

Implementation of Joint Delivery Voucher Program Through Blended Reinforcement Activity for Competency Enhancement (Project BRACE)

J Dinglasan^{1*}, F Canosa², and N Orpilla³

^{1,2,3}Mataas na Paaralang Neptali A. Gonzales, Philippines

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CORRESPONDING AUTHOR

josephine.dinglasan@deped.gov.ph

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ABSTRACT

The world was severely affected by the Covid-19 pandemic which brings chaos and uncertainty to everyone in society including the Education Sector. With the ongoing lockdowns and restrictions in different parts of the country, the education sector never stops pursuing to deliver the best kind of training and enhancement activities to the learners especially the Senior High School of the Technical Vocational Livelihood Track of Mataas na Paaralang Neptali A. Gonzales through Project BRACE (Blended Reinforcement Activity for Competency Enhancement). The researchers anchor this study on the selected Joint Delivery Voucher Program (JDVP) scholars as to the basis for the development of knowledge, skills, and attitudes in enhancing their competencies in Cookery. The purpose of this study is to use blended reinforcement activities through Online Distance Learning and Modular Distance Learning Approaches to assist those students who were not able to catch up on lessons due to some work, poor internet connection, and struggling students. This is in support of our School Division Mantra: "Batang Mandunong Walang Maiiwan, Lahat Kabahagi ng Bilang". The effectiveness of the program is being measured by getting the level of performance of the respondents as revealed by their mean grades before and after the implementation of Project BRACE. The researchers collected the TVL final grades of the 32 beneficiaries of Cookery from their respective advisers and the grade given by their Work Immersion TechVoc Institution during the JDVP Program. Consolidated grades of each competency were recorded and computed to get the Mean grades in both sources to determine the level of performance of the learners before and after Project BRACE. Based on the overall interpretation of the Mean having the mean average of 4.67, the respondents' level of acceptability of JDVP through Project BRACE is "Strongly Agree". Therefore, the objective of the program was met. As a result of the Focused Group Discussion, most of the learner-beneficiaries mastered those given competencies set by the work immersion partner institution which are closely related to the TESDA Training Rules and Regulations.

1. Introduction

The worldwide Covid-19 pandemic stops most sectors of society but the Education sector stands still. With the advent of the Learning Management System, education continues. A different online platform allows the students to perform various tasks even if they are not within the premise of the school. Quipper, Canva, Edmodo, DepEd Commons, and Google classroom are examples used by educators nowadays. Through LMS, educators upload files, conduct online classes, and assign and facilitate examinations.

During the Pre-pandemic, work immersion learners need to report and rendered their duty to their respective work industry partners to conduct and finish

the 80 hours as a minimum requirement of DepEd under Work Immersion subject [1], [2], [3]. Due to the crisis, most industry operations were suspended. More so, in the schools setting, physical attendance of the learners is prohibited, for this reason, the Work Immersion Subject (for Grade 12 TVL students) is greatly affected by its implementation therefore, students refrain from joining the industry to apply their talents and skills in the field of their specialization.

To augment the gap and needs in the curriculum, This Deped Memorandum the DM-CI-2020-00162 titled Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for the school year 2020-2021 and the TESDA provided the Guidelines in Implementing Flexible Learning to

TVET through Circular No. 062, s. 2020. This is in response to challenges brought about by COVID-19 and in accordance with the directive of the President that no face-to-face classes shall be held until the vaccine becomes available [4]. The Joint Delivery Voucher Program (JDVP-TVL) aims to protect the health safety, and well-being of learners, teachers, and personnel, and to prevent further transmission of COVID-19 [5].

Republic Act 10533 directs the State to “create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment.” Employability skill is a group of important skills instilled in each individual in order to produce productive workforce. This is parallel with individuals who have strong characteristics such as a high sense of self, innovative, productive, skillful, competitive, a strong sense of determination, and creative in facing the challenges of the nation as well as globalization in the 21st century. Besides that, employability skill is also crucial in all professions as well as in education [6]. To achieve this, the state is further instructed to “broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment.”

