Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

Office of the Schools Division Superintendent

November 18, 2026

DIVISION MEMORANDUM
No. 981, s. 2026

GUIDELINES ON THE STRENGTHENED SENIOR HIGH SCHOOL WORK IMMERSION, FIELD EXPOSURE (OFF CAMPUS), AND ARTS APPRENTICESHIP

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
Education Program Supervisors
All Public and Private Secondary School Heads
All others Concerned

1. This Office hereby disseminates **DepEd Order No. 023, s. 2026**, dated November 10, 2026, titled **"Guidelines on the Strengthened Senior High School Work Immersion, Field Exposure (Off Campus), and Arts Apprenticeship."**

2. The said Order provides the guidelines for the implementation of Work Immersion, Field Exposure (Off Campus), and Arts Apprenticeship under the Strengthened Senior High School (SSHS) Curriculum. These shall be implemented in Grade 12 to provide learners with relevant experiential learning opportunities aligned with their respective curricular pathways.

3. The guidelines shall apply to all public and private SSHS pilot implementers beginning School Year (SY) 2026–2027. Full implementation across all Senior High Schools shall commence in SY 2027–2028 and continue in the succeeding school years. A separate Advisory or Memorandum shall be issued for the Senior High School Maritime Program in accordance with the applicable Maritime Industry Authority (MARINA) Standards of Training, Certification, and Watchkeeping (STCW) requirements.

4. Furthermore, the Order expressly repeals DepEd Order No. 39, s. 2018; DepEd Order No. 30, s. 2017; and DepEd Memorandum No. 052, s. 2025, in their entirety. Other related issuances and provisions inconsistent with the new guidelines are likewise repealed, rescinded, or modified accordingly.

5. In view of the foregoing, all concerned school heads and senior high school personnel are enjoined to **carefully review the provisions of the Order and ensure their proper dissemination to concerned teachers, work immersion**

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coordinators, and other relevant stakeholders for guidance, preparation, and appropriate implementation.

6. For more details, please refer to DepEd Order No. 023, s. 2026.

7. Immediate dissemination of and compliance with this Memorandum are directed.

WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

WDB/ JAAL/ CID/ JTB/ gjb

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Department of Education

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DepEd ORDER
No. 023, s. 2026

GUIDELINES ON THE STRENGTHENED SENIOR HIGH SCHOOL WORK IMMERSION, FIELD EXPOSURE (OFF CAMPUS), AND ARTS APPRENTICESHIP

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

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Strengthened Senior High School (SSHS) Work Immersion, Field Exposure (Off Campus), and Arts Apprenticeship**.

2. This Order is issued to align with the full implementation of the SSHS curriculum. The work immersion, field exposure (off campus), and arts apprenticeship shall be implemented in Grade 12 of SHS.

3. These guidelines shall be implemented in all public and private SSHS pilot implementers for school year (SY) 2026–2027. Full implementation across all SHS shall begin in SY 2027–2028 and continue in the succeeding SYs. For the SHS Maritime Program, a separate Advisory or Memorandum shall be issued outlining the necessary steps for its implementation in consonance with the Maritime Industry Authority (MARINA) Standards of Training, Certification, and Watchkeeping (STCW) requirements.

4. This Order expressly repeals DepEd Order (DO) No. 39, s. 2018 (Clarification and Additional Information to DepEd Order No. 30, s. 2017), DO 30, s. 2017 (Guidelines for Work Immersion), and DepEd Memorandum No. 052, s. 2025 (Guidelines for the DepEd-PCORP Pilot Implementation of the Enhanced Senior High School Work Immersion Program in Selected Schools) in their entirety.

5. All Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

6. This Order shall take effect immediately upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information, please contact the **Office of the Undersecretary for Learning Systems**, through the **Bureau of Curriculum Development-Office of the Director**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bcd.od@deped.gov.ph.

8. Immediate dissemination of and strict compliance with this Order is directed.

SONNY ANGARA
Secretary

Encl.:
As stated

References:
DepEd Order Nos. (39, s. 2018 and 30, s. 2017)
DepEd Memorandum No. (052, s. 2025)

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
BUREAUS AND OFFICES
CURRICULUM
LEARNERS
POLICY
PROGRAMS
SCHOOLS
SENIOR HIGH SCHOOL
TEACHERS

MSM, JMC, MPC, DO Guidelines on the Strengthened SHS Work Immersion ...
0277 – July 10, 2026

(Enclosure to DepEd Order No. 023 , s. 2026)

GUIDELINES ON THE STRENGTHENED SENIOR HIGH SCHOOL WORK IMMERSION, FIELD EXPOSURE (OFF-CAMPUS), AND ARTS APPRENTICESHIP

I. RATIONALE

1. The Strengthened Senior High School (SSHS) Curriculum streamlines tracks and aligns learning with industry needs, ensuring relevance, efficiency, expanded learner choice, and improved employability under the newly rationalized Senior High School (SHS) reforms. This issuance responds to the changing labor market needs and demands. This policy seeks to institutionalize the 320 to 640 immersion hours, to provide learners with authentic workplace experiences, and to strengthen 21st century skills and competencies.

   This curriculum component provides diverse experiential learning pathways for learners:

   a. Field Exposure (Off-Campus) offers learners in the Academic track introductory industry insights through structured site visits, professional observations, and job shadowing;

   b. Arts Apprenticeship provides specialized mentorship and immersive creative practice specifically for learners in the Academic Track, focusing on the mastery of aesthetic and technical competencies; and

   c. Work Immersion delivers intensive, hands-on workplace experience to bridge the gap between classroom theory and actual industry application. This modality is mandatory for the Technical-Professional (Tech-Pro) Track to ensure technical mastery and remains a voluntary elective option for learners in the Academic Track seeking deeper industry integration.

2. The issuance of these guidelines anchors to the full implementation of the SSHS Program. These guidelines address skills mismatch and improve learner readiness for employment through the expanded hours as represented in the new models *(Department of Education, Guidelines on the Strengthened Senior High School. Pasig City: DepEd 2026)*. These models provide longer industry exposure, enable learners to master the competencies required by industry partners, and match current workforce demands. The expected learner experience is track-specific, making the learning authentic and contributing to the development of work ethics.

3. Work Immersion, Field Exposure (Off-Campus), and Arts Apprenticeship ensures coherence between curriculum and industry that guarantees learner's activities matched to their electives. The structured allocation of 320 hours, One Term Model, and 540-640 hours for Two Term Model is critical in ensuring that the work-based learning is sufficient in duration, aligned with electives, and responsive to industry demands. These models collectively uphold the goal of SSHS programs to produce graduates who are competent, work-ready, and adaptable in a rapidly changing work environment.

4. These guidelines leverage partnerships with Local Government Units (LGUs) and National Government Agencies (NGAs) to expand deployment opportunities. This track-specific pathway provides Academic-learners with insights into public administration and governance, while opening direct avenues for Technical-Professional (Tech-Pro) learners to perform general Technical Vocational Education and Training (TVET) related work within government facilities—such as city/municipal Information Technology (IT) departments, engineering offices, automotive motor pools, agricultural stations, and state-run livelihood centers, among others.

5. These guidelines are issued to provide clear direction to all Public and Private SSHS Pilot Implementers that will implement Work Immersion, Field Exposure and Arts Apprenticeship for SY 2026- 2027 and in the succeeding SY. It aims to ensure continuity of learning, curriculum-industry alignment, and flexible implementation mechanisms; safeguard quality and equity in learning experiences; support schools; and strengthen partnerships with industry and community stakeholders.

II. SCOPE

6. These guidelines shall apply to all Pilot Implementers of the Strengthened Senior High Schools (SHSs) for both public and private secondary schools effective School Year (SY) 2026-2027. While all non-pilot public and private SHS shall implement these Guidelines beginning SY 2027 onwards.

7. For SHS with Maritime Program, a separate Advisory/Memorandum will be issued on the steps in compliance with the Maritime Industry Authority (MARINA) Standards of Training, Certification, and Watchkeeping for Seafarers (STCW).

III. DEFINITION OF TERMS

8. The following terms are operationally defined in accordance with the intent of these guidelines:

   a. **Apprenticeship** refers to an Enterprise-Based Education and Training (EBET) Program under Republic Act No. 12063 which covers higher levels of competencies of the National Certificates (NC) Level 3 and above. Apprenticeship shall be for trainees at least eighteen (18) years old.

   b. **Arts Apprenticeship** provides learners with intensive, hands-on training in visual arts, media arts, literary arts, traditional cultural expressions, multimedia arts and performing arts through partnerships with, but not limited to art organizations, production houses, independent artists/designers, and cultural groups. For purposes of these Guidelines, Arts Apprenticeship is an academic experiential-learning modality and shall not be construed as Apprenticeship under Republic Act No. 12063 TESDA-registered EBET Apprenticeship Program in accordance with all applicable statutory requirements.

c. **Enterprise-Based Education and Training (EBET) Program** refers to the technical-vocational education and training program or EBET program delivered by an enterprise, including programs developed and recommended by recognized industry boards, which may be implemented independently by the enterprise or linked with a technical vocational institution that is a mandatory theoretical instruction component of EBET Program.

d. **Field Exposure** refers to an experiential learning elective for the Academic Track, designed to provide learners with structured opportunities to observe professional environments aligned with their chosen path.

e. **General EBET** refers to an EBET Program that covers low- to mid-level skills, including those classified under NC 1 and 2. This also refers to competency standards which have no corresponding NC levels. Programs classified under this category shall be delivered within a period not exceeding 6 months.

f. **Inclusive Immersion** refers to immersion opportunities that provide reasonable accommodation for learners with special needs, ensuring equal access to experiential learning through adaptive technologies, and/or flexible schedules.

g. **Industry Focal Person** refers to industry or company personnel responsible for the coordination and implementation of Field Exposure, Arts Apprenticeship, and Work Immersion engagements of learners in a workplace environment, and shall coordinate with the school Field Exposure, Arts Apprenticeship, and WI Teacher.

h. **Industry Partner/Company** refers to organizations, companies, enterprises and establishments but not limited to Government-Owned and Controlled Corporations (GOCCs), and LGUs. National government agencies, LGUs, GOCCs, and government instrumentalities that will enter partnership with the schools to provide actual learning experience in the workplace environment.

i. **Institutions** refers to a public or private organization or corporation (LGU, NGA, non-profit establishment).

j. **Kumustahan** refers to a dedicated 1 – 2 hour weekly mentoring and monitoring session (1-2 hours) designed to ensure the continuous well-being and professional growth of learners.

k. **Partnership** refers to the relationship between the industry partner or company, institutions, and the school, or any office of DepEd (Central, Regional or Division) that responds to the needs of the K to 12 programs in general, and SHS in particular, which is formalized through a Memorandum of Agreement.

l. **Portfolio** refers to a collection of evidence of tasks completed during work immersion. These can be Daily Time Record (DTR), reports submitted, Training Plan and other means of verification which will be submitted to the Work Immersion, Field Exposure and Arts Apprenticeship teacher at the end of the term.

m. **Public Sector Partner / Government Partner** refers to any LGU, including barangay, municipal, city, or provincial offices, as well as NGAs, instrumentalities, and GOCCs operating within the school's immediate area that enter into a formal partnership with DepEd to host learners.

n. **Memorandum of Agreement (MOA)** refers to a legally binding document that stipulates the specific terms, responsibilities and conditions of parties entering into a partnership. For the implementation of the Work Immersion, Field Exposure, or Arts Apprenticeship. A MOA may be executed at the central, regional, division, or school level, provided that its provisions are consistent with existing laws, rules, regulations and public policy.

o. **Reflective Journal** refers to a structured record in which learners document and reflect on their experiences, learning, and observations gained from the work setting or arts production environment.

p. **School Field Exposure/Arts Apprenticeship/Work Immersion Focal** refers to school personnel responsible for identifying potential industry partners, conducting inspections and meetings with prospective partners, scheduling pre- and post-immersion activities, preparing all necessary partnership documents, and preparing required reports.

q. **Three-Term Calendar** refers to an academic framework consisting of instructional days divided into three distinct terms during the school year.

r. **Training Plan** refers to a structured document developed during the preparatory phase of the work immersion program which serves as a chronological guide for both the Industry Focal and Learner, detailing the specific skills to be developed and the activities to be performed during immersion.

s. **Training Plan (EBET)** refers to the document approved as part of the registration of an EBET Program, which describes the expected learning outcomes based on applicable competency standards, required learning experiences, theoretical and practical training arrangements, and methods and arrangements for competency assessment.

t. **Work Immersion** refers to a structured learning component that provides learners with hands-on experience in a real workplace setting. It is designed to develop practical skills, work ethics, communication skills, and to be ready for employment under the Tech-Pro Track and Academic Track.

u. **Field Exposure/ Arts Apprenticeship / Work Immersion Teacher** refers to the specific school personnel assigned to monitor and supervise learners.

These are the primary liaisons between the school and Industry Focal to ensure student progress, tracking, safety, and adherence to curriculum standards during off-site placements. In recognition of the administrative and supervisory demands of these roles, the coordination and monitoring of Field Exposure, Arts Apprenticeship and Work Immersion shall be officially credited as regular teaching load, subject to existing DepEd issuances on workload distribution.

IV. POLICY STATEMENT

9. The Department of Education (DepEd) mandates Work Immersion, Field Exposure (Off-Campus), and Arts Apprenticeship as integral components of the Strengthened Senior High School curriculum to ensure all learners receive safe, meaningful, and industry-responsive experiences. All public and private institutions shall establish frameworks for planning and executing track-specific modalities, which will be assessed to guarantee compliance with industry standards. Students shall demonstrate their competency through authentic professional work.

10. With these diverse experiences, learners gain the necessary real-world insights needed to bridge the gap between theory and practice. Work Immersion and Arts Apprenticeship train learners through hands-on skill application and specialized mentorship, whereas Field Exposure (Off-Campus) equips them with essential career awareness and professional orientation that helps them choose their college degree programs and future specializations.

V. PROCEDURES

11. The implementation of the Work Immersion, Field Exposure (Off-Campus) and Arts Apprenticeship shall be guided by a structured process to ensure consistency across all implementation levels. This process outlines the Key Phases to ensure the attainment of the stated objectives.

12. Work Immersion Models sequence the SSHS experiential learning components across three (3) terms for the learners to build competence progressively and complete the program within the school year. These models are composed of One Term Model and Two Term Model. Each term has dedicated work immersion days which shall be completed depending on the selected term.

13. Given the nature of the Work Immersion program, the models shown are structured to fit into a minimum of 320 hours to a maximum of 640 hours. Schools have the flexibility to adopt these models depending on the number of learners to be deployed, availability and capacity of industry partners/companies and institutions to host them.

14. The schedules may be adjusted depending on the following conditions:
    a. Nature of Industry (e.g. services, manufacturing);
    b. Learner safety, age and well-being;
    c. Operational hours of partner institutions;
    d. Distance from school as point of origin; and
    e. Absorptive capacity of partners.

VI. GENERAL OPERATIONAL REQUIREMENTS

15. Prior to the deployment of learners, schools and the Schools Division Office (SDO) shall ensure the completion of the activities stated in this section. This will ensure the readiness of the school, verify industry compliance, and safeguard the welfare of the learners.

    a. **Purpose:** These models sequence experiential learning components to build competence progressively and ensure completion within the SY.

    b. **Model Flexibility:** Tech-Pro schools may choose from the 3 models based on the volume of learners to be deployed.

    c. **Hours Limitation:** Regardless of the chosen model, a learner must not exceed eight 8 hours of work in any single day and only 5 days per week.

    d. **Partnership Capacity:** The selection of models depends on the absorptive capacity of the industry partners.

16. **Phases of Implementation.** To ensure proper implementation, the following operational details must be observed:

    a. Phase 1: Preparatory Stage (School-Based)

    As part of the preparations, the school shall conduct the following:

    i. **Industry Visit:** The SDO Curriculum Implementation Division (CID), SDO Education Program Supervisor (EPS) or the Public Schools District Supervisor (PSDS) and School Head shall conduct meetings and industry visits of potential partners to ensure their capacity to cater to the training needs relevant to the learners' tracks. Offices may utilize an official Inspection Tool for this purpose.

    ii. **Partnership Formalization:** Schools shall establish a formal partnership through a duly executed MOA to ensure the security and clarity of roles for both parties and to attain an effective and efficient implementation of the program. The MOA should reflect, at the minimum, clear roles and responsibilities of the school, immersion focal, partner industry, the composition of the Technical Working Group (TWG), expected timelines, immersion models and other relevant provisions such as an undertaking that all parties shall conform to the provisions of these guidelines and shall include provisions on Child Policy protection. Additionally, the MOA shall include provisions on the Tax Incentives Availment under the Republic Act (R.A.) 8525 known as the Adopt-A-School Program Act of 1998.

    iii. **Training Plan Development:** The School Work Immersion, Field Exposure and Arts Apprenticeship Focal and Teacher with the Industry Focal shall accomplish the Training Plan to customize

activities aligned to the learner's electives. This plan must integrate technical and soft skills—including digital literacy, teamwork, and adaptability to technology-enabled workplaces—to ensure demonstration of competencies stated in curriculum guides and sector standards.

iv. **Learner and Parent Orientation:** This session covers work immersion guidelines, workplace ethics, company policies, and learner rights, roles, and responsibilities. It also outlines required documentation prior to deployment (e.g., Curriculum Vitae (CV), parental consent, proof of learner's insurance, medical certificates, and Training Plans), as well as program duration, scheduling, and the grading system.

v. **Orientation for Industry Partners/Companies and Institutions:** The school focal person shall conduct orientation to industry partner/companies and institutions of their roles, duties and responsibilities, Child Protection Policy of DepEd, immersion models, schedule, grading system, the MOA, and all relevant DepEd issuances to ensure the effective and efficient implementation of the work immersion, field exposure (Off-Campus) and arts apprenticeship proper. Additionally, the EPS may also conduct an orientation on the Tax Incentives Availment of the Adopt-A-School Program upon request by DepEd field offices or the partner-industry.

b. Phase 2: Immersion, Field Exposure (Off-Campus) and Arts Apprenticeship Proper

i. **Deployment of learners:** The Work Immersion Focal and teacher shall coordinate the schedule of deployment to their respective industry partners.

ii. **Orientation:** This covers the orientation of learners of the company policies, work duties and responsibilities, schedules and activities stated in the Training Plan.

iii. **Training Plan Execution:** Learners shall demonstrate/accomplish the assigned tasks stated in the Training Plan.

iv. **Monitoring of Learners:** To ensure compliance and timely feedback, the school work immersion teacher shall conduct scheduled monitoring and *Kumustahan* in coordination with the Industry Focal Person to ensure Training Plan alignment and conflict resolution. All concerns should be addressed immediately to check learner progress within their field of work.

v. **Issuance of Work Immersion Certificate:** The industry partner/company or institution focal shall submit the Accomplished Learner's Performance Evaluation and Certificate of Completion indicating the hours completed **(See Annex K for the Templates)** to

the Work Immersion teacher within five (5) working days after completion of the required immersion hours.

c. Phase 3: Post-Deployment Stage (School-Based)

Upon the completion of the required experiential learning hours, the following must be fulfilled:

i. **Portfolio Submission:** Learners shall submit their completed portfolios to their respective teachers.

ii. **Learner's Performance Evaluation of Work Immersion, Field Exposure or Arts Apprenticeship:** The teacher shall consolidate the Learner's Performance Evaluation and compute the grades for submission to the learner's class adviser and the end of the term in accordance with the Grading System submission schedule.

iii. **Program Evaluation:** The school, the learners, and industry partners shall evaluate the conduct of the program to gather feedback for continuous improvement. The school head shall submit the Consolidated WI Report to the SDO (CID Focal) within 15 working days after the school year.

iv. **Recognition of Industry Partners:** The school may organize a program to recognize participating industry partners within the school year.

17. **Partnership**. The Private-Partner Institutions, National Government Agencies, and Local Government Units (LGUs) that serve as Work Immersion, Field Exposure, and Arts Apprenticeship venues shall be guided by the following principles and subjected to site visits and screening to ensure the suitability, safety, and security of the workplace.

a. Industry Requirements

i. All Work Immersion/Field Exposure (Off-Campus)/Art Apprenticeship agreements at the school level must be covered by a Memorandum of Agreement (MOA) for the security of all parties involved. All MOA must specify that all parties conform to the provisions of these guidelines and shall include provisions on Child Policy protection, roles, duties and responsibilities of the Parties, Work Immersion models, duration/hours, Training Plan, and tax incentive through Adopt a School Program.

ii. Industry partners are encouraged to provide allowance for the work immersion learners (e.g., food, transportation, medical, etc.) which may be treated as a donation under DepEd's Adopt-A-School Program.

iii. The cost of insurance for learners in DepEd schools must be covered

by the school's Maintenance and Other Operating Expenses (MOOE). Subject to existing budgeting, accounting, and auditing rules. Conversely, private schools are responsible for ensuring that their work immersion learners are properly insured.

iv. Industry partners/companies or institutions shall be oriented on child protection policy, data privacy, gender sensitivity, and other relevant laws, rules and regulations being implemented by DepEd to safeguard learners' well-being during work immersion.

b. Guidelines for Finding and Selecting Industry Partners

While partnerships with private industries remain a cornerstone of the program, schools are highly encouraged to map and engage public sector entities to diversify off-campus deployment opportunities. The following steps are provided to allow seamless implementation.

b.1. Preparation & Mapping Public Sector Venues:

i. **Mapping Public Sector Venues:** Schools shall coordinate with the Department of Labor and Employment (DOLE), Public Employment Service Office (PESO) and local Department of Interior and Local Government (DILG) offices to identify active public offices, public hospitals, community centers, and local agency branches (e.g., Department of Science and Technology (DOST), Department of Trade and Industry (DTI), Department of Agriculture (DA)) operating within their immediate areas.

