

Republic of the Philippines  
**Department of Education**  
Region VII, Central Visayas  
**DIVISION OF CEBU PROVINCE**  
IPHO Bldg., Sudlon, Lahug, Cebu City



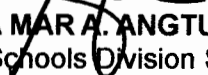
June 13, 2017

**DIVISION MEMORANDUM**  
No. 375, s. 2017

**GUIDELINES FOR WORK IMMERSION**

**TO :** Assistant Superintendents  
Chief Education Supervisors – CID & SGOD  
Education Program Supervisors/Coordinators  
District Supervisors/OICs/SEPS/EPS II/Div. Section Heads  
Public Elementary and Secondary School Heads  
Heads, Private Elementary and Secondary Schools/SUCs/LUCs  
All Other Concerns

1. Attached is DepEd Order No. 30, s. 2017, entitled, **GUIDELINES FOR WORK IMMERSION**, for the reference and proper guidance of all concerns.
2. Public Secondary School Heads are instructed to complete all arrangements and negotiations to partner institutions/companies/GOs/NGOs relative to immersion before June 30, 2017 for the simultaneous signing of MOA by the SDS during the next round of conference – workshop on Work Immersion for Senior High School.
3. All Senior High School (SHS) implementing schools under the jurisdiction of the Division of Cebu are strictly enjoined to follow the attached guidelines and to coordinate closely with this Office through the Division SHS Focal Person, **ISAIASH T. WAGAS, MPA, EPS – LRMDS**. For inquiries and technical assistance you may call or text (032) 3616432 or 09158002390.
4. Immediate dissemination of and strict compliance with the Order is directed

  
**RHEA MARA A. ANGTUD, Ed. D., CESO VI**  
Schools Division Superintendent

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Republic of the Philippines  
**Department of Education**

05 JUN 2017

DepEd ORDER  
No. **30**, s. 2017

**GUIDELINES FOR WORK IMMERSION**

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

1. The Department of Education (DepEd) issues the enclosed **Guidelines for Work Immersion** as basis for the implementation of work immersion in all Senior High Schools (SHSs).
2. Work Immersion is a key feature of the SHS Curriculum. It can be conducted in different ways depending on the purposes and needs of learners. Enclosed are the documents pertinent to its implementation.
3. These guidelines will take effect starting School Year 2017-2018 for all SHSs.
4. These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing Orders and memoranda that are inconsistent with this Order are hereby rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.: As stated  
Reference: None

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

BUREAUS AND OFFICES  
LEARNERS  
POLICY  
SCHOOLS  
SENIOR HIGH SCHOOL

MCDJ/ R DO Guidelines for Work Immersion  
0489/ June 2, 2017

## **GUIDELINES FOR WORK IMMERSION**

### **SECTION 1: Rationale**

One of the goals of the K to 12 Basic Education Program is to develop in learners the competencies, work ethic, and values relevant to pursuing further education and/or joining the world of work. To achieve greater congruence between basic education and the nation's development targets, Work Immersion, a required subject (See attached curriculum guide in Annex A), has been incorporated into the curriculum. This subject will provide learners with opportunities:

1. to become familiar with the work place;
2. for employment simulation; and
3. to apply their competencies in areas of specialization/applied subjects in authentic work environments.

To achieve the above objectives, Work Immersion is thus a requirement for graduation from secondary education. Learners are immersed in actual work environments such as workshops offices and laboratories in which their prior training is relevant. Other possible venues for work immersion are listed in Annex B.

These guidelines were formulated based on the rich experiences of modeling schools, tech-voc schools, partnership focal persons, industry partners, and youth development advocates. These guidelines can provide process support to field offices of the Department of Education (DepEd) in fostering relationships and strengthening partnerships so that learners will have access to suitable work immersion venues and other related resources.

### **SECTION 2: Scope**

These guidelines shall apply to all Senior High School learners in the following institutions:

1. DepEd Senior High Schools
2. Private Senior High Schools
3. Senior High Schools run by state colleges and universities, and local universities and colleges
4. Technical-Vocational Institutions

### **SECTION 3: Definition of Terms**

These Guidelines for Work Immersion will use the following terms and their corresponding definition as spelled out below:

1. **Partner Institutions** are public or private institutions or organizations that are able and willing to lend their expertise and resources; and enter into agreement with any of the DepEd or Non-DepEd offices and/or schools. This enables DepEd to strengthen its capability to offer Senior High School, without

monetary requirements from both.

2. **Memorandum of Agreement** is a legally binding document, which spells out the specific terms and conditions between and among parties entering into a partnership to implement a program, project, or any other similar undertaking. It can be entered into at the central, regional, division, or school level. The scope and limitations of the Memorandum of Agreement shall not be contrary to laws, public customs, and moral compasses.
3. **Partnership** refers to the relationship between the partner institution and the school, or any office of DepEd (Central Regional or Division) that responds to the needs of the K to 12 program in general, and Senior High School in particular, which is formalized through a Memorandum of Agreement.
4. **School Partnership Focal Person** is the person authorized to seek partnerships between DepEd and Institutions (Deped Order 40, s. 2015).
5. **Work Immersion** refers to the subject of the Senior High School Curriculum, which involves hands-on experience or work simulation in which learners can apply their competencies and acquired knowledge relevant to their track.
6. **Work Immersion Partner Institution Supervisor** serves as the counterpart of the Work Immersion Teacher and may also be the representative of the partner institution in forging partnership with DepEd schools. This person shall be identified in the MOA.
7. **Work Immersion Teacher** is the school personnel who is assigned to supervise the learners at the Work Immersion Venue in coordination with the Work Immersion Partner Institution Supervisor.
8. **Workplace Immersion Venue** is the place where work immersion is conducted. It shall conform with the law and the rules and regulations on safety, appropriateness for learning, and availability of facilities and equipment, which are issued by the DepEd (DO No. 40 s. 2015), Technical Education and Skills Development Authority (TESDA), Department of Labor and Employment (DOLE), Commission on Higher Education (CHED), and other relevant government agencies. Examples of work immersion venues include offices, factories, shops, and project sites.

#### **SECTION 4: Objectives**

Work immersion will help develop among the learners life and career skills, and will prepare them to make decisions on postsecondary education or employment. Through partnership building, DepEd hopes that the Partner Institutions will provide learners with work immersion opportunities, workplace or hands-on experience, and additional learning resources. It aims to make the learners:

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; and
4. develop good work habits, attitudes, appreciation and respect for work.

By the time learners reach Senior High School, they would have already acquired almost all the competencies and skills that would prepare them for the curriculum exits (higher education, employment, middle-skills development, and entrepreneurship). Work immersion provides them with an avenue to test themselves and apply what they have learned in a non-school scenario. In work immersion, learners are not only able to apply their previous training but are also able to experience the social interactions in a work environment. Their experiences during work immersion will develop many skills and values that would help them as they transition from high school to real life.

To assure the achievement of the above objectives of Work Immersion, this policy serves to guide schools in:

1. creating flexible work immersion arrangements for their learners;
2. providing options for work immersion that are relevant to learners' purposes and needs;
3. organizing work immersion opportunities for learners that are consistent with the diverse human resource requirements of partner institutions for work immersion; and
4. articulating the scope and limits of work immersion in the context of basic education when building relationships with work immersion partners.

## **SECTION 5: Principles and Policy Statements**

Partnership with Institutions shall be governed and guided by the following principles and policies:

1. Work Immersion requires parental consent.
2. Partner Institutions and Work Immersion Venues shall be selected only after thorough study, screening and preparation to ensure that each venue is a safe, secure, and suitable place for learning. All applicable safety guidelines of TESDA, DOLE, and the work immersion venue relevant to basic education shall apply.
3. Schools may partner with any institution or organization duly registered/recognized by any accrediting government agency. These may include cooperatives, local government units (LGUs), duly registered companies, and non-government organizations (NGOs). Annex B provides suggested institutions for corresponding specializations.
4. All Work Immersion agreements at the school level must be covered by a Memorandum of Agreement (MOA) for the security of all parties involved. All MOAs must specify that all parties will conform to these guidelines. All learner activities shall be reflected in the MOA as stipulated in the Prescribed Template for the List of Tasks/Activities to be done during Work Immersion which can be found in Annex C.
5. The Memorandum of Agreement (MOA) for Work Immersion must have provisions for the following:
  - a. creation of a Joint Working Group (JWG), the JWG's functions and responsibilities, and the responsibilities of each of the partners

- b. access to and use of partner institution's facilities by learners and teachers;
  - c. provision of supervisors/mentors from the partner institution
  - d. assurance that the workplace is a conducive and safe learning environment;
  - e. list of learner activities as stipulated in the prescribed template in Annex C
  - f. for the Partner Institution to orient the school on the work learners will engage in based on the activities listed in the Prescribed Template for the Immersion Program of Activities
  - g. insurance for learners in DepEd schools, charged to MOOE (For private high schools, colleges and universities, local universities and colleges, state universities and colleges, and technical and vocational schools, the insurance fee paid by the learners during enrolment shall be utilized for work immersion. Insurance fees may also be included in the voucher.)
  - h. Work Immersion-related expenses like insurance and transportation allowance may be treated as a donation under DepEd's Adopt-A-School Program
  - i. See attached Annex D of this guidelines for sample of MOAs. This does not preclude the parties from adding other provisions which are beneficial to the learners.
6. DepEd, in collaboration with its partners and stakeholders, shall ensure that all schools and venues for learning are conducive to the education and safety of the learners. The safety of the learners is primary. Consequently, the maximum number of hours spent in the work immersion venue is 40 hours per week and no more than eight (8) hours per day as provided for by law, for a child below 18 but older than 15.
  7. School Partnerships Focal Persons must be capacitated with networking skills and cultivating connections with possible partner institutions.
  8. Although one of the objectives of the Work Immersion is to develop skills that are relevant to the needs of the job market in the area, Work Immersion should not be reduced to a mere recruitment tool of a Partner Institution. While the graduates' future employment in the industry may be one of the desired outcomes of the partnership, the latter should be designed in such a way that graduates will also acquire other skills and competencies and will qualify for other job options and not be limited to those offered by one Partner Institution.
  9. Expenses in securing partnerships, such as the travel expense of the School Partnerships Focal Person and the Immersion Teacher, shall be charged to the school's local funds or MOOE. Subject to availability of funds, travel expenses of learners to Work Immersion venue will also be charged to MOOE and other funds, the details of which shall be provided in a separate set of Guidelines. Expenses for Immersion Venue rental, utilities, and/or other direct or incidental expenses of the Partner Institution shall not be allowed.
  10. Schools and students shall not be asked to pay the SHS Partner Institution for any Work Immersion activity conducted. Fees for Work Immersion must only be set after consultation with parents.