Operating this premise, the Joint Delivery Voucher Program for Senior High School Technical Vocational and Livelihood Specialization (JDVP-TVL) promotes partners between DepEd and qualified institutions and acknowledges the complementary roles of public and private educational institutions as stated in RA 8545 [7]. Thus, DepEd Order No. 40, s.2021 was issued to allow potential JDVP partners whose locations are beyond the eight-kilometer (8 km) radius from the listed qualified DepEd Public Senior High Schools to participate in the program, provided that they meet the basic requirements and the capacity demands to provide the education and training to the JDVP-TVL learner-beneficiaries [8].

2. Research Method

2.1 Participants and/or other Source of Data

The participants of this study are the selected 32 JDVP Beneficiaries from 12HE sections 1-4 of Mataas na Paaralang Neptali A. Gonzales, who had been chosen by their respective advisers. Below is the number of respondents from each section in Figure 1.

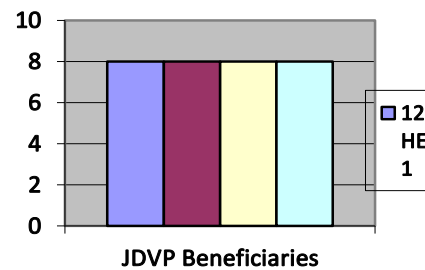


Figure 1. JDVP Beneficiaries

Data were created from the collection of semestral grades (Cookery 1-4) and the grades given by the trainer. Then, computing the Mean grade to determine the significant difference in the level of performance of the respondents as revealed by their Mean grades before [9] and after the implementation of Project BRACE. To check the level of acceptability in terms of the objective of JDVP through Project BRACE as evaluated by respondents using a survey method while on the other hand, in measuring the level of acceptability of the learning outcomes, researchers used Focused Group Discussion based on the Competency Standards of the Technical Education and Skills Development Authority (TESDA) in the National Certification Assessment [10].

2.2 Data Gathering Procedures

The researchers collected the TVL final grades of the 32 beneficiaries of Cookery from their respective advisers and the grade given by their Work Immersion TechVoc Institution during the JDVP Program [11]. Consolidated grades of each competency were recorded and computed to get the Mean grades in both sources to determine the level of performance of the learners before and after Project BRACE.

The researchers used a survey method to determine the level of acceptability of 32 learner-beneficiaries of JDVP through Project BRACE as evaluated by respondents concerning Objectives and Learning Outcomes. They also used Z-test to measure the significant difference in the level of performance of the respondents as revealed by their Mean grades before and after the implementation of Project BRACE [12].

2.3 Innovations, Interventions, and Strategies

Distance Learning refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. The JDVP-TVL uses Online Distance Learning.

JDVP-TVL was implemented in 2017 but in our Division, we have been part of SY 2020-2021 with the initiative of Mrs. Marife V. Arias, Education Public

Supervisor in TLE-TVL, and with the support of SDO Mandaluyong Officials headed by Dr. Romela A. Cruz, Schools Division Superintendent.

The JDVP runs every 2nd Semester of the school year to augment the needs of the learners in their Work Immersion subject since the delivery of instruction is being done virtually. The Division Office selected the Tech-Voc Institutions that offer Tech-Voc Programs to handle the JDVP for each school in the Division of Mandaluyong. Each JDVP beneficiary will receive a JDVP-TVL voucher in the qualified public SHSs for Twelve Thousand Five Hundred Fifty Pesos per learner-beneficiary that covers the training cost for 320 hours per learner, tuition fee, and other expenses (e.g. learning materials, consumables for the workshop, operational and miscellaneous) for the TVL training needed to complete the applicable specialization for Grade 12 [13].