Steps:

(1) Conduct Industry Mapping: Perform a local environmental scan (e.g., website reviews, physical mapping) to identify public industries within the school's vicinity.

(2) Utilization of Local and National Data: Analyze information from LGUs, such as DOLE, PESO reports and development plans, alongside NGA reports on employment opportunities.

(3) Engagement with Local Industry Associations/Chambers: Reach out to local chambers of commerce or industry associations to identify current skills needs and labor market demands.

(4) Curricular Alignment and Demand-Driven: Ensure the school's offerings are relevant to the actual needs of the identified industries and locality to strengthen the theoretical component of the courses and address workforce development needs of industries.

ii. **Institutional Safeguards & MOA:** All public sector deployments shall be formalized through a MOA. The school must ensure that the designated

government office assigns a qualified public servant to act as the Industry/Agency Focal Person to oversee the Training Plan.

iii. **Task Suitability:** Deployed learners must be given tasks aligned with their specific track or electives (e.g., Academic Track learners assisting in research, engineering offices, or community planning; Tech-Pro learners assisting in technical maintenance or IT services). Government partners shall strictly ensure learners are not utilized exclusively for menial tasks or clerical "free labor".

iv. **Compliance with Governance Rules:** Deployed learners shall remain under the primary disciplinary jurisdiction of DepEd and shall, among other things, follow local public sector operating hours, observe strict confidentiality regarding government documents and public transactions.

b.2. Industry Partner Requirements

i. **Interest and Legality:** Industry partners must show a genuine willingness to train learners and possess a valid business registration, BIR, Health and Mayor's Permit.

ii. **Accessibility and Resources:** Locations should be accessible to minimize learner's travel, and partners must provide the necessary tools, equipment, protective equipment, and facilities for hands-on practice.

iii. **Safety and Supervision:** Industry partners must strictly adhere to workplace safety and learner welfare policies and provide qualified in-company trainers to supervise students.

iv. **Criteria for Industry Partners**

(1) To ensure targeted skills development, DepEd and participating industry partners shall ensure that the Training Plan is aligned with competencies of the elective subjects. Schools are further encouraged to collaborate with industry partners to enhance their curriculum to integrate industry-specific competencies, ensuring that classroom instruction is synchronized with the practical demands of the workplace.
(2) Industry partners should designate an industry focal person that will mentor, guide, and assess the progress of the learners all throughout the work immersion, field exposure or arts apprenticeship period.
(3) Industry partners must ensure work immersion venues have the necessary facilities, tools, and equipment so learners gain real workplace experience and develop skills for future employment.

Finding and selecting the right industry partner is the foundation of a successful Immersion program. In this regard, schools should follow these preparatory and scouting steps:

b.3. Guidelines for Engaging Industry Partners. Once potential partners are identified, the school must transition from mapping to formalize the relationship. The following procedures shall be followed:

i. Intent & Initial Meeting: Send a formal letter of intent followed by a meeting with company decision-makers.

ii. Define Arrangements: Discuss institutional policies, the roles of in-company trainers, and the development of the training plan.

iii. Database Management: Maintain an updated database of all industry partners/ companies categorized by industry classification and student accessibility.

iv. Formalize, among others the roles, responsibilities, immersion conditions, and learner safety policies through a MOA.

18. **Adopt-A-School Program**. To strengthen collaboration between schools and industry partners in the implementation of Work Immersion, Field Exposure (Off-Campus), and Arts Apprenticeship, all partnerships shall adhere to the following provisions:

Schools may establish partnerships with private corporations, industry associations, non-government organizations (NGOs), LGUs, NGAs, GOCC, and other duly recognized institutions to serve as learning venues for learners.

All partnerships shall be formalized through a duly executed MOA, consistent with existing DepEd policies, and shall clearly stipulate the duties, responsibilities, obligations, and accountabilities of the parties.

The MOA shall, at a minimum, contain provisions on:

i. learner safety, welfare, and protection;
ii. child protection and safeguarding measures pursuant to DepEd Child Protection Policy;
iii. duration and schedule of deployment;
iv. training plan and competency alignment;
v. monitoring and evaluation mechanisms;
vi. insurance coverage;
vii. confidentiality and data privacy compliance; and
viii. applicable incentives under the Adopt-A-School Program.

Prior to partnership execution, schools and SDOs shall conduct site inspections and due diligence to determine the suitability, safety, legality, and absorptive capacity of the partner institution.

Adopt-A-School Program (ASP) Incentives under Republic Act No. 8525

i. Industry partners providing support, whether in the form of learner allowances, training materials, equipment, transportation, meals,

instructional resources, or other interventions directly related to the implementation of Work Immersion, Field Exposure, and Arts Apprenticeship, may qualify as donors under R.A. No. 8525, otherwise known as the Adopt-A-School Act of 1998, subject to existing laws, rules, and regulations.

ii. Such contributions shall be governed by DepEd's Adopt-A-School Program policies and may be eligible for tax incentives, including:
- Additional deduction from gross income equivalent to fifty percent (50%) of the value of the donation, subject to Bureau of Internal Revenue (BIR) rules and regulations;
- Exemption from donor's tax, provided the donation is duly accepted and utilized for educational purposes in accordance with law.

iii. To facilitate availment of tax incentives:
- The partner institution shall execute a Deed of Donation indicating the nature and value of the contribution;
- The recipient school shall issue a Deed of Acceptance and appropriate acknowledgment documents;
- The SDO, through the partnership focal, shall assist in processing documentary requirements consistent with DepEd and BIR guidelines.

iv. The Adopt-A-School Program Act of 1998 shall not be construed as compensation for learner services rendered. Learners remain under the educational supervision of DepEd and shall not be considered employees of the partner institution.

The DepEd through the EPS, upon request, may provide technical assistance and orientation to partner institutions and field offices on the availment of ASP incentives and compliance requirements.

19. **Enterprise-Based Education and Training Pathway for the Technical-Professional Track**

a. **Introduction to EBET and SHS Integration.** This Section shall govern the EBET Pathway for qualified Technical-Professional Track learners who will fulfill all or part of their Work Immersion requirement through participation in a TESDA-registered EBET Program. It shall not apply to placements undertaken solely under the standard DepEd Work Immersion pathway. While the Enterprise-Based Education and Training (EBET) Framework, established under R.A. No. 12063, is a policy initiative designed to harmonize fragmented training modalities into a single, industry-led system, the EBET Pathway complements the standard SHS Work Immersion pathway by providing qualified learners with an option to undertake a registered, competency-based, and industry-led training program aligned with TESDA competency standards. By aligning with the Philippine Skills Framework (PSF) and the Trabaho Para sa Bayan Plan, the framework addresses jobs-skills mismatch and supports learner employability and recognized professional competencies.

b. **Applicable EBET Modalities for Qualified SHS Learners.** For purposes of the

SHS EBET Pathway, the modalities ordinarily applicable to qualified learners are General EBET and Apprenticeship. Upskilling may apply only where the learner is already an employee of the participating enterprise and meets the applicable requirements.

The distinction is critical for SHS learners, the majority of whom are minors.

Table 1: Comparative Features of EBET

Feature	General EBET	Apprenticeship
Complexity	Low to mid-level skills (NC I and II)	Highly technical/specialized (NC III+)
Minimum Age	At least 15 years old	18 years old
Duration	Up to 6 months	Based on the complexity of the competencies to be acquired, but not exceeding three (3) years.
SHS Suitability	Generally applicable where the learner and registered program meet the competency-level, age, duration, and other requirements of General EBET.	Limited: Only for SHS students that have reached legal age (e.g., ALS or adult learners).

Training pathways are rationalized into two primary categories based on the learner's age and skill complexity:

i. **General EBET**: General EBET may be undertaken by qualified learners who are at least fifteen years old and who will undergo training covering NC I, NC II, or competency standards with no corresponding NC level. A General EBET Program shall be completed within a period not exceeding six months.

ii. **Apprenticeship**: Apprenticeship may be undertaken by qualified learners who are at least eighteen (18) years old and will undergo training covering NC III and higher-level competencies. The duration and other requirements of the Apprenticeship Program shall comply with Republic Act No. 12063 and applicable TESDA issuances.

c. **Operational and Partnership Standards.** To ensure the integrity of the program, the following procedures are institutionalized:

i. **Mandatory CTPR Registration:** Schools implementing the EBET Pathway shall engage only enterprises holding a valid TESDA-issued Certificate of TVET Program Registration (CTPR) covering the specific EBET Program, qualification, or competency standards in which the learner is enrolled. The validity and coverage of the CTPR shall be verified before learner enrollment and deployment.

ii. **EBET Training Plan:** The school and enterprise shall align the relevant DepEd curriculum requirements with the TESDA-approved EBET Training

Plan. The Training Plan shall identify the competencies and learning outcomes, theoretical and practical components, training methodology, duration and schedule, trainers, facilities and equipment, and assessment arrangements. Any material modification shall be processed in accordance with applicable TESDA procedures.

iii. **Contents of the EBET Agreement:** The EBET Agreement shall contain the approved Training Plan, daily and weekly training hours, period of training, training allowance, other applicable benefits, schedule of allowance payments, process for termination, and the general rights and obligations of the enterprise and trainee, together with such other provisions as may be required by TESDA.

iv. **EBET Agreement and Complementary School-Enterprise MOA:** Before the start of training, the enterprise and the trainee shall execute the TESDA-prescribed EBET Agreement. Where the learner is between fifteen and eighteen years old, the Agreement shall be signed by the learner's parent or guardian. Notarization of the EBET Agreement is not required. The school and enterprise shall execute a complementary MOA covering curriculum alignment, delivery of theoretical instruction, learner endorsement and supervision, monitoring, data-sharing, incident referral, and other institutional responsibilities.

v. **Training Hours and Protection of Minors:** Training under General EBET shall not exceed eight (8) hours per day. For trainees below eighteen (18) years old, training shall not exceed forty (40) hours per week, and overtime training shall not be allowed. Training assignments shall comply with laws protecting minors and prohibiting hazardous and exploitative work.

vi. **Training Allowance and Benefits:** A trainee under General EBET shall receive an allowance sufficient to cover transportation, meals, and other expenses agreed upon by the enterprise and trainee. An apprentice shall receive an allowance not lower than seventy-five percent (75%) of the applicable minimum wage. A trainee under Upskilling shall continue to receive full wages and benefits as a regular employee. Allowances shall be paid in accordance with the EBET Agreement and applicable law. For Apprenticeship Programs exceeding one (1) year, the trainee shall be entitled to a yearly increase, subject to performance evaluation and commensurate with labor-market wage rates in the sector.

vii. **Workforce Cap:** Except for the enterprises implementing an Upskilling Program for their employees, the number of EBET trainees shall not exceed twenty percent (20%) of the enterprise's regular workforce, unless a higher number is approved by TESDA in accordance with R.A. No. 12063 and its implementing issuances. Any trainee in excess of the authorized threshold shall be considered a regular employee of the enterprise in accordance with law.

d. **Protection and Quality Assurance**

i. **Risk Assessment:** Before deployment, the school and enterprise shall conduct the required workplace-risk assessments. DepEd shall monitor child protection, curriculum fulfillment, and learner welfare. Further, DepEd may seek the assistance of TESDA to monitor compliance with the registered EBET Program, Training Plan, EBET Agreement, labor and OSH standards, and other EBET standards, in coordination with DOLE on labor and occupational safety and health matters, where applicable.

ii. **Instructional Integrity:** The enterprise is enjoined to designate an Industry Focal Person for institutional coordination and assign qualified trainers responsible for the delivery, supervision, documentation, and assessment of competencies specified in the approved EBET Training Plan.

iii. **Insurance and Occupational Safety and Health:** An enterprise implementing an EBET Program in a medium- or high-risk industry, as determined by DOLE, shall provide each trainee with appropriate life and/or accident insurance, free of charge. All EBET Programs shall comply with R. A. No. 11058 and other applicable occupational safety and health standards. Any insurance secured by the school shall be supplementary and shall not replace the enterprise's statutory obligation.

iv. **Anti-Free Labor Clause:** Learners shall not be used primarily for menial, repetitive, or productive work unrelated to the approved EBET Training Plan. Training assignments shall be competency-aligned, properly supervised, and shall not displace regular employees. DepEd and TESDA may undertake coordinated monitoring pursuant to an agreed inter-agency protocol.

v. **Grievance and Incident-Referral Mechanism:** The enterprise shall establish an accessible grievance mechanism in accordance with applicable TESDA issuances. An EBET Committee shall likewise be established in every enterprise implementing an EBET Program in accordance with R.A No. 12063 and applicable TESDA issuances. Concerns involving curriculum fulfillment, child protection, workplace conduct, labor standards, occupational safety and health, or possible violations of the EBET Agreement shall be referred to the appropriate DepEd, TESDA, DOLE, or other competent authority under an agreed inter-agency protocol.

e. Certification and Incentives

i. **Dual Certification:** Learners who complete the applicable requirements under a registered EBET Program shall undergo competency assessment in accordance with TESDA requirements. A National Certificate or Certificate of Competency shall be issued only to learners who demonstrate competence for the corresponding full or partial qualification.

ii. **Training Certificate:** Upon completion of the registered EBET Program,

the enterprise-implementer shall issue a Training Certificate indicating the title of the program, the number of training hours completed, and the competencies acquired. The DepEd school shall also separately issue or record the learner's completion of the applicable Work Immersion requirement.

iii. **Fiscal Incentives for Industry Partners:** A qualified enterprise implementing a registered EBET Program may avail of the applicable tax incentives, subject to R.A. No. 12063 and applicable TESDA and BIR issuances. The enterprise shall maintain and submit the required proof of actual, direct, qualified, and unsubsidized training expenses. TESDA shall issue the appropriate certification, while BIR shall determine the allowability of the tax claim. For availment of the additional deduction, the enterprise shall attach to its Income Tax Return the TESDA Certification and a Sworn Declaration of its authorized officer stating the amount of expenses claimed and affirming that the enterprise possesses the qualifications to avail of the incentive. official invoices and other supporting documents shall be maintained for BIR post-audit. The school may certify only learner attendance, curriculum, and program records within its official custody.

Under Revenue Memorandum Circular (RMC) No. 23-2026 and Revenue Regulations (RR) No. 13-2025, only TESDA-registered Enterprises implementing an EBET Program qualify for tax incentives, excluding academic institutions under Section 27(B) of the Tax Code. Qualifying enterprises are entitled to a 50% additional tax deduction (150% total) on actual direct training expenses through December 31, 2027, which increases to 75% starting January 1, 2028. This additional deduction is capped at either 5% of total direct labor expenses or ₱25,000,000 per year, whichever is lower.

Deductions apply strictly to actual, un-subsidized expenses directly incurred by the Enterprise; expenses covered by TESDA scholarships or third-party sponsors are non-deductible. While transportation and meal allowances are generally deductible, they cannot be claimed under the Upskilling Program since employee-trainees already receive full regular wages and benefits. All deductions must be claimed in the taxable year they are paid or incurred, or they will be forfeited. Finally, tax incentives are subject to BIR post-audit and are strictly mutually exclusive—enterprises cannot combine or claim double incentives for the same expense or donation under both the EBET Act and the Adopt-a-School Program or other special laws.

iv. **Donation Management:** Donations under the Adopt-A-School Program shall be separately documented and governed by R.A. No. 8525 and applicable DepEd and BIR rules. Actual qualified expenses incurred by an enterprise in implementing a registered EBET Program shall be governed by R.A. No. 12063 and applicable TESDA and BIR issuances. A Deed of Donation and Deed of Acceptance shall be required only where the transaction is a genuine donation. The same expense, contribution, or

donation shall not be claimed under more than one incentive framework.

Donations, contributions, bequests, subsidies, or financial aid actually paid or made to a TVI implementing theoretical instruction for a registered EBET Program may qualify for the tax treatment provided under Section 19 of R.A. No. 12063, subject to TESDA certification and applicable BIR, DOF, and BOC rules and requirements.

Where a registered EBET Program is not reasonably available, the school may place learners with qualified partners under the standard DepEd Work Immersion pathway. Such placement shall comply with DepEd requirements but shall not be represented, recorded, or certified as an EBET Program and shall not qualify the partner for incentives under R.A. No. 12063.

20. **Work Immersion for Tech-Pro Track.** Tech-Pro Track in the SHS is designed to equip learners with industry-relevant technical skills, applied knowledge, and professional competencies aligned with their chosen electives. Work immersion will bridge the gap between classroom theory and industry practice, which will enhance career readiness and workplace adaptability of learners.

    To ensure learners' skills acquisition, Work Immersion Models intensifies the delivery hours from 320 to 640 hours which may be adopted in one Term or two Consecutive Terms. This will ensure that learning experiences are aligned with industry needs.

    a. **One-Term Model**. The One-Term Model is a delivery scheme where learners shall complete the immersion hours within a single term—in prescribed days. This concentrated delivery allows schools to front-load needed deployment schedules agreed by the school and the industry partner.

Table 2: One-Term Model

Option	TERM 1	TERM 2	TERM 3	Duration of Completion	Time Allotment
1				320 hours	6 hours / day 30 hours/week 5 days/week
2				320 hours	
3				320 hours	

Note: The time allotment is only suggested as minimum and can be adjusted to a maximum of 8 hours per day.

    b. **Two-Term Model.** The Two-Term Model is a delivery scheme where learners shall complete the 540 to 640 Work Immersion hours in 2 consecutive terms. With this model, the school will have the flexibility to select any combination provided that the maximum prescribed days are completed.

Table 3: Two-Term Model

Option	TERM 1	TERM 2	TERM 3	Duration of Completion	Time Allotment
1				540 hours	5 hours / day 30 hours/week 5 days/week
2				640 hours	5.5 to 6 hours /day 30 hours/week 5 days/week

Note: The time allotment is only suggested as minimum and can be adjusted to a maximum of 8 hours per day.

21. **Work Immersion for Academic Track**. Learners in the Academic Track who opt to undertake Work Immersion are required to complete the pre-requisite electives to determine appropriate industry sectors prior to deployment. This shall be completed in 320 hours applicable only in Term 3.

Table 4: Work Immersion Model for Academic Track

Option	TERM 1	TERM 2	TERM 3	Duration of Completion	Time Allotment
1				**320 hours**	5 hours/day 30 hours/week 5 days/week

Note: The time allotment is only suggested as a minimum and can be adjusted to a maximum of 8 hours per day.

Table 5: Work Immersion Pre-requisites Subjects for the Academic Track

Cluster of Electives	Pre-requisite Subject
Business and Entrepreneurship	*Complete the 6 (Six) elective subjects:* • Basic Accounting • Contemporary Marketing • Business Economics • Business Finance and Income Taxation • Entrepreneurship • Introduction to Organization and Management
Sports, Health and Wellness	*Complete the 8 (Eight) elective subjects:* • Human Movement 1 • Human Movement 2 • Sports Coaching 1 or 2 • Sports Officiating • Sports Activity Management • First Aid • Fundamentals of Basic Life Support

	• Exercise and Sports Programming
Social Sciences & Humanities	*Any 6 (Six) electives from the following:* • Citizenship and Civic Engagement • Contemporary Literature 1 • Contemporary Literature 2 • Creative Composition 1 • Creative Composition 2 • Creative Production and Presentation • Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino) • Filipino 2 (Filipino sa Isports) • Filipino 2 (Filipino sa Sining at Disenyo) • Filipino 2 (Filipino sa Larang Teknikal-Propesyonal) • Introduction to the Philosophy of the Human Person • Malikhaing Pagsulat • Philippine Governance (Philippine Politics and Governance) • Social Sciences (Theory and Practice)
Science, Technology, Engineering, and Mathematics	*Any of the following bundles:* • Biology 1, 2, 3 & 4 • Chemistry 1, 2, 3 & 4 • Physics 1,2, 3, & 4 • Earth and Space 1, 2,3 & 4
Arts Apprenticeship	*Complete the 4 (Four) elective subjects:* 1. Art Criticism & Creative Markets. *Learners shall choose One (1) of the art forms below:* <u>Creative Industries</u> a. Applied & Traditional Arts b. Literary Arts c. Media Arts d. Visual Arts 2. Performance Criticism & Creative Markets <u>Creative Industries</u> a. Music b. Dance c. Theatre 3. Filipino Identities Through the Arts 4. Leadership and Management in the Arts

The table above shows Work Immersion pre-requisites subjects for Academic Track.

22. **Field Exposure (Off-Campus) for Academic Track.** The elective is designed to broaden learner's understanding of potential career pathways and provide early exposure to professional environments. Through this, learners gain insight and engage meaningfully with workplace environments and learning activities in workplace settings. Learners may choose Field Exposure (Off-Campus) as an elective which can be taken by learners in any term for a duration of 80 hours.

Table 5: Field Exposure (Off-Campus) Model

Option	TERM 1, 2 or 3	Duration of Completion	Time Allotment
1		80 hours	20 hours: Pre-Field Exposure (Classroom Instruction) 40 hours: Field Exposure 20 hours Post Field Exposure: (Classroom Instruction)

Field Exposure may be scheduled in Term 1, Term 2, or Term 3, depending on the school's implementation plan and the availability of partner institutions or workplaces. The elective shall be taken only once by learners.

Field Exposure (Off-Campus) Phases

Field Exposure (Off-Campus) is structured into three phases to ensure that learners are properly prepared, guided during the experience, and given the opportunity to reflect on their learning. Schools may organize these hours through structured activities facilitated by partner institutions, such as workplace visits, guided observations, and limited task participation. Teachers shall ensure these activities align with subject objectives while guiding learners through journals, discussion, and other reflective tasks to deepen their career awareness and understanding of professional competencies. The three phases are discussed below.

i. **Pre-Field Exposure *(In-school)* -** This phase shall be conducted in school which will be conducted in 20 hours. This will focus on preparing learners through orientations, discussions on expected roles and responsibilities, workplace ethics, and safety protocols.

ii. **Field Exposure Proper** - This phase is dedicated to the actual field exercises/activities of the learners which will be observed for 40 hours. During this phase, learners are engaged in supervised observation, company visits, or limited hands-on participation in real workplace settings relevant to their field of interest.

iii. **Post Field** - ***(In-school)*** **This** phase is the last section of the Off-Campus Field Exposure. Learners shall be in school and continue their learning through activities such as class discussions, documentation, presentations, and evaluation to solidify their understanding.

