and learning:

Ninh Thuan Vocational College has 3 campuses: Total area of the main campus is 12.268m², total area of campus 1 is 44.608m², total area of campus 2 is 83.780m²

The total area of the college is nearly 140,674m². Pratical workshop for teaching and learning: practical workshop for mechanical engineering, automobile with an area of more than 4,000m², practical workshop for Electronics, Informatics, Business accounting with an area of more than 5,000m², practical workshop for Industrial Electrical, Mechatronics, Metal Cutting has an area of more than 1,000m², practical workshop for Air-Conditioning and Air-Conditioning Engineering, Construction Engineering has an area of over 1,000m², theory classrooms with an area of over 3,500m². The college was invested by the province to build the campus 1 with a total investment of capital construction, investment in practical equipment over VND 423 billion, mainly from ODA loans, the National Target Program and the state budget. local. The college has invested in purchasing practical equipment with a total cost of more than 75 billion VND aims to anticipate and serve modern and

advanced training with European standards such as Germany. The college has practical workshops for pneumatics, hydraulics, mechatronics, industrial electricity, industrial electronics designed according to German standards and equipped with advanced and modern machinery and equipment from European countries ensuring to meet the practical learning of students, area of items and works:

College Achievements



After 20 years of establishment and development, the college has been providing vocational training for nearly 10,000 workers in the province and region, 80% of learners have jobs suitable to their majors or training professions after 6 months from their graduation according to the results of the tracer survey of graduated students, conducted by the college in collaboration with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and the Institute of Vocational Education and Training - General Department of Vocational Education and Training on an annual basis. The college always fulfills the assigned tasks well, and has achieved many noble awards. The college was awarded a certificate of merit by the Provincial People's Committee according to Decision No. 1096a/QĐ-UBND dated 31/5/2012.

In the school year 2012-2013 and 2013-2014, the college was awarded a certificate of merit by the Chairman of the Provincial People's Committee for successfully completing the task for 2 consecutive school years.

In the school year 2013-2014; 2015-2016 and 2016-2017 the college was recognized by the Provincial People's Committee with the title of Excellent Labor Collective for Ninh Thuan Vocational College and 01 individual was awarded the Certificate of Merit by the Provincial People's Committee for emulation soldiers at the provincial level.

In the school year 2017-2018, the Provincial People's Committee awarded the excellent Labor collective emulation flag to Ninh Thuan Vocational College.

The college's teachers have fully participated in all competitions on the National Vocational Educator Lecturer Conference, the National DIY Training Equipment Contest organized by the Institute of Vocational Education and Training and got the achievements are as follows: 6 consolation prizes; 1 second prize; 2 first prizes.

The college fully participates in the National Competitions of talented students-students organized by the Institute of Vocational Education and Training with the following achievements: 6 consolation prizes; 1 third prize.

In 2020: 2 hotel management students won the second prize of the national startupkite contest 2020 organized by the Institute of Vocational Education and Training.

The college has been cooperating with 2 international organizations: GIZ and Jica; cooperated with more than 100 enterprises inside and outside the province to participate in the training process and create jobs for students after graduation.

Curriculum:

Ninh Thuan Vocational College with the task of training human resources to meet the economic development of the province as well as in the region. The college is training 12 college-level occupations, 13 intermediate-level occupations and 13 elementary occupations, with a total training flow of 1,900 students. Every year, about 500 students and graduates are offered jobs by the college, solving resource problems and providing a relatively large workforce for the province and surrounding areas.