Project BRACE (Blended Reinforcement Activity for Competency Enhancement), supports JDVP-TVL in monitoring students' outputs and activities via online and/or physical submissions. In this project, we use combined Online Distance Learning and Modular Distance Learning to assist those who were not able to catch up on lessons due to some work, poor internet connection, and struggling students. This is in support of our Division Mantra "Batang Mandunong walang maiwan, lahat kabahagi ng bilang".

The beneficiaries are expected to finish the whole duration of the program that runs within 40 days, except holidays and weekends. Schedules are arranged after the regular class hour for not to disturb their academic classes. Beneficiaries are also expected to showcase their skills and abilities in their chosen specialization. Submissions of trainees' outputs will be done in three ways: (1) via google drive (2) via Fb messenger and (3) physical submission in school every Friday (those who don't have loads and strong wifi connection) setting of appointment through school portal is a must.

The effectiveness of the program is being measured by getting the level of performance of the respondents as revealed by their mean grades before [14] and after the implementation of Project BRACE.

2.4 Plans for Dissemination and Utilization

Researchers will be disseminating the results of the findings through the conduct of a Focused Group Discussion to identify the learning outcomes per competency and Likert Scale in determining the acceptability of JDVP through Project BRACE and furnish a copy to be submitted to the School Division Office of the JDVP Focal Person, Ma'am Marife V. Arias, for further review and enhancement of the JDVP-TVL Programs and Activities.

3. Result and Discussion

3.1 Level of Acceptability of JDVP through Project BRACE

Table 1. Survey Results after Project BRACE

Statement	Mean	Remarks
Objectives are clearly defined	4.77	Strongly Agree
Participation and Interaction were encouraged	4.81	Strongly Agree
Relevant of the topic to their specialization	4.73	Strongly Agree
The content was organized and easy to follow	4.73	Strongly Agree
The usefulness of the training experience	4.88	Strongly Agree
The trainer was knowledgeable on the subject matter	4.73	Strongly Agree
The trainer was well prepared	4.73	Strongly Agree
Training objectives were met	4.77	Strongly Agree
Sufficient time allotment	4.54	Strongly Agree
The medium used in the delivery of the lesson is appropriate	4.69	Strongly Agree
Load provision was given on time	4.38	Strongly Agree
Consumable provision was given on time	4.27	Strongly Agree
OVERALL MEAN	4.67	Strongly Agree

Table 1 shows based on the overall interpretation of the Mean having the mean average of 4.67, the respondents' level of acceptability of JDVP through Project Brace is "Strongly Agree". Therefore, the objective of the program was met.

3.2 Learning Outcomes per Competency

Table 2 shows the learning outcomes of the learner-beneficiary must surpass throughout the training period. The basis of composition of each learning outcome is based on the TESDA Standard during the National Assessment shown in Table 2.

Table 2. Cookery Learning Outcomes Per Competency

Cookery 1	Cookery 2	Cookery 3	Cookery 4
Maintain Kitchen Tools and Kitchen Premises	Prepare appetizers, salad and dressing, sandwiches, and Desserts Package Prepared Food Stuff	Prepare and Cook Egg, Cereal, Prepare Starch Dishes Prepare and Cook Vegetable and Seafood Dishes	Prepare and Cook Stocks, Sauces, Soups, Poultry Dishes, and Meat Dishes

As a result of the Focused Group Discussion, most of the learner-beneficiaries well mastered those given competencies set by the work immersion partner institution which are closely related to the TESDA Training Rules and Regulations.

Specifically, the JDVP-TVL aims to : (1) enable the learners to complete their respective TVL specialization through this program. (2) provide an appropriate learning environment required for the specialization. (3) address delays in the provision of the necessary resources such as load allowance, consumables, kitchen tool kits, and a free assessment package for Cookery NCII. The result of this program is for them to become an NC II holder in Cookery.