23. **Arts Apprenticeship for Academic Track.** Learners shall complete the Arts Apprenticeship either for 40 or 80 hours, depending on the chosen art forms or elective. The Curriculum Guide shall be the basis for the specific art form, ensuring that the learning experiences align with the intended competencies and standards.

Table 6: Arts Apprenticeship Model

Option	TERM 1	TERM 2	TERM 3	Duration of Completion	Time Allotment
1	*Pre-requisite Electives)		Creative Production and Presentation	160 hours	**40 - 80 hours** Pre-Arts Apprenticeship (Classroom Instruction) **40 - 80 hours** Arts Apprenticeship Proper **40 - 80 hours** Post Arts Apprenticeship (Classroom Instruction)

Note: The combined duration of the Pre-Apprenticeship, Apprenticeship Proper, and Post-Apprenticeship phases should not exceed 160 hours. This will provide learners with greater flexibility based on their chosen art form, the duration of each phase may range from 40 to 80 hours.

Term 1 is allotted for pre-requisite elective subjects or other elective subjects, Term 2 Conduct of Arts Apprenticeship and Term 3 is designated for Creative Production and Presentation.

Schools shall ensure that learners are provided with meaningful exposure to authentic artistic practices, including mentorship and guided participation in creative processes aligned with the competencies of their chosen art form.

Implementation shall ensure that learning activities, mentorship, and expected outputs are aligned with the specific competencies, creative practices, and industry contexts of the respective artistic discipline. This shall be supported by a systematic monitoring mechanism to ensure compliance and assess the effectiveness and impact of the apprenticeship experience.

Phases in Arts Apprenticeship

Arts Apprenticeship is structured into 3 phases to ensure that learners are properly prepared, guided during the experience, and given the opportunity to reflect on their learning.

a. **Pre-Arts Apprenticeship *(In-School)*** - Learners will undergo 40–80 hours of Pre-Arts Apprenticeship classroom instruction, designed to prepare them through discussions on the concepts of their chosen art form, as well as their expected roles and responsibilities, workplace ethics, and safety protocols. This phase focuses on developing the foundational knowledge, skills, and orientation necessary for the specific art form the learner will pursue. Instruction will be delivered for 2 hours per day, four times a week.

b. **Arts Apprenticeship Proper** - This phase consists of 40 to 80 hours of Arts Apprenticeship, during which learners are mentored by an expert

practitioner or engage in a real-world creative environment related to their chosen field of interest. This provides learners with hands-on experience and exposure to authentic artistic practices.

c. **Post–Arts Apprenticeship *(In-School)*** - Learners will complete 40 to 80 hours of Post–Arts Apprenticeship, conducted through classroom instruction. This phase allows learners to process and reflect on their experiences through class discussions, documentation, and evaluation of the knowledge and skills gained during the apprenticeship.

24. **Attendance Standards and Protocols**

a. General Attendance and Completion. To meet the requirements of the SHS Curriculum, all learners must adhere to the following attendance standards:

i. **Completion of Hours:** The Work Immersion, Field Exposure, or Arts Apprenticeship hours must be completed within the specific timeframe agreed upon by the School and the Industry Partner.

ii. **Action Plans for Prolonged Absences, Behavior and Health Conditions:** If a learner cannot complete the required duration due to absences, dropping out, or other unforeseen reasons, the school will formulate a mandatory action plan to address these special concerns.

iii. **Graduation Requirement:** Failure to complete the program hours as an integral component of the SHS Curriculum may result in the learner being ineligible for graduation.

iv. **MOA Integration:** All attendance provisions are legally binding as stipulated in the MOA or between the school and the partner industry.

b. **During Suspensions and Holidays.** To ensure learner safety while in their Work Immersion, Field Exposure, and Arts Apprenticeship facility or venue, the following DepEd protocols shall apply.

i. **Class suspension.** In the occurrence of disasters, extreme weather conditions, emergencies and other hazards, work immersion learners shall follow class suspension guidelines declared by DepEd, or the announcement of the LGU. This includes announcements made by the LGU governing the school's location, as well as the LGU where the learner's workplace is situated.

ii. **Holidays.** Learners shall not render work immersion, field exposure, or arts apprenticeship hours during scheduled holidays, declared non-working holidays, DepEd and local suspensions.

iii. **Special Cases/Conditions.** In cases of any form of abuse and exploitation, the school, its administrators, and teachers should adhere to DO No. 40, s. 2012 (Child Protection Policy) and exercise special parental authority and responsibility over the work immersion, field

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exposure and arts apprenticeship learners while under the supervision of the respective focal persons.

25. **Contingency Measures for Learner Deployment.** In conditions where learner deployments are affected for a given reason, the following contingency plans may be adopted by the schools. These can be modified depending on the nature of the condition.

Table 7: Deployment Contingency Plans

Conditions	Action	Alternate Activities	Restrictions	Means of Verification
Late Deployment of Learners	Adjust the deployment schedule to ensure all required experiential learning hours are fulfilled.	School-based preparatory activities: • modules • simulations • safety orientations • work-readiness sessions (seminar/ symposia)	Preparatory activities shall not serve as a credited fulfillment of required experiential learning hours.	Certificate of Completion or Submission of Accomplished Modules
Early completion	Conclude field-based activities once the prescribed hours are met.	Post-experiential activities: • Reflection journal • Portfolio completion • Competency assessments • Evaluation of Industry Partners and debriefing	No additional experiential learning hours should be credited to learners beyond the prescribed duration.	• Issuance of Certificate of Completion • Submission of Industry Evaluation • Submission of Portfolio
Incomplete Work Immersion Hours	Remediation and/or Reassignment	• Assign to another company for the same industry sector • Design specialized, simulated work environment activities in school that mirror industry tasks • Extended rendering of work immersion hours	Complete the remaining hours required to finish the immersion.	• Daily Time Record • Performanc e evaluation report • Updated portfolio • Completion clearance

Host Industry Partners Contingency	Reassignment to another industry partner	• Assign to another company for the same industry sector • Complete the remaining Work Immersion Hours	Render the lacking hours	• Approval of Transfer from School Head • Certificate of Completed Work Immersion hours from previous industry
Remote Areas/Limited Industries in the Community	• In-School Simulation • Government/LGU Based Placement • Single Industry-Hub Clustering	• School Head, Work Immersion Focal and the elective teachers will design and prepare a "Mock-work" environment in school as a back-up plan. • Schools shall coordinate with LGU as local partners • Schools may invite Private industries as Resource Person and conduct Symposium and the like		Program Design Matrix

26. **Other Deployment Conditions**

a. Incomplete Immersion Hours Due to Operational Limitations

In instances where a learner's initial host company is unable to facilitate the completion of the required minimum work immersion hours due to operational limitations, the learner may be authorized for supplemental deployment to another qualified host company. This measure is intended to ensure that learners complete the prescribed work immersion requirements without compromising the continuity, quality, and intended learning outcomes of the program. The following procedures shall govern the immersion re-assignment:

i. **Deployment:** The learner may be deployed to a second partner company to serve the remaining unserved hours of their immersion requirement.

ii. **Documentation:** Both the initial and secondary host companies must provide a certified record of hours served to ensure the total cumulative time meets the prescribed policy standards.

iii. **Approval:** Such transfers are subject to the review and approval of the

Work Immersion Focal to ensure the continuity of the learner's training plan and competencies.

b. Limited Industry in the Area

To ensure equitable access to Work Immersion and the continuity of learning in divisions or regions with limited industry presence or significant geographic barriers, schools may adopt the following alternative modalities. These modalities are intended to provide learners with meaningful workplace-based learning experiences while ensuring that the required competencies and learning outcomes of the Work Immersion Program are achieved:

i. **In-School Work Immersion Simulation:** Schools are authorized to establish "mock-work" environments, workshops, or student-led activities on campus. These simulations must be designed to replicate the workflow, safety standards, and performance metrics of a professional workplace.

ii. **Government and LGU-Based Placement:** In the absence of private enterprises, schools shall prioritize partnerships with LGUs. Valid immersion venues include Municipal Halls, Rural Health Units (RHUs), or local public works offices, focusing on administrative, technical, or community service competencies.

iii. **Consolidated Industry Clustering:** Small or remote schools may cluster together to form a single partnership hub. This hub model allows the division to invite a single large industry partner to provide on-site mobile training or residency programs at a centralized school location, reducing travel risks and costs for students.

These provisions are established to address the limited availability of industry partners and the geographic constraints that may hinder learner participation in Work Immersion. By providing flexible yet standards-based implementation options, they promote equitable access to quality immersion opportunities while ensuring that all learners are able to achieve the prescribed competencies and fulfill the program requirements, regardless of their geographic location.

27. **Safeguarding Learner Well-Being and Deployment Progress**

a. Kumustahan. The **Kumustahan** is a dedicated weekly mentoring and monitoring session designed to ensure the continuous well-being, professional growth, and technical progress of learners.This session serves as a critical touchpoint between the learners and the work immersion teacher while they are deployed in their work immersion venue to provide holistic support throughout the program. The schedule for this activity shall be by class or sector, determined and agreed by the immersion focals once a week and learners will participate in the session outside of their immersion schedules.

b. Core Objectives of the Session:

i. **Learner Check-in:** Assessing the physical and emotional condition of

learners within their respective industry environments by utilizing "Kumustahan Checklist" which may vary depending on the focus of the session.

ii. **Challenges and Concerns:** Proactively addressing any concerns, challenges, or workplace issues encountered by the learners. These potential challenges shall follow the action process under DepEd Order no. 40 s. 2012 Annex A " Adult to Learner Protection Concern"

iii. **Technical & Guidance Support:** Providing guidance and support related to their specific electives and assisting them in navigating workplace challenges.

c. Implementation

i. **Duration:** Sessions are strictly time-bound, ideally lasting between 1 to 2 hours once a week. Learners are expected to resume with their work immersion schedules immediately following the conclusion of the Kumustahan.

ii. **Flexible Delivery Formats:** To accommodate various industry locations, sessions can be delivered in a hybrid format:

(1) Online/Virtual meetings for learners at remote sites.

(2) Industry Visits: On-site mentoring conducted by the immersion teacher at the partner institution

28. **Grading Mechanics.** The Work Immersion, Field Exposure (Off-Campus) and Arts Apprenticeship Teacher and the Industry Focal will jointly assess the learners' performance to ensure that standards and industry requirements are both met.

a. **Grading Components for Work Immersion**
The final grade is distributed as follows to prioritize experiential learning:

Performance Tasks (PT) (80%): Direct assessment of technical proficiency and workplace behavior of learners which will be graded by the industry work immersion focal. This grading system ensures that 80% of the total grade is derived from actual workplace performance, reflecting the importance of hands-on application.

Written Works (WW) (20%): Learner's Portfolio, weekly accomplishment report, and documentation of learning which are repositories for evidence of both technical skills (e.g., completed industry-specific projects, technical reports, and documented outputs) and soft skills (e.g., narratives on teamwork, collaboration, and problem-solving).

The final grade is computed based on two primary sources of evidence:

i. **Industry Performance Task (80%)** Conducted by the Industry Work Immersion Focal, this component assesses the learner's actual workplace contributions across three key areas:

(1) **Technical Skills (40%):** Proficiency in theory application, tool/software mastery, accuracy, and safety protocols.

(2) **Soft Skills & Employability (30%):** Effectiveness in communication, critical thinking, adaptability, and team collaboration.

(3) **Work Habits & Professionalism (30%)**: Demonstrated punctuality, ethics, initiative, and resourcefulness.

ii. **Portfolio (20%)** Evaluated by the Work Immersion Teacher, this serves as the school-side validation of the learner's experience:

(1) **Evidence of Learning (70%):** A compilation of Daily Time Records (DTR), activity logs, photographic evidence, and high-quality work samples.
(2) **Organization and Form (20%):** Assessment of the professional presentation and logical flow of the submitted documents.
(3) **Overall Presentation (10 %):** Evaluation of the creative effort, visual appeal, and the learner's ability to effectively synthesize and communicate their overall immersion journey.

b. **Grading Components for Field Exposure (Off-Campus) and Arts Apprenticeship**

For the Off-campus Field Exposure and Arts Apprenticeship, the final grade is distributed as follows to prioritize experiential learning:

i. **Performance Tasks (70%):** Direct assessment of workplace behavior (e.g., punctuality, politeness, dressing appropriately) of learners which will be graded by the industry work immersion focal.

ii. **Written Works (15%):** Reflective journals, reports, and documentation which are repositories for evidence of learning and soft skills (e.g., narratives on teamwork, collaboration, and problem-solving).

iii. **Assessment (15%):** measures student learning at the end of the term. This may be in the form of objective tests, performance-based assessment or combined thereof.

c. **Grading Components and Distribution**

Table 8: Grading Components and Distribution

Grading Component	Tracks	
	Academic	**Tech-Pro**
	Field Exposure (Off-Campus)/ Arts Apprenticeship	Work Immersion
Performance Tasks (PT)	70 %	80 %
Written Works (*Portfolio*)	N/A	20 %
Term Examination (TE)	15 %	N/A
Assessment	15 %	N/A
Total	**100 %**	**100 %**

Reference: D.O. 15 s. 2026

d. **Final Grade Computation**
The total grade is a weighted average of the Industry Evaluation, Written Works, Assessment and the Portfolio. This ensures that the learner's competencies are measured not only by their technical "output" in their workplace environment but also by their ability to organize and reflect on their professional growth.

Sample Computation for Academic Track

Component	Computation
Industry Evaluation:	90 x 0.40 = 36.00
Written Works:	85 x 0.20 = 17.00
Assessment:	88 x 0.20 = 17.60
Portfolio:	92 x 0.20 = 18.40
Final Grade	**89.00**

Sample Computation for Technical-Professional Track

Component	Computation
Industry Evaluation:	88 x 0.80 = 70.40
Portfolio:	92 x 0.20 = 18.40
Final Grade	**88.80**

29. **The Memorandum of Agreement(MOA).** All partnerships for Work Immersion, Field Exposure (Off-campus), and Arts Apprenticeship shall be formalized through a legally binding **MOA**. This document serves to define the specific roles, responsibilities, and protective boundaries between **Party A (The School)** and **Party B (The Industry Partner)**, ensuring that the Joint Working Group (JWG) functions effectively and that the safety of the learner remains the primary consideration.

    To maintain administrative consistency and legal compliance across all levels of the Department of Education, the **MOA Template**, which incorporates all

mandated provisions on child protection, disciplinary jurisdiction, and site inspection, is provided in the Annex of these guidelines.

30. **Roles and Responsibilities of Different Governance Levels and Industry Partner**

This section outlines the specific accountabilities of the School Head, Work Immersion, Field Exposure (Off-Campus) and Apprenticeship Focal Persons, to ensure proper planning, supervision, monitoring and evaluation.

Governance Level	Roles and Responsibilities
Central Office	The Work Immersion, Arts Apprenticeship, and Field Exposure policy is developed and issued by the Learning Systems (LS) Strand of the Central Office through the Bureau of Curriculum Development (BCD) to ensure that the policy framework is aligned with national education goals, curriculum standards, and industry demands, and that it provides clear guidance for the effective integration of experiential learning opportunities into the curriculum. In support of the policy implementation, the Learning System shall: a. Design and develop monitoring and evaluation (M&E) tools which aim to assess the quality, relevance, and impact of the WI, AA, and FE programs across all governance levels. b. Provide the periodic review and refinement of the policy, ensuring responsiveness to emerging trends, labor market needs, and educational innovations. c. Shall provide technical assistance to support regional and field offices to strengthen program implementation.
Regional Office	The regional office serves as the primary oversight and quality assurance body. This is to ensure that the policy is implemented uniformly in all its respective Schools Division Offices. Specifically, these roles and responsibilities are stated as: a. Quality Assurance (QA) and Oversight: Conducts periodic monitoring of the SDOs to ensure that Work Immersion, Field Exposure, and Arts Apprenticeship programs comply with national safety and educational standards. b. Technical Assistance: Provides guidance to SDOs on the interpretation of the guidelines, particularly regarding complex legal issues.

	c. Regional TVL/Tech-Pro Track Supervision: The Regional EPS for TVL/Tech-Pro (or other relevant tracks) oversees the strategic alignment of regional school offerings with large-scale regional industry demands. d. Capacity Building: Organizes regional-level training or orientations for SDO focal persons to update them on new policies, partnership protocols, and monitoring tools. e. Policy Feedback: Aggregates data and feedback from the field to report back to the Central Office through the Bureau of Curriculum Development (BCD) within thirty (30) calendar days following the end of the School Year for future policy refinement.
Schools Division Office	The Schools Division Office shall oversee, manage, and provide technical assistance on school-to-industry deployment patterns. A Division Level Rationalization and Coordination mechanism shall be designed to to prevent the overcrowding of industry partners and avoid exceeding their absorptive capacity. a. The SDO through the CID, Tech-Pro and/or Academic Focal/Coordinator acts as the direct management and support unit. It bridges the gap between the school-level execution and the regional policy standards. b. Inspection and Compliance: The SDO CID, SDO EPS/PSDS, and School Heads are responsible for conducting meetings and inspections of potential partner industries. They must verify industry compliance and ensure the venue is safe and suitable for learners. c. Partnership Coordination: While schools proactively seek partners, the SDO manages large-scale partnerships that cover multiple branches and schools to ensure a systematic and professional approach toward corporate partners. d. Technical Support to Schools: Assists School Work Immersion Focals in developing Training Plans, securing MOAs, and resolving local implementation issues or workplace conflicts. e. Validation and Data Management: Reviews school-level industry mapping data (utilizing LGU and NGA reports) to ensure that the electives offered by the schools in the division are truly aligned with local market needs. f. Fund Management: Oversees the proper utilization of the Program Support Fund and ensures that school MOOE is being used according to the prescribed auditing rules for student insurance and teacher monitoring. g. Disciplinary Oversight: Collaborates with schools to

	handle serious disciplinary cases or accidents that occur during off-site placements, ensuring due process and child protection protocols are followed

School Level

Personnel	Roles and Responsibilities
School Head	a. Ensure the programs are aligned with existing education policies. b. Appoint a Work Immersion Focal Person and a Work Immersion Teacher. c. Strengthen Partnerships through a Memorandum of Agreement (MOA). d. Serve as the official signatory for the school in all Memorandum of Agreement (MOA). e. Review and approve plans, schedules and deployment of learners. f. Allocate funds for the Work Immersion, Field Exposure (Off-Campus) and Arts Apprenticeship monitoring, subject to usual auditing protocols. g. Monitor the preparation and implementation of the Work Immersion Program and ensure the timely submission of all reports.
School Work Immersion Focal	a. Takes charge of scouting potential industry partners and identifying industry-demanded skills-needs to guide learner deployment. b. Liaise and coordinate with companies or industries regarding the deployment of learners. c. Provide the companies with the list of learners, as well as the duration and schedule of their immersion. d. Prepare and manage essential documents, including the MOA, Training Plan, Parent Consent forms, and learner insurance. e. Conduct learner orientations, parent orientations, and industry consultation meetings. f. Conduct industry inspections prior to deployment to ensure compliance with Work Immersion, Field Exposure and Arts Apprenticeship safety and standards guidelines. g. Establish and maintain an updated database of partner companies.
School Work Immersion / Field Exposure (Off-Campus) / Arts	Field Exposure, and Arts Apprenticeship shall be handled by the elective teacher to ensure instructional alignment.Work Immersion for the Tech-Pro Track shall be assigned to a Work Immersion Focal and considered a teaching load equivalent to 6 regular teaching loads in a specified term. This will ensure

Apprenticeship Teacher	effective monitoring and guidance to deployed learners. However, this will vary depending on the school matrix of teachers, number of classes and loading and assignment. Furthermore, the assignment of Work Immersion, Field Exposure and Arts Apprenticeship as a teacher's load shall be officially recognized as a regular teaching assignment, subject to existing BHROD policies and workload standards. This ensures that time spent on coordination and student supervision is counted toward the mandatory daily teaching hours and documented through established reporting guidelines to maintain operational efficiency during the pilot implementation. This clause shall adhere to the policy issuance on the rationalization of Teacher's Workload in Public Schools and Payment of Teaching Overload. (*DepEd Order No. 5 s. 2024*). Specifically, assigned Work Immersion and Field Exposure teacher shall perform the following duties: a. Jointly develop a Training Plan with the partner Industry Focal person. b. Monitor deployment of learners at Work Immersion and Arts Apprenticeship venues. c. Represent the school in any official meetings and conferences related to industry immersion, field exposure and art apprenticeship. d. Attend training programs as part of continuous professional development. e. Conduct weekly ***Kumustahan Sessions*** to check progress of learners and address issues and concerns. f. Records and computes learner grades, evaluates competence, and provides regular feedback.
Work Immersion, Field Exposure (Off-campus) and Arts Apprenticeship Industry Focal	The Focal Person shall serve as the primary coordinator/ supervisor of the learners within the working environment during the work immersion, field exposure, and arts apprenticeship period. Specifically, the Industry Focal Person shall: a. Act as a focal point person between the industry/company and the school. b. Co-develop the training plan in collaboration with the school. c. Ensure the delivery of all competencies outlined in the Training Plan. d. Organize orientations for learners regarding company policies, workplace rules, safety standards, and

	regulations. e. Provide regular supervision and mentorship to the learners. f. Report concerns or incidents promptly to the Work Immersion, Field Exposure, or Arts Apprenticeship teacher. g. Submit Learner's Evaluation sheet after 5 days of Work Immersion Completion to the Work Immersion Teacher
Work Immersion, Field Exposure, and Art Apprenticeship Learners	a. Report regularly to the industry partner venue or facility throughout the agreed period. b. Submit all required documents to the Work Immersion or Field Exposure, or Arts Apprenticeship focal person (e.g., Task sheet, Daily Time Record, Incident Reports). c. Track and complete Training Plan progress by documenting activities as Means Of Verification (MOV) in a portfolio for submission at the end of the term. d. Adhere to the policies, rules and regulations for both the partner industry and the school. e. Participate in and attend all related activities required by the industry partner and the school. f. Attend weekly "Kumustahan" sessions to provide updates and discuss progress.