Trained occupations:

No.	Occupations	Enrollment/year	Training level
1	Construction Engineering	60	College
		60	Intermediate
2	Refrigeration and air conditioning engineering	60	College
		70	Intermediate
3	Industrial electricity	100	College
		100	Intermediate
4	Industrial electronics	65	College
		50	Intermediate
5	Computer network administration	30	College
		45	Intermediate
6	Car technology	70	College
		70	Intermediate
7	Welding	30	College
		30	Intermediate
8	Aquaculture in salt water, brackish water	35	College
		35	Intermediate
9	Mechatronics	35	College
		30	Intermediate
10	Hotel management	70	College
		70	Intermediate
11	Corporate accounting	90	College
		65	Intermediate
12	Fashion apparel	45	Intermediate
13	Metal cutting	30	Intermediate

The duration of the course for the college level is from 2.5 to 3 years of study and the minimum amount of knowledge for each discipline or profession is 60 credits. The duration of the course for the intermediate level is from 1.5 to 2 years of study and the minimum amount of knowledge for each discipline or profession is 35 credits for those with a high school diploma, 50 credits only for holders of a lower secondary school diploma.

For intermediate level: theory is about for 25% - 45%; practice, experiment from 55% - 75%. For college level: theory is about for 30% - 50%; practice, practice, experiment from 50% - 70%. During the training process, students have the opportunity to experience learning at enterprises with a number of modules and practice at enterprises. Some businesses support the student's salary when participating in internships.

Recognition and community



In addition to professional work on human resource training, the college and mass organizations such as trade unions, youth unions, study promotion associations participate in activities organized by all levels for officials, teachers, students follows:

1. Cultural and sports activities;
2. Social activities;
3. Environmental protection activities;
4. Activities of building a learning society;
5. Scientific research and technology transfer activities.

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Annex: List of 77 SEA Vocational-Technical High School/College NetworkMembers from 11 SEAMEO Member Countries

No	School's Name	Country	School Trade Specialization					Number of Teachers	Number of Students
			Mechanics/Electronics and Manufacturing	Agriculture/Fisheries/Animal Science	Computer Science/IT/Informatics	Hospitality and Tourism, Hotel Management	Automobile		
1	Pengiran Anak Puteri Hajah Masna Secondary School	Brunei Darussalam	No	No	Yes	No	No	50	286
2	Sufri Bolkiah Secondary School	Brunei Darussalam	No	No	No	Yes	No	46	447
3	Institute of Community Development	CAMBODIA	Yes	Yes	Yes	No	No	13	185
4	Hun Sen Chumpuovorn General Education and Technical High School	CAMBODIA	Yes	No	No	No	No	21	224
5	Chea Sim Tbeng Meanchey General and Technical High School	CAMBODIA	Yes	Yes	No	No	No	114	1916
6	ROTA Technical High School	CAMBODIA	Yes	No	No	No	No	19	286
7	Academy of Careers & Technology	CAMBODIA	No	No	Yes	Yes	No	4	35
8	Bavet General and Technical High School	CAMBODIA	Yes	Yes	No	No	No	19	124
9	Preah Bat Sihamoni High School	CAMBODIA	Yes	Yes	No	No	No	38	333
10	Institute of Technical and Professional Training	CAMBODIA	Yes	Yes	Yes	No	No	23	125
11	GENERAL AND TECHNICAL EDUCATION DEMONSTRATION HIGH SCHOOL OF KAMPONG CHHEUTEAL	CAMBODIA	Yes	Yes	No	No	No	52	555
12	Preah Norodorm Sihamoni General and Technical High School	CAMBODIA	No	Yes	Yes	No	No	7	158
13	Techo Sen Koh Kong General and Technical High School	CAMBODIA	Yes	No	Yes	No	No	92	1551
14	St Francois Technical High School	CAMBODIA	No	Yes	Yes	Yes	No	22	116
15	SMK NEGERI 13 MEDAN	INDONESIA	Yes	No	Yes	Yes	No	81	1364
16	SMKN 5 BANJARMASIN	INDONESIA	No	No	Yes	No	No	250	2881
17	SMK Negeri 4 Kupang	INDONESIA	Yes	No	Yes	No	No	11	
18	SMTI Yogyakarta Vocational High School	INDONESIA	Yes	No	No	No	No	90	1000
19	SMKN 1 Kotabunan	INDONESIA	No	Yes	Yes	No	No	35	310
20	SMK NEGERI I JENANGAN, PONOROGO, East Java.	INDONESIA	Yes	No	Yes	No	Yes	195	2250
21	SMK BARUNA DUKUHWARU TEGAL	INDONESIA	No	Yes	No	No	No	37	303
22	SMK MEDIKA FARMA PETARUKAN	INDONESIA	No	Yes	No	No	No	30	216
23	SMK SMTI Pontianak	INDONESIA	Yes	No	No	No	No	54	799
24	SMK Taruna Sakti Purwakarta	INDONESIA	Yes	No	No	No	Yes	40	470

