



Department of Education
Region III
DIVISION OF ANGELES CITY
Jesus Street, Pulungbulu, Angeles City



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email address: angeles.city@deped.gov.ph

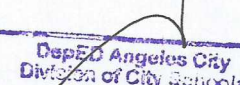
DIVISION ADVISORY

No. 276, s. 2017

RELEASED

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To: Heads of Public Elementary and Secondary Schools

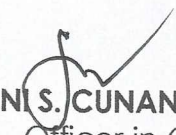
By 
DepEd Angeles City
Division of City Schools

From: OIC-Schools Division Superintendent

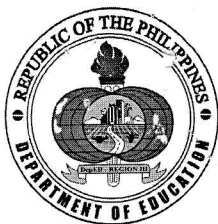
Subject: Offering of Full Scholarship and Free-Paying Participants for the Regional Training Program on "Authentic Teaching, Learning and Assessment"

Date: December 20, 2017

Please be informed of the attached DepEd Memorandum from the Office of Dr. Lorna Dig Dino, Undersecretary for Curriculum and Instruction entitled "Offering of Full Scholarship and Fee-Paying Participants for the Regional Training Program on Authentic Teaching, Learning and Assessment", for information.

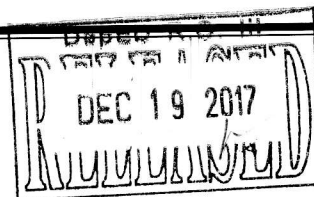

LEILANI S. CUNANAN, CESO VI
Officer-in-Charge *12/21/17*

Office of the Schools Division Superintendent



Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION III-CENTRAL LUZON

Matalino St., D.M. Government Center, Maimpis, City of San Fernando, Pampanga
Website: www.deped.gov.ph/regions/region-iii ✕ Email: region3@deped.gov.ph
Telephone Numbers: (045) 598-8580 to 89 loc. 102; 103



Advisory

No. 473 s. 2017


To: Schools Division Superintendents

From: Regional Director

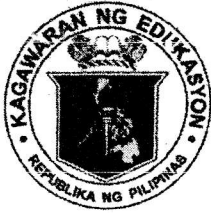
Subject: Offering of Full Scholarship and Fee-Paying Participants for the Regional Training Program on "Authentic Teaching, Learning and Assessment"

Date: December 15, 2017

Please be informed of the attached Memorandum signed by Hon. Lorna Dig Dino, Undersecretary for Curriculum and Instruction dated December 5, 2017 re: Offering of Full Scholarship and Fee-Paying Participants for the Regional Training Program on "Authentic Teaching, Learning and Assessment", for reference and information.


MALCOLM S. GARMA, CESO V
Director III
Officer-In-Charge
Office of the Regional Director

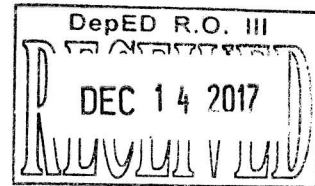
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Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-CI-2017-00 455



TO : Regional Directors
Schools Division Superintendents
Heads of Public Elementary and Secondary Schools

FROM : *Lorna Dig Dino*
LORNA DIG DINO, Ph.D.
Undersecretary for Curriculum and Instruction

SUBJECT : **OFFERING OF FULL SCHOLARSHIP AND FEE-PAYING PARTICIPANTS FOR THE REGIONAL TRAINING PROGRAM ON "AUTHENTIC TEACHING, LEARNING AND ASSESSMENT"**

DATE : 5 December 2017

The SEAMEO-VOCTECH offers one (1) slot for a two-week course on the above topic in Brunei Darussalam on 3-15 February 2018. The Centre is also offering seats for a few paying qualified participants. The descriptions of the Fee-paying Participants Scheme are reflected in Appendix 2 - Training Nomination Form.

The objectives of the programme are to:

1. understand and explain the theories and principles related to authentic teaching, learning and assessment;
2. understand the major issues, challenges, and future directions on the implementation of authentic teaching, learning and assessment practices in TVET-SEA Member countries;
3. understand and explain the different authentic teaching, learning and assessment methods;
4. develop rubric and project/problem-based, presentation, demonstration, and observation assessment instruments;
5. understand and explain PBL and POPBL theories and concept;
6. craft PBL scenario and problem;
7. facilitate and assess PBL and POPBL learning of students;
8. design and plan to implement POPBL strategy;
9. use ICT as a tool in authentic teaching, learning, and assessment activities; and
10. prepare an action plan applying the use of authentic learning and assessment strategies relevant to the subjects taught in their institutions.