11. The partnerships shall be governed by existing laws and DepEd issuances such as, but not limited to the following:
  - a. DepEd Order No. 39, s. 2009 on the commercialization of schools, which expressly prohibits the appearance of any form of institutional endorsement by the DepEd for any commercial product or service within the school premises in exchange for any SHS-industry partnership
  - b. DepEd Order No. 6, s. 2012, which expressly prohibits all forms and manner of cooperation or partnership with the tobacco industry in all areas of the country
  - c. DepEd Order No. 40, s. 2012 entitled "Child Protection Policy" (Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and other forms of Abuse)
  - d. DepEd Order No. 80, s. 2012 entitled "Strengthening the integration of breastfeeding education in the curriculum, setting up and sustaining the operation of lactation stations in compliance with Executive Order No. 51". School officials are similarly discouraged from partnering with companies manufacturing milk and infant formula products.
  - e. DepEd Order No. 55, s. 2013, Implementing Rules and Regulations (IRR) of Republic Act No. 10627 Otherwise Known as the Anti-Bullying Act of 2013
  - f. DepEd Order No. 40, s. 2015 entitled "Guidelines on K to 12 Partnerships" (Policy and Guidelines on Building Partnerships for the K to 12 Program)
  - g. Republic Act 7877, an Act Declaring Sexual Harassment Unlawful in the Employment, Education or Training Environment, and for Other Purposes
  - h. The Adopt-A-School Act of 1998 (Republic Act No. 8525) and related DepEd issuances for corporate donations
  - i. Article 218 and 219 of the Family Code on the special parental authority and responsibility of schools, administrators and teachers
  - j. The Civil Code, including but not limited to, provisions on Obligations and Contracts and Quasi-Delicts. Article 2176 provides: "Whoever by act or omission causes damage to another, there being fault or negligence, is obliged to pay for the damage done. Such fault or negligence, if there is no pre-existing contractual relation between the parties, is called a quasi-delict and is governed by the provisions of this Chapter." Article 2180 provides in part: "The obligation imposed by article 2176 is demandable not only for one's own acts or omissions, but also for those persons for whom one is responsible.")
  - k. Department of Labor and Employment (DOLE) and Technical Education and Skills Development Authority (TESDA) issuances, whenever applicable
12. The duties and responsibilities of SHS personnel shall be reflected in their Office Performance Commitment Review Form (OPCRF) or Individual Performance Commitment Review Form (IPCRF) for DepEd Schools only.
13. Private Schools and non-DepEd schools may devise a scheme on how to remunerate teachers assigned as School Partnerships Focal Person/Immersion Teacher.

## SECTION 6: Work Immersion Delivery Models

Table 1 shows different Work Immersion delivery models that schools may choose from based on their needs and resources. All these models take into consideration the number of Work Immersion hours, learner's purpose and needs, school capabilities and compliance to the TESDA, DOLE, and DepEd Work Immersion venue guidelines.

However, if these models do not fit a specific situation or concern, regions may design their own delivery model. Novel/unique delivery modes should be approved by the Regional Office. Proposals describing the unique delivery model should include in their justifications the work immersion hours, the learners' purposes and needs, and the school's partnership arrangements.

For all models, the Work Immersion Curriculum Guide (CG) in Annex A shall be followed. The number of hours allotted for Work Immersion Proper, which is Part II of the CG, may vary based on the model to be chosen by the learners and the school.

Below is a summary of the Work Immersion delivery models and their description. For more details, Annex E provides descriptions of the models, the learners' purposes and needs, the school's partnership arrangements, and Work Immersion delivery options.

**Table 1.** Work Immersion Delivery Options

<b>Models</b>	<b>Work Immersion Hours</b>	<b>Learner's Purpose and Needs</b>	<b>School</b>	<b>Options</b>
Model A	80 hours (This is the minimum requirement for Work Immersion.)	For learners who only need 80 hours of work immersion	Has partners that only accommodate 80 hours of Work Immersion	
Model B	240 hours (80 + 160 hours)	Optional for learners who: 1. decide to do more Work Immersion hours in the specialization of their choice; and 2. have more Work Immersion opportunities available.	Has several Work Immersion partners that can accommodate all its learners in the first and second semester of Grade 12	1. Learners may start taking a 640-hour specialization in Grade 9 and finish at Grade 11. For Grade 12, s/he may take up another 160-hour specialization before or after the Work Immersion.  Examples are shown in Models B1 and B2.
				2. Learners may start taking a 320-hour specialization at Grade



<b>Models</b>	<b>Work Immersion Hours</b>	<b>Learner's Purpose and Needs</b>	<b>School</b>	<b>Options</b>
				<p>11. For Grade 12, s/he may take up another 160-hour specialization before or after the work immersion.</p> <p>Examples are shown in Models B1 and B3.</p>
				<p>3. Learners may also take up three 160-hour specializations starting Grade 11.</p> <p>Work Immersion may be done during the second semester of Grade 12.</p> <p>An example is shown in Model B4.</p>
Model C	240 hours distributed over several terms	<p>Optional for learners who:</p> <ol style="list-style-type: none"> <li>1. decide to do more Work Immersion hours in the specialization of their choice;</li> <li>2. have more Work Immersion opportunity available; and</li> <li>3. are enrolled in specializations that require more training hours.</li> </ol>	Has Work Immersion venues but these cannot accommodate all learners in the 2nd semester of Grade 12, hence making it necessary to spread out the immersion over several terms	<p>1. For a 640-hour specialization, learners may take the first 320 hours in Grade 11 then have 120 hours of Work Immersion during summer.</p> <p>They may then take up 160 specialization hours during the first semester of Grade 12 and have 40 hours of Work Immersion during the semestral break.</p> <p>Learners may then take up the remaining 160 specialization hours during the second semester of Grade 12 and have 80 hours of Work Immersion.</p> <p>An example is shown in Model C1.</p>

<b>Models</b>	<b>Work Immersion Hours</b>	<b>Learner's Purpose and Needs</b>	<b>School</b>	<b>Options</b>
				<p>2. Another option for a 640-hour specialization is for learners to take 320 hours of specialization in Grade 11 and have 160 hours of Work Immersion during summer.</p> <p>S/He may then take up 320 hours of specialization during the first semester of Grade 12 and have 80 hours of Work Immersion during the second semester.</p> <p>An example is shown in Model C2.</p>
Model D	320 hours distributed over several terms (80 + 240 hours)	<p>Optional for learners who:</p> <ol style="list-style-type: none"> <li>1. are likely to proceed to employment after basic education;</li> <li>2. decide to do more Work Immersion hours in the specialization of their choice; and</li> <li>3. have Work Immersion opportunities available to them.</li> </ol>	<p>Has partners who have more Work Immersion slots</p> <p>Has select learners who are ready for more training in the workplace</p>	<p>1. For a 480-hour specialization and work immersion for 320 hours, learners may take up 320 specialization hours in Grade 11 and have 80 hours of Work Immersion during summer.</p> <p>S/He may then take the remaining 160 specialization hours in the first semester of Grade 12 and have 240 hours of Work Immersion in the second semester.</p> <p>A sample is shown in Model D1 below.</p> <p>2. Learners may finish a 320-hour specialization in Grade 11 and have 40 hours of Work Immersion during summer.</p> <p>Learners may then continue their Work Immersion in the 320-</p>

<b>Models</b>	<b>Work Immersion Hours</b>	<b>Learner's Purpose and Needs</b>	<b>School</b>	<b>Options</b>
				<p>hour specialization in the first semester of Grade 12 for 240 hours and during semestral break for 40 hours.</p> <p>S/He may then take up another 160-hour specialization during the second semester of Grade 12.</p> <p>A sample is shown in Model D2.</p>

## **SECTION 7: Duties and Responsibilities of Personnel**

The successful implementation of Work Immersion will depend on the strong collaboration, support, and commitment of the school personnel and Partner Institution. These personnel shall always exercise due care and diligence in the performance of their duties. Below are additional duties and responsibilities to DepEd Order No. 40, series of 2015 (Guidelines on K to 12 Partnerships).

### **1. The School Head**

S/He shall:

- a. be the authorized person to sign the MOA with Partner Institution on behalf of the school and ensure that all provisions in the MOA are adhered to by both parties;
- b. assign a personnel/teacher to be the School Partnerships Focal Person if the school offers more than one (1) program;
- c. determine the number of teaching loads of the School Partnerships Focal Person and the Work Immersion Teacher subject to the nature of the track/strand for immersion, provided that provisions in the Magna Carta for Teachers are followed;
- d. sign the Travel Authority (TA) of the School Partnerships Focal Person/Work Immersion Teacher if work immersion tasks are conducted within the division. The Schools Division Superintendent will sign if these are conducted outside the division;
- e. report to the Division Office the activities in the Work Immersion Venue, including but not limited to the duration, provisions, and issues and concerns as applicable; and
- f. supervise the work of School Partnerships Focal Person, Immersion Teacher and Learners.