VII. TEACHER WORKLOAD AND PROGRAMMING FOR WORK IMMERSION

31. To ensure the effective implementation of Work Immersion, Field Exposure and Arts Apprenticeship while protecting instructional time and teacher welfare, the following provisions on teacher loading shall apply:

    a. **Credit and Categorization of Workload**

        i. **Off-Site Monitoring as Teaching Load**. The hours spent by the Work Immersion teachers at industry venues shall be considered part of their actual teaching load in accordance with DepEd Order No. 005 s. 2024

        ii. **Utilization of eSF7**. The specific number of hours credited in the teacher's program on the e/School Form 7 (eSF7) must be clearly defined and must include the time allotted for travel and supervision at immersion venues. This must be supported by the issuance of a Locator Slip signed by the School Head.

    b. **Exemptions and Class Programming**

        i. **Teaching Load Exemptions.** School Heads are granted the option to exempt Work Immersion Teachers from regular classroom teaching

loads during the term of deployment. This is to allow them to focus and perform their roles exclusively for industry engagement, monitoring of learners and program evaluation.

ii. **Program Flexibility**. To accommodate scenarios where the assigned Work Immersion Teacher is the Elective teacher, schools may utilize flexible class programming. These include longer instructional hours, but fewer sessions. (e.g. 3 hours per subject/elective)

iii. **Ancillary Task Distinction**. The "advisory and Kumustahan" function of a work immersion teacher is considered part of the delivery of instruction. This is distinct from the regular Class Advisory duty, which is an ancillary task involving the management of a grade-level group.

32. **Compensation for Overload and Overtime**

a. **Teaching Overload Pay.** Assignments exceeding the standard six (6) hours of daily teaching load including the work immersion monitoring shall be compensated via Teaching Overload Pay under the DepEd Order No. 5, s. 2024 and DepEd Memorandum 53, s. 2024. Likewise, tasks performed beyond regular working hours that are teaching - related but not part of the instructional load are covered under DepEd Order No. 26, s. 2025.

b. **Fund Source**. Payments for teaching overload shall be charged against the specific line item for Teaching Overload Pay (Administration of Personnel Benefits- Payment for Honoraria for Teaching Overload)

VIII. JURISDICTION AND ADHERENCE TO DEPED RULES AND REGULATIONS

33. All learners participating in Work Immersion, Field Exposure (Off-Campus) or Arts Apprenticeship remain officially enrolled under the Department of Education (DepEd) and are primarily governed by its institutional mandates. While learners are expected to respect the professional norms of the receiving industry/company, their conduct is subject to the following clauses:

a. **Primacy of DepEd Rules:** In any instance of conflict between industry practices and school policy, DepEd orders and existing school rules shall take precedence, particularly regarding student rights, safety, and core discipline.

b. **Child Protection Compliance:** All engagements must strictly adhere to the DepEd Child Protection Policy and all other DepEd Issuances. No industry rule or task shall supersede the learner's right to a safe, non-exploitative environment.

c. **Disciplinary Jurisdiction:** Any breach of conduct during the program remains a school-related offense. While the Industry Focal may report incidents, the Work Immersion, Field Exposure (Off-Campus) or Arts Apprenticeship Teacher, and the school head retain the sole authority to

impose disciplinary actions following DepEd's due process.

d. **Standard of Conduct:** Learners must always uphold the School's Code of Conduct; a violation of industry rules that also violates school policy will be treated with the same gravity as if the offense occurred on school grounds.

IX. MONITORING AND EVALUATION

34. Monitoring and Evaluation (M&E) is a critical component of any programs of the department. This system ensures that the implementation of the program is carried out efficiently and effectively, supporting accountability, quality assurance, and informed decision-making for the Strengthened Senior High School.

35. The Basic Education Monitoring and Evaluation Framework (BMEF) as articulated in DO 29, s 2022 shall serve as the basis for ensuring that the objectives of these guidelines are met. To continuously improve implementation, an M&E plan shall be utilized to analyze the outcomes of Work Immersion, Field Exposure and Arts Apprenticeship. The Regional Offices (RO) and Schools Division (SDO) may adopt the M&E Plan attached as ***Annex M*** in this policy. For the EBET Pathway, DepEd, in coordination with TESDA, shall adopt aligned monitoring indicators and data-sharing arrangements covering learner enrollment, attendance, training hours, competency completion, assessment, certification, grievances, learner welfare, and employment outcomes, subject to the Data Privacy Act and applicable regulations.

X. FUNDING REQUIREMENTS

36. **The "No Collection Policy" shall be observed in the conduct of Work Immersion, Field Exposure (Off-Campus) and Art Apprenticeship.** Some provisions are stated in this section for guidance which are as follows:

    a. Expenses incurred by designated Field Exposure, Arts Apprenticeship, and Work Immersion Focal Persons in securing partnerships, as well as their travel, transportation, and monitoring expenses related to supervision duties at Work Immersion venues, may be charged to the school's MOOE and other applicable fund source(s), subject to the availability of funds and existing accounting and auditing rules.

    b. Transportation or meal allowance provided to the learners from their Work Immersion Industry Partners which will be considered as donation under Adopt-A-School-Program shall be recorded, audited and shall be subjected to accounting rules and regulations.However, cash allowances of learners that will not be part of ASP donation shall be given directly to learners and accounted through by company Human Resource Office or whichever is applicable to the industry.

    c. For learner insurance, public SHSs shall be funded in any of the following: Program Support Fund (PSF), or School MOOE. However, this shall be

integrated into the school's Annual Implementation Plan (AIP) and School Implementation Plan (SIP) subject to usual budgeting, auditing rules and regulation.

d. Private schools shall ensure that all work immersion-related charges are transparent, properly documented, and communicated to parents or guardians and learners. Any collection of fees shall be subject to governing tuition and other school fees.

XI. REFERENCES

1. **DepEd Order No. 17, s. 2026**, *Full Implementation of the Strengthened Senior High School Curriculum.*
2. **DepEd Order No. 15, s. 2026**, *Revised Guidelines on Classroom Assessment, the Grading System, Awards, and Recognition for the K to 12 Basic Education Program.*
3. **DepEd Order No. 6, s. 2026**, *Guidelines on Ensuring a Safe and Motivating Environment (ESME).*
4. **DepEd Memorandum No. 48, s. 2025**, *Pilot Implementation of the Strengthened Senior High School Curriculum for Grade 11 in School Year 2025–2026.*
5. **DepEd Memorandum No. 74, s. 2025**, *Interim Guidelines for the Assessment and Grading System for the Pilot Implementation of the Strengthened Senior High School Curriculum.*
6. **Republic Act No. 12063** (November 7, 2024), *An Act Institutionalizing the Enterprise-Based Education and Training Framework and Appropriating Funds Therefor.*
7. **DepEd Order No. 3, s. 2021**, *Child Protection Unit and the Child Rights in Education Desk in the Department of Education.*
8. **DepEd Order No. 44, s. 2021**, *Implementation of the Career Guidance Program for Senior High School.*
9. **National Artificial Intelligence Strategy Roadmap 2021–2030**, Department of Trade and Industry.
10. **Philippine Development Plan 2023–2028**, Chapter on Human Capital Development.
11. **DepEd Order No. 30, s. 2017**, *Guidelines for Work Immersion.*
12. **DepEd Order No. 39, s. 2018**, *Clarifications and Additional Information to DepEd Order No. 30, s. 2017 (Guidelines for Work Immersion).*
13. **DepEd Order No. 32, s. 2019**, *National Policy Framework on Learners and Schools as Zones of Peace.*
14. **DepEd Order No. 31, s. 2022**, *Child Rights Policy: Adopting the Rights-Based Framework in Philippine Basic Education.*
15. **DepEd Order No. 40, s. 2015**, *Policy and Guidelines on Building Partnerships for the K to 12 Program.*
16. **DepEd Order No. 55, s. 2013**, *Implementing Rules and Regulations of Republic Act No. 10627, Otherwise Known as the Anti-Bullying Act of 2013.*
17. **DepEd Order No. 6, s. 2012**, which prohibits all forms of cooperation or partnership with the tobacco industry.
18. **DepEd Order No. 40, s. 2012**, *Child Protection Policy: Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying, and Other Forms of Abuse.*

19. **DepEd Order No. 39, s. 2009**, concerning the commercialization of schools and prohibiting institutional endorsements by the Department of Education for commercial products or services within school premises.
20. **DepEd Order No. 66, s. 2003**, *Adopt-a-School Program of 1998.*
21. **Republic Act No. 7877**, *An Act Declaring Sexual Harassment Unlawful in the Employment, Education, or Training Environment, and for Other Purposes.*
22. **Republic Act No. 8525**, *Adopt-a-School Act of 1998*, and related DepEd issuances on corporate donations.
23. **Articles 218 and 219 of the Family Code of the Philippines** on the special parental authority and responsibility of schools, administrators, and teachers.
24. **Articles 2176 and 2180 of the Civil Code of the Philippines** on quasi-delicts, obligations, and liability arising from negligent acts or omissions.
25. Relevant issuances of the **Department of Labor and Employment (DOLE)** and the **Technical Education and Skills Development Authority (TESDA)**, whenever applicable.
26. **Implementing Rules and Regulations of Republic Act No. 12063 (Enterprise-Based Education and Training [EBET] Framework Act)**, approved on February 28, 2025.
27. **TESDA Circular No. 69, s. 2025**, *Implementing Guidelines for Enterprise-Based Education and Training (EBET) Programs.*
28. **Revenue Memorandum Circular No. 23-2026**, *Clarifying the Provisions of Revenue Regulations No. 13-2025 Relative to the Availment of Tax Exemptions and Incentives Under Republic Act No. 8525, Republic Act No. 12063, and the National Internal Revenue Code.*
29. **Republic Act No. 11058**, *An Act Strengthening Compliance with Occupational Safety and Health Standards and Providing Penalties for Violations Thereof.*
30. **TESDA Circular No. 78, s. 2025**, *Operating Procedure on Enterprise-Based Education and Training (EBET) Program Registration.*
31. **Revenue Regulations No. 13-2025**.
32. Subsequent applicable laws, rules, regulations, circulars, memoranda, and other issuances of **DepEd**, **TESDA**, **DOLE**, the **Department of Finance (DOF)**, the **Bureau of Internal Revenue (BIR)**, and other relevant agencies pertaining to the implementation of the Enterprise-Based Education and Training (EBET) Framework and related programs.

ANNEX A1. Memorandum of Agreement (Industry)

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (MOA) covers the implementation of Work Immersion, Field Exposure (Off-Campus), Arts Apprenticeship Program of Grade 12 Senior High School (SHS) Learners to provide them with practical workplace experience aligned with their track.

The program shall involve the deployment of learners from (Name of School) hereinafter referred to as beneficiaries. to (Name of Industry) hereinafter as industry partner. The learners shall perform supervised tasks subject to policies, standards and guidelines of both Parties.

The Work Immersion, Field Exposure (Off-Campus), Arts Apprenticeship Program shall be completed within the period of the chosen model (One Term, Two Term Model) in any of the term in SY: _____ (indicate the specific SY) as agreed by both Parties.

This MOA made and entered into this _____ day of _____, (year) at (City/Town, Province), by and between:

> The _____, (hereinafter referred to as the "SCHOOL" with School Identification Number _____ a public high school with principal address at _____ represented in this Agreement by its _____, _____, Filipino, of legal age, and hereinafter referred to as the SCHOOL;
>
> -and-
>
> _____. (hereinafter referred to as "COMPANY" a duly organized and existing under the laws of the Republic of the Philippines, with principal address at _____, represented in this Agreement by _____, Filipino, of legal age, duly authorized for this purpose hereinafter referred to as the "COMPANY".

(Name of School) and (Name of Company) are hereinafter collectively referred to as the "Parties."

WITNESSETH, That:

WHEREAS, DepEd has implemented the K to 12 Basic Education Program, which includes Senior High School (herein after referred to as SHS), with the major goal to develop in learners the competencies, work ethics, and values relevant to pursuing further education, and/or joining the world of work;

WHEREAS, DepEd has identified work immersion as primary component of Senior High School;

WHEREAS, DepEd has identified various delivery modes from which schools may choose from based on their needs and resources and the school's partnership agreement;

WHEREAS, (Name of School) is implementing SHS and to be able to achieve its objective needs to enter partnerships with industry;

WHEREAS, (Name of company) is willing to commit and support the SHS Work Immersion Program by making facilities available and assign in-company trainers to train and supervise SHS students;

NOW, THEREFORE, for and in consideration of the foregoing premises, the parties hereby agree as follows:

I. OBJECTIVES OF THE PARTNERSHIP

The Partnership has the following objectives:

1. To supplement the formal curriculum of the SHS Tech-Pro, Track with special inputs coming from industry experts and practitioners in order to make the SHS Tech-Pro Track aligned and consistent with industry standards;
2. To develop in the students of the SHS program the skills that are relevant to the needs of the job market in the area
3. To train or expose SHS teachers to the workplace and familiarize them with industry standards, processes and practices;
4. To provide SHS students relevant learning experiences by giving them opportunities for Work Immersion;
5. To form partnerships between DepEd and the industry partners as well as educational institutions and other providers allowing the students, faculty, and staff of the schools concerned the use of and access to industry workplace and equipment as part of their work immersion program.

II. RESPONSIBILITIES OF THE PARTIES

A. Joint Responsibilities

Both (School) and the (Company) shall:

1. Create a joint working group that will prepare the action plan to operationalize the partnership; monitor its progress and to make sure that the provisions of this MOA are met.

A Joint Working Group (JWG) is hereby established to oversee the program.

Designation	Name (Party A - School)	Name (Party B - Industry)
Chairpersons	_____	_____
Coordinators	_____	_____
Members	_____	_____

Functions of the JWG:

1. Site Inspection: Conduct a mandatory inspection of Party B's premises on _____ [Date] to certify a safe and conducive learning environment.
2. Training Plan: Develop and approve the Training Plan attached as **Annex "J"** for the duration of _____ [Start Date] to _____ [End Date].
3. Supervision: Coordinate pre-deployment and post-deployment activities and monitor student progress.

B. School's Responsibilities

1. The school retains the sole authority to discipline learners. Any offense committed at the industry site shall be reported to the School Discipline Committee for action.

   For the learners, the school shall:

   1. Ensure that learners are first and foremost priority of DepEd and remain under the school's jurisdiction.
   2. Observe that learners shall strictly follow the DepEd calendar, including the automatic suspension of activities during holidays and class cancellations due to typhoons or emergencies.
   3. Conducts pre-deployment sessions on workplace ethics, communication, teamwork, digital tools, first aid, and financial literacy.
   4. Secures signed Parents'/Parent-Substitute's **Consent Forms** with a copy of a valid government-issued ID: _____ [ID Type].

   For the Program, the school shall:

   1. Together with representatives from (Name of Company), make the needed adjustments to contextualize the SHS Tech-Pro electives based on inputs coming from the partner company.

   2. Assign a Work Immersion Teacher/Focal who will perform the following:

      a. Liaise or coordinate with the company / industry association on the deployment of students
      b. Provide the list of students who will be deployed in the company and the duration of their immersion
      c. Represent the school in any official meetings and conferences related to Work Immersion
      d. Assist the schoolwork immersion teacher in the deployment of students
      e. Take the lead role in the trialogue of students and Industry Work Immersion Focal
      f. Provide the Industry Work Immersion Focal a copy of the Training Plan which is the major reference of their immersion
      g. Conduct regular monitoring of students deployed in the company
      h. Mentor the students to ensure that theoretical gains are applied effectively.

2. With (Name of company), develop the learners' work immersion training plan specifying specific goals and objectives, desired outcomes of the program and how these outcomes will be achieved, also noting the specific knowledge, skills, attitudes and competencies that the student trainee should acquire after completing the program.

3. Formulate Work Immersion policies and guidelines on selection, placement, monitoring, and assessment of students, in order to ensure that each student is assigned to an industry partner matched to his/her desired track, qualifications and aptitude.

4. Exercise each school's responsibility as a Diligent Parent and shall undertake all necessary preventive action to always ensure the safety and wellbeing of all students.

5. Monitor each learner's progress throughout the duration of the entire Work Immersion program so as to make sure that the tasks assigned to each learner are meaningful, challenging, and applicable to his/her particular programs and are able to maximize the quality of the learning experience.

6. Issue a final grade to the learner upon completion of the requirements within a prescribed period.

7. Ensure that any additional help in the form of donations from the industry partner are documented under the Adopt-A-School Program, so the industry partner/company can avail of the corresponding tax incentives.

C. Industry Partner Responsibilities

Industry Partner/Company shall:

1. Appoint/Designate a competent Industry Work Immersion Focal who will:
   a. Coach and guide the learners to attain their learning objective.
   b. Orient the learners on the company's policies and decorum regarding Industry Immersion.
   c. Develop an in-company training plan to align Work Immersion learning objectives with the school curriculum
   d. Provide daily supervision to the learners to ensure that activities done are in accordance with their agreed in-company training plan.
2. Provide inputs into the curriculum through the discussions or workshops that DepEd- (city/division) will organize.

3. Lend its expertise by making available its resident resource persons to provide training to both teachers and learners.

4. Similarly ensure that learners undergo training related to their course and provide the students with work or activities that are varied and applicable to their field of study.

5. Make its workplace and facilities available to both teachers and learners and

shall similarly take all necessary action to always ensure the safety of the teachers and learners within their areas of operation.

6. Ensure safety and security of learners during their immersion.

7. Issue a Certificate of Completion to the learner upon satisfactory compliance of all requirements of the program.

III. EFFECTIVITY AND TERMINATION

This agreement shall be in effect from the date of signing and shall continue to be valid and effective for _____ (no. of years) from such date.

Either Party may pre-terminate this Agreement without cause, by giving the other Party at least thirty (30)-days prior written notice, provided the terminating Party is not guilty of fault or gross negligence.

Without prejudice to any other right or remedy in law or equity, either Party shall have the right to immediately pre-terminate this Agreement for valid cause, by giving the other party written notice. "Valid Cause" includes, but is not limited to, the following acts or omissions of the other Party:

a. A breach of any material provision of this Agreement by the other Party, upon ten (10) days written notice to the other Party, provided that, during such ten (10) days period, the breaching Party has failed to cure such breach;
b. The **CONTRACTING PARTY's** bankruptcy, insolvency, or assignment for the benefit of its creditors, or the appointment of a receiver for all substantial part of the Party's assets, in which case this Agreement may be terminated immediately; and
c. Commission or non-performance of any act which seriously harms or prejudices the terminating Party in any way

The termination or pre-termination of this Agreement shall not affect the validity and completion of any project, program activity, or any contract that is already being executed pursuant to this Agreement or by virtue of separate agreements, unless mutually agreed upon by the Parties.

IV. OPERATIONAL AGREEMENTS

No Collection Policy: Strictly no fees shall be charged to the school or learners.
- *Exceptions (e.g., Medical/Special Training):* _____

Schedule: * Working Days: _____
- Daily Hours: _____ to _____ (Not to exceed 8 hours)

Primacy of Policy: The DepEd Child Protection Policy and school rules shall take precedence over industry rules in all matters involving student rights and safety.

Maritime Clause: (If applicable) Implementation shall be in consonance with

MARINA-STCW 2018 as amended.

V. CAPACITY AND AUTHORIZATION

The Parties hereby represent and warrant that they are duly authorized and empowered to execute, deliver, and perform this Agreement and that such action does not conflict with or violate any provisions of law, regulation, policy, contract, deed of trust, or other instruments to which it is a party or by which it is bound and that this Agreement constitutes a valid binding obligation that is enforceable in accordance with its terms.

VI. SEPARABILITY

In the event that any of the provisions of this Agreement or any document that may be executed in connection therewith shall be declared invalid, illegal, or unenforceable of the remaining provisions of this Agreement or any document that may be executed in connection therewith shall not in any way be affected or impaired and shall remain in full force and effect.

VII. LIABILITY

Each Party shall answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause death or bodily injury to any persons, or loss or damage to property, by or on account of the performance of the respective obligations by the Parties pursuant to this Agreement. Such responsibility shall continue to remain that of the responsible parties even after the termination of this agreement, if such losses and damages were incurred during the effectivity of this Agreement.

VIII. AMENDMENTS

This Agreement may not be amended for any purpose, and no modifications or supplements may be made except in writing and properly executed by the Parties. The Agreement shall remain in full force and effect unless duly amended, or until its expiration or termination.

IX. MISCELLANEOUS PROVISIONS

1. It is expressly understood by (Name of School) and the student interns that all information on technology, manufacturing process, process standards, quality assurance methodologies, quality standards, production capabilities, raw material purchasing, marketing, finance, and all other related documents, manuals, operational and technical matters that (Name of Company) shall make available to them shall be used for the sole purpose of Industry Immersion. All of these matters are classified as confidential in nature and proprietary to (Name of Company), and thereby each student intern hereby undertakes to prevent transfer of such information by any of its members to any party outside of (Name of Company).