The criteria that may be used in the selection of the participants are:

1. must have at least a basic background knowledge on the above course;
2. must comply with all the requirements and training rules of the course as stipulated in the Training Nomination Form (Please see Appendix 2) on Page 3.

The Course Outline (Appendix 1) and the Training Nomination Form (Appendix 2) provide more information and clarifications on the Programme. Further inquiries on the programme may be communicated thru the DepEd Scholarship Secretariat at (02) 633-9455 or thru email at neap.pdd@deped.gov.ph.

Scholarship participants are also required to prepare a COUNTRY REPORT to be presented at the beginning of the training programme. Guidelines for preparing a country paper are reflected in Appendix 3.

The deadline for submission of nomination of a candidate is on 20 December 2017.

Immediate dissemination of and appropriate action for this memorandum is desired.

Annex A: Course Outline: Regional Training Programme on "Authentic Teaching, Learning and Assessment "

Annex B: Training Nomination Form

Annex C: Guidelines for Preparing a Country Paper



Course Outline

Regional Training Programme on “Authentic Teaching, Learning and Assessment” 3 – 15 February 2018

RATIONALE

The present day workers cannot evade the requirement of the 21st century work environment. The need to provide the necessary technical and employability skills to prospective workers for them to be able to succeed in their chosen career is the greatest challenge for the TVET training providers in general, and to the trainers in particular. Authentic teaching, learning and assessment, as well as use of technology is essential to realizing that our students, the prospective workers, are equipped with these 21st Century skills in today's knowledge economy.

Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. The learning environments are inherently multidisciplinary. The learning environment is similar to some 'real world' application or discipline. Going beyond content, authentic learning intentionally brings into play multiple disciplines, multiple perspectives, ways of working, habits of mind, and community (Marilyn M. Lombardi, 2007).

Authentic teaching can be defined as an instruction which promotes authentic student achievement – a type of learning that refers to learning outcomes that are worthwhile, significant, and meaningful, such as those produced by successful adults in today's work force. This particular teaching approach uses the “Learning-by-doing” as it is considered to be the most effective way of learning via the use of the Internet and a variety of emerging communication, visualization, and simulation technologies. In this programme, the use of Problem-based Learning (PBL) as an instructional method of hands-on, active learning centred on the investigation and resolution of real-world problems will also be explored, where students 'discover' course concepts and knowledge as they strive to solve the problem. With this approach, teachers adopt the role as facilitators of learning, guiding the learning process and promoting an environment of enquiry, which in the end results to a much richer and longer-lasting learning to take place.

This training programme aims at building the capacity of the participants to integrate authentic teaching, encourage authentic learning, and implement authentic assessment. In particular, it expects participants to be able to facilitate students with the following: develop critical thinking and creative skills, improve problem-solving skills, increase motivation, and help them to learn to transfer knowledge to new situations.

OBJECTIVES

At the end of this programme, the participants should be able to:

1. understand and explain the theories and principles related to authentic teaching, learning, and assessment;

2. understand the major issues, challenges, and future directions on the implementation of authentic teaching, learning and assessment practices in TVET SEA-Member countries;
3. understand and explain the concept of PBL in TVET;
4. understand and explain the different authentic teaching, learning and assessment methods;
5. develop rubric and project/problem-based, presentation, demonstration, and observation assessment instruments;
6. understand and explain PBL and POPBL theories and concept;
7. craft PBL scenario and problem;
8. facilitate and assess PBL and POPBL learning of students;
9. design and plan to implement POPBL strategy;
10. use ICT as a tool in authentic teaching, learning, and assessment activities; and
11. prepare an action plan applying the use of authentic learning and assessment strategies relevant to the subjects taught in their institutions.

CONTENTS

1. Theories and Principles Related to Authentic Learning and Assessment

This session will introduce the participants to a number of learning theories and principles related to authentic learning and assessment, including behaviourism, cognitivism and constructivism, to name a few. Also included here are the must-have skills of the 21st Century, as well as the various authentic learning and assessment strategies, such as problem-based, project based, simulation, collaborative and cooperative learning.

2. Authentic Teaching, and Assessment Practices in SEA-Member Countries

The participants will present country reports focusing on the major issues, challenges, and future directions on the implementation of authentic teaching, learning and assessment practices in TVET in their respective countries.