### **2. The School Partnerships Focal Person**

S/He is the authorized person to seek partnerships between DepEd and Partner Institutions following the processes mentioned in the guidelines. S/He

may be assigned from the school or division office. S/He may also be the school Senior High School Coordinator. S/He shall:

- a. manage the conduct of Work Immersion;
- b. establish/pursue and maintain the Work Immersion partnership between the DepEd and Partners Institutions;
- c. use evaluation and monitoring results to recommend decisions on partnerships;
- d. coordinate with the Work Immersion Teachers regarding the placement of students in partner institutions;
- e. consolidate reports from work immersion teachers (If s/he is the Division SHS Partnership Focal Person, receives reports from schools); and
- f. conduct regular ocular inspections with the Work Immersion Teacher to ensure that the work immersion venue is safe, secure, and suitable for learning.

3. The Work Immersion Teacher

S/He is the school personnel/teacher assigned to supervise the learners at the Work Immersion Venue. S/He shall:

- a. exercise supervision on learners doing Work Immersion in coordination with Work Immersion Partner Institution Supervisor;
- b. participate in the Joint Working Group of Work Immersion;
- c. coordinate with the School Partnerships Focal Person learners' activities and class and venue schedules;
- d. conduct the Pre-immersion and Post-immersion activities;
- e. conduct regular visits to the venue to ensure that learners' activities are properly implemented; and
- f. submit report regularly to the Schools Partnership Focal Person on the completion and performance of learners, performance of the Partner Institution, and issues and concerns.

4. The Work Immersion Partner Institution Supervisor

S/He shall be identified in the MOA and shall serve as the counterpart of the Work Immersion Teacher. S/he shall:

- a. exercise supervision over learners during the Work Immersion;
- b. participate in the Joint Working Group;
- c. coordinate with the School Partnership Focal Person and Work Immersion Teacher on Work Immersion venue schedules and capacities;
- d. provide input in the Pre-immersion and Post-immersion activities;
- e. schedule the learners' activities in the Work Immersion venue together with the Work Immersion Teacher; and
- f. inform the Work Immersion Teacher on capacities, Work Immersion completion performance of learners, and issues and concerns.

5. The Learner

S/He shall:

- a. attend Pre and Post Immersion Activities;
- b. report to the Work Immersion Partner Institution Supervisor during actual immersion;
- c. perform the duties and tasks as indicated in the prescribed template for work immersion list of tasks/activities (template found in Annex C); and
- d. prepare the documentations and reports required in the curriculum and by the Partner Institution.

## **SECTION 8: Assessment**

The Work Immersion Teacher and the Work Immersion Partner Institution Supervisor will jointly assess the learners' performance following the DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program).

The Work Immersion Teacher shall then issue the Final Grade.

## **SECTION 9: Monitoring and Evaluation**

The following are the offices and units, which will implement, monitor, and/or will be affected by the policy:

1. Central Office
  - a. Bureau of Curriculum Development ensures correct articulation of the curriculum content of Work Immersion.
  - b. Bureau of Learning Delivery ensures proper implementation of policies in delivering the Work Immersion as a subject in the field.
  - c. Bureau of Educational Assessment ensures valid assessment of learners performance in the field.
  - d. Bureau of Learning Resources provides the needed learning materials in the field.
2. Regional Office

Curriculum and Learning Management Division through the Regional Senior High School Supervisor-in-Charge ensures that the Division Offices properly implement and articulate Work Immersion as a subject in coordination with the relevant Regional Supervisor handling the learning area (e.g. TVL, Arts and Design, STEM).
3. Division Office

Curriculum and Instruction Division through the Division Senior High School Supervisor-in-Charge ensures that all senior high schools in their respective areas properly implement and articulate the Work Immersion as a subject in coordination with the relevant Division Supervisor handling the learning area (e.g., TVL, Arts and Design, STEM).
4. Schools

Section 7 describes in detail the duties and responsibilities of the different DepEd offices.

Annex F shows the monitoring and evaluation tool to be used.

## **SECTION 10: Annexes**

- Annex A: Work Immersion Curriculum Guide
- Annex B: Sample Work Immersion Venues
- Annex C: Prescribed Template for the List of Tasks/Activities to be done during Work Immersion
- Annex D: MOA Templates
- Annex E: Work Immersion Delivery Models
- Annex F: Work Immersion Monitoring and Evaluation Tool
- Annex G: Sample Summer Break Work Immersion Schedule for Model C

## ANNEX A: WORK IMMERSION CURRICULUM GUIDE

### K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL

**Grade:** 11/12

**Subject Title:** Work Immersion

**No. of Hours:** at least 80 hours

**Pre-requisite:** should have taken at least 4\* Specialized Subjects

#### Course Description:

Work Immersion is one of the course requirements for graduation. A Senior High School student has to undergo Work Immersion in an industry that directly relates to the student's postsecondary goal. Through Work Immersion, the students are exposed to and become familiar with work-related environment related to their field of specialization to enhance their competence. Specifically, the students are able to: (i) gain relevant and practical industrial skills under the guidance of industry experts and workers; (ii) appreciate the importance and application of the principles and theories taught in school; (iii) enhance their technical knowledge and skills; (iv) enrich their skills in communications and human relations; and (v) develop good work habits, attitudes, appreciation, and respect for work. These prepare them to meet the needs and challenges of employment or higher education after graduation.

OBJECTIVES/ LEARNING AREA	NO. OF HOURS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY	LEARNER'S OUPUT
<p>I. Pre-Immersion</p> <p>A. Understanding work immersion by discussing:</p> <ol style="list-style-type: none"><li>Expected behavior<ol style="list-style-type: none"><li>Work ethics</li><li>Safety in the workplace</li><li>Workplace rights and responsibilities</li><li>Confidentiality in the workplace</li><li>Effective conflict resolution and teamwork skills</li></ol></li><li>Work immersion rules and regulations</li><li>Terms and conditions of the Memorandum of Agreement</li></ol> <p>B. Appreciating the importance of credentials by:</p> <ol style="list-style-type: none"><li>Writing a résumé</li><li>Filling out application forms</li><li>Visiting the concerned offices where the following could be secured:<ol style="list-style-type: none"><li>Barangay clearance</li><li>Police clearance</li><li>Mayor's clearance</li><li>Medical certificate</li></ol></li><li>Job Interview skills training</li></ol>	4 to 6 hours	<p>The teacher:</p> <ol style="list-style-type: none"><li>conducts the pre-Immersion orientation</li><li>guides the students in securing and accomplishing forms</li><li>validates the accomplished forms</li><li>provides a checklist containing things to do and documents needed for pre-Immersion, during, and after Immersion</li></ol>	<p>The student:</p> <ol style="list-style-type: none"><li>attends the pre-Immersion orientation</li><li>prepares and secures required documents</li></ol>	<ol style="list-style-type: none"><li>essay on the how to conduct oneself inside the company/ business establishment during the Immersion period</li><li>résumé</li><li>application</li><li>clearance documents</li></ol>

## ANNEX A: WORK IMMERSION CURRICULUM GUIDE

### K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL

OBJECTIVES/ LEARNING AREA	NO. OF HOURS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY	LEARNER'S OUPUT
C. Discussion of portfolio <ol style="list-style-type: none"> <li>1. Portfolio instructions               <ol style="list-style-type: none"> <li>a. Portfolio content                   <ol style="list-style-type: none"> <li>i. accomplished forms</li> <li>ii. pictures of work site and nonwritten output/ projects with captions</li> <li>iii. illustrations of activities performed (as needed)</li> <li>iv. weekly diary (narrative/ account of learnings and achievements, issues faced and corresponding resolutions)</li> <li>v. sample written output (if any)</li> <li>vi. work immersion highlights</li> <li>vii. other relevant pictures/ documents</li> </ol> </li> <li>b. When to update content</li> <li>c. Portfolio packaging</li> <li>d. Portfolio presentation at the end of Work Immersion</li> </ol> </li> </ol>				
II. Immersion Proper <ol style="list-style-type: none"> <li>A. Appreciating management processes by observing, identifying and describing the following:               <ol style="list-style-type: none"> <li>1. Nature of the business</li> <li>2. Description of the products/services</li> <li>3. Target clientele</li> <li>4. Organizational structure</li> <li>5. Company rules and regulations</li> </ol> </li> </ol>	6 hours	The teacher: <ol style="list-style-type: none"> <li>1. coordinates with the organization/ establishment</li> <li>2. monitors the students' progress</li> <li>3. provides interventions for students, if necessary</li> <li>4. provides general supervision to the students</li> </ol>	The student: <ol style="list-style-type: none"> <li>1. reports to the company based on agreed timeframe</li> <li>2. receives orientation from the company/ establishment on the nature of the business, description of the product/ services, target clientele, organizational structure, and rules and regulations</li> <li>3. participates in the activities of the different offices that are responsible for the</li> </ol>	<ol style="list-style-type: none"> <li>1. written narrative on the profile of the company/ business establishment (may contain charts, photos, or illustrations)</li> <li>2. written report on the activities performed</li> <li>3. supervisor's rating</li> <li>4. organizational chart</li> </ol>

