



Republic of the Philippines
Department of Education
Region I
SCHOOLS DIVISION OF ILOCOS SUR
NARVACAN NATIONAL HIGH SCHOOL
Narvacan, Ilocos Sur

**LIVED EXPERIENCES OF JOINT DELIVERY VOUCHER PROGRAM RECIPIENTS ON
THE FLEXIBLE LEARNING STRATEGY**

A School-Based Basic Research

Submitted to the

Narvacan National Central High School

Submitted by

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- I. **Title Page**
 - A. **Title: Lived Experiences of Joint Delivery Voucher Program Recipients on the Flexible Learning Strategy**
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- II. **Introduction of the Research**

The Joint Delivery Voucher Program (JDVP) is a strategy initiated by the Department of Education to help senior high school students enrolled in Technical Vocational Livelihood (TVL) track complete the competencies needed prior to work immersion. Senior high school students enrolled in public schools' can avail of voucher certificates to be used to enroll in Technical Vocational Institutes (TVIs) or Higher Education Institutes (HEIs) in order to enhance their skills related to their specializations. This will help them earn national certificates from, that they can use if they decide to work or engage in business upon graduation in the Senior High School.

Aside from this, the JDVP-TVL was launched in SY 2018-19 to address the lack of facilities in DepEd SHS offering the TVL track hampered by procurement issues.

The JDVP-TVL has the following objectives: "(a) allow learners to complete their TVL specialization through JDVPTVL partners who had the facilities; (b) provide an appropriate learning environment required for the specialization; and (c) address the delays in the provision of necessary resources for TVL specialization" (DepEd Department Order s2018 033). The program allows G12 students in public SHSs with inadequate facilities, equipment, tools and teachers to take their TVL specialization in chosen private TVIs who agree to partner with DepEd SHSs. The student tuition in the private TVIs is subsidized by the amount of the voucher.

But because of the current pandemic that we are experiencing, face-to-face training is impossible because students are confined at home. Skills-based curricular offerings and subjects were jeopardized because it requires hands-on activities for the students to learn

the skills which will enable them to become competent. As such, additional guidelines as stated in DO no. 35 s2020 wherein the JDVP training will require the JDVP partner to have a certificate issued by TESDA on flexible learning and a training plan on how the flexible learning will be conducted.

The flexible learning delivery arrangement of TESDA as stated in circular no. 078 s 2020 was crafted from the 2020 Revised Planning Guidelines which aims to (1) provide safety nets and activation measures for sectors affected by the COVID – 19 crisis; (2) provide a flexible and innovative delivery of services and implementation of the TESDA scholarship programs while still strictly adhering to the preventive and safety measures to stop the spread of the virus; and, (3) advocate for a shift from face-to-face learning to flexible learning delivery arrangements either by blended or fun on-line learning, distance learning, and or combination of any.

This study will look into the experiences of the JDVP recipients on the flexible learning strategies administered by the JDVP partner in order to identify the best practices, challenges, issues and concerns encountered by the recipients that will serve as basis of the school to formulate an action plan.

III. Literature Review

The Joint Delivery Voucher Program (JDVP) is tuition fee assistance to Grade 12 students in DepEd Public SHS, which have been identified as having financial constraints with regard to the implementation of TVL specializations. This is an enhancement support for TVL track that will focus on the non/least mastered competencies of TVL students by specialization. (DO no. 303 s 2020)

In addition, it is a hassle-free and friendly partnership program initiated by the Department of Education through D.O. 33 series of 2018 on the Joint Delivery Voucher Program (JDVP). This will provide a lot of assistance to our national high school students specifically the senior high school who would like to experience the actual laboratory equipment and world-class facilities by using the state-of-the-art technology at the Technical Vocational Institutions (TVI).

According to Francisco M. Varela the DepEd Undersecretary for finance(2016) stated that the Voucher Program will be implemented in recognition of the need to provide additional support to students due to the additional two years representing Grades 11 and 12 in the basic education system through Senior High School.

Through the SHS VP, the DepEd engages the non-DepEd SHS providers to enroll qualified voucher recipients from both Public and Private Junior High Schools. Once qualified voucher recipients are enrolled in non-DepEd Senior High School providers, the DepEd will aid these students through a voucher subsidy paid to the non-DepEd SHS provider. These are some of the basis of the researcher in crafting the instrument used in the study.

With the looming crisis caused by the COVID - 19 pandemic, the world is facing the challenge of securing the people's education, health and life whilst keeping the economy running. To control the spread of the virus, the Philippine Government, through the Presidential Proclamation No. 929, series of 2020, declared a State of Calamity throughout the country and imposed an Enhanced Community Quarantine in the entire Luzon. Furthermore, Executive Order No. 112 s. of 2020 by the President of the Philippines, and Inter-Agency Task Force for the Management of Emerging Infectious Diseases Resolution No. 30 s. of 2020 provide guidelines on the adoption of the "New Normal" in the entire country.