3. Problem-Based Learning (PBL) in TVET

This part of the programme introduces the participants to the concept of authentic teaching, learning and assessment, problem-based learning and its role in TVET, as well as the comparison between PBL and the traditional teaching and learning approach.

4. Understanding the Different Authentic Assessment Methods

This session will identify and discuss the different competency assessment methods: including: projects, presentation, demonstrations, and observations. Hands-on practice will follow after the presentation of each method.

5. Developing Rubrics

This session will specifically cover the process of developing and using rubrics in assessing projects/problem, presentation, and demonstration. It will also show the types, advantages and disadvantages in the use rubrics; how to develop rubrics; how we use them; how they are related to other scoring instruments; and why we need them, particularly the different

criteria/indicators used in assessing performance based on the taxonomy of educational objectives in the three domains - cognitive, affective and psychomotor and the table of specifications.

6. Developing Project/Problem-based, Presentation, Demonstration and Observation Assessment

This section will show the participants how to construct performance tests that are appropriate for the task, objective and measure the student's competence in performing a given task. Participants will be able to design performance tests requiring demonstration/observation and projects, critique sample rubrics designed for performance tests requiring demonstration/observation and projects, and plan how to use the performance tests for instructional and evaluation purposes.

7. Theories and Concepts of PBL

This section covers the introduction of the whole PBL and its concepts, process, characteristics, and how it can best be used as a classroom authentic teaching strategy. It also shows the roles of instructors as facilitators and students as effective team members.

8. Crafting PBL Scenario and Problem

This section focuses on the participants being able to craft PBL scenario and problem using the Facts, Ideas, Learning Issues and Action Plan (FILA) – a tool that will help record the facts, questions, resources and knowledge needed to investigate the PBL scenario. Also included here are the key components of PBL and how to write good PBL problems.

9. Facilitating and Assessing PBL Learning of Students

This session will help understand the roles of instructors being effective PBL facilitators, and as well as the role of students in the use of this strategy. The students will embark on self-directed PBL learning activities. Participants will be able to apply what they would have learned in Modules 4-7. Sample PBL performance indicator sheet, individual and group presentation rubrics will also be provided.

10. Introducing Project Oriented-Problem Based Learning (POPBL)

This section describes what POPBL is and its characteristics. It will give the participants an understanding of the importance of POPBL in the current context, its similarities and differences with PBL, the advantages, issues and problems in its use, as well as the overall idea of POPBL from the given scenario.

11. Designing and Planning for POPBL Implementation

This part of the programme will help the participants understand the phases in the implementation of POPBL, as well as understand the role of facilitators and students. It will also show the common features and how POPBL works. Participants will be able to design their own POPBL project using the guidelines and practical activity carried out.

12. Facilitating and Assessing POPBL Learning of Students

This part of the programme focuses on the activities done in the implementation of POPBL. Using the presentation assessment criteria they would have developed in the earlier modules, they will then present their projects to the whole class for critiquing and assessment purposes.

13. Action Planning

This session will allow the participants to apply the knowledge and skills acquired from the programme upon return to their respective institutions, by developing individual action plan on the use of PBL or POPBL strategy, relevant to their units/ programmes, with corresponding rubrics.

EXPECTED OUTPUTS

After having completed this training programme, participants are expected to develop action plans on the implementation of authentic learning, teaching and assessment strategy in their respective institution.

DELIVERY METHOD

The medium of instruction for this training programme is English. It will be delivered using a variety of teaching methods and techniques that will elicit the prior knowledge and experiences of the participants on the subject matter. Foremost of these methods are:

- Sharing of experiences
- Lecture and discussions
- Workshops
- Plenary presentation of output and critiquing
- Videos
- Educational Field Trip

TARGET PARTICIPANTS

The participants of this training programme are TVET instructors, supervisors and curriculum development facilitators. They should have good command of the English language and have basic competence in using computers.

COURSE REQUIREMENT

1. Each participant is required to submit a country paper. For more information, please refer to the Guidelines for Preparing a Country Paper on Appendix III. The major issues, challenges, and future directions that will be addressed will be on the implementation of authentic teaching, learning and assessment practices in TVET in respective countries which incorporate national, institutional and personal experiences.
2. The participants are required to bring curriculum documents relevant to their areas of specialization and laptop computers.

3. Maximum age of 55, physically and medically fit to travel, and must comply with other requirements stipulated in the Training Nomination Form.
4. They are also requested to bring one (1) pair of sportswear in case of outdoor activity and one (1) pair of national dress of their own country to be used during the fellowship dinner and cultural night.