# ANNEX A: WORK IMMERSION CURRICULUM GUIDE

## K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL

OBJECTIVES/ LEARNING AREA	NO. OF HOURS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY	LEARNER'S OUPUT
			areas mentioned above 4. prepares a report on the activities performed	
B. Appreciating business processes by observing and participating in Safety/ Production/Maintenance/Quality Control/Quality Assurance/Customer Satisfaction/Housekeeping/Hygiene and others	6 hours	The teacher: 1. coordinates with the organization/ establishment 2. monitors the students' progress 3. provides interventions for students, if necessary 4. provides general supervision to the students	The student: 1. reports to the company based on agreed timeframe 2. receives orientation on the different processes of the business establishment such as: Safety, Production, Maintenance, Quality Control/Quality Assurance, Customer Care, Housekeeping, and Hygiene 3. participates in the activities of the different offices and line department that are responsible for the processes mentioned above 4. prepares a report that documents the activities performed	1. written narrative on the business processes of the company/establishment (may contain charts, photos or illustrations) 2. written report on the activities performed 3. supervisor's rating 4. business process flow chart/s
C. Applying skills learned and proper values acquired in school	at least 60 hours	The teacher: 1. coordinates with the business organization/establishment 2. monitors the students' progress 3. provides interventions for students, if necessary	The student: 1. performs hands-on activities that are related to the skill acquired in his/her chosen field of specialization 2. performs other required tasks based on the	1. daily tasks record 2. supervisor's rating 3. written narrative of what the student learned 4. photos or illustrations



## ANNEX A: WORK IMMERSION CURRICULUM GUIDE

### K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL

OBJECTIVES/ LEARNING AREA	NO. OF HOURS	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY	LEARNER'S OUPUT
		4. provides general supervision to the student	agreement 3. renders reports to the teacher and the industry supervisor for immersion 4. records the daily tasks performed	
<b>III. Post Immersion</b> Evaluating the work immersion experience by: <ol style="list-style-type: none"> <li>1. presenting a portfolio with weekly diary entries</li> <li>2. comparing and contrasting school and work application of skill, knowledge, and attitudes</li> <li>3. writing an updated résumé</li> <li>4. reflecting on their Work Immersion experiences</li> </ol>	2 hours	The teacher: <ol style="list-style-type: none"> <li>1. guides the student in presenting and discussing their portfolio</li> <li>2. organizes an exhibit that displays photos or illustrations of the activities performed or projects done by the students</li> <li>3. evaluates the organization/ establishment that provided the Immersion venue</li> <li>4. guides students in updating their résumé</li> <li>5. guides students in reflecting about their work immersion experience</li> </ol>	The student: <ol style="list-style-type: none"> <li>1. presents his/her portfolio</li> <li>2. discusses his/her work Immersion experience and relates its importance to his/her specialization</li> <li>3. participates in the exhibit organized by the teacher</li> <li>4. writes an updated résumé taking into consideration his experience while in the Work Immersion venue</li> <li>5. reflects on their Work Immersion experience</li> </ol>	<ol style="list-style-type: none"> <li>1. portfolio               <ol style="list-style-type: none"> <li>a. accomplished forms</li> <li>b. pictures of work site and nonwritten output/ projects with captions</li> <li>c. illustrations of activities performed (as needed)</li> <li>d. weekly diary (narrative/ account of learnings and achievements, issues faced and corresponding resolutions)</li> <li>e. sample written output (if any)</li> <li>f. Work Immersion highlights</li> <li>g. other relevant pictures/ documents</li> </ol> </li> <li>2. gallery</li> <li>3. updated résumé</li> <li>4. reflection paper</li> </ol>

**ANNEX B: SAMPLE WORK IMMERSION VENUES**

Track	Strand	Specialization	LGU Office	Private Establishment
Academic	STEM		<ol style="list-style-type: none"> <li>1. Engineer's Office</li> <li>2. Environment and Natural Resources Office</li> <li>3. Health Office</li> <li>4. Office of Agricultural Services/Office of the Agriculturist</li> </ol>	<ol style="list-style-type: none"> <li>1. Engineering and Construction</li> <li>2. Factories</li> <li>3. Food Processing</li> <li>4. Health Care offices</li> <li>5. Manufacturing Companies</li> <li>6. Medical Services</li> <li>7. Pharmacies</li> </ol>
	ABM		<ol style="list-style-type: none"> <li>1. Accounting Office</li> <li>2. Budget Office</li> <li>3. Office for the Development of Cooperatives/Cooperatives Development Office</li> <li>4. Office of the Administrator</li> <li>5. Office of the Civil Registry</li> <li>6. Planning and Development Office</li> <li>7. Treasurer's Office</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting departments</li> <li>2. Gas Stations</li> <li>3. Malls</li> <li>4. Sales Offices</li> <li>5. Small and Medium Enterprises</li> </ol>
	HUMSS		<ol style="list-style-type: none"> <li>1. Legal Office</li> <li>2. Office of the Administrator</li> <li>3. Population Office</li> <li>4. Public Attorneys' Office</li> <li>5. Public Information Office</li> <li>6. Social Welfare and Development Office</li> </ol>	<ol style="list-style-type: none"> <li>1. Law Offices</li> <li>2. Media Offices</li> <li>3. Tertiary Schools</li> </ol>
	GA		Will depend on the electives	Will depend on the electives
TVL	Home Economics	Attractions and Theme Parks Tourism (NC II)		<ol style="list-style-type: none"> <li>1. Resorts</li> <li>2. Tour Operators</li> </ol>
		Bartending (NC II)		Restaurants
		Bread and Pastry Production (NC II)		<ol style="list-style-type: none"> <li>1. Bakeries</li> <li>2. Coffee Shops</li> <li>3. Donut Shops</li> </ol>
		Caregiving (NC II)	Red Cross Office, Barangay Health Center, Home for the Aged	<ol style="list-style-type: none"> <li>1. Hospitals</li> <li>2. Retirement Homes</li> </ol>
		Commercial Cooking (NC III)		<ol style="list-style-type: none"> <li>1. Catering services</li> <li>2. Hotels</li> <li>3. Restaurants</li> </ol>
		Cookery (NC II)		<ol style="list-style-type: none"> <li>1. Catering services</li> <li>2. Hotels</li> <li>3. Restaurants</li> </ol>

**ANNEX B: SAMPLE WORK IMMERSION VENUES**

Track	Strand	Specialization	LGU Office	Private Establishment
		Events Management Services (NC III)		1. Catering 2. Function Halls 3. Hotels
		Food and Beverage Services (NC II)		1. Catering services 2. Hotels 3. Restaurants
		Front Office Services (NC II)	Public Information Office, Tourism Office	Hotel Reception
		Handicraft-Basketry, Macramé		Specialty Shops
		Handicraft-Woodcraft Leathercraft		1. Furniture Making Shops 2. Specialty Shops
		Housekeeping (NC II)		1. Hotels 2. Janitorial and Manpower Suppliers 3. Laundromats
		Tour Guiding Services (NC II)	Tourism Office	1. Hotels 2. Resorts 3. Tour Operators 4. Travel Agencies
		Tourism Promotion Services (NC II)	Tourism Office	1. Hotels 2. Resorts 3. Tour Operators 4. Travel Agencies
		Travel Services (NC II)	Tourism Office	1. Hotels 2. Resorts 3. Tour Operators 4. Travel Agencies
		Wellness Massage (NC II)		1. Health Spas 2. Hotels 3. Resorts
TVL	Industrial Arts	Automotive Servicing (NC II)	Motorpool	Car Dealers and Auto Repair Service
		Carpentry (NC II)	General Services Office	1. Construction Companies 2. Maintenance Departments
		Carpentry (NC III)	General Services Office	
		Construction Painting (NC II)	General Services Office	
		Electric Power Distribution Line Construction (NC II)	Local Electric Cooperative	Electrical Construction Companies
		Electrical Installation and Maintenance (NC II)	1. General Services Office 2. Local Electric Cooperative	1. Construction Companies 2. Maintenance Departments

**ANNEX B: SAMPLE WORK IMMERSION VENUES**

Track	Strand	Specialization	LGU Office	Private Establishment
		Gas Metal Arc Welding- GMAW (NC II)		1. Shipyard 2. Steel Fabrication
		Gas Tungsten Arc Welding- GTAW (NC II)		
		Instrumentation and Control Servicing (NC II)		Automated Factories
		Machining (NC II)		Machine Shops
		Masonry (NC II)	General Services Office	1. Construction Companies 2. Maintenance Departments
		Mechatronics Servicing (NC II)		Automated Factories
		Plumbing (NC I)		
		Plumbing (NC II)		
		RAC- PACU/CRE Servicing (NC II)		1. Building Construction 2. Building and Factory Maintenance 3. Ice Plants
		Refrigeration and Air-Conditioning (NC II)	General Services Office	Airconditioning Service Centers
		Shielded Metal Arc Welding (NC I)		1. Metal Fabrication Shops 2. Construction Shipyard
		Shielded Metal Arc Welding (NC II)		
		Tile Setting (NC II)		1. Construction Companies 2. Maintenance Departments
TVL	Agri-Fishery Arts	Agricultural Crop Production (NC III)		Farms
		Animal Health Care Management (NC III)		Livestock Farm
		Animal Production (NC II)	Veterinary Offices	Poultry

# ANNEX B: SAMPLE WORK IMMERSION VENUES

Track	Strand	Specialization	LGU Office	Private Establishment
		Aquaculture (NC II)	Fish and Aquatic Resources Office	Fish farm
		Artificial Insemination-Large Ruminants (NC II)	Veterinary Offices	Cattle Farm
		Artificial Insemination-Swine (NC II)	Veterinary Offices	Piggery
		Crop Production (NC I)		
		Fish Nursery Operation (NC II)		Fish farm
		Fish or Shrimp Grow Out Operation (Non-NC)		Fish or Shrimp Farm
		Fish Products Packaging (NC II)		1. Cannery 2. Processed Fish Factory
		Fishing Gear Repair and Maintenance (NC III)		Fishing Operations
		Fishport/Wharf Operation (NC I)		Fishing Ports
		Food (Fish) Processing (NC II)		1. Cannery 2. Processed Fish Factory
		Horticulture (NC II)		Farms
		Horticulture (NC III)		Farms
		Landscape Installation and Maintenance (NC II)	General Services Office	1. Building Construction 2. Residence Construction
		Organic Agriculture Production (NC II)		Farms
		Pest Management (NC II)		Farms
		Rice Machinery Operation (NC II)	Veterinary Offices	1. Farms 2. Rice Mills
		Rubber		Rubber Plantation