Keeping to its mandate in mind and the welfare of the Filipinos, TESDA, through its 2020 Revised Planning Guidelines, advocates for "New Normal" which specifically aims to:

1. Provide safety nets and activation measures for sectors affected by the COVID -19 crisis;
2. Provide a flexible and innovative delivery of services and implementation of the TESDA Scholarship

Programs while still strictly adhering to the preventive and safety measures to stop the spread of the virus; and,

3. Advocate for a shift from face-to-face learning to flexible learning delivery arrangements either by blended or full on-line learning, distance learning, and or combination of any.

IV. Research Questions

This study will identify the experiences of the JDVP recipients of Narvacan National Central High School for the School Year 2020-2021 in terms of delivery, implementation, and evaluation of the flexible learning strategies given by the JDVP partner institution.

V. Scope and Limitation

The objective of this study is to determine the experiences of the JDVP recipients of Narvacan National Central High School for the School Year 2020-2021 in terms of delivery, implementation, and evaluation of the flexible learning strategies given by the JDVP partner institution.

The respondents of the study are fifteen (15) Grade 12 Home Economics students who have voucher certificate in Cookery NC II.

The study uses a phenomenological qualitative research design. It described the experiences of the JDVP recipients in Narvacan National Central High School for the school year 2020-2021. The researchers aim to gather in-depth understanding on the experiences of the JDVP recipients. Thematic analysis will be used as means to determine insights and knowledge of the students in their participation of the JDVP.

VI. Research Methodology

a. Sampling

The study will be conducted among fifteen (15) Grade 12 Home Economics students who have voucher certificate in Cookery NC II.

b. Data Collection

The data that was required for the study were gathered by means of interview. Interview will be done through call and video conferencing since no face-to-face interview is allowed.

Thematic analysis will be used as means to determine insights and knowledge of the students in their participation of the JDVP.

The data gathered from the responses of the students during the interview will be analyzed, interpreted and presented in thorough explanations.

c. Ethical Issues

The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the students and the teachers and the industry partners was done separately. In the orientation, the issue on data privacy, confidentiality and anonymity was discussed requiring them not to write names on the tools and codes were assigned instead. The need for the secondary data, a written permission was sought to the principal. Appropriate measures were taken to avoid bias in data analysis and interpretation.

I. Timetable /Gantt Chart

ACTIVITIES	October	November	December	January	February	March	April	May	June	July	August	September
Observation and formulation of problem/s or Research Title												
Identification of respondents, research methodology and writing of the research proposal												
Data Gathering												
Analysis of Data												
Writing the Final Action Research Paper												
Action Research Presentation												

II. Cost Estimates

ACTIVITY	OBJECTIVE	MATERIALS	TIME	COST	FUNDING	REMAR
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Observation and formulation of problem/s or Research Title	To submit research problem/s that will address the needs of the students, teachers and the school as a whole.	Electronic Journals Bond Paper Printer ink	October – November 2020	Php 5000.00	Personal Fund	Printing/ bond paper/ink
Identification of respondents, research methodology and writing of the research proposal	To identify respondents and research methodology	Electronic Journals Bond Paper Printer ink	December 2020	Php 5000.00	Personal Fund	Printing/ bond paper/ink
Data gathering	To conduct a survey	Bond Paper Printer ink	January – June 2021	Php 100,000.00	Personal Fund	Printing/ bond paper/ink/travel expense s/meals and snacks of respondents/communication expense s/binding expense s
Analysis of Data	To analyze and interpret gathered data	Bond Paper Printer ink	July 2021	Php 20,000.00	Personal Fund	Professional fee of statistician
Writing the Final Action Research Paper	To make the write-up for the action research	Bond Paper Printer ink	August 2021	Php 10,000.00	Personal Fund	Printing/ bond paper/ink
Action Research Presentation	To present the findings of the action research	Laptop Projector Bond Paper Printer ink	September 2021	Php 10,000.00	Personal Fund	Travelling and miscellaneous expense

III. Plan for Dissemination & Advocacy

This study will serve as basis for other researcher and to recommend ways on how to address issues and gaps in the work immersion implementation in Narvacan National Central High School.

The results of the study will be disseminated through a research congress that will be initiated by the Schools Division of Ilocos Sur and through publication in peer-reviewed journal.

The researcher will also present the validated plan of action to authorities as basis for policy formulation and evaluation

Student work immersion program will also be prioritized among the other alternatives such as business simulation, research capstone and, culminating activity for the academic track students in Narvacan National Central High School.

VII. References

Brillantes, KD, Orbeta Jr. A, Abrigo, K, Capones, E., & Jovellanos, JB. (2019) Status of Senior High School Implementation: A Process Evaluation <https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1913.pdf>

Guidelines on the Implementation of Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year 2020-2021. https://www.deped.gov.ph/wp-content/uploads/2020/11/DO_s2020_035.pdf

Amended/Supplemental Guidelines on TESDA Scholarship Programs under the "New Normal". <https://www.tesda.gov.ph/Uploads/File/TWSP%20and%20STEP/Circular/2020/TESDA%20Circular%20No.%20078-2020.pdf>



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STUDENT WORK IMMERSION PROGRAM OF THE SENIOR HIGH SCHOOL

A SCHOOL-BASED BASIC RESEARCH