There is no employer-employee relationship if the situation meets all of these criteria:

a. The training, even though it includes actual operation of the employer's facilities, is like training provided in an educational program;

b. The training is for the benefit of the learners;

c. The learner does not displace regular employees, and works under close supervision;

d. The learners are not necessarily entitled to a job at the conclusion of the training period and are free to take jobs elsewhere in the same field;

e. Any clinical training is performed under the supervision and direction of people who are knowledgeable and experienced in the activity;

f. The training is general and qualifies learners to work in any similar business. It is not designed specifically for a job with the employer that offers the program;

g. The screening process for the Work Immersion program is not the same as for employment and does not appear to be for that purpose. The screening only uses criteria relevant for admission to an independent educational program; and

h. Advertisements, posting, or solicitations for the program clearly discuss education or training, rather than employment, although employers may indicate that qualified graduates may be considered for employment.

2. The Parties shall not assign or transfer this Agreement or any of the rights or obligations granted herein without the prior written consent of the other Party, and any purported assignment made without obtaining such written consent shall be null and void.

3. This Agreement shall be binding upon and inure to the benefit of and enforceable by the Parties hereto and their respective successors (including any direct or indirect successor by purchase, merger, consolidation or otherwise to all or substantially all of the business and/or assets of the Party), assigns, spouses, heirs and personal and legal representatives. Any successor shall expressly, by written agreement, assume and agree to perform this Agreement in the same manner and to the same extent that the Party would be required to perform if no such succession had taken place.

4. This Agreement including any dispute relating to its existence, validity or termination, and any other matters arising out of or in connection with it shall be governed by the construed in accordance with the relevant laws of the Republic of the Philippines.

X. SETTLEMENTS OF DIFFERENCES

The Parties shall exert their best efforts to properly resolve any differences or disagreements with respect to any issue that may arise in connection with this Agreement. It should be settled through amicable means such as but not limited to, mutual consultation and negotiation

XI. DATA PRIVACY, CONFIDENTIALITY, AND NON-DISCLOSURE CLAUSE

Each Parties in the performance of their respective duties and responsibilities under this Agreement and in the implementation thereof shall adhere to RA No. 10173 otherwise known as the "Data Privacy Act 2012"

Any gathered data and information should be protected and respected during the term and even after the termination of this Agreement. The processing of any gathered data and information should be in compliance with the confidentiality and privacy requirements under the said law and applicable regulations.

The other Party shall not reproduce, share, distribute data and information derived by reason of this Agreement, to any third party, both local and international, without the express approval of DepEd.

XII. INTELLECTUAL PROPERTY

All Parties shall comply with Republic Act No. 8293, otherwise known as the "Intellectual Property Code of the Philippines", as amended by Republic Act Nos. 9150, 9502, and 10372, and other applicable laws and rules governing intellectual property in the Philippines.

The Parties shall retain all intellectual property rights owned by them which includes but is not limited to copyrights, trademarks, tradenames, trade secrets, industrial designs, patents, and any other intellectual property that may be contained in any the tools, materials or platforms (electronic or otherwise) that each Party may use to implement the Programs (the "Intellectual Property").

The Parties may not use the company name, logo, trademark, service mark or tradenames of the other Party and/or its parent company, and the affiliates and subsidiaries of its parent company, as may be applicable, without the prior written approval of such Party and/or the relevant company that owns such Intellectual Property.

Each Party may use the logos and knowledge products of the other Party, in relation to this Agreement, provided that such use is limited to academic and promotional materials, which include, but not limited to, logos, brochures, press releases, websites and other social media tools, provided further that the use is necessary and directly related to the accomplishment of the objectives of this Agreement. The use of the service marks of DepEd, if any, shall be in accordance with its Service Marks and Visual Identity Manual under DepEd Order No. 031, series of 2019, as may be further revised by the DepEd from time to time.

Each Party mutually hold each other free and harmless from any and all liabilities arising from copyright infringement claims and/or any other intellectual property claims or suits

from third parties. Attribution shall be given to both Parties in accordance with law.

XIII. ANNEXES (MOA)

Annex A. Training Plan for the Work Immersion

Annex B. Consent Form

IN WITNESS WHEREOF, the Parties must hereunto set their hands on the date and place hereto stated.

PARTY A (The School Head or authorized representative) _____

(Signature over Printed Name) Date: _____

PARTY B (Industry Partner authorized representative) _____

(Signature over Printed Name) Date: _____

SIGNED IN THE PRESENCE OF

WITNESSES _____ (Party A) _____ (Party B)

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES

_____

BEFORE ME, a Notary Public for and in _____personally, appeared the following:

Name	**Government ID Issued (Details)**	**Date and Place Issued**
{Representative of the School}		
{Representative of the Industry Partner}		

known to me and to me known to be the same person who executed the foregoing Memorandum of Agreement, signed by the PARTIES and their instrumental witnesses, and they acknowledged to me that the same is their free voluntary act and deed and that of the corporations they represent respectively. This Memorandum of Agreement consists of _____(___) pages including the Annexes and this page in which acknowledgement is written, signed by the parties and their instrumental witnesses every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL, on the date and at the place first written above.

NOTARY PUBLIC

Doc. No. _____
Page No. _____
Book No. _____
Series of 202_____

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ANNEX A2. Memorandum of Agreement (Cooperative)

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is entered into this _____ of 20____ in _____, by and between:

The - <NAME OF SCHOOL>, with School Identification Number _____ a public high school, with principal address at _____, represented in this Agreement by its <Position>, <Name>, <nationality> of legal age, and hereinafter referred to as the SCHOOL,

-and-

<NAME OF COOPERATIVE>, a duly registered cooperative operating under the laws of the Philippines, with principal address at _____, represented in this Agreement by its <Position>, <NATIONALITY>, of legal age, and hereinafter referred to as the COOPERATIVE.

WITNESSETH:

WHEREAS, the Department of Education of the Philippines, hereinafter referred to as "DepEd", is the primary government instrumentality mandated to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and nonformal basic education; supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development;

WHEREAS, DepEd has introduced the K to 12 basic education reform program that includes Strengthened Senior High School, hereinafter referred to as "SSHS", with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship, middle level skills technical training and higher learning;

WHEREAS, the SSHS curriculum can be customized at the local levels to take into consideration the needs of local industries and the labor market;

WHEREAS, DepEd believes that for the effective delivery of SSHS instruction, there is a need for school-industry partnerships that will provide the school the necessary expertise and venue for practical, on-the-job, enterprise-based training for SSHS learners;

WHEREAS, the SCHOOL is among those that will offer SSHS to learners in the community to carry out DepEd's objectives for SSHS as spelled out above;

WHEREAS, to achieve this objective, the SCHOOL needs to enter into a Work Immersion Partnership with the COOPERATIVE;

WHEREAS, the COOPERATIVE operates in the area where the School is located and has offices, facilities, project sites, and expertise that it can make available to the School for purposes of learner Work Immersion;

WHEREAS, the COOPERATIVE considers going into a work immersion partnership with the School as part of its mission to create a positive impact on the community, especially the young people;

WHEREAS, the COOPERATIVE recognizes the need for a Work Immersion environment that is safe for the learners and teachers, and conducive to learning, and has the capability to provide these;

WHEREAS, the SCHOOL and the COOPERATIVE, hereinafter collectively referred to as "the PARTIES" undertake to collaborate for the successful implementation of the SSHS in <Municipality> cognizant of the need for special protection of the child and with the best interest of the SSHS learner at heart;

NOW, THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereby agree as follows:

DESCRIPTION OF THE WORK IMMERSION PROGRAM

With the passage of the Enhanced Basic Education Act of 2013 or Republic Act 10533, DepEd was tasked to implement the K to 12 Program, essentially adding two (2) years of specialization within the Basic Educational System;

DepEd designed the implementation of RA 10533 within the framework of increased community involvement in the learner's experience;

With this premise, DepEd offers venues for various stakeholders to participate in the implementation of RA 10533 and, the same offer, accepted by the PARTIES herein;

The Work Immersion Program is a Tech-Pro Trade requirement for graduation. A SSHS learner has to undergo Work Immersion in a business organization or establishment with work requirements related to the specialization. Through Work Immersion, the learners are exposed to and are familiarized with the work-related environment related to their field of specialization. Specifically, the learners are able to:

1. Appreciate the importance and application of the principles and theories learned in school
2. Enhance their technical knowledge and skills
3. Enrich their skills in communications and human relations
4. Develop good work habits, attitudes, appreciation, and respect for work

I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP

The Work Immersion Partnership has the following objectives:

1. To supplement the formal curriculum of the SSHS program with special inputs coming from the COOPERATIVE experts and practitioners in order to make the SSHS program aligned and consistent with work standards.
2. To develop in the learners of the SSHS program the knowledge and skills that are relevant to the needs of the job market in the area.
3. To provide SSHS learners relevant learning experiences by exposing them to the actual workplace setting.
4. To form Work Immersion Partnership between the SCHOOL and the COOPERATIVE, allowing the learners, faculty, and staff of the schools concerned the use of and access to the COOPERATIVE workplace and equipment as part of their Work Immersion Program.

II. RESPONSIBILITIES OF THE PARTIES

A. Joint Responsibilities

Both the SCHOOL and the COOPERATIVE shall:

1. Create a joint working group that will prepare the action plan to operationalize the partnership.
2. Monitor the progress of the partnership and to make sure that the provisions of this Memorandum of Agreement (MOA) are met.
3. Adhere to all laws, memoranda and circulars especially those pertaining to child protection as provided for in the Guidelines for Work Immersion.
4. Develop the learners' Work Immersion training plan specifying goals and objectives, desired outcomes of the program and how these outcomes will be achieved, also noting the specific knowledge, skills, attitudes and competencies that the learner should acquire after completing the program.
5. Develop a Work Immersion Daily Schedule of Activities that will be followed by the learners during the whole duration of the Work Immersion inside the COOPERATIVE.
6. Formulate local school work immersion policies and guidelines on selection, placement, monitoring, and assessment of learners (immersion participants), in order to ensure that each learner is assiY1ed to an immersion partner matched to his/her desired track, qualifications, and aptitude.

B. Responsibilities of the SCHOOL

The SCHOOL shall:

1. Identify and indicate the SSHS work immersion module, which will be the subject of the partnership.

2. Make the needed adjustments to contextualize the SSHS subjects based on inputs coming from the COOPERATIVE.
3. Designate a person who will be in charge of coordinating with the COOPERATIVE and supervising the activities of the learners for the duration of the Work Immersion Program.
4. Provide insurance coverage for learners during the Work Immersion program.
5. Continue to exercise its Special Parental Authority under the Family Code over the Strengthened Senior High School learner under immersion in the premises of the partner.
6. Monitor each learner's progress throughout the duration of the entire work immersion program so as to make sure that the tasks assigned to each learner are meaningful, challenging, and applicable to his/her particular programs and are able to maximize the quality of the learning experience.

7. Provide the COOPERATIVE an evaluation tool for the learners' immersion performance.
8. Issue a final grade to the learner upon completion of the requirements within a prescribed period.
9. Ensure that the learner will adhere to the non- disclosure policies of the COOPERATIVE as agreed to by the SCHOOL.
10. Provide signed Consent forms from the parents as applicable.
11. Provide the COOPERATIVE a Certificate of Participation in the SSHS program for whatever purpose it may serve.
12. Execute a deed of acceptance as a way of recognizing and acknowledging the donation/s received from the COOPERATIVE.

C. Responsibilities of the COOPERATIVE:

The COOPERATIVE shall:

1. Assign a competent Immersion Coordinator from the COOPERATIVE to liaise with the School and supervise the learners without prejudice to the special parental authority of the school, its administrators and teachers for the duration of the work immersion program so as to ensure efficient implementation of all stages of the program.
2. Provide inputs into the curriculum through the discussions or workshops that DepEd will organize.
3. Lend its expertise by making available its resident resource persons to provide training to the learners.
4. Allow the learners to be deployed to the different sections/departments/project sites of the COOPERATIVE based on the Work Immersion Daily Schedule of Activities.
5. Agree to the required number of hours of the immersion program set under the DepEd SSHS curriculum. (See Annex A of the Guidelines.)
6. Provide immersion opportunities for <number of learners> learners for <School Year>.
7. Provide learners with an orientation about the COOPERATIVE, its line of business, and the work its employees do, and expose them to the various stakeholders of the community in which the COOPERATIVE operates for the learners to get a holistic understanding of its business.

8. Similarly ensure that learners undergo training related to their course, and provide the learners with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities.
9. Make its workplace and facilities available to learners and teachers, and shall similarly take all necessary action to ensure the safety of learners within their areas of operation at all times, which shall include, but shall not be limited to, the provision for Personal Protective Equipment (PPE), if applicable. Ensure that the learners will not be exposed to hazardous materials and working environment throughout the duration of the immersion.
10. Evaluate learners' performance in the immersion venue by accomplishing provided evaluation tool.
11. Issue a Certificate of Completion to the learner trainees upon satisfactory compliance with all requirements of the program.
12. Execute a deed of donation in favor of DepEd for the completed Work Immersion Partnership.
13. Submit to the Adopt-A-School Program Secretariat all pertinent documents in support of the amount specified/claimed for the tax exemption application of the COOPERATIVE.

III. EFFECTIVITY

This agreement shall hold for the duration of the <from year-to year> Academic School Year and is renewable every year. The COOPERATIVE and the SCHOOL shall submit their intention for renewal of this agreement through formal notice within thirty (30) days before the expiration of this Agreement.

The COOPERATIVE and the SCHOOL reserve their respective rights to terminate their participation in the agreement through formal written notice within thirty (30) days before the effectivity of the termination. Both parties shall turn over all deliverables agreed thereto in the Work Immersion Program. Termination shall be subject to the mutual agreement between the parties.

A material breach of the Work Immersion Guidelines and/or this MOA shall constitute a ground for termination of the MOA, in whole or in part, by the aggrieved party, without prejudice to other legal remedies.

IV. LIABILITY

The school, its administrator, and teachers exercising authority and supervision over the Strengthened Senior High School Learner undergoing immersion in the premises of the partner may be held accountable for the learner' s acts.

Each party shall answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause death or bodily Injury to any persons, or loss or damage to property, by or on account of the performance of the respective obligations by the parties pursuant to this Agreement. Such responsibility shall continue to remain that of the responsible party's even after the termination of this agreement, if such losses and damages were incurred during the effectivity of this agreement.

DepEd shall not be liable for opportunity losses of the COOPERATIVE during the duration and after the termination of this agreement.

V. NONDISCLOSURE PROVISION

It is expressly understood by DepEd and the learners that all information on technology, manufacturing process, process standards, quality assurance methodologies, quality standards, production capabilities, raw material purchasing, marketing, finance, and all other related documents, manuals, and operational and technical matters that the COOPERATIVE shall make available to them shall be used for the sole purpose of learner training. All of these matters are classified as confidential in nature and proprietary to the COOPERATIVE, and thereby each learner hereby undertakes to prevent transfer of such information by any of its members to any party outside of the COOPERATIVE .

VI. OWNERSHIP OF OUTPUT AND INTELLECTUAL PROPERTY

Intellectual properties developed by the learner as part of his or her regular Work Immersion duties in the COOPERATIVE and their corresponding copyrights and/or patents shall belong to the COOPERATIVE.

Intellectual properties developed by the learner outside of his or her regular Work Immersion duties in the COOPERATIVE and their corresponding copyrights and/or patents shall belong to the learner, even if the learner used the time, facilities, materials of the COOPERATIVE, unless otherwise stipulated in a separate agreement between the learner and his or her parent or guardian and the COOPERATIVE.

The above provisions shall apply in proportion to the intellectual properties developed by the learner in case intellectual property is jointly developed by the learner with an employee or personnel of the COOPERATIVE, unless otherwise stipulated in a separate agreement between the learner and his or her parent or guardian and the COOPERATIVE.

VII. OTHER PROVISIONS

It is expressly understood by the PARTIES that the COOPERATIVE is not obliged to pay wage or salary since no employer-employee relationship exists between them. However, the COOPERATIVE is not precluded from providing the learner with any monetary or financial assistance in the form of transportation fee, food allowance, etc.

In determining the existence of an employer-employee relationship, the following elements are considered: (l) the power to hire; (2) the payment of wages; (3) the power to dismiss; and (4) the power to control the employee's conduct, with the control test generally assuming primacy in the overall consideration.

No employer-employee relationship exists between the learner and the partner in Work Immersion if all the following criteria are met:

1. The training, even though it includes actual operation of the employer's facilities, is similar to training provided in an educational program.
2. The training is for the benefit of the learner.
3. The learner does not displace regular employees, and works under close supervision.
4. The learners are not entitled to a job at the conclusion of the training period and are free to take jobs elsewhere in the same field.
5. Any clinical training is performed under the supervision and direction of people who are knowledgeable and experienced in the activity.
6. The training is general, and qualifies the learner to work in any similar business. It is not designed specifically for a job with the employer that offers the program.
7. The screening process for the Immersion program is not the same as that for employment, and does not appear to be for that purpose. The screening only uses criteria relevant for admission to an independent educational program.
8. Advertisements, posting, or solicitations for the program clearly discuss education or training, rather than employment, although employers may indicate that qualified graduates may be considered for employment.

FOR THE SCHOOL:

_____

<NAME>
<POSITION>

FOR THE COOPERATIVE:

_____

<NAME>
<POSITION>

WITNESSED BY:

APPROVED BY

_____

<NAME>
<POSITION>
<DEPARTMENT>

ANNEX A3. Memorandum of Agreement (Non-Government Organization)

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (MOA) covers the implementation of Work Immersion, Field Exposure (Off-Campus), Arts Apprenticeship Program of Grade 12 Strengthened Senior High School (SSHS) Learners to provide them with practical workplace experience aligned with their track.

The program shall involve the deployment of learners from (Name of School) hereinafter referred to as beneficiaries. to (Name of Organization) hereinafter as industry partner. The learners shall perform supervised tasks subject to policies, standards and guidelines of both Parties.

The Work Immersion, Field Exposure (Off-Campus), Arts Apprenticeship Program shall be completed within the period of the chosen model (One Term, Two Term Model) in any of the term in SY: _____ (indicate the specific SY) as agreed by both Parties.

This MOA made and entered into this _____ day of _____, (year) at (City/Town, Province), by and between:

> The _____, (hereinafter referred to as the "SCHOOL" with School Identification Number _____ a public high school with principal address at _____ represented in this Agreement by its _____, _____, Filipino, of legal age, and hereinafter referred to as the SCHOOL;
>
> -and-
>
> _____. (hereinafter referred to as "ORGANIZATION" a duly organized and existing under the laws of the Republic of the Philippines, with principal address at _____, represented in this Agreement by _____, Filipino, of legal age, duly authorized for this purpose hereinafter referred to as the "ORGANIZATION".

(Name of School) and (Name of Organization) are hereinafter collectively referred to as the "Parties."

WITNESSETH, That:

WHEREAS, the Department of Education of the Philippines, hereinafter referred to as "DepEd", is the primary government instrumentality mandated to formulate, implement, and coordinate policies, plans, programs and projects in the areas of formal and nonformal basic education; supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development;

WHEREAS, DepEd has introduced the K to 12 basic education reform program that includes Strengthened Senior High School, hereinafter referred to as "SSSHS", with the major objective of ensuring that graduates of basic education are for employment, entrepreneurship, middle level skills technical training and higher learning;

WHEREAS, the SSSHS curriculum can be customized at the local levels to take into consideration the needs of local industries and the labor market;

WHEREAS, DepEd believes that for the effective delivery of SSSHS instruction, there is a need for school-industry partnerships that will provide the school the necessary expertise and venue for practical, on-the-job, enterprise-based training for SSSHS learners;

WHEREAS, the SCHOOL is among those that will offer SSSHS to learners in the community to carry out DepEd's objectives for SSSHS as spelled out above;

WHEREAS, to achieve this objective, the SCHOOL needs to enter into a Work Immersion Partnership with the NGO;

WHEREAS, the NGO operates in the area where the School is located and has offices, facilities, project sites, and expertise that it can make available to the SCHOOL for purposes of learners work immersion;

WHEREAS, the NGO considers going into a Work Immersion, Field Exposure, Arts Apprenticeship partnership with the School as part of its mission to create a positive impact on the community, especially the young people;

WHEREAS, the NGO recognizes the need for a Work Immersion, Field Exposure, Arts Apprenticeship environment that is safe for the learners and teachers, conducive to learning, and has the capability to provide these,

WHEREAS, the SCHOOL and the NGO, hereinafter collectively referred to as "the PARTIES", undertake to collaborate for the successful implementation of the SSSHS in <Municipality> cognizant of the need for special protection of the child and with the best interest of the SSSHS learner at heart;

NOW, THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereby agree as follows:

DESCRIPTION OF THE WORK IMMERSION PROGRAM

With the passage of the Enhanced Basic Education Act of 2013 or Republic Act 10533, DepEd was tasked to implement the K to 12 Program, essentially adding two (2) years of specialization within the Basic Educational System;

DepEd designed the implementation of RA 10533 within the framework of increased community involvement in the learner's experience;

With this premise, DepEd offers venues for various stakeholders to participate in the implementation of RA 10533 and, the same offer, accepted by the PARTIES herein;

The Work Immersion Program is a Technical-Professional Track requirement for graduation. An SSSHS learner shall undergo Work Immersion in a business organization, industry, or establishment aligned with the learner's elective subjects, providing exposure to the actual environment of the learner's field of specialization. Specifically, the learners are able to:

1. Appreciate the relevance and practical application of the principles and theories learned in school;
2. Enhance their technical knowledge and competencies;
3. Develop effective communications and human relations skills; and
4. Cultivate positive work habits, attitudes, and respect for work

I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP

The Work Immersion Partnership has the following objectives:

1. Supplement the formal SSSHS curriculum with specialized inputs from NGO experts and practitioners to ensure alignment with industry standards and workplace requirements.
2. Develop among SSSHS learners the knowledge, skills, and competencies that are responsive to the needs of the local labor market.
3. Provide SSSHS learners with relevant learning experiences through exposure to actual workplace settings.
4. Establish Work Immersion Partnerships between the school and NGO partners, enabling learners, faculty, and staff to access and utilize workplace facilities, equipment, and resources as part of the Work Immersion Program.