COURSE COORDINATOR

For further inquiries, please contact the Course Coordinator:

NOORHAYATI CYNTHIA ABDULLAH

Teacher Education Specialist *cum* Training & Professional Development Manager (TPM)
SEAMEO VOCTECH Regional Centre
Jalan Pasar Baharu, Gadong BE1318
Brunei Darussalam

Tel No. : +(673) 244 7992 ext 407
Fax No. : +(673) 244 7955
Email : cynthia.haizamdin@voctech.edu.bn

REFERENCES

- Vocational Education, Employment and Training Advisory Committee (VEETAC).1993.
Framework for the Implementation of a Competency-Based Vocational Education and Training System. Australia
- Blank, William E. *Handbook for Developing Competency-Based Training Programs.* Prentice-Hall, 1982
- <http://www.faridyoussef.com/problem-based-learning>. *Improving the Process.*
- <http://researchnetwork.pearson.com/educator-effectiveness/problems-flipping-and-caringoh-my>.
Borden, Jeff. Problems, Flipping and Caring...Oh My!,
- <http://edu.sg/temasek-centre-for-problem-based-learning>. *Problem-Based Learning at TP*
- http://www.bie.org/index.php/site/PBL/web_resources/. *Project Based Learning for the 21st Century*
- <http://www.edutopia.org/project-learning-introduction>. *Why Teach with Project-Based Learning?: Providing Students with a Well-Rounded Classroom Experience*
- <http://greenappleproject.com/pbl/sample/home>. *What is Problem-Based Learning?*

<http://www.learner.org/workshops/socialstudies/pdf/session6/6authenticInstruction.pdf>.
Five Standards to Authentic Instruction

http://ete.cet.edu/gcc/?/pbl_teacherintro/. *What is PBL?*

<http://www.edutopia.org/project-based-learning>. *Defining Project-Based Learning*

Anuar Nayan, Nazrul. *Theories and Concepts of PBL and POPBL*. SEAMEO VOTTECH Regional Centre
2014

<http://www.sciencedirect.com/science/article/pii/S1877042811002679>. Yasin, Ruhizan M. and
Rahman, Saemah. *Problem Oriented Project Based Learning (POPBL) in Promoting Education
for Sustainable Development*.



TRAINING NOMINATION FORM

Kindly read the instructions and requirements provided in the form and/or attachment. ****Required field to be completed. Thank you.**

1. Training Programme

COURSE TITLE <i>Regional Training Programme on "Authentic Teaching, Learning and Assessment"</i>	
DATE OF TRAINING <i>3-15 February 2018</i>	VENUE <i>SEAMEO VOCTECH, Brunei Darussalam</i>

2. Personal Information

TITLE <input type="checkbox"/> Prof. <input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Miss	PARTICIPANT FULL NAME (As it appears on your passport)	**NAME TO APPEAR ON NAME TAG	
GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female	MARITAL STATUS <input type="checkbox"/> Single <input type="checkbox"/> Married	DATE OF BIRTH (DD-MMM-YYYY)	
		**IDENTIFICATION CARD NO. (National ID/SSS/KTP/MyKad)	
		RELIGION	
NATIONALITY	**PASSPORT DETAILS (To be filled-in by participants coming from outside the Brunei Darussalam)		
	PASSPORT NUMBER	DATE OF ISSUE (DD-MMM-YYYY)	DATE OF EXPIRY (DD-MMM-YYYY)
			PLACE OF ISSUE
**MOBILE NO. (Country Code+Mobile No.)	**E-MAIL ADDRESS (Office or Personal E-mail Address)		

PLEASE INDICATE YOUR LEVEL OF COMPETENCIES USING THE SCALE "EXCELLENT, GOOD OR FAIR"				
English Language:	Writing	Speaking	Reading	Listening Comprehension
Computer Skills:	MS Word	MS Excel	MS Powerpoint	Internet Browsing

HAVE YOU EVER ATTENDED ANY **REGIONAL TRAINING PROGRAMME/S** OFFERED AT SEAMEO VOCTECH?