**ANNEX B: SAMPLE WORK IMMERSION VENUES**

Track	Strand	Specialization	LGU Office	Private Establishment
TVL	ICT	Processing (NC II)		
		Rubber Production (NC I)		Rubber Plantation
		Slaughtering Operation (NC II)	Veterinary Offices	1. Meat Shops 2. Groceries 3. Local Butchers
		Broadband Installation-Fixed Wireless Systems (NC II)		Telecoms
		Contact Center Services (NC II)		Call Centers (BPO)
		Medical Transcription (NC II)		
		Technical Drafting (NC II)	Engineer's Office	1. Architectural Firms 2. Construction Companies
Arts and Design	Visual Arts			1. Advertising Offices Printing 2. Art Galleries 3. TV Stations
	Performing Arts			1. TV Stations 2. Radio Stations 3. Media 4. Studios
Sports				1. Fitness Shops 2. Gyms 3. Sports Clubs

**ANNEX C: Prescribed Template for the List of Tasks/Activities to be done during Work Immersion**

Name of Student		Grade and Section	
School		Immersion Site	
Track		Strand/ Specialization	
Duration of Work Immersion			

School Partnerships Focal Person		Contact Number	
Work Immersion Teacher		Contact Number	

**LIST OF TASKS/ACTIVITIES**

Competencies	Tasks/ Activities	Time Allotment	Actual Schedule	Remarks

Students shall not be given other activities outside of those previously agreed upon, which are anchored on the stated competencies.

Certified true and correct:

\_\_\_\_\_  
Student's Signature Over Printed Name

\_\_\_\_\_  
Parent's Signature Over Printed Name

\_\_\_\_\_  
Work Immersion Teacher's Signature Over  
Printed Name

\_\_\_\_\_  
Industry Supervisor's Signature Over  
Printed Name

## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

**25May2017**

**Cooperative**

### **MEMORANDUM OF AGREEMENT FOR WORK IMMERSION PARTNERSHIP**

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>, <NAME>, <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 Senior High School, hereinafter referred to as “SHS”, with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship, and higher learning;

**WHEREAS**, the SHS 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 SHS 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 SHS learners;

**WHEREAS**, DepEd will start full implementation of SHS in School Year 2016–2017;

**WHEREAS**, the SCHOOL is among those that will offer SHS to students in the community to carry out DepEd’s objectives for SHS as spelled out above;

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



## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

**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 student 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 students 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 SHS in <Municipality> cognizant of the need for special protection of the child and with the best interest of the SHS 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 one of the course requirements for graduation. A SHS student has to undergo Work Immersion in a business organization or establishment with work requirements related to the specialization. Through Work Immersion, the students are exposed to and are familiarized with the work-related environment related to their field of specialization. Specifically, the students 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

## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

### **I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP**

The Work Immersion Partnership has the following objectives:

1. To supplement the formal curriculum of the SHS program with special inputs coming from the COOPERATIVE experts and practitioners in order to make the SHS program aligned and consistent with work standards.
2. To develop in the students of the SHS program the knowledge and skills that are relevant to the needs of the job market in the area.
3. To provide SHS students 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 students, 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. Form a joint steering committee to 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 (Guidelines).
4. Develop the students' Work Immersion module 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 student should acquire after completing the program. (See Annex A and Annex C of the Guidelines.)
5. Develop a Work Immersion Daily Schedule of Activities that will be followed by the students during the whole duration of the Work Immersion inside the COOPERATIVE. (See Annex C of the Guidelines.)
6. Formulate local school work immersion policies and guidelines on selection, placement, monitoring, and assessment of students (immersion participants), in order to ensure that each student is assigned to an immersion partner matched to his/her desired track, qualifications, and aptitude.

## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

### **B. Responsibilities of the SCHOOL**

The SCHOOL shall:

1. Identify and indicate the SHS track/s, strand/s, and/or specialization/s which will be the subject of the partnership.
2. Make the needed adjustments to contextualize the SHS 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 students 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 Senior High School student under immersion in the premises of the partner.
6. Monitor each student's progress throughout the duration of the entire work immersion program so as to make sure that the tasks assigned to each student 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 students' immersion performance.
8. Issue a final grade to the student upon completion of the requirements within a prescribed period.
9. Ensure that the student 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 SHS 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 students 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.

## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

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 students.
4. Allow the students 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 SHS curriculum. (See Annex A of the Guidelines.)
6. Provide immersion opportunities for <number of students> students for <School Year>.
7. Provide students 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 students to get a holistic understanding of its business.
8. Similarly ensure that students undergo training related to their course, and provide the students with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities (Annex C of the Guidelines).
9. Make its workplace and facilities available to students and teachers, and shall similarly take all necessary action to ensure the safety of students 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 students will not be exposed to hazardous materials and working environment throughout the duration of the immersion.
10. Evaluate students' performance in the immersion venue by accomplishing provided evaluation tool.
11. Issue a Certificate of Completion to the student 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.

## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

### **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 Senior High School Student undergoing immersion in the premises of the partner may be held accountable for the student'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 students 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 student training. All of these matters are classified as confidential in nature and proprietary to the COOPERATIVE, and thereby each student hereby undertakes to prevent transfer of such information by any of its members to any party outside of the COOPERATIVE.

## **ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

### **VI. OWNERSHIP OF OUTPUT AND INTELLECTUAL PROPERTY**

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

The above provisions shall apply in proportion to the intellectual properties developed by the student in case intellectual property is jointly developed by the student with an employee or personnel of the COOPERATIVE, unless otherwise stipulated in a separate agreement between the student 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 student 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 student 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 student.
3. The student does not displace regular employees, and works under close supervision.
4. The students 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 student 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.

**ANNEX D: MOA TEMPLATE FOR COOPERATIVES**

FOR THE SCHOOL:

\_\_\_\_\_  
<NAME>  
<POSITION>

FOR THE COOPERATIVE:

\_\_\_\_\_  
<NAME>  
<POSITION>

WITNESSED BY:

\_\_\_\_\_

\_\_\_\_\_

APPROVED BY:

\_\_\_\_\_  
<NAME>  
<POSITION>  
<DEPARTMENT>

## **ANNEX D: MOA TEMPLATE FOR LGUs**

**24May2017v.1**

**Local Government Unit**

### **MEMORANDUM OF AGREEMENT FOR WORK IMMERSION PARTNERSHIP**

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:**

**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 Senior High School, hereinafter referred to as “SHS”, with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship and higher learning;

**WHEREAS**, the SHS 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 SHS 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 SHS learners;

**WHEREAS**, DepEd will start full implementation of SHS in School Year 2016–2017;

**WHEREAS**, the SCHOOL is among those that will offer SHS to students in the community to carry out DepEd’s objectives for SHS as spelled out above;

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



## **ANNEX D: MOA TEMPLATE FOR LGUs**

**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 student 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 students 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 SHS in <Barangay/Municipality/City/Province> cognizant of the need for special protection of the child and with the best interest of the SHS 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 one of the course requirements for graduation. A SHS student has to undergo work immersion in a business organization or establishment with work requirements related to the specialization. Through work immersion, the students are exposed to and are familiarized with the work-related environment related to their field of specialization. Specifically, the students 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

## **ANNEX D: MOA TEMPLATE FOR LGUs**

### **I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP**

The Work Immersion Partnership has the following objectives:

1. To supplement the formal curriculum of the SHS program with special inputs coming from the LGU experts and practitioners in order to align the SHS program with work standards.
2. To develop in the students of the SHS program the knowledge and skills that are relevant to the needs of the job market in the area.
3. To provide SHS students 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 students, 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. Form a joint steering committee to 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, memorandums, and circulars especially those pertaining to child protection as provided for in the Guidelines for Work Immersion (Guidelines).
4. Develop the students' Work Immersion module 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 student should acquire after completing the program. (See Annex A and Annex C of the Guidelines.)
5. Develop a Work Immersion Daily Schedule of Activities that will be followed by the student during the whole duration of the work immersion in the LGU. (See Annex C of the Guidelines.)
6. Formulate local school work immersion policies and guidelines on selection, placement, monitoring, and assessment of student (immersion participants to ensure that each student is assigned to an immersion partner matched to his/her desired track, qualifications, and aptitude.

## **ANNEX D: MOA TEMPLATE FOR LGUs**

### **B. Responsibilities of the SCHOOL**

The SCHOOL shall:

1. Identify and indicate the SHS track/s, strand/s, and/or specialization/s that will be the subject of the partnership.
2. Make the needed adjustments to contextualize the SHS subjects based on inputs from the LGU.
3. Designate a person in charge of coordinating with the LGU and supervising the activities of the students 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 SHS student under immersion in the premises of the partner.
6. Monitor each student's progress throughout the duration of the entire Work Immersion program so as to make sure that the tasks assigned to each student 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 students' immersion performance.
8. Issue a final grade to the student upon completion of the requirements within a prescribed period.
9. Ensure that the student 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 SHS 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. The LGU shall:**

1. Assign a competent Immersion Coordinator from the LGU to liaise with the School and supervise the students 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.

## **ANNEX D: MOA TEMPLATE FOR LGUs**

3. Lend its expertise by making available its resident resource persons to provide training to the students.
4. Allow the student 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 SHS curriculum. (See Annex A of the Guidelines.)
6. Provide immersion opportunities for <number of students>students for <School Year>.
7. Provide students 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 students to get a holistic understanding of the LGU.
8. Similarly, ensure that students undergo training related to their course, and provide the students with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities (Annex C of the Guidelines).
9. Make its workplace and facilities available to students and teachers, and shall similarly take all necessary action to ensure the safety of students 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 students will not be exposed to hazardous materials and working environment throughout the duration of the immersion.
10. Evaluate students' performance in the immersion venue by accomplishing provided evaluation tool.
11. Issue a Certificate of Completion to the student 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.