II. RESPONSIBILITIES OF THE PARTIES

A. Joint Responsibilities

Both the SCHOOL and the NGO shall:

1. Create a joint working group that will prepare the action plan to operationalize the partnership.
2. Monitor the progress of the partnership and ensure that the provisions of this Memorandum of Agreement (MOA) are met.
3. Adhere to all laws, policies, memorandums, and circulars, especially those pertaining to child protection as provided for in the Guidelines for Work Immersion (Guidelines).
4. Develop the learners' Work Immersion Training Plan specifying goals and objectives, desired outcomes of the program and how these outcomes will be achieved, also noting the specific knowledge, skills, attitudes, and competencies that the learner should acquire after completing the program.
5. Develop a Work Immersion Training Plan, Daily Schedule of Activities that will be followed by the learners during the whole duration of the Work Immersion in the NGO.

B. Responsibilities of the SCHOOL

The SCHOOL shall:

1. Identify and indicate the SSSHS work immersion, field exposure, arts apprenticeship models, which will be the subject of the partnership.
2. Make the necessary adjustments to contextualize the SSSHS subjects based on inputs coming from the NGO.
3. Designate a person in charge of coordinating with the NGO and supervising the activities of the learners for the duration of the Work Immersion Program.
4. Provide insurance coverage for learners during the Work Immersion program.
5. Continue to exercise its Special Parental Authority under the Family Code over the Strengthened Senior High School learner under Immersion in the premises of the partner.
6. Monitor each learner's progress throughout the duration of the entire work immersion program and to ensure that the tasks assigned to each learner are meaningful, challenging, and applicable to his/her particular elective programs and are able to maximize the quality of the learning experience.
7. Provide the NGO an evaluation tool for the learners' immersion performance.
8. Issue a final grade to the learner upon completion of the requirements within a prescribed period.
9. Ensure that the learner will adhere to the nondisclosure policies of the NGO as agreed to by the School.
10. Provide signed Consent forms from the learners' parents as applicable.
11. Provide the NGO a Certificate of Participation in the SSSHS program for whatever purpose it may serve.
12. Execute a deed of acceptance as a way of recognizing and acknowledging the donation/s received from the NGO.

C. Responsibilities of the NGO

The NGO shall:

1. Assign Immersion Coordinator from the NGO to liaise with the School and supervise the learners without prejudice to the special parental authority of the school, its administrators, and teachers for the duration of the Work Immersion program so as to ensure efficient implementation of all stages of the program.
2. Provide inputs into the Training Plan with the assistance of work immersion focal through the discussions of workshops/activities that learners will perform.
3. Lend its expertise by making available its resident resource persons to provide training to the learners.
4. Allow the learners to be deployed to the different sections/departments/project sites of the NGO based on the Work Immersion Daily Schedule of Activities.
5. Agree to the required number of hours of the immersion program set under the DepEd SSSHS curriculum. (See Annex O of the Guidelines.)
6. Provide immersion opportunities for <number of learners>learners for <School Year>.

7. Provide learners with an orientation about the NGO, its line of business, and the work its employees do, and expose them to the various stakeholders of the community in which the NGO operates for the learners to get a holistic understanding of its business.
8. Similarly ensure that learners undergo training related to their course, and provide the learners with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities.
9. Make its workplace and facilities available to learners and teachers, and shall similarly take all necßsary action to ensure the safety of learners within their areas of operation at all times, which shall include, but shall not be limited to, the provision for Personal Protective Equipment (PPE), if applicable. Ensure that the learners will not be exposed to hazardous materials and working environments throughout the duration of Immersion.
10. Evaluate learners' performance in the immersion venue by accomplishing the provided evaluation tool.
11. Issue a Certificate of Completion to the learner trainees upon satisfactory compliance of all requirements of the program.
12. Execute a deed of donation in favor of DepEd for the completed Work Immersion Partnership.
13. Submit to the Adopt-A-School Program Secretariat all pertinent documents in support of the amount specified/claimed for the tax exemption application of the NGO.

III. EFFECTIVITY

This agreement shall hold for the duration of the <from year-to year> Academic School Year and is renewable every year. The NGO and the SCHOOL shall submit their intention for renewal of this agreement through formal notice within thirty (30) days before the expiration of this Agreement.

The NGO and the SCHOOL reserve their respective rights to terminate their participation in the agreement after the duration of this Agreement through formal written notice within thirty (30) days before the effectivity of the termination. Both parties shall turnover all deliverables agreed thereto in the Work Immersion Program. Termination shall be subject to the mutual agreement between the parties.

A material breach of the Work Immersion Guidelines and/or this MOA shall constitute a ground for termination of the MOA, in whole or in part, by the aggrieved party, without prejudice to other legal remedies.

IV. LIABILITY

The school, its administrator, and teachers exercising authority and supervision over the Strengthened Senior High School learner undergoing Immersion in the premises of the partner may be held accountable for the learner' s acts.

Each party shall answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause or bodily Injury to any persons, or loss or damage to property, by or on account of the

performance of the respective obligations by the parties pursuant to this Agreement. Such responsibility shall continue to remain that of the responsible party's even after the termination of this agreement, if such losses and damages were incurred during the effectivity of this agreement.

DepEd shall not be liable for opportunity losses of the NGO during the duration and after the termination of this agreement.

V. NONDISCLOSURE PROVISION

It is expressly understood by DepEd and the learners frat all information on technology, manufacturing process, process standards, quality assurance methodologies, quality standards, production capabilities, raw material purchasing, marketing, finance, and all other related documents, manuals, operational, and technical matters that the NGO shall make available to them shall be used for the sole purpose of learner training. All of these matters are classified as confidential in nature and proprietary to the NGO and thereby each learner hereby undertakes to prevent transfer of such information by any of its members to any party outside of the NGO.

VI. OWNERSHIP OF OUTPUT AND INTELLECTUAL PROPERTY

Intellectual properties developed by the learner as part of his or her regular Work Immersion duties in the NGO and their corresponding copyrights and/or patents shall belong to the NGO.

Intellectual properties developed by the learner outside of his or her regular Work Immersion duties in the NGO and their corresponding copyrights and/or patents shall belong to the learner, even if the learner used the time, facilities, materials of the NGO, unless otherwise stipulated in a separate agreement between the learner and his or her parent or guardian and the NGO.

The above provisions shall apply in proportion to the intellectual properties developed by the learner in case intellectual property is jointly developed by the learner with an employee or personnel of the NGO, unless otherwise stipulated in a separate agreement between the learner and his or her parent or guardian and the NGO.

VII. OTHER PROVISIONS

It is expressly understood by the PARTIES that the NGO is not obliged to pay wage or salary since no employer-employee relationship exists between them. However, the NGO is not precluded from providing the learner with any monetary or financial assistance in the form of transportation fee, food allowance, etc.

In determining the existence of an employer-employee relationship, the following elements are considered: (1) the power to hire; (2) the payment of wages; (3) the power to dismiss; and (4) the power to control the employee's conduct, with the control test generally assuming primacy in the overall consideration.

No employer-employee relationship exists between the learner and the partner in Work Immersion if all the following criteria are met:

1 . The training, even though it includes actual operation of the employer's facilities, is similar to training provided in an educational program.
2. The training is for the benefit of the learner.
3. The learner does not displace regular employees, and works under close supervision.
4. The learners are not entitled to a job at the conclusion of the training period and are free to take jobs elsewhere in the same field.
5. Any clinical training is performed under the supervision and direction of people who are knowledgeable and experienced in the activity.
6. The training is general, and qualifies the learner to work in any similar business. It is not designed specifically for a job with the employer that offers the program.
7. The screening process for the Immersion program is not the same as that for employment, and does not appear to be for that purpose. The screening only uses criteria relevant for admission to an independent educational program.
8. Advertisements, posting, or solicitations for the program clearly discuss education or training, rather than employment, although employers may indicate that qualified graduates may be considered for employment.

FOR THE SCHOOL:

<NAME>
<POSITION>

FOR THE NGO:

<NAME>
<POSITION>

WITNESSED BY:

APPROVED BY:

<NAME>
<POSITION>
<DEPARTMENT>

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ANNEX A4. Memorandum of Agreement (Local Government Unit)

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is entered into this _____ of _____, 20 _____ in _____, by and between:

The - <NAME OF SCHOOL>, with School Identification Number _____ a public high school, with principal address at _____, represented in this Agreement by its <Position>, <Name>, <nationality> of legal age, and hereinafter referred to as the SCHOOL;

-and-

The **Barangay / Municipality / City /Province of** _____, of the Republic of the Philippines, with principal address at _____ and represented in this Agreement by its <BARANGAY CHAIRMAN/MAYOR/GOVERNOR>, <NAME>, <NATIONALITY>, of legal age, hereinafter referred to as the "LGU".

WITNESSETH. That.

WHEREAS, the Department of Education of the Philippines, hereinafter referred to as "DepEd", is the primary government instrumentality mandated to formulate, implement, and coordinate policies, plans, programs and projects in the areas of formal and nonformal basic education; supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development;

WHEREAS, DepEd has introduced the K to 12 basic education reform program that includes Strengthened Senior High School, hereinafter referred to as "SSHS", with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship, middle level skills technical training and higher learning;

WHEREAS, the SSHS curriculum can be customized at the local levels to take into consideration the needs of local industries and the labor market;

WHEREAS, DepEd believes that for the effective delivery of SSHS instruction, there is a need for school-industry partnerships that will provide the school the necessary expertise and venue for practical, on-the-job, enterprise-based training for SSHS learners;

WHEREAS, the SCHOOL is among those that will offer SSHS to learners in the community to carry out DepEd's objectives for SSHS as spelled out above;

WHEREAS, to achieve this objective, the SCHOOL needs to enter into a Work Immersion partnership with the LGU;

WHEREAS, the LGU operates in the area where the School is located and has offices, facilities, project sites, and expertise that it can make available to the SCHOOL for purposes of learner work immersion;

WHEREAS, the LGU considers going into a work immersion partnership with the School as part of its mission to create a positive impact on the community, especially the young people;

WHEREAS, the institutionalization and implementation of the K to 12 program is among the priority programs of the Government for promoting inclusive growth;

WHEREAS, the LGU is encouraged to fully support the successful implementation of the K to 12 Program of the Department of Education as stated in Paragraph 4, Section 2 of the Republic Act 9155 or "Governance of Basic Education Act of 2001 ",

WHEREAS, the LGU recognizes the need for a work immersion environment that is safe for the learners and teachers, and conducive to learning, and has the capability to provide these;

WHEREAS, the SCHOOL and the LGU, hereinafter collectively referred to as "PARTIES", undertake to collaborate toward the successful implementation of the SSHS in <Barangay/Municipality/City/Province> cognizant of the need for special protection of the child and with the best interest of the SSHS learner at heart;

NOW, THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereby agree as follows:

DESCRIPTION OF THE WORK IMMERSION PROGRAM

With the passage of the Enhanced Basic Education Act of 2013 or Republic Act 10533, DepEd was tasked to implement the K to 12 Program, essentially adding two (2) years of specialization within the Basic Educational System;

DepEd designed the implementation of RA 10533 within the framework of increased community involvement in the learner's experience;

With this premise, DepEd offers venues for various stakeholders to participate in the implementation of RA 10533 and, the same offer, accepted by the PARTIES herein;

The Work Immersion Program is a Tech-Pro Track requirement for graduation. A SSHS learner has to undergo work immersion in a business organization or establishment with work requirements related to the specialization. Through work immersion, the learners are exposed to and are familiarized with the work-related environment related to their field of specialization. Specifically, the learners are able to:

1. Appreciate the importance and application of the principles and theories learned in school
2. Enhance their technical knowledge and skills
3. Enrich their skills in communications and human relations

4. Develop good work habits, attitudes, appreciation and respect for work

I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP

The Work Immersion Partnership has the following objectives:

1. To supplement the formal curriculum of the SSSHS program with special inputs coming from the LGU experts and practitioners in order to align the SSSHS program with work standards.
2. To develop in the learners of the SSHS program the knowledge and skills that are relevant to the needs of the job market in the area.
3. To provide SSHS learners relevant learning experiences by exposing them to the actual workplace setting.
4. To form Work Immersion Partnership between the SCHOOL and the LGU, allowing the learners, faculty, and staff of the schools concerned the use of and access to the LGU workplace and equipment as part of their Work Immersion Program.

II. RESPONSIBILITIES OF THE PARTIES

A. Joint Responsibilities

Both the SCHOOL and the LGU shall:

1. Create a joint working group that will prepare the action plan to operationalize the partnership.
2. Monitor the progress of the partnership and ensure that the provisions of this Memorandum of Agreement (MOA) are met.
3. Adhere to all laws,policies, memorandums, and circulars especially those pertaining to child protection as provided for in the Guidelines for Work Immersion.
4. Develop the learners' Work Immersion training plan specifying goals and objectives, desired outcomes of the program and how these outcomes will be achieved, also noting the specific knowledge, skills, attitudes, and competencies that the learner should acquire after completing the program.
5. Develop a Work Immersion Daily Schedule of Activities that will be followed by the learner during the whole duration of the work immersion in the LGU.

B. Responsibilities of the SCHOOL

The SCHOOL shall:

1. Identify and indicate the SSHS work immersion models, that will be the subject of the partnership.
2. Make the needed adjustments to contextualize the SSHS subjects based on inputs from the LGU.

3. Designate a work immersion focal in charge of coordinating with the LGU and supervising the activities of the learners for the duration of the Work Immersion program.
4. Provide insurance coverage for learners during the Work Immersion program.
5. Continue to exercise its Special Parental Authority under the Family Code over the SSHS learner under immersion in the premises of the partner.
6. Monitor each learner's progress throughout the duration of the entire Work Immersion program so as to make sure that the tasks assigned to each learner are meaningful, challenging, and applicable to his/her particular programs and are able to maximize the quality of the learning experience.
7. Provide the LGU evaluation tool for the learners' immersion performance.
8. Issue a final grade to the learner upon completion of the requirements within a prescribed period.
9. Ensure that the learner will adhere to the nondisclosure policies of the Municipality/City/Province as agreed to by the School.
10. Provide signed Consent forms from the parents as applicable.
11. Provide the LGU a Certificate of Participation in the SSHS Program for whatever purpose it may serve.
12. Execute a deed of acceptance as a way of recognizing and acknowledging the donation/s received from the LGU.

C. **Responsibilities of the LGU**

The LGU shall:

1. Assign an Immersion Coordinator from the LGU to liaise with the School and supervise the learners without prejudice to the special parental authority of the school, its administrators and teachers for the duration of the work immersion program so as to ensure efficient implementation of all stages of the program.
2. Provide inputs in the Training Plan with the assistance of work immersion focal that DepEd learners will demonstrate in the work immersion venue.
3. Lend its expertise by making available its resident resource persons to provide training to the learners.
4. Allow the learner to be deployed to the different sections/departments/project sites of the LGU based on the Work Immersion Daily Schedule of Activities.
5. Agree to the required number of hours of the immersion program set under the DepEd SSHS curriculum. (See Annex A of the Guidelines.)
6. Provide immersion opportunities for <number of learners>learners for <School Year>.
7. Provide learners with an orientation about the LGU, the job as well as expose them to the various stakeholders of the community in which it operates for the learners to get a holistic understanding of the LGU.
8. Similarly, ensure that learners undergo training related to their course, and provide the learners with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities.
9. Make its workplace and facilities available to learners and teachers, and shall similarly take all necessary action to ensure the safety of learners within their areas of operation at all times, which shall include, but shall not be limited to, the provision for Personal Protective Equipment (PPE's), if applicable. Ensure

that the learners will not be exposed to hazardous materials and working environment throughout the duration of the Immersion.

10. Evaluate learners' performance in the immersion venue by accomplishing provided evaluation tool.
11. Issue a Certificate of Completion to the learner trainees upon satisfactory compliance with all requirements of the program.
12. Execute a deed of donation in favor of DepEd for the completed Work Immersion Partnership.

III. EFFECTIVITY

This agreement shall hold for the duration of the <from year-to year> Academic School Year and is renewable every year. The LGU and the SCHOOL shall submit their intention for renewal of this agreement through formal notice within thirty (30) days before the expiration of this Agreement.

The LGU and the SCHOOL reserve their respective rights to terminate their participation in the agreement after the duration of this Agreement through formal written notice within thirty (30) days before the effectivity of the termination. Both parties shall turnover all deliverables agreed thereto in the Work Immersion Program. Termination shall be subject to the mutual agreement between the parties.

A material breach of the Work Immersion Guidelines and/or this MOA shall constitute a ground for termination of the MOA, in whole or in part, by the aggrieved party, without prejudice to other legal remedies.

IV. LIABILITY

The school, its administrator, and teachers exercising authority and supervision over the Strengthened Senior High School Learner undergoing immersion in the premises of the partner may be held accountable for the learner's acts.

Each party shall answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause death or bodily injury to any persons, or loss or damage to property, by or on account of the performance of the respective obligations by the parties pursuant to this Agreement. Such responsibility shall continue to remain that of the responsible party's even after the termination of this agreement, if such losses and damages were incurred during the effectivity of this agreement.

DepEd shall not be liable for opportunity losses of the LGU during the duration and after the termination of this agreement.

V. NONDISCLOSURE PROVISION

It is expressly understood by DepEd and the learners that all information on technology, manufacturing process, process standards, quality assurance methodologies, quality standards, production capabilities, raw material purchasing, marketing, finance, and all other related documents, manuals, operational, and technical matters that the LGU shall make available to them shall be used for the sole

purpose of learner training. All of these matters are classified as confidential in nature and proprietary to the LGU and thereby each learner hereby undertakes to prevent transfer of such information by any of its members to any party outside of the LGU.

VI. OWNERSHIP OF OUTPUT AND INTELLECTUAL PROPERTY

Intellectual properties developed by the learner as part of his or her regular Work Immersion duties in the LGU and their corresponding copyrights and/or patents shall belong to the LGU.

Intellectual properties developed by the learner outside of his or her regular Work Immersion duties in the LGU and their corresponding copyrights and/or patents shall belong to the learner, even if the learner used the time, facilities, materials of the LGU, unless otherwise stipulated in a separate agreement between the learner and his or her parent or guardian and the LGU.

The above provisions shall apply in proportion to the intellectual properties developed by the learner in case intellectual property is jointly developed by the learner with an employee or personnel of the LGU, unless otherwise stipulated in a separate agreement between the learner and his or her parent or guardian and the LGU.

VII. OTHER PROVISIONS

It is expressly understood by the PARTIES that the LGU is not obliged to pay wage or salary since no employer-employee relationship exists between them. However, the LGU is not precluded from providing the learner with any monetary or financial assistance in the form of transportation fee, food allowance, etc.

In determining the existence of an employer-employee relationship, the following elements are considered: (l) the power to hire; (2) the payment of wages; (3) the power to dismiss; and (4) the power to control the employee's conduct, with the control test generally assuming primacy in the overall consideration.

No employer-employee relationship exists between the learner and the partner in Work Immersion if all the following criteria are met:

1. The training, even though it includes actual operation of the employer's facilities, is similar to training provided in an educational program.
2. The training is for the benefit of the learner.
3. The learner does not displace regular employees, and works under close supervision.
4. The learners are not entitled to a job at the conclusion of the training period and are free to take jobs elsewhere in the same field.
5. Any clinical training is performed under the supervision and direction of people who are knowledgeable and experienced in the activity.
6. The framing is general, and qualifies the learner to work in any similar business. It is not designed specifically for a job with the employer that offers the program.

7. The screening process for the Immersion program is not the same as that for employment, and does not appear to be for that purpose. The screening only uses criteria relevant for admission to an independent educational program.
8. Advertisements, posting, or solicitations for the program clearly discuss education or training, rather than employment, although employers may indicate that qualified graduates may be considered for employment.

FOR THE SCHOOL:

<NAME>
<POSITION>

FOR THE LGU:

<NAME>
<POSITION>

WITNESSED BY:

APPROVED BY:

<NAME>
<POSITION>
<DEPARTMENT>

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ANNEX B. Monitoring And Implementation Plan

1. Rationale and Scope

The Monitoring and Evaluation (M&E) Plan for Work Immersion (WI), Field Exposure (FE), and Arts Apprenticeship (AA) is established to ensure the safe educational execution of these programs in compliance with both academic requirements and industrial standards. This systematic process serves as the primary mechanism for schools to improve program delivery and for the Department to make data-driven decisions regarding policy refinement.