- YES If YES, please indicate the course title, date and year of conduct:
 NO

**IMMEDIATE CONTACT PERSON TO BE NOTIFIED IN-CASE OF EMERGENCY

NAME	RELATION (Spouse / Parents / Sibling)	MOBILE NO. (Country Code+Mobile No.)
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TRAINING NOMINATION FORM

3. Professional Information

[**Kindly Write Your Name/Nickname Below ✓]

**HIGHEST QUALIFICATION

- Doctoral Degree
 Master Degree
 Bachelor Degree
 Advanced/Higher Diploma
 Diploma
 Others, please specify: _____

**AREA OF SPECIALISATION

- Education
 Research
 ICT
 Management
 Curriculum
 Business & Administration
 Engineering
 Mechanical
 Electrical
 Others, please specify: _____

JOB TITLE / DESIGNATION

OFFICE TEL.
(Country Code+Area Code+Number)

**NO. OF YEAR/S OF
WORK-RELATED EXPERIENCE
Year/s

ORGANISATION NAME & FULL ADDRESS

(Dept/Div/Unit/Faculty + Ministry/Institution + Street Name & Number + Municipality City + Province + Zip Code, Country)

** BRIEF DESCRIPTION OF DUTIES AND RESPONSIBILITIES

4. Dietary Requirements and Medical Restrictions

DIETARY REQUIREMENTS

- None
 Muslim
 Vegetarian
 Others, please specify: _____

MEDICAL RESTRICTIONS / PROBLEMS

- YES
 NO
 If YES, please specify: _____

5. Mode of Payment For Fee-Paying Participant/s Only

THE AMOUNT TO BE PAID TO SEAMEO VOCTECH FOR THE TRAINING FEE

- BND1,500 per person (Local participant)
 USD2,000 per person (International participant)

KINDLY TICK THE MODE OF PAYMENT

Payment borne by: Ministry/Institution
 Own-self
 Others, please specify: _____

Payment via: Electronic Transfer
 Bank Draft
 Others, please specify: _____

Account and address details:
 Account Name - SEAMEO VOCTECH Regional Centre
 Account No. - 01-001-001569-00
 Bank - Standard Chartered Bank (Main Branch)
 Bank Address - 51-55 Jalan Sultan, Bandar Seri Begawan BS8811, Brunei Darussalam
 Swift/BIC Code - SCBLBNBB

I hereby certify that all facts stated above are true and correct.

Applicant's Signature

Date

FOR SEAMEO VOCTECH OFFICE USE:

Classification of Participant

- Full Scholarship
 Subsidised Scholarship
 Fee-Paying



TRAINING NOMINATION FORM

PROCEDURES AND REQUIREMENTS

1. **REGISTRATION:** The registration to the course must be submitted at least two months before the course starts. Participants are required:
 - a. Maximum age of 50
 - b. Healthy and fit to travel and attend training overseas. Pregnant woman is not advisable to attend training overseas (not applicable for Local Participant/s).
 - c. To register using the Training Nomination Form together with an official Nomination Letter issued by respective Ministry/Institution.
 - d. Please take note that Full Scholarship alumni who has attended our Regional Training Programmes before at SEAMEO VOCTECH, can only apply again for another course after **THREE YEARS** from the date of their last attended course. Fee-paying open to all.
2. **COUNTRY PAPER PRESENTATION:** All Scholarship participants are required to prepare a country paper. The purpose of the country paper presentation is to introduce each country's education system, its practices, issues and challenges, and future direction, to their counterparts from the other countries. Every training programme also require to share relevant information to the course as stated individually inside the RTP Course Outline of this handbook.
3. **ENGLISH LANGUAGE SKILLS:** It is essential that your English language skills are good enough for you to participate in the course.
4. **COMPUTER SKILLS:** Participants should have a basic competence in using Microsoft Office applications eg. Word, Excel and PowerPoint.
5. **TRAVEL DOCUMENTS:** International participants are required to submit a copy of passport details. The validity of the travel document has to be one year before the conducts of the training programme. SEAMEO VOCTECH will process in applying for a participant's Professional Visit and Visa here in Brunei Darussalam.
6. **DRESS CODE:** All participants are encouraged to wear modest outfit that is suitable for the activities as mentioned below:
 - Training (In Class) and Educational Visits:
Participants are required to wear smart attire during the duration of the training. Men should wear business suits/blazers/sports coats, dress shirts and ties. Women should wear business suits/blazers, either skirted (long/below knee) or pants; or dresses/baju kurung.
 - Social Visits/Activities
Participants are also requested to bring one (1) pair of sportswear in case of outdoor activity and one (1) pair of national dress of their own country to be used during the fellowship dinner and cultural night
7. **FEE-PAYING PARTICIPANTS:** Acceptance to the training programme is on a first come, first served basis and return airline ticket / airfare and allowance shall be shouldered by the participant. Method of payment: Cash, Electronic Transfer or Bank Draft. Duration of the cancellation fee after payment has been processed:
 - I. 30 days before the training period: 70% refundable
 - II. 15 days before the training period: 50 % refundable
8. **CERTIFICATE:** Compliance with the requirements of attendance, participation, and submission of course requirements must be observed to be awarded with the Certificate of Completion.
9. All participants of Scholarship/Subsidised Scholarship/Fee-paying recipients are provided with the same level of facilities and share similar responsibilities.
10. For inquiries and registration, please contact: Training and Professional Development Division at email address: training@voctech.edu.bn or fax to: +(673) 244-7955