Here are some comments of the learner-beneficiaries during the focus group discussion:

a. Student C5

“Nagbigay po sila ng mga kitchen tools na kung saan ay gamit na gamit po naming hanggang sa matapos po ang training.”

b. Student A8

“Dahil po sa programang ito, mas malaki po ang tsansa naming makapasa kasi po lahat ng aming gagamitin ay provided na po nila. Naging confident rin po kami sa bawat competency na ipinapagawa po sa amin”.

c. Student A6

“Hinayaan po nila kaming magdecide kung ano po ang lulutuin po nmin base po sa per competency namin per day. Natutuo rin po kaming mamili at magbudget ng lulutuin po nmin”.

d. Student A5

“Yung ano po mam, Yung experience po sa mismong Assessment. Nagprovide rin po sila ng Institutional Assessment naranasan po naming ang magwork sa malaki at malawak na kitchen. Pagdating po ng National Assessment mas naiaapply na po namin ng aktuwal ang mga itinuro po sa amin at kung paano po

ang tamang pagkilos sa paggawa para matapos po nmin ang lahat ng lulutuin. Kalmado nman po ang lahat sa paggawa.”

3.3 Performance of Learners BEFORE using Project BRACE

Table 3 represents the final grades of the respondents in Tech-Voc and Livelihood subjects before taking Project BRACE.

Table 3. Mean Grade Results in Cookery Subject (*Before using the BRACE Program*)

Beneficiaries	TVL Grade
A1	95
A2	96
A3	95
A4	86
A5	82
A6	93
A7	97
A8	95
B1	76
B2	86
B3	85
B4	95
B5	88
B6	86
B7	90
B8	95
C1	78
C2	76
C3	89
C4	88
C5	95
C6	86
C7	88
C8	90
D1	94
D2	92
D3	89
D4	89
D5	94
D6	87
D7	94
D8	94

3.4 Significant difference in the level of performance of the respondents as revealed by their Mean grades before and after the implementation of the Project BRACE shown in Table 4.

Table 4. Significant Difference On The TVL Grade (*Before*) and JDVP Grade (*After*)

Performance	Mean	SD	z-value		Decision	Remarks
			Computed	Tabular		
Before	89.47	5.63	0.1598	1.96	Failed to Reject Ho	Not Significant
After	89.69	5.38				

As a result of the performance of the respondents as revealed by their Mean grades after the implementation of Project BRACE, there is no significant difference in the performance level of the selected TVL respondents.

3.5 Challenges Encountered in the Implementation of the Project BRACE

To determine the challenges encountered in the implementation of Project BRACE, researchers used the Focus Group Discussion with Partner Institution, Students, and Work Immersion Teachers. Common challenges cited by the respondents are as follows:

- (1) Unstable Internet connections affect their submission of outputs and requirements of the course.
- (2) Sometimes there is a delay in giving consumable

provisions. And lastly, (3) Limited tools and equipment available at home.

3.6 Partner Institution (Manager A)

On behalf of the Horizon Technological Institute, we are honored to have Mataas na Paaralang Neptali A. Gonzales as one of our JDVP partners for SY 2021-2022. I don't have any bad experiences with your students. All of them are very submissive and have a willingness to learn more and they are very diligent in terms of work. I want to commend also their Work Immersion Teachers who are always giving support to their students from the beginning up to the end of the program. They help me in monitoring our learners, do some follow-ups, and give their full support to them throughout our sessions. The same compliment to the teacher-adviser of each section who visits us during our performance tasks. The challenges that we have encountered are the poor internet connection of some learners and some of them is a working students. Other than that I have nothing to say.