2. M&E Framework by Phase

To ensure continuous quality assurance, monitoring activities are categorized into three key phases:

Phase	M&E Focus Areas	M&E Tools
Phase 1: Preparatory	1. Industry Mapping of potential Work Immersion Partners & suitability 2. Preparation of Memorandum of Agreement (MOA) 3. Preparation of Training Plan 4. Orientation of industry partners, learner and parents	1. Submission of Potential Partner Directory 2. Submission of Draft MOA 3. Draft Training Plan 4. Sample Matrix of Activities of the Orientation of parents, industry partners and learners.
Phase 2: Implementation	1. Conduct On-site industry visit of industry partners 2. Conduct Kumustahan Session 3. Checking of learner progress, 4. adherence, and task-alignment with the Training Plan.	1. Weekly Kumustahan Sessions, 2. Checking of Learner's Logbooks, 3. Monitoring schedule of Work Immersion Teacher 4. Report of WI Teachers Feedback.
Phase 3: Post-Deployment	1. Evaluation of Learners to their Work Immersion Venue and Industry Focal 2. Evaluation of Work Teacher to Partner Industry 3. Evaluation of Industry Partner to the WI Program 4. Assessment of learner competency, program effectiveness, and industry partnership value.	1. Performance Evaluation 2. Program Evaluation Forms 3. Learners Grade

3. Institutional Oversight and Accountability

The M&E plan follows a hierarchical structure to ensure accountability at every level of the Department:

- Central Office (CO): Provides national oversight, formulates standard M&E tools, and conducts national audits to ensure specialized tracks to meet global and local industry requirements.
- Regional Office (RO): Conducts annual Program Implementation Reviews (PIR), provides technical assistance to SDOs, and ensures uniform application of safety and educational standards across the region.
- Schools Division Office (SDO): Performs periodic on-site evaluations to verify the validity of MOAs, industry suitability, and compliance with the Child Protection Policy.
- School Level: The School Head and assigned Teachers conduct regular monitoring of learner deployment and host weekly Kumustahan sessions to address immediate safety or pedagogical concerns.

4. Institutional Oversight and Compliance Indicators

To ensure that the Strengthened Senior High School program is implemented with integrity, the M&E framework tracks school compliance across four critical domains:

A. Administrative and Legal Compliance

1. MOA Execution: 100% of partnerships must be formalized through a notarized Memorandum of Agreement (MOA) prior to learner deployment.
2. Standardized Template Adherence: All MOAs must utilize the DepEd template and ensure the provisions of the child protection policy all DepEd related issuances. Parties may modify/ include other provisions in the MOA provided that both Parties agreed to such provisions and the salient features of the sample MOA are included thereto.
3. Insurance and Funding: Public schools must verify that learner insurance is covered by the school's MOOE subject to accounting, budgeting, auditing rules and regulations.
4. No Collection Policy: Internal audits must confirm that no fees were charged to learners for any aspect of the immersion or apprenticeship.

B. Instructional and Curricular Alignment

1. Training Plan Customization: Verification that a specific Training Plan was co-developed by the School and Industry Focal for every elective.
2. Pre-requisite Verification: Confirmation that learners completed required elective subjects prior to deployment to ensure they are matched with appropriate industry sectors.
3. Teacher Load Recognition: Coordination and monitoring must be officially documented as regular teaching load on the eSF7.
4. Dual Certification: For qualified learners under registered EBET Programs, or other learners who satisfy applicable TESDA assessment requirements, monitoring shall track facilitation of competency assessment and issuance of

NC/COC, as applicable.

C. Safety and Learner Welfare

1. Pre-Deployment Inspection: The SDO and School Head must conduct mandatory site inspections to certify that venues are safe and suitable.
2. Kumustahan Consistency: Verification of weekly mentoring sessions (1–2 hours) to monitor the physical and emotional well-being of learners.
3. Hours Limitation: Monitoring logs must ensure learners do not exceed 8 hours per day and 5 days per week.
4. Guidelines Adherence: Evidence that immersion activities followed class suspension guidelines declared by DepEd or the LGU.

D. Partnership and Quality Assurance

1. Industry Focal Designation: Partner institutions must designate a focal person to supervise and mentor learners.
2. Stakeholder Evaluation: Verification of completed evaluation instruments from learners, industry partners, and school focals at the end of the term.
3. Recognition Programs: Schools must document programs held to recognize participating industry partners within the school year.

5. Feedback Mechanisms

All stakeholders are mandated to participate in the evaluation process at the end of the term using the standardized instruments provided in **Annex C:**

1. Learner Evaluation: Feedback on pre-deployment support and mentorship quality.
2. Industry Partner Evaluation: Assessment of student preparedness and coordination effectiveness.
3. School Focal Evaluation: Evaluation of workplace safety and curricular alignment.

6. Safeguarding and Contingency Monitoring

The M&E plan includes strict monitoring of the "No Collection Policy" and ensures that any injuries or breaches of the Child Protection Policy are reported immediately to the School Discipline Committee and SDO for action. In cases of incomplete hours or late deployment, the school must monitor and verify the execution of mandatory action plans for remediation.

ANNEX C. Work Immersion Program Evaluation Forms

Instructions for Respondents
This evaluation aims to assess the effectiveness of the Work Immersion Program. Your honest feedback is critical to improve the curriculum, strengthen industry partnerships, and provide better support for learners.

How to Accomplish:

1. Likert Scale: Please rate your level of agreement with each statement by marking the appropriate number from 1 to 5, where:

   1 = Strongly Disagree 2 = Disagree 3 = Neutral
   4 = Agree 5 = Strongly Agree

2. Completeness: Please ensure that every item is marked. If a statement does not apply to your specific situation, you may mark it as "Neutral" or note "N/A" in the feedback section.

3. Other Feedback: After completing the scale, please provide responses to the three reflective questions at the end of the form. Your qualitative insights are as important as your numerical ratings.

4. Confidentiality: Your responses will be used solely for the purpose of program monitoring and evaluation. They will be aggregated to identify systemic trends and will not be used to penalize any learner or industry partner.

1. Learner Evaluation Instrument

Learner's Name: _____ Elective _____
Industry Partner/Company: _____Immersion Teacher: _____

Cluster / Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
A. Pre-Deployment Support					
1. The school provided clear information regarding the work immersion goals.					
2. I was oriented on my specific responsibilities and accountabilities.					
3. The school explained safety protocols and company rules.					
4. I received guidance on what to do after the immersion period.					
5. The school provided adequate support to address my challenges before, during, and after work immersion.					

Cluster / Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
B. Orientation & Training Plan					
6. The company provided a thorough orientation upon my arrival.					
7. The training plan was clearly explained to me.					
8. The tasks assigned matched the skills outlined in my training plan.					
9. The facility provided a safe and conducive learning and working environment.					
10. The duration of the work immersion program helped me improve my technical skills and work habits					
C. Mentorship & Supervision					
11. My immersion teacher visited/monitored me regularly.					
12. My in-company trainer provided daily supervision.					
13. Feedback from my trainer was constructive and helpful.					
14. I felt comfortable reporting issues or challenges to my mentors.					
15. The Kumustahan sessions helped me address my concerns during work immersion					

Other Feedback:

1. Program Strengths: Which specific aspect of your immersion (e.g., mentorship, task relevance, company culture) contributed most to your professional growth?
2. Duration & Effectiveness: Was the total duration of your immersion sufficient to master the tasks assigned, or did you feel rushed/underutilized? Explain how this duration contributed to your learning.
3. Areas for Improvement & Future Impact: What specific support or process would you change to make this experience more productive, and how has this immersion shifted your perspective on your future career or your readiness for post-graduate employment?

2. Industry Partner/Company Evaluation Instrument

Please rate your level of agreement with each statement by marking the appropriate number from 1 to 5, where:

1 = Strongly Disagree 2 = Disagree 3 = Neutral
4 = Agree 5 = Strongly Agree

Company Name: _____ Industry Focal: _____
School Partner: _____ School Year: _____

Cluster / Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
A. Program Coordination					
1. The school provided a proper orientation on program objectives.					
2. Coordination between school and industry is consistent.					
3. Communication channels with the Immersion Teacher are clear.					
4. The school is responsive to our operational concerns.					
5. The consultation meetings with the school were effective and well-managed.					
B. Student Preparedness					
6. Students exhibited readiness for work immersion.					
7. Students demonstrated a good attitude toward work.					
8. Students displayed necessary entry-level technical skills.					
9. Students respected company policies and decorum.					
10. Students were proactive in their learning and tasks.					
C. MOA & Training Plan Compliance					
11. The MOA provisions were faithfully followed by the school.					
12. The training plan was mutually agreed upon and followed.					
13. Documentation requirements (logbooks) were timely submitted.					
14. The immersion duration met the agreed-upon hours.					
15. The partnership adds value to operational needs and corporate social responsibility.					

Other Feedback:

1. Program Strengths: In what ways did the current partnership structure allow your company to identify potential talent or contribute to local education goals?
2. Areas for Improvement: Based on your experience with this batch, what specific changes in the school's pre-deployment preparation would make students more effective in your workplace?
3. Effectiveness of Duration: Was the immersion timeframe sufficient for students to achieve the competencies outlined in the training plan? Did the duration allow for a meaningful contribution to your workplace?
4. Future Integration: What additional information or coordination from the school would help your team better manage the training plan and MOA requirements in the next cycle?

3. School Immersion Focal Evaluation Instrument

Please rate your level of agreement with each statement by marking the appropriate number from 1 to 5, where:

1 = Strongly Disagree 2 = Disagree 3 = Neutral
4 = Agree 5 = Strongly Agree

Immersion Focal's Name: _____ School Name: _____
Industry Partner/Company Name: _____ School Year _____

Cluster / Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
A. Collaboration & Support					
1. The industry partner actively collaborates in curriculum designing the Training Plan.					
2. The industry partner provides regular and constructive feedback.					
3. The company location is accessible to the school.					
4. Collaboration has strengthened our long-term partnership.					
5. The industry partners treat our learners with professional respect.					
B. Workplace Environment & Compliance					
6. The partner provides a safe and conducive work environment.					
7. The partner adheres to Occupational Safety Hazards (OSH) standards.					
8. Training facilities are adequate for the required competencies.					
9. The partner fulfills all stipulations in the MOA.					
10. Learners are not exposed to hazardous/unsuitable tasks.					
C. Program Effectiveness					
11. Monitoring visits effectively resolved learners' issues.					
12. The program meets the learning objectives of the SSHS tracks.					
13. Assessment tools used are valid and reliable.					
14. Data gathered is sufficient for policy reforms.					
15. We have successfully bridged the skills-mismatch gap.					

Other Feedback:

1. Program Strengths: Based on the data collected, which aspects of the industry-partner collaboration—including the program's duration—have been most effective in ensuring student competency development?
2. Operational Effectiveness: How effective was the immersion duration in meeting the school's learning objectives versus the industry's operational needs? What bottlenecks did you encounter?
3. Policy & Curricular Alignment: Given the current immersion outcomes, what specific updates do we need to make to our curriculum or internal monitoring policies to better align with industry expectations?
4. Areas for Improvement: What were the most significant operational or collaboration challenges encountered between the school and the industry partner, and how can they be mitigated.

ANNEX D. Work Immersion Monitoring And Evaluation Tools

This annex serves as the official documentation and assessment suite for the Work Immersion program. It is designed to bridge the gap between classroom theory and industry practice, ensuring that learners are evaluated on both their Technical Proficiency (Track-specific) and Employability (Soft Skills/Work Habits).

This section must be completed and signed by both the School and the Industry Partner before deployment.

I. ADMINISTRATIVE & LEARNER DATA

Name of Learner:		Elective:	
Partner Institution:		Industry Focal:	
School Focal:		Dept / Unit:	
Total Target Hours:		Work Schedule:	

II. PROGRESSIVE IMMERSION STAGES & MILESTONES

*Note: The "Indicative Hours" are based on a **40-hour work** week and can be modified based on the agreed models as per stated in the MOA.*

Stage	Specific Tasks & Activities	Core Competency Target	Actual Schedule (Date/s)	Indicative Hours	Remarks / Expected Output
Stage 1: Orientation	Ex. Facility tour, Safety/PPE briefing, Ethical protocols, and Company SOPs.	Safety Mastery: Identification of hazards and emergency response.		20 – 40 Hours	Signed Safety Manual; Hazard Map of Site.
Stage 2: Observation	Ex. Shadowing supervisors; Flowcharting production/office cycles.	System Awareness: Understanding the logic of the workflow.		20 – 40 Hours	Process Flowchart; Observation Log.
Stage 3: Application	Technical Ex. Proficiency: Correctly applies theories to tasks; uses track-specific equipment.	Skill Application: Execution of specialized tasks with guidance.		200 – 480 Hours	Annotated Photos; Drafted Docs; Finished Products.
Stage 4: Mastery	Ex. Troubleshooting; Independent task execution; Final Project.	Mastery & Logic: Solving technical hurdles without intervention.		80 Hours	Final Technical Report; Performance Review.

III. DETAILED TECHNICAL COMPETENCY CHECKLIST

*This section specifies the "**Tech-Pro**" skills the learner must demonstrate during Stage 3 & 4.*

Specific Technical Competency	Theory Applied (School Knowledge)	Evidence of Delivery (Output)	Supervisor Remarks
1. Equipment Handling: Skilled use of track-specific tools/machines.	[e.g., Ohms Law / 5S / Coding Logic]	[Photo / Certification]	
2. Technical Accuracy: Error-free execution of assigned duties.	[Standard Operating Procedures]	[Finished Task / Log]	
3. Troubleshooting: Ability to diagnose and fix technical faults.	[Diagnostic Theory]	[Incident Resolution Log]	

IV. SIGNATORIES & COMMITMENT

We, the undersigned, certify that the tasks and hours indicated above are aligned with the learner's elective and shall be monitored weekly for compliance with safety and educational standards.

Name and Signature of Learner _____

Name and Signature of Industry Focal / Supervisor _____

Name and Signature of School Immersion Focal _____

V. WORK IMMERSION PERFORMANCE EVALUATION (INDUSTRY SIDE)

Note: This shall be accomplished by the Industry Focal

Name of Learner:		Elective:	
Partner Institution:		Industry Focal:	
School Focal:		Dept / Unit:	
Total Target Hours:		Work Schedule:	
Total Hours Completed		Date Completed:	

Rating Scale

Rating	Verbal Interpretation	Descriptor
5	Exemplary	Performance consistently exceeds standards; shows leadership and mastery.
4	Proficient	Performance meets all standards independently; requires

		minimal supervision
3	Developing	Performance meets standards with occasional guidance; shows steady progress
2	Beginning	Performance is inconsistent; requires frequent supervision and reminders
1	Needs Intervention	Performance does not meet basic workplace requirements; shows lack of interest or aptitude.

1. TECHNICAL SKILLS (40% Weight)

Focuses on the application of track-specific knowledge and technical proficiency.

Indicator	Observable Behaviors (Evidence)	Points (1-5)
Theory Application	Correctly applies theories to tasks; translates technical concepts into practical workplace solutions.	
Tool/Software Mastery	Correctly selects and operates industry-specific tools/software; maintains equipment properly.	
Accuracy & Quality	Deliverables are precise, error-free, and meet the company's quality standards/manuals.	
Technical Logic	Demonstrates "why" tasks are done; follows logical steps in troubleshooting or production.	
Safety & Protocol	Strictly adheres to safety (PPE), security, and standard operating procedures (SOPs).	
Sub-Total (A)	*(Sum of points / 20) x 100*	____%

2. SOFT SKILLS & EMPLOYABILITY (30% Weight)

Focuses on interpersonal dynamics and cognitive flexibility in a professional setting.

Indicator	Observable Behaviors (Evidence)	Points (1-5)
Communication	Explains ideas clearly; listens actively; provides timely updates to the team.	
Critical Thinking	Proactively identifies problems and suggests viable solutions rather than just reporting issues.	
Adaptability	Handles feedback professionally; adjusts quickly to changes in tasks or environment.	
Collaboration	Works effectively within a team; supports colleagues to achieve collective goals.	
Sub-Total (B)	*(Sum of points / 20) x 100*	____%

3. WORK HABITS & PROFESSIONALISM (30% Weight)

Indicator	Observable Behaviors (Evidence)	Points (1-5)
Punctuality	Consistent on-time arrival; respects break durations and project deadlines.	
Integrity/Ethics	Observes company confidentiality; demonstrates honesty and professional decorum.	
Initiative	Seeks additional tasks when finished with	

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Indicator	Observable Behaviors (Evidence)	Points (1-5)
	assigned work; shows a "self-starter" attitude.	
Resourcefulness and Orderliness	Uses materials and time efficiently; minimizes waste and maximizes output; Maintains a clean workspace	
Sub-Total (C)	*(Sum of points / 20) x 100*	____%

FINAL INDUSTRY GRADE COMPUTATION

Component	Percentage Score (from above)	Weight	Weighted Score
I. Technical Skills	____%	x 0.40	_____
II. Soft Skills	____%	x 0.30	_____
III. Work Habits	____%	x 0.30	_____
Total Industry Score		(Sum)	____%

Supervisor's Feedback and Signature

- Commendations (Strengths):
- Areas for Growth:

Supervisor's Name & Signature: _____Date: _____

Designation: _____

VI: WORK IMMERSION PORTFOLIO RUBRIC (SCHOOL SIDE)

To be accomplished by the Work Immersion Teacher based on the student's reflective submissions.

SCORING INSTRUCTIONS:

Review the learner's portfolio against the evidence listed. Rate each indicator in the designated column that best describes the quality of submission.

Rating Scale

Rating	Verbal Interpretation	Descriptor
5	Exemplary	Highly accurate/detailed; complete; polished; very organized
4	Proficient	Mostly accurate; minor issues
3	Developing	Some inaccuracies/omissions
2	Beginning	Many inaccuracies/disorganization
1	Needs Intervention	No Inaccuracy/ disorganization is observed

VI.1 LEARNER'S PORTFOLIO

CRITERIA & WEIGHT IN %	PRACTICAL EVIDENCE TO BE OBSERVED	EXEMPLARY (5)	PROFICIENT (4)	DEVELOPING (3)	BEGINNING (2-1)	SCORE
1. Evidence of Learning (70%)	Weekly Journals, Career Roadmap, Annotated Photos, Work Samples, Signed DTR/Logs, Glossary	Deep, insightful analysis linking technical theories to workplace experience. Reflection correctly uses technical terminology and explains processes accurately. Includes high-quality artifacts showing clear skill progression.	Clear understanding of the connection between school lessons and tasks. Standard industry terms used correctly. Complete logs and photos representing all phases of the training plan.	Basic description of tasks performed with limited personal insight. Uses "layman's terms" or general language. Missing some required artifacts or logs; evidence is disorganized.	Purely descriptive; no reflection on learning or career growth. Significant misuse of terms or complete lack of industry vocabulary. Little to no evidence of actual work performed.	
2. Organization & Form (20%)	Portfolio Layout, Logical Flow, Table of Contents	Professional and creative layout; flawless grammar; logical flow; creatively presented. All documents follow a highly structured sequence.	Clean layout; minimal errors; follows the prescribed format. Document flow is easy to navigate.	Cluttered layout; several grammatical or formatting errors. Logical flow is inconsistent.	Disorganized; fails to follow the prescribed format. Difficult to navigate or understand the sequence of events.	
3. Overall Presentation (10%)	Synthesis of Journey, Visual Appeal, Creative Effort	Exceptionally high visual appeal. Synthesizes the journey into a compelling narrative that demonstrates profound personal/pro	Good visual appeal and neatness. Effectively communicates the overall journey and basic growth.	Adequate visual effort. Communication of the journey is functional but lacks a cohesive narrative.	Poor visual appeal; messy or incomplete. Fails to synthesize or communicate the immersion journey effectively.	

CRITERIA & WEIGHT IN %	PRACTICAL EVIDENCE TO BE OBSERVED	EXEMPLARY (5)	PROFICIENT (4)	DEVELOPING (3)	BEGINNING (2-1)	SCORE
		fessional growth.				
TOTALS		(Sum x 5)	(Sum x 4)	(Sum x 3)	(Sum x 1)	%

TEACHER'S FEEDBACK PORTION

Career Readiness: _____

Teacher's Signature above Printed Name: _____

Date: _____

FINAL GRADING COMPUTATION

To arrive at the final grade for the report card, the scores from the Industry Partner and the School Teacher are integrated using the following logic:

1. Calculate Industry Weighted Score:

(Industry %) x 0.80 = Weighted Performance Score

2. Calculate Portfolio Weighted Score:

(Portfolio %) x 0.20 = Weighted Written Work Score

3. Final Grade:

Performance Score + Written Work Score = Final Grade

Note: It is recommended to conduct a "Mid-Term" evaluation using the same rubric to allow the student to improve their technical proficiency before the final assessment.

FINAL GRADING COMPUTATION SHEET

The final grade is a weighted average of the workplace performance and the written work (portfolio)

Assessment Source	Percentage Score	Weight	Weighted Score
Industry Performance	_____%	x 0.80	_____
School Portfolio	_____%	x 0.20	_____
FINAL NUMERIC GRADE		(SUM)	_____

ANNEX E. Child Protection Agreement

Child Protection Agreement
Industry Partner/Company/Organization: _____
Representative Name/s: _____
Position: _____
Date: _____

DECLARATION OF UNDERSTANDING AND ADHERENCE TO CHILD PROTECTION AGREEMENT

As an external partner of (Name of School), I/ We understand and adhere to this Agreement to ensure the safety, protection and well-being of all learners under our care during the entire duration of their immersion. By signing this acknowledgment slip, I/we confirm that:

1. I/ We have read and understood DepEd's Child Protection Policy.
2. I/ We agree to comply with the guidelines and procedures outlined in the policy.
3. I/ We will report any concerns or violations related to child protection to the designated school authorities immediately.
4. I/ We understand that failure to adhere to the Child Protection Policy may result in the termination of our partnership and possible legal action.
5. I/ We value the safety of the learners under our care and will cooperate and commit to upholding these standards.
6. I/We value the safety of the learners under our care and will cooperate and commit to upholding these standards.

Signature: _____
Date: _____
Contact Information (Email/Phone): _____

Please return this signed acknowledgment slip to the school representative before commencing any activities or engagements with our learners.

Thank you for your cooperation.

ANNEX F. Waiver/Parent Consent

Republic of the Philippines
Department of Education

_____
(Region)

_____
(Division)

PARENTAL CONSENT

I/We hereby willingly and voluntarily give consent to the participation of my/our son/daughter _____ in the Work Immersion/ Field Exposure/Arts Apprenticeship Program in compliance and fulfillment of his/her academic requirements.