TRAINING NOMINATION FORM

CLASSIFICATION OF TRAINING PARTICIPANTS

1. Full Scholarship Participant

The Government of His Majesty the Sultan and Yang Di-Pertuan Negara Brunei Darussalam grants full scholarship participants which is nominated by the Southeast Asian Ministers of Education Organisation (SEAMEO) member country and approved by the Centre to participate in regional training programmes. The SEAMEO member countries are entitled to send two scholarship participants, except from Cambodia, Lao PDR, Myanmar, and Vietnam (CLMV)

2. Subsidised Scholarship Participant

A subsidised scholarship participant is nominated by the SEAMEO-member country in the Centre's regional training programmes. This subsidy is given to Timor Leste and CLMV countries only. **One participant** can be nominated under this category.

3. Fee-Paying Participant

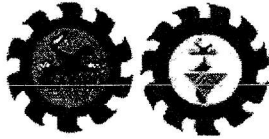
A fee-paying participant shoulders all the training and other related expenses. He/she can be nominated by the SEAMEO-member country or can be an individual who wants to attend the training programme.

For more explanation on the classification package, please see Table 1.

Component	Full Scholarship	Subsidised Scholarship	Fee-paying	
			Local (BND 1,500)	International (USD2,000)
Training Fee	SV	SV	RM/I	RM/I
Training Kits	SV	SV	Included in the fee	Included in the fee
Airfare	SV	RM/I	NA	RM/I
Airport courtesies	SV	SV	NA	SV
Accommodation (twin-sharing basis)	SV	SV	NA	Included in the fee
Tea Breaks (AM & PM)	SV	SV	SV	SV
Lunch	SV	RM/I	Included in the fee	Included in the fee
Allowance / Per Diem	SV	RM/I	RM/I	RM/I
Travel Insurance	SV	RM/I	RM/I	RM/I
Accidental Insurance	SV	RM/I	NA	Included in the fee
Immigration & Visa Processing	SV	SV	NA	SV
Other social support services	SV	SV	SV	SV

NOTE:

- SV : SEAMEO VOCTECH
 RM/I : Respective Ministry/Institution
 NA : Not Applicable



GUIDELINES FOR PREPARING A COUNTRY PAPER

PURPOSE OF COUNTRY PAPER

The participants of the Regional Training Programme who are on **SEAMEO VOCTECH Scholarships and Subsidised** are required to present a Country Paper. The purpose of the Country Paper Presentation is to introduce each country's education system, its practices, issues and challenges, and future directions, to their counterparts from the other countries. SEAMEO VOCTECH considers this sharing session as one of the best learning experiences the participants will encounter in the programme.

SCOPE

In preparing the country paper, the following guideline must be followed.

1. **Title Page** (*title of the paper, country, author(s), and date*)
2. **Abstract** (*not more than 200 words*)
3. **Contents / Topics:**
 - 3.1 Country Profile
 - 3.2 Education System
 - 3.2.1 General Structure of the Education System
 - 3.2.2 Structure of TVET System (if any)
 - 3.3 Relevant Data. *Note: The data can be presented under other topics as support information.*
 - 3.4 Best Practice in Online Teaching Learning Methodology
 - 3.5 Current Practices, Major Issues and Challenges, and Future Directions
 - 3.6 Others, if any (*to be specified in the Course Outline*)
4. **References** (*indicate the sources of information*)

FORMAT

The format of the country paper must follow the specifications given below:

Content Font	:	<i>Century Gothic, Font size: 12, Spacing: single, Paragraph Spacing: double</i>
Main Title and Sub-Title Font	:	<i>The author is free to choose the font and the font size.</i>
Length	:	<i>Maximum 10 pages of A4 paper including properly labelled figures and tables</i>
Margins	:	<i>1" all sides with justification</i>

SUBMISSION PREFERENCE

Submission of the country paper (preferably softcopy) in MS Word and MS Powerpoint could be sent through the email address: training@voctech.edu.bn