3.7 Students

a. Student A7

"Mam yung sa trainer po, yung mga lessons po ay naintindihan po naming ng mas maayos. Yung patient po ng trainer po sa amin. Talagang kapag may mga concern po kami t agad pong nasasagot yung mga concerns po nmin."

b. Student C6

"Maayos po silang ang nagturo kaya hindi po kami nahirapan sa final assessment kasi naiapply po nmin ang mga naituro po nila sa amin."

c. Student D8

"Para sa akin po, yung taining po na pinagdaanan naming ay nagkaroon ng malaki ay sobrang laki po ng naiambag nya sa pagpprepare sa amin sa future na pwede naming gawin. Sabi nga sa SHS, may apat na pwede po naming puntahan. Napakalaki po ng mga naiambag sa buhay po nmin upang maging isang responsableng mamamayan in the future. Ngayon po masasabi ko na na 70-80% po prepared na po kami sumabak sa kahit anong trabaho po."

Ang challenges lang po talaga nmin mam ay ung internet connection at ang iba po talaga ay walang data. Regarding sa allowance ibinibigay naman po. So, nakakapagprepare naman po kami ng maayos ahead of time.

d. Student C5

"Mam, yung time po sa pagbili ng ingredients mam. Kapag maaga po namin agad na nabibili yung ingredients eh nasisira po agad".

e. Student B8

"Ano po sana Mam, mas ok po sana ang face to face kaysa yung naranasan po namin. Sana po sa susund faceto-face na para mas enjoy po nila ang pagluluto. Pag face-to-face po makapagtulungan po kayo sa isat'isa. Naranasan lang po naming noong nag Assessment po kami. Mas makikilala po namin ang isa't-isa. Kasi nung first time po nmin na magmeet nagkakahiyaan pa po kami."

f. Student C4

"Kapag virtual po Mam, parang sarili lang naming ang nakakausap po nmin habang nagluluto po kami. Kapag harap harap po kami mam, pwede ka pong tulungan ng kasama mo kung hindi mo alam or nakalimutan mo po ang procedure ng lulutuin mo dahil sa kaba."

g. Student C6

"Sana po Ma'am face-to-face nalang po para mamonitor po ng maayos ang bawat studyante in terms of the attendance po. Kaysa po sa screen lang po minomonitor."

3.8 Work Immersion Teacher

a. Work Immersion Adviser A

"As we monitor the learners every day. They are very excited to prepare and cook their dishes because everything is provided for them. They have this feeling of being proud of preparing and cooking their OOTD (Output of the Day) because of the ample ingredients that they have on their table. In terms of meeting the competencies, most of them exert amazing outputs most specifically in doing plating. We are looking forward to having more vouchers in the next year to come so that we can help more students experience the fun, and in exploring more of their talents and skills while learning."

b. Work Immersion Adviser B

"Based on my observation Ma'am, maganda po. Although may mga batang hindi nakakapag attend pero ginagawan parin ng paraan para po matapos ng estudyante yung mga tasks na dapat po nyang maisubmit and binibigyan po ng considerations lalo na po ang mga working student. Ang common struggle lang nman po nila ay ang poor connection, May mga bata na right after ng break hindi na po sila nakakabalik due to lost of connection or naubusan na po sila ng load. On the side of our partner po, meron lang pong isang instance na nadelay po ang pagbibigay ng kanilang consumable allowance, kaya maraming bata ang hindi pa po agad makapagsimula ng kanilang task. Based on my observation din po Ma'am, the way the trainerhandle the class is maganda po wherein nagbibigay rin po ng magagandang idea ang Ma'am Maricel sa mga bata kung paano po nila mapapaganda ang kanilang output. Wala man pong ibinigay na mga recipe sa mga bata, pero ang bata na po ang iisip ng paraan kung ano po ang ipresent po nya per activity"..

4. Conclusion

During the implementation of Project BRACE, some of the challenges encountered by the respondents are the following: for the Partner Institution only the working students were not able to submit on time the required task for each competency; for the Student, it is only the availability of their connections in their respective area is the major concern; and for the Work Immersion Teacher, have seen the changes in their student's attendance, willingness to perform, and very submissive on the tasks and activities of Project BRACE.

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