25	SMK Negeri 2 Surabaya	INDONESIA	Yes	No	Yes	No	Yes	16	2666
26	SMK ISLAM JIPANG	INDONESIA	Yes	No	Yes	No	No	37	610
27	SMK GLOBAL TEKNOLOGI	INDONESIA	Yes	No	Yes	Yes	Yes	19	415
28	Vocational High School Bina Karya 1 Karawang	INDONESIA	Yes	No	Yes	No	No	35	766
29	SMK NEGERI 1 SIMPANG EMPAT	INDONESIA	Yes	Yes	No	No	No	82	147
30	Vocational High School 2 LPPM RI Majalaya	INDONESIA	Yes	No	No	No	Yes	84	1372
31	SMK NEGERI 1 SURABAYA	INDONESIA	No	No	Yes	No	NO	148	2557
32	SMKN 1 SURABAYA	INDONESIA	No	No	Yes	Yes	Yes	148	2557
33	Government Technical High School (Mawhlamyine)	MYANMAR	Yes	No	Yes	Yes	Yes	49	379
34	Government Technical High School (Hpa-An)	MYANMAR	Yes	No	Yes	Yes	Yes	54	229
35	Government Technical High School (Ywama)	MYANMAR	Yes	No	Yes	No	No	72	319
36	Government Tehcnical High School (Mandalay)	MYANMAR	Yes	No	Yes	No	Yes	52	279
37	Government Technical High School (Taunggyi)	MYANMAR	Yes	No	No	No	Yes	46	214
38	Rizal Experimental Station and Pilot School of Cottage Industries (RESPSCI)	PHILIPPINES	No	No	Yes	Yes	Yes	125	3082
39	BACONG NATIONAL HIGH SCHOOL	PHILIPPINES	Yes	No	Yes	No	Yes	47	1140
40	Cabarian National High School	PHILIPPINES	No	Yes	No	No	No	37	730
41	Deogracias P. Princesa Memorial High School	PHILIPPINES	Yes	No	No	No	Yes	51	1371
42	Maonon National High School	PHILIPPINES	No	Yes	No	No	No	15	376
43	OMA-OMA NATIONAL HIGH SCHOOL	PHILIPPINES	No	Yes	No	No	No	20	545
44	PALAPAS NATIONAL HIGH SCHOOL	PHILIPPINES	No	No	No	No	Yes	No	24
45	Ragay National Agricultural and Fisheries School (RNAFS)	PHILIPPINES	No	Yes	No	No	No	52	1326
46	Tanauan School of Fisheries	PHILIPPINES	No	Yes	No	No	No	63	1129
47	GLAN SCHOOL OF ARTS AND TRADES	PHILIPPINES	Yes	No	Yes	No	Yes	141	3090
48	Camiling School For Home Industries	PHILIPPINES	No	Yes	No	Yes	Yes	40	800
49	Samar National Pilot Opportunity School of Agriculture	PHILIPPINES	No	Yes	No	No	Yes	50	1420
50	Ratchaburi Technical College	THAILAND	Yes	No	No	No	Yes	212	5881
51	LILAMA2 International Technology College	Vietnam	Yes	No	Yes	No	Yes	200	4000
52	Ninh Thuan Vocational College	Vietnam	Yes	Yes	Yes	Yes	Yes	93	1630
53	College of Machinery and Irrigation (VCMI)	Vietnam	Yes	No	Yes	No	Yes	176	5300
								6918	117561



SEA-VOT NETWORK

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www.seameoted.org
www.vhsn.seameoted.org



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