## **ANNEX D: MOA TEMPLATE FOR LGUs**

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 Senior High School Student undergoing immersion in the premises of the partner may be held accountable for the student'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 students 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 student training. All of these matters are classified as confidential in nature and proprietary to the LGU and thereby each student 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 student 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 student outside of his or her regular Work Immersion duties in the LGU and their corresponding copyrights and/or patents shall belong to the student, even if the student used the time, facilities, materials of the LGU, unless otherwise stipulated in a separate agreement between the student and his or her parent or guardian and the LGU.

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

## **ANNEX D: MOA TEMPLATE FOR LGUs**

### **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 student 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 student 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 student.
3. The student does not displace regular employees, and works under close supervision.
4. The students 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 student 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:

FOR THE LGU:

\_\_\_\_\_  
<NAME>  
<POSITION>

\_\_\_\_\_  
<NAME>  
<POSITION>

WITNESSED BY:

\_\_\_\_\_

\_\_\_\_\_

APPROVED BY:

\_\_\_\_\_  
<NAME>  
<POSITION>  
<DEPARTMENT>

## **ANNEX D: MOA TEMPLATE FOR NGOS**

**24May2017**

**Non-Government Organization**

### **MEMORANDUM OF AGREEMENT FOR WORK IMMERSION PARTNERSHIP**

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 NONGOVERNMENT ORGANIZATION>, a duly registered nongovernment organization operating under the laws of the Philippines, with principal address at \_\_\_\_\_, represented in this Agreement by its <Position>, <NAME>, <NATIONALITY>, of legal age, hereinafter referred to as the “NGO”.

**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 Senior High School, hereinafter referred to as “SHS”, with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship and higher learning;

**WHEREAS**, the SHS 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 SHS 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 SHS learners;

**WHEREAS**, DepEd will start full implementation of SHS in School Year 2016–2017;

**WHEREAS**, the SCHOOL is among those that will offer SHS to students in the community to carry out DepEd’s objectives for SHS as spelled out above;

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

## **ANNEX D: MOA TEMPLATE FOR NGOS**

**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 student work immersion;

**WHEREAS**, the NGO 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 NGO recognizes the need for a work immersion environment that is safe for the students 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 SHS in <Municipality> cognizant of the need for special protection of the child and with the best interest of the SHS 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 one of the course requirements for graduation. A SHS student has to undergo Work Immersion in a business organization or establishment with work requirements related to the specialization. Through Work Immersion, the students are exposed to and are familiarized with the work environment related to their field of specialization. Specifically, the students 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



## **ANNEX D: MOA TEMPLATE FOR NGOS**

### **I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP**

The Work Immersion Partnership has the following objectives:

1. To supplement the formal curriculum of the SHS program with special inputs coming from the NGO experts and practitioners in order to align the SHS program with work standards.
2. To develop in the students of the SHS program the knowledge and skills that are relevant to the needs of the job market in the area.
3. To provide SHS students relevant learning experiences by exposing them to the actual workplace setting.
4. To form Work Immersion Partnership between the SCHOOL and the NGO, allowing the students, faculty, and staff of the schools concerned the use of and access to the NGO workplace and equipment as part of their 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. Form a joint steering committee to 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, memorandums, and circulars, especially those pertaining to child protection as provided for in the Guidelines for Work Immersion (Guidelines).
4. Develop the students' Work Immersion module 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 student should acquire after completing the program. (See Annex A and Annex C of the Guidelines.)
5. Develop a Work Immersion Daily Schedule of Activities that will be followed by the students during the whole duration of the Work Immersion in the NGO. (See Annex C of the Guidelines.)
6. Formulate local school Work Immersion policies and guidelines on selection, placement, monitoring, and assessment of students (Immersion participants), to ensure that each student is assigned to an Immersion partner matched to his/her desired track, qualifications, and aptitude.

## **ANNEX D: MOA TEMPLATE FOR NGOS**

### **B. Responsibilities of the SCHOOL**

The SCHOOL shall:

1. Identify and indicate the SHS track/s, strand/s, and/or specialization/s, which will be the subject of the partnership.
2. Make the necessary adjustments to contextualize the SHS 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 students 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 Senior High School student under Immersion in the premises of the partner.
6. Monitor each student's progress throughout the duration of the entire work immersion program to make sure that the tasks assigned to each student are meaningful, challenging, and applicable to his/her particular programs and are able to maximize the quality of the learning experience.
7. Provide the NGO an evaluation tool for the students' Immersion performance.
8. Issue a final grade to the student upon completion of the requirements within a prescribed period.
9. Ensure that the student will adhere to the nondisclosure policies of the NGO as agreed to by the School.
10. Provide signed Consent forms from the students' parents as applicable.
11. Provide the NGO a Certificate of Participation in the SHS 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. The NGO shall:**

1. Assign a competent Immersion Coordinator from the NGO to liaise with the School and supervise the students 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.

## **ANNEX D: MOA TEMPLATE FOR NGOS**

3. Lend its expertise by making available its resident resource persons to provide training to the students.
4. Allow the students 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 SHS curriculum. (See Annex A of the Guidelines.)
6. Provide immersion opportunities for <number of students>students for <School Year>.
7. Provide students 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 students to get a holistic understanding of its business.
8. Similarly ensure that students undergo training related to their course, and provide the students with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities (Annex C of the Guidelines).
9. Make its workplace and facilities available to students and teachers, and shall similarly take all necessary action to ensure the safety of students 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 students will not be exposed to hazardous materials and working environment throughout the duration of Immersion.
10. Evaluate students' performance in the immersion venue by accomplishing provided evaluation tool.
11. Issue a Certificate of Completion to the student 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

## **ANNEX D: MOA TEMPLATE FOR NGOS**

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 Senior High School Student undergoing Immersion in the premises of the partner may be held accountable for the student'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 NGO during the duration and after the termination of this agreement.

### **V. NONDISCLOSURE PROVISION**

It is expressly understood by DepEd and the students 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 NGO shall make available to them shall be used for the sole purpose of student training. All of these matters are classified as confidential in nature and proprietary to the NGO and thereby each student 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 student 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 student outside of his or her regular Work Immersion duties in the NGO and their corresponding copyrights and/or patents shall belong to the student, even if the student used the time, facilities, materials of the NGO, unless otherwise stipulated in a separate agreement between the student and his or her parent or guardian and the NGO.

## **ANNEX D: MOA TEMPLATE FOR NGOs**

The above provisions shall apply in proportion to the intellectual properties developed by the student in case intellectual property is jointly developed by the student with an employee or personnel of the NGO, unless otherwise stipulated in a separate agreement between the student 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 student 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 student 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 student.
3. The student does not displace regular employees, and works under close supervision.
4. The students 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 student 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.

**ANNEX D: MOA TEMPLATE FOR NGOs**

FOR THE SCHOOL:

\_\_\_\_\_  
<NAME>  
<POSITION>

FOR THE NGO:

\_\_\_\_\_  
<NAME>  
<POSITION>

WITNESSED BY:

\_\_\_\_\_

\_\_\_\_\_

APPROVED BY:

\_\_\_\_\_  
<NAME>  
<POSITION>  
<DEPARTMENT>

## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

**25May2017**

**Private Company**

### **MEMORANDUM OF AGREEMENT FOR WORK IMMERSION PARTNERSHIP**

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 COMPANY>, a duly registered <CORPORATION, PARTNERSHIP, SOLE PROPRIETORSHIP> operating under the laws of the Philippines, with principal address at \_\_\_\_\_, represented in this Agreement by its <Position>, <NAME>, <NATIONALITY>, of legal age, hereinafter referred to as the “COMPANY”,

#### **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**, the DepEd has introduced the K to 12 basic education reform program that includes Senior High School, hereinafter referred to as “SHS”, with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship, and higher learning;

**WHEREAS**, the SHS 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 SHS 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 SHS learners;

**WHEREAS**, DepEd will start full implementation of SHS in School Year 2016–2017;

**WHEREAS**, the SCHOOL is among those that will offer SHS to students in the community to carry out DepEd’s objectives for SHS as spelled out above;

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

## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

**WHEREAS**, the COMPANY 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 student Work Immersion;

**WHEREAS**, the COMPANY 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 COMPANY may avail itself of the revenue regulation no. 10 s. 2003 implementing the tax incentives provision of R.A. 8525 otherwise known as the Adopt-A-School Act of 1998;

**WHEREAS**, the SCHOOL and the COMPANY, hereinafter collectively referred to as “PARTIES”, undertake to collaborate for the successful implementation of the SHS in <Municipality> cognizant of the need for special protection of the child and with the best interest of the SHS 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 one of the course requirements for graduation. A SHS student has to undergo Work Immersion in a business organization or establishment with work requirements related to the specialization. Through Work Immersion, the students are exposed to and are familiarized with the work environment related to their field of specialization. Specifically, the students 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.



## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

### **I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP**

The Work Immersion Partnership has the following objectives:

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

### **II. RESPONSIBILITIES OF THE PARTIES**

#### **A. Joint Responsibilities**

Both the SCHOOL and the COMPANY shall:

1. Create a joint working group that will prepare the action plan to operationalize the partnership.
2. Form a joint steering committee to 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, memorandums, and circulars especially those pertaining to child protection as provided for in the Guidelines for Work Immersion (Guidelines).
4. Develop the students' Work Immersion module 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 student should acquire after completing the program. (See Annex A and Annex C of the Guidelines.)
5. Develop a Work Immersion Daily Schedule of Activities that will be followed by the students during the whole duration of the Work Immersion Program. (See Annex C of the Guidelines.)
6. Formulate local school Work Immersion policies and guidelines on selection, placement, monitoring, and assessment of students (Immersion participants) to ensure that each student is assigned to an Immersion partner matched to his/her desired track, qualifications, and aptitude.

## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

### **B. Responsibilities of the School**

The SCHOOL shall:

1. Identify and indicate the SHS track/s, strand/s, and/or specialization/s which will be the subject of the partnership.
2. Make the needed adjustments to contextualize the SHS subjects based on inputs from the COMPANY.
3. Designate a person in charge of coordinating with the COMPANY and supervising the activities of the students 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 Senior High School student under immersion in the premises of the partner.
6. Monitor each student's progress throughout the duration of the entire work immersion program so as to make sure that the tasks assigned to each student are meaningful, challenging, and applicable to his/her particular programs, and are able to maximize the quality of the learning experience.
7. Provide the COMPANY an evaluation tool for the students' Immersion performance.
8. Issue a final grade to the student upon completion of the requirements within a prescribed period.
9. Ensure that the student will adhere to the nondisclosure policies of the COMPANY as agreed to by the School.
10. Provide signed Consent forms from the parents as applicable.
11. Provide the COMPANY a Certificate of Participation in the SHS 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 COMPANY.
13. Review, facilitate, and endorse the application of the COMPANY to avail of the tax incentives/exemption as specified in the R.A. 8525 otherwise known as The Adopt-A-School Act of 1998.

### **C. The Company shall:**

1. Assign a competent Immersion Coordinator from the COMPANY to liaise with the School and supervise the students 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.

## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

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 students.
4. Allow the students to be deployed to the different sections/departments/project sites of the COMPANY 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 SHS curriculum. (See Annex A of the Guidelines.)
6. Provide immersion opportunities for <number of students> students for <School Year>.
7. Provide students with an orientation about the COMPANY, its line of business, and the work its employees do, and expose them to the various stakeholders of the community in which the COMPANY operates for the students to get a holistic understanding of its business.
8. Similarly ensure that students undergo training related to their course, and provide the students with work or activities based on the activities listed in the prescribed template for the Immersion Program of Activities (Annex C of the Guidelines).
9. Make its workplace and facilities available to students and teachers, and shall similarly take all necessary action to ensure the safety of students 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 students will not be exposed to hazardous materials and working environment throughout the duration of the immersion.
10. Evaluate students' performance in the Immersion venue by accomplishing provided evaluation tool.
11. Issue a Certificate of Completion to the student 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 COMPANY.

### **III. EFFECTIVITY**

This agreement shall hold for the duration of the <from year-to year> Academic School Year and is renewable every year. The COMPANY 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.

## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

The COMPANY 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 Senior High School Student undergoing Immersion in the premises of the partner may be held accountable for the student'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 Company during the duration and after the termination of this agreement.

### **V. NONDISCLOSURE PROVISION**

It is expressly understood by DepEd and the students 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 Company shall make available to them shall be used for the sole purpose of student training. All of these matters are classified as confidential in nature and proprietary to the Company and thereby each student hereby undertakes to prevent transfer of such information by any of its members to any party outside of the Company.

### **VI. OWNERSHIP OF OUTPUT AND INTELLECTUAL PROPERTY**

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

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

## **ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

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

### **VII. OTHER PROVISIONS**

It is expressly understood by the PARTIES that the Company is not obliged to pay wage or salary since no employer-employee relationship exists between them. However, the Company is not precluded from providing the student 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 student 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 student.
3. The student does not displace regular employees, and works under close supervision.
4. The students 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 student 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 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.

**ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES**

FOR THE SCHOOL:

\_\_\_\_\_  
<NAME>  
<POSITION>

FOR THE COMPANY:

\_\_\_\_\_  
<NAME>  
<POSITION>

WITNESSED BY:

\_\_\_\_\_

\_\_\_\_\_

APPROVED BY:

\_\_\_\_\_  
<NAME>  
<POSITION>  
<DEPARTMENT>

## ANNEX E: WORK IMMERSION DELIVERY MODELS

### 1. MODEL A

The school shall offer the minimum number of hours, which is 80 hours as reflected in the Curriculum Guide for Work Immersion in Annex A.

*For schools that may need additional hours for Work Immersion, the following Models may be considered:*

### 2. MODEL B

Model B provides options for those who will offer 240 continuous hours of Work Immersion. The 240 hours is the sum of 160 hours allotted for specialized subjects and 80 hours for work immersion as a subject.

Learner's Purpose and Needs	School	Options
Optional for learners who: 1. decide to do more Work Immersion hours in the specialization of their choice 2. have more Work Immersion opportunity available	Has several Work Immersion partners that can accommodate all its learners in the first and second semester of Grade 12	1. Learners may start taking a 640-hour specialization in Grade 9 and finish at Grade 11.  For Grade 12, s/he may take up another 160-hour specialization before or after the work immersion.  Examples are shown in Models B1 and B2.
		2. Learners may start taking a 320-hour specialization at Grade 11.  For Grade 12, s/he may take up another 160-hour specialization before or after the work immersion.  Examples are shown in Models B1 and B3.
		3. Learners may also take up three 160-hour specializations starting Grade 11.  Work Immersion may be done during the second semester of Grade 12.  An example is shown in Model B4.

## ANNEX E: WORK IMMERSION DELIVERY MODELS

These are the sample scenarios in which Work Immersion make be taken in the first semester of Grade 12:

### MODEL B1 (for a 640-hour specialization)

Grade 9	Grade 10	Grade 11		Grade 12	
		1st Semester	2nd Semester	1st Semester	2nd Semester
160 hours Automotive Servicing NC I	160 hours Automotive Servicing NC I	160 hours Automotive Servicing NC I	160 hours Automotive Servicing NC I	240 hours of Work Immersion on Automotive Servicing NC I	Any specialization equivalent to 160 hours

OR

### MODEL B1 (for a 320-hour specialization)

Grade 11		Grade 12	
1st Semester	2nd Semester	1st Semester	2nd Semester
160 hours Dressmaking NC II	160 hours Dressmaking NC II	240 hours of Work Immersion on Dressmaking NC II	Any specialization equivalent to 160 hours

On the other hand, these are the sample scenarios where Work Immersion may be taken in the second semester of Grade 12:

### MODEL B2 (for a 640-hour specialization)

Grade 9	Grade 10	Grade 11		Grade 12	
		1st Semester	2nd Semester	1st Semester	2nd Semester
Any specialization equivalent to 160 hours	160 hours Caregiving NC II	160 hours Caregiving NC II	160 hours Caregiving NC II	160 hours Caregiving NC II	240 hours of Work Immersion on Caregiving NC II

OR

Grade 9	Grade 10	Grade 11		Grade 12	
		1st Semester	2nd Semester	1st Semester	2nd Semester
160 hours Computer Systems Servicing NC II	160 hours Computer Systems Servicing NC II	160 hours Computer Systems Servicing NC II	160 hours Computer Systems Servicing NC II	160 hours Broadband Installation (Fixed Wireless Systems) NC II	240 hours of Work Immersion on Broadband Installation (Fixed Wireless Systems) NC II or Computer Systems Servicing NC II



## ANNEX E: WORK IMMERSION DELIVERY MODELS

### MODEL B3 (for a 320-hour specialization)

Grade 11		Grade 12	
1st Semester	2nd Semester	1st Semester	2nd Semester
80 hours on Tailoring NC II and any specialization equivalent to 80 hours (e.g., <i>Ship's Catering Services NC I</i> )	80 hours on Tailoring NC II and any specialization equivalent to 80 hours (e.g., <i>Safety and First Aid under Sports Track</i> )	160 hours on Tailoring NC II	240 hours of Work Immersion on Tailoring NC II

OR

Grade 11		Grade 12	
1st Semester	2nd Semester	1st Semester	2nd Semester
Any specialization equivalent to 160 hours	160 hours on Tailoring NC II	160 hours on Tailoring NC II	240 hours of Work Immersion on Tailoring NC II

### MODEL B4 (for a 160-hour specialization)

Grade 11		Grade 12	
1st Semester	2nd Semester	1st Semester	2nd Semester
160 hours Handicraft (Basketry, Macramé)	160 hours Handicraft (Fashion Accessories, Paper Craft)	160 hours Handicraft (Needlecraft)	240 hours of Work Immersion on Handicraft

### 3. MODEL C

Model C offers options for those who will offer 240 hours of staggered Work Immersion. Annex G shows a sample summer break schedule for this model.

Learner's Purpose and Needs	School	Options
Optional for learners who: 1. decide to do more Work Immersion hours in the specialization of their choice 2. have more Work Immersion opportunity available 3. enrolled in specializations that require more training hours	Has Work Immersion venues but these cannot accommodate all learners in the 2nd semester of Grade 12, thus making it necessary to spread out the immersion over several terms	1. For a 640-hour specialization, learners may take the first 320 hours in Grade 11 then have 120 hours of Work Immersion during summer.  They may then take up 160 specialization hours during the first semester of Grade 12 and have 40 hours of Work Immersion during the semestral break.  Learners may then take up the remaining 160 specialization hours during the

## ANNEX E: WORK IMMERSION DELIVERY MODELS

Learner's Purpose and Needs	School	Options
		<p>second semester of Grade 12 and have 80 hours of Work Immersion.</p> <p>An example is shown in Model C1.</p> <p>2. Another option for a 640-hour specialization is for learners to take 320 hours of specialization in Grade 11 and have 160 hours of Work Immersion during summer.</p> <p>S/He may then take up 320 hours of specialization during the first semester of Grade 12 and have 80 hours of Work Immersion during the second semester.</p> <p>An example is shown in Model C2.</p>

### MODEL C1 (for a 640-hour specialization)

Grade 11		Summer	Grade 12		
1st Semester	2nd Semester		1st Semester	Semestral Break	2nd Semester
160 hours Electrical Installation and Maintenance NC II	160 hours Electrical Installation and Maintenance NC II	120 hours of Work Immersion	160 hours Electrical Installation and Maintenance NC II	40 hours of Work Immersion	160 hours Electrical Installation and Maintenance NC II and 80 hours of Work Immersion

OR

### MODEL C2 (for a 640-hour specialization)

Grade 11		Summer	Grade 12	
1st Semester	2nd Semester		1st Semester	2nd Semester
160 hours Aquaculture NC II	160 hours Aquaculture NC II	160 hours of Work Immersion	320 hours Aquaculture NC II	80 hours of Work Immersion

## ANNEX E: WORK IMMERSION DELIVERY MODELS

### 4. MODEL D

Model D provides options for schools who will offer more than 240 hours of Work Immersion. This is a combination of Models B and C.