I have considered the benefits that my son or daughter will derive from his/her participation and engagement in this program provided that due care, diligence, and precaution will be observed to ensure the comfort, protection, and safety of my son/daughter and that DepEd employees and personnel may not be held responsible for any untoward incident that may happen beyond their control.

_____
Signature of Parent/Guardian over Printed name

_____
(Relationship with the Learner)

Verified by:

_____

Teacher – Adviser

_____

Principal/School Head

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ANNEX G. Work Immersion / Arts Apprenticeship / Field Exposure List Of Learners

School: _____

Division: _____

Region: _____

Term: _____

No.	Name of Learner	LRN	Sex	Date of Birth	Age	Track	Electives Completed	Classification of Industry
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Add rows as needed.

ANNEX H. Sample Tech-Pro Work Immersion Schedule

The following sample class programs reflect the **One (1) Term** and **Two (2) Term** models focused solely on the immersion hours, assuming the Tech-Pro elective subjects have been completed in a separate term.

1. One (1) Term Model (320 Hours)
In this model, the learner is fully deployed to the industry partner/company or institution for a single term. This allows for a concentrated 6-hour daily work immersion experience.

- **Completion Days:** 54 days (Term 1),55 days (Term 2), 61 days (Term 3)
- **No. of Hours:** 6 hours/day (minimum)
- **Calculation:** 6 hours x 54 days = 324 hours (Term 1)
- **Calculation:** 6 hours x 55 days = 330 hours (Term 2)
- **Calculation:** 5.5 hours x 61 days =335.5 hours (Term 3)

Note: The No. of Days per term may vary in every school year

Implementation: Term 1 or 2

Time	**Monday – Friday**	**Activity Type**
8:00 AM – 11:00 AM	**Work Immersion (3 hrs)**	Training Plan Execution
11:00 AM –12:00 PM	Lunch Break	Not Credited
12:00 PM – 3:00 PM	**Work Immersion (3 hrs)**	Training Plan Execution
	Kumustahan (1x/week)	Mentoring & Monitoring
Daily Total	**6 Hours**	**30 Hours/Week**

Implementation: Term 3

Time	**Monday – Friday**	**Activity Type**
8:00 AM – 11:00 AM	**Work Immersion (3 hrs)**	Training Plan Execution
11:00 AM – 12:00 PM	Lunch Break	Not Credited
12:00 PM – 3:00 PM	**Work Immersion (2.5 hrs)**	Training Plan Execution
	Kumustahan (1x/week)	Mentoring & Monitoring
Daily Total	**5.5 Hours**	**27.5 Hours/Week**

2. Two (2) Term Model (540 or 640 Hours)
This model spreads the required hours across two consecutive terms to allow for deeper industry integration. The schedule remains consistent daily to ensure that the 6-hour duration is observed.

Option 1: 540 Hours (Term 1 to Term 2)

- **Completion Days:** 109 days (54 days + 55 days)
- **No. of Hours:** 5 hours/day
- **Calculation:** 5 x 109 = 545 hours

Note: The number of days per term may vary in every school year.

Time	Monday – Friday	Activity Type
8:00 AM – 10:30 AM	**Work Immersion (2.5 hrs)**	Training Plan Execution
10:30 AM – 11:30 AM	Lunch Break	Not Credited
11:30 AM – 2:00 PM	**Work Immersion (2.5 hrs)**	Training Plan Execution
	Kumustahan (1x/week)	Mentoring & Monitoring
Daily Total	**5 Hours**	**25 Hours/Week**

Option 2: 640 Hours (Total)

- **Completion Days:** 116 days (55 days + 61 days)
- **No. of Hours:** 5.5 hours/day
- **Calculation:** 5.5 x 116 = 638 hours

Note: The No. of Days per term may vary in every school year

Time	Monday – Friday	Activity Type
8:00 AM – 11:00 AM	**Work Immersion (3 hrs)**	Training Plan Execution
11:00 AM – 12:00 PM	Lunch Break	Not Credited
12:00 PM – 2:30 PM	**Work Immersion (2.5 hrs)**	Training Plan Execution
	Kumustahan (1x/week)	Mentoring & Monitoring
Daily Total	**5.5 Hours**	**27.5 Hours/Week**

ANNEX I. Sample Academic Track Work Immersion, Field Exposure, Arts Apprenticeship Schedules

A. WORK IMMERSIONS

<table>
<tr><th colspan="3">GRADE 11</th><th colspan="3">GRADE 12</th></tr>
<tr><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th></tr>
<tr><td colspan="3">1. Effective Communication/ Mabisang Komunikasyon
2. General Mathematics
3. General Science
4. Pag-aaral ng Kasaysayan at Lipunang Pilipino
5. Life and Career Skills</td><td>Exercise and Sports Programming</td><td>Sports Activity Management</td><td rowspan="4">WORK IMMERSION</td></tr>
<tr><td rowspan="2">Human Movement 1</td><td rowspan="2">Human Movement 2</td><td rowspan="2">Sports Officiating</td><td>First Aid</td><td>Fundamentals of Basic Life Support</td></tr>
<tr><td>Sports Coaching</td><td>Citizenship and Civic Engagement</td></tr>
<tr><td colspan="3"></td><td>Biology 1</td><td>Biology 2</td></tr>
</table>

B. FIELD EXPOSURE (Off-Campus)

<table>
<tr><th colspan="3">Grade 11</th><th colspan="3">Grade 12</th></tr>
<tr><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th></tr>
<tr><td colspan="3">1. Effective Communication/ Mabisang Komunikasyon
2. General Mathematics
3. General Science
4. Pag-aaral ng Kasaysayan at Lipunang Pilipino
5. Life and Career Skills</td><td>Contemporary Marketing</td><td>Introduction to Organization and Management</td><td>Introduction to Philosophy</td></tr>
<tr><td rowspan="2">Business 1</td><td rowspan="2">Business 2</td><td rowspan="2">Business 3</td><td>Finite Mathematics</td><td>Advanced Mathematics</td><td>First Aid</td></tr>
<tr><td>Entrepreneurship</td><td>Field Exposure (Off-Campus)</td><td>Social Sciences (Theory and Practice)</td></tr>
</table>

***Field Exposure (Off-Campus) is conducted in the middle of the term accumulating forty (40) hours on a scheduled basis.*

C. ARTS APPRENTICESHIP

<table>
<tr><th colspan="3">Grade 11</th><th colspan="3">Grade 12</th></tr>
<tr><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th></tr>
<tr><td colspan="3">1. Effective Communication/ Mabisang Komunikasyon
2. General Mathematics
3. General Science
4. Pag-aaral ng Kasaysayan at</td><td>Contemporary Marketing</td><td>Apprenticeship – Theater</td><td>Creative Presentation and Production</td></tr>
<tr><td colspan="3"></td><td>Arts 2</td><td>Creative Composition 2</td><td>First Aid</td></tr>
</table>

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Grade 11			Grade 12		
TERM 1	**TERM 2**	**TERM 3**	**TERM 1**	**TERM 2**	**TERM 3**
Lipunang Pilipino 5. Life and Career Skills					
Arts 1	Leadership and Management in the Arts	Filipino Identity Through the Arts	Entrepreneurship		

*** Arts Apprenticeship is conducted in the middle of the term, accumulating forty (40) hours on a scheduled basis.*

ANNEX J. Training Plan Template

I. LEARNER'S PROFILE

Name of Learner:	Industry Sector/Cluster:
Name of Industry Partner:	Deliver Hours: 320 Hours 540-640 Hours
Industry Focal Person:	Models Term: 1 - 2 2 - 3

II. GENERAL OBJECTIVES:

This training plan is designed for learners to:

- familiarize the workplace environment, protocols and policies;
- perform technical competencies to enhance employability opportunities through application of work-related task; and
- develop a positive work attitude and habits.

III. WORK IMMERSION SCHEDULE (to be accomplished by Industry WI Focal)

Delivery Model	**Working Hours** ***(indicate the no. of hours)***	**No. of Days**	**Actual Schedule**
320 hours			
540-640 hours			

IV. TRAINING PLAN

Throughout the immersion period, learners are expected to complete the scheduled activities by the end of each week.

(Note: Sample only, Industry focal and Immersion teacher may modify the Activities aligned to the Elective and needs of the workplace.)

TECHNICAL TRAINING			
ACTIVITIES *(To be determined by the Immersion Teacher and Industry Focal)*	**JOB RELATED TASK**	**TRAINING HOURS** ***(Actual)***	**REMARKS**
Familiarize the different work station	**Execute the role of dining crew attendant.**	**1 hour**	**Completed**
Get to know the members of the team/organization			

Familiarize the workplace protocols and policies.			
Prepares Reports			
Operates equipment in the kitchen. *(mandouline/ salamander)*			
Prepare Appetizer			

Note: *Contents are samples only. Fill in the column with the appropriate activities as agreed by the WI Focal Person and the WI Focal. Rows may be added if necessary.*

ANNEX K. Sample Certificate of Completion

CERTIFICATE OF COMPLETION

[COMPANY NAME]
[Company Address]
[Contact Number / Email]

This is to certify that

[FULL NAME OF STUDENT]

has successfully completed the Work Immersion Program at
[COMPANY NAME]
from [Start Date] to [End Date], with a total of [Number of Hours] training hours completed.

During this period, the student has demonstrated dedication, professionalism, and competence in performing assigned tasks.

Issued this [Day] of [Month, Year] at [Location].

_____
[Manager/Owner Name]
[Position Title]
Company Manager / Owner

_____
[Program Coordinator / School Representative]
[Position Title]

ANNEX L. Industry Partner Requirements Checklist

Industry Partner: _____ **Date of Evaluation:** _____

	Requirement	Compliance Details/Remarks
☐	Valid business registration (DTI, SEC)	
☐	Valid Mayor's/Business Permit	
☐	BIR registration/TIN available	
☐	Years of Business Operation	
☐	Business location is accessible to learners	
☐	Worksite is within reasonable travel distance	
☐	Occupational Safety and Health (OSH) measures in place	
☐	Safety Inspection Certificate or equivalent	
☐	Emergency exits and evacuation procedures available	
☐	First-aid kit and emergency response procedures available	
☐	Safe working environment for learners	
☐	Designated workplace supervisor/mentor assigned	
☐	Work immersion tasks aligned with learners specialization	
☐	Can accommodate number of learners	
☐	Memorandum of Agreement (MOA) willing to be executed	
☐	Learner Mentorship Schedule and Matrix	
☐	Data privacy and confidentiality requirements observed	
☐	No record of child labor or labor law violations	
☐	All documentary requirements presented	

Recommendation:

☐ Approved
☐ Conditionally Approved
☐ Not Approved

Evaluator: _____ Signature: _____

ANNEX M. Criteria Selection Of Industry Of Immersion Partner (Best Practices Award)

1. Program Implementation

This criterion assesses how well the industry partner plans, organizes, and executes the work immersion program. It focuses on the presence of a structured training plan aligned with the DepEd curriculum, the relevance of assigned tasks, and the effectiveness of supervision and mentoring. A strong partner ensures that students are given purposeful activities and guided consistently throughout the immersion period.

Indicators:

- Alignment of immersion activities with the DepEd Work Immersion Curriculum
- Adheres to the training plan and structured learning activities
- Effective supervision and mentoring of student trainees
- Provision of meaningful and relevant work tasks

1. Quality of Training and Learning Experience

This measures the extent to which the immersion program contributes to the learners' learning and skills development. It includes both technical competencies related to the students' strand and essential employability skills such as communication, teamwork, critical thinking, and work discipline. High-performing partners provide authentic workplace exposure and access to appropriate tools, equipment, and real-life work situations.

Indicators:

- Exposure to real-world workplace practices and standards
- Availability of tools, equipment, and resources for learning
- Enhanced the technical skills and competencies of the learners
- Enhance the soft skills of the learners (communication, teamwork, discipline, problem-solving)

3. Learners' Welfare and Support

This criterion evaluates the partner's commitment to ensuring the safety, well-being, and positive experience of immersion learners. It includes maintaining a safe working environment, complying with occupational safety standards, and providing proper orientation, support, and feedback. It also looks at how students are treated, ensuring respect, inclusivity, and protection from exploitation or harm.

Indicators:

- ensure safe and secure workplace for the learners
- compliance with occupational safety and health standards
- Provided orientation, guidance, and feedback mechanisms at all times
- exhibits fair and respectful treatment of learners.

4. Partnership and Collaboration

This focuses on the quality of coordination and relationship between the industry partner and the school. It includes active participation in planning, communication with immersion coordinators, responsiveness to concerns, and involvement in monitoring and evaluation activities. Strong partners demonstrate openness, reliability, and a shared commitment to student development.

Indicators:

- Strong coordination with the school and work immersion coordinator
- Participation in planning, monitoring, and evaluation activities
- Openness to feedback and continuous improvement
- Support for school initiatives related to work immersion

5. Innovation and Best Practices

This criterion recognizes creativity and initiative in enhancing the work immersion program. It includes the use of innovative teaching or training methods, integration of technology, development of unique learning opportunities, or implementation of exemplary practices that go beyond standard requirements. Partners who innovate contribute significantly to improving the overall immersion experience.

Indicators:

- Introduction of innovative training approaches or strategies
- Implementation of unique programs that enhance immersion experience
- Use of technology or industry practices that enrich student learning

6. Documentation and Compliance

This measures the partner's adherence to administrative and reporting requirements. It includes timely submission of documents, maintenance of accurate records (e.g., attendance, evaluation reports), and compliance with the terms of the MOA. Reliable documentation reflects professionalism, accountability, and commitment to program standards.

Indicators:

- Timely submission of required reports and documentation
- Proper monitoring and evaluation records
- Compliance with terms stated in the Memorandum of Agreement (MOA)

ANNEX N. Phases of Work Immersion Implementation

PHASE 1 (PREPARATORY STAGE)	PHASE 2 (IMMERSION PROPER STAGE)	PHASE 3 (POST DEPLOYMENT STAGE)
1. Industry Visit 2. Partnership Formalization 3. Training Plan Development 4. Learner and Parent Orientation 5. Orientation for Industry Partners/Companies and Institutions	1. Deployment of learners 2. Orientation 3. Training Plan Execution 4. Monitoring of Learners 5. Issuance of Work Immersion Certificate	1. Portfolio Submission 2. Learner's Performance 3. Evaluation of Work Immersion, Field Exposure or Arts Apprenticeship 4. Program Evaluation 5. Recognition of Industry Partners

ANNEX O. Work Immersion Models

Tech-Pro TRACK				
Option	**TERM 1**	**TERM 2**	**TERM 3**	**Duration of Completion**
1				**320 hours (any of the Term)**
2				**540 hours**
				620 hours
ACADEMIC TRACK				
Option	**TERM 1**	**TERM 2**	**TERM 3**	
Field Exposure				**40 hours (On Campus)** **40 hours (Off-Campus)** (any of the Term)
Arts Apprenticeship				**40 hours (Off-Campus)** **80 hours (Off-Campus)** ***This will depend on the Art Form*

ANNEX P. Monitoring and Evaluation Plan

Strengthened Work Immersion, Field Exposure, Arts Apprenticeship Monitoring and Evaluation Plan

POLICY TITLE	Guidelines on the Strengthened Senior High School Work Immersion, Field Exposures, and Arts Apprenticeship
GOAL	Ensure that Senior High School Graduates are provided with relevant, safe, and quality workplace-based learning experience that develop employability skills, industry competencies and professionalism.
OUTCOME	Standardize the Implementation of the SSHS Work Immersion, Field Exposure, and Arts Apprenticeship Policy across all implementing schools

OUTPUT 1	**Data of Learners deployed for Work Immersion, Field Exposure, Arts Apprenticeship**											
OBJECTIVE	**Determine the Percentage of Learners Deployed for Work Immersion for SY 2026-2027**											
ACTIVITY	**Indicator**	**DATA COLLECTION & MANAGEMENT**					**DATA ANALYSIS**			**INFORMATION/ DISSEMINATION**		
		Method	**Office**	**Freq**	**Data Storing/ Organizing**	**Data Users**	**Method**	**Office**	**Freq**	**Data Users**	**Strategies of Communication/Dissemination**	**Frequency of Reporting**
Conduct Monitoring of learner's deployment	Matrix of Learners Deployed	Survey on the No of learners deployed	School Head/Work Immersion Teacher	Per term/Elective Cluster	Google Forms/ LIS	DepEd Central Office SSHS Secretariat Regional Office Schools Division Office	Frequency & Percentage	School Heads, WI Teacher, SDO-SHS Coordinator	Every School year	Regional, SDO, School Level	Issuance of Memorandum	End of SY

OUTPUT 2	Data of Industry Partners Participation in the WIFEAA Implementation											
OBJECTIVES	Determine the Percentage of Industry Partner Participation in the WIFEAA Implementation											
ACTIVITIES	**Indicator**	**DATA COLLECTION & MANAGEMENT**					**DATA ANALYSIS**			**INFORMATION/ DISSEMINATION**		
		Method	**Office**	**Freq**	**Data Storing/ Organizing**	**Data Users**	**Method**	**Office**	**Freq**	**Data Users**	**Strategies of Communication/ Dissemination**	**Freq. of Reporting**
Mapping of Potential Industry Partner thru Industry Visit	Directory of Industry Partners/ Signed MOA or MOU	Survey/ Visitation	School Heads/Work Immersion Teacher	Every Term of Deployment	Google Drive	DepEd-BCD, SSHS Secretaria t	Frequency & Percentage	School Heads, WI Teacher, SDO-SHS Coordinator or	Every School year	Regional, SDO, School Level	Issuance of Memorandum	End of SY
Orientation of Industry Partners on the WIFEAA	Oriented Industries Partners of the WIFEAA Signed MOA/MOU	Program Orientation	School Head, WI Teacher	Beginning Week of Immersion	N/A	DepEd	Percentage	SDO	Every SY	Regional, SDO, School Level	Conference, FGD with Industry partners	End of SY

OUTPUT 3	Industry Compliance Report on the Work Immersion Training Plan.											
OBJECTIVES	Assess the Level of Compliance of Industry Partners with the Work Immersion Training Plan											
ACTIVITIES	Indicator	DATA COLLECTION & MANAGEMENT					DATA ANALYSIS			INFORMATION/ DISSEMINATION		
		Method	Office	Freq	Data Storing/ Organizing	Data Users	Method	Office	Freq	Data Users	Strategies of Communication/ Dissemination	Freq. of Reporting
Conduct FGD with learners on the adherence of Industry Focal in the Training Plan	Training Plan Compliance Report	FGD/ Interview	DepEd-BCD, SDO	Every SY	Google Drive	DepEd/ SHS, Secretariat	Frequency/ Percentage	WI Teacher, Industry Focal,	Every SY	SDO, Industry Partners School Head	Notice of Meeting	End of SY
Conduct FGD with Industry Focal Person on the Issues and challenges experienced in the Training Plan	Training Plan Compliance Report	FGD/ Interview	DepEd-BCD, SDO	Every SY	Google Drive	DepEd/ SHS Secretariat	Frequency/ Percentage	WI Teacher, Industry Focal,	Every SY	SDO, Industry Partners School	Notice of Meeting	End of SY

OUTPUT 4	Report of the Implementation Level and Outcomes of Work Immersion, Field Exposure and Arts Apprenticeship in the SHS Public and Private Schools											
OBJECTIVE	Assess the Implementation Level of the Work Immersion, Field Exposure and Arts Apprenticeship in the SHS Public and Private Schools in term of: curriculum- competencies, completion hours and industry needs compliance											
ACTIVITIES	Indicator	DATA COLLECTION & MANAGEMENT					DATA ANALYSIS			INFORMATION/ DISSEMINATION		
		Method	Office	Freq	Data Storing/ Organizing	Data Users	Method	Office	Freq	Data Users	Strategies of Communication/ Dissemination	Freq. of Reporting
Conduct Evaluation of the WIFEAA Program	Evaluation Forms	Survey Tool	School Head/Work Immersion Teacher	Every SY	Google Forms	DepEd Central Office SSHS Secretariat Regional Office Schools Division Office	Frequency and Percentage	School Heads, WI Teacher, SDO-SHS Coordinator or	Every School year	DepEd	Issuance of Memorandum	End of SY

OUTPUT 5	Tracer Study of the Pilot Implementation of the Strengthened Senior High School Work Immersion, Field Exposure and Arts Apprenticeship Policy											
OBJECTIVE	Determine the employment rate of SHS Graduates that completed the expanded work immersion hours.											
ACTIVITIES	Indicator	DATA COLLECTION & MANAGEMENT					DATA ANALYSIS			INFORMATION/ DISSEMINATION		
		Method	Office	Freq	Data Storing/ Organizing	Data Users	Method	Office	Freq	Data Users	Strategies of Communication/ Dissemination	Freq. of Reporting
Develop tracer study design and instruments	Survey Or FGD questionnaire	Survey FGD	SDO, School Head/Work Immersion Teacher	End of SY	Regional CLMD Work Immersion Focal	DepEd Central Office SSHS Secretariat Regional Office Schools Division Office	Frequency and Percentage	DepEd-Coo, Region and SDO	Every School year	DepEd	Issuance of Memorandum	End of SY
Conduct surveys, interviews and focus group discussions (FGD) to pilot implementers of WIFEAA	Data of learners	Survey FGD	SDO, School Head/Work Immersion Teacher	End of SY	Regional CLMD Work Immersion Focal	DepEd Central Office SSHS Secretariat Regional Office Schools Division Office	Frequency and Percentage	DepEd-Coo, Region and SDO	Every School year	DepEd	Issuance of Memorandum	End of SY
Validate and analyze collected data	Validated Data	Survey FGD	Deped CO Regional, and SDO,	End of SY	Regional CLMD Work Immersion Focal	DepEd Central Office SSHS Secretariat Regional Office Schools Division Office	Frequency and Percentage	DepEd-Co, Region and SDO	Every School year	DepEd	Issuance of Memorandum	End of SY