Learner's Purpose and Needs	School	Options
Optional for learners who: 1. are likely to proceed to employment after basic education 2. decide to do more Work Immersion hours in the specialization of their choice 3. have Work Immersion opportunity available to them	1. Has partners who have more Work Immersion slots 2. Has selected learners ready for more training in the workplace	1. For a 480-hour specialization and work immersion for 320 hours, learners may take up 320 specialization hours in Grade 11 and have 80 hours of Work Immersion during summer.  S/He may then take the remaining 160 specialization hours in the first semester of Grade 12 and have 240 hours of Work Immersion in the second semester.  A sample is shown in Model D1 below.
		2. Learners may finish a 320-hour specialization in Grade 11 and have 40 hours of Work Immersion during the summer.  Learners may then continue their Work Immersion in the 320-hour specialization in the first semester of Grade 12 for 240 hours and during semestral break for 40 hours.  S/He may then take up another 160-hour specialization during the second semester of Grade 12.  A sample is shown in Model D2.

#### MODEL D1 (for a 480-hour specialization)

Grade 11		Summer	Grade 12	
1st Semester	2nd Semester		1st Semester	2nd Semester
160 hours Furniture Making (Finishing) NC II	160 hours Furniture Making (Finishing) NC II	80 hours of Work Immersion	160 hours Furniture Making (Finishing) NC II	240 hours of Work Immersion

## ANNEX E: WORK IMMERSION DELIVERY MODELS

### MODEL D2 (for a 320-hour specialization)

Grade 11		Summer	Grade 12		
1st Semester	2nd Semester		1st Semester	Semestral Break	2nd Semester
160 hours Animal Production NC II	160 hours Animal Production NC II	40 hours of Work Immersion in Animal Production NC II	240 hours of Work Immersion in Animal Production NC II	40 hours of Work Immersion in Animal Production NC II	Any specialization equivalent to 160 hours

## ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL



Republic of the Philippines  
Department of Education  
Department of Education Complex, Meralco Avenue, Pasig City



### Work Immersion Monitoring and Evaluation Tool

Name of School: \_\_\_\_\_

Division & Region: \_\_\_\_\_

School Head: \_\_\_\_\_

Date of Monitoring: \_\_\_\_\_

Directions: Check the box that corresponds to your answer in each item using the legend below.

**LEGEND:** E- Evident

EI- Evident but Inadequate

NE- Not Evident

NA- Not Applicable

AREAS TO BE MONITORED		EVIDENCE <i>(should be compiled per specialization)</i>		E	EI	NE	NA
<b>I. Curriculum Implementation and Compliance</b>							
1. Curriculum Guide is being followed properly.		Class schedule and student's output / portfolio					
2. Objectives of the program are achieved at the end of the semester.		Student's output and partner institution's feedback about student's performance					
3. The offerings are appropriate to the community.		List of offerings vs community demographics					
4. Specializations are aligned to the work immersion partner institution.		List of Partner Institutions and their nature of business vs students' specialization					
<b>II. Work Immersion Delivery Process</b>							
1. Activities of the students are programmed based on the competencies.		Prescribed Template of Students' Activities and Matrix of Students' Competencies per specialization					
2. Students are being prepared before the actual Work Immersion.		Evaluation of student's readiness for Work Immersion which should be tailored to the context of the school					
3. Students are being given feedback about their performance in the Work Immersion.		Student's evaluation with stated remarks and plan of action on the part of students					
4. Students' personal agenda/goals are being channeled for their knowledge, skills, and values development in the Work Immersion.		Student's statement of personal goals in the Work Immersion vs list of competencies and activities that will be identified together with the partner institution supervisor					

## ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL



Republic of the Philippines  
Department of Education  
Department of Education Complex, Meralco Avenue, Pasig City



AREAS TO BE MONITORED		EVIDENCE (should be compiled per specialization)				E	EI	NE	NA
<b>III. Assessment of Student's Progress</b>									
1. Students are oriented on how their performance will be measured.	Documentation of student's orientation about the assessment of their performance								
2. Assessment results are explained to the students, leading to their realization of the areas for improvement.	Documentation of conference with the students re their performance								
3. Students can keep track of their progress in the Work Immersion.	Students' checklist of competencies with remarks of the partner institution supervisor								
<b>IV. Supervision of Work Immersion Implementation</b>									
1. A clear Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) before the start of the Work Immersion is evident.	Monitoring Plans of School Head, School Partnership Focal Person, and Work Immersion Teacher)								
2. Monitoring Plan is properly implemented.	Documentation of the actual monitoring, which includes utilized budget, venues visited, monitoring results, and the like								
3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve Work Immersion delivery.	Minutes of Meeting with the concerned personnel								
4. Monitoring results are utilized to improve Work Immersion delivery.	Matrix of Monitoring Results and the actions taken								
5. Proper coordination, planning, and a feedback system are being enforced.	Minutes of Meeting and Post Conference documentation								
6. Capacity building for Work Immersion is being conducted.	Documentation of teachers and personnel training with the attached utilized budget								
<b>V. Administrative Concerns</b>									
1. Students accomplish their parental consent before the actual Work Immersion.	Compiled Accomplished Parental Consents								
2. Orientation for students and their parents is conducted by	Documentation of students and parents' orientation on Work								

## ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL



Republic of the Philippines  
Department of Education  
Department of Education Complex, Meralco Avenue, Pasig City



AREAS TO BE MONITORED		EVIDENCE <i>(should be compiled per specialization)</i>				E	EI	NE	NA
both the School and Partner Institution before the start of Work Immersion.		Immersion							
3. An adequate budget is allotted for Work Immersion expenses.		Approved budget vs Financial Report of Work Immersion							
4. Profiles of confirmed Work Immersion partners are organized and available for reference by students, parents, and teachers.		Display of the profiles of confirmed Work Immersion partners							
5. Memorandum of Agreement (MOA) is duly notarized and properly documented.		Organized compilation of MOAs							
6. MOA is strictly followed by both School and Partner Institution.		Documentation of School and Partner Institution's compliance to MOA (e.g., safety guidelines of partner institution for students, minutes of meeting of both parties)							
7. Materials and relevant supplies are available for the students and teachers of Work Immersion.		Inventory of supplies and materials vs reports of utilization							
8. The school has a Joint Working Group, which is formed before the start of Work Immersion.		List of the approved Joint Working Group, their minutes of meeting and other relevant documentation							
9. The facilities and venues are accessible to teachers and students.		Map of facilities and venues in relation to the school's location							
10. Students are provided with insurance during their Work Immersion.		Insurance documents of the students and the budgetary allotment							
11. Duties and responsibilities of personnel are clearly defined.		Documentation of orientation for the personnel and teachers							
12. Correct reports are submitted.		Mid-year and year-end reports by the school							
13. Issues and concerns based on the reports are acted upon.		Matrix of issues and concerns from the reports and actions taken							

## ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL



Republic of the Philippines  
Department of Education  
Department of Education Complex, Meralco Avenue, Pasig City



### SUMMARY OF RESULTS

Write the total number of checks per area and identify those that are not evident and evident but inadequate which merit actions to be taken.

AREAS TO BE MONITORED	EVIDENT	NOT EVIDENT	EVIDENT BUT INADEQUATE	NOT APPLICABLE
I. Curriculum implementation and compliance				
II. Teaching and learning process				
III. Assessment of learning process				
IV. Supervision of instruction plan				
V. Administrative concerns				

AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE TO BE FILLED UP BY MONITOR	ACTIONS TO BE TAKEN TO BE FILLED UP AT THE POST-CONFERENCE BY SCHOOL HEAD	ACCOUNTABLE PERSON & POSITION	FOLLOW UP Date: _____ Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring
Ex. Curriculum Guide is being followed properly.	Ensure that CG will be followed properly in Academic Track .	Juan de la Cruz, School Head	
Ex. Issues and concerns based on the reports are acted upon.	To draft an action plan addressing the issues and concerns from the reports.	Juan de la Cruz, School Head	

This certifies that the monitoring and evaluation results have been discussed with me. I understand that my signature does not necessarily indicate agreement, but acknowledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

School Head: \_\_\_\_\_  
Signature over printed name

Date: \_\_\_\_\_

Monitored by: \_\_\_\_\_  
Signature over printed name

Designation: \_\_\_\_\_



### ANNEX G: Sample Summer Break Work Immersion Schedule for Model C

## Grade 12 Sample Class Schedule Work Immersion SY 2017-2018

## Summer Break

Overall Total																								
1st week (April 16–20)					2nd week (April 23–27)					3rd week (May 7–11)					4th week (May 14–18)					5th week (May 21–25)				

**Legend:**

Legend:	
	Performs hands-on activities related to the skill acquired in his/her chosen field of specialization
	Performs other required tasks based on the agreement
	Finalizes output for presentation/display in the class exhibit; submits reports to teacher and institution supervisor
	Finalization of individual portfolio