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 These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing Orders and memoranda that are inconsistent with this Order are hereby rescinded.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
   
   
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

<table>
<thead>
<tr>
<th>Models</th>
<th>Work Immersion Hours</th>
<th>Learner’s Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model A</td>
<td>80 hours (This is the minimum requirement for Work Immersion.)</td>
<td>For learners who only need 80 hours of work immersion</td>
<td>Has partners that only accommodate 80 hours of Work Immersion</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Models</th>
<th>Work Immersion Hours</th>
<th>Learner's Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model C</td>
<td>240 hours distributed over several terms</td>
<td>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; and 3. are enrolled in specializations that require more training hours.</td>
<td>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</td>
<td>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 second semester of Grade 12 and have 80 hours of Work Immersion. An example is shown in Model C1.</td>
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</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Models</th>
<th>Work Immersion Hours</th>
<th>Learner’s Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
</table>
| Model D | 320 hours distributed over several terms (80 + 240 hours) | 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; and 3. have Work Immersion opportunities available to them. | Has partners who have more Work Immersion slots Has select learners who are 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 summer. Learners may then continue their Work Immersion in the 320-
<table>
<thead>
<tr>
<th>Models</th>
<th>Work Immersion Hours</th>
<th>Learner’s Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
</table>

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.

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
   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
<table>
<thead>
<tr>
<th>LEARNERS' OUTPUT</th>
<th>LEARNERS' ACTIVITY</th>
<th>TEACHERS' ACTIVITY</th>
<th>HOURS</th>
<th>OBSTACLES/LEARNING AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Pre-Imersion</td>
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</tr>
<tr>
<td>I. Essay on the how to conduct observation inside the company/business</td>
<td>1. Concludes the pre-Imersion</td>
<td>The teacher:</td>
<td>4 to 6</td>
<td></td>
</tr>
<tr>
<td>2. Features and secures enrolment during the Imersion period</td>
<td>2. Features and secures enrolment during the Imersion period</td>
<td>The student:</td>
<td>4 to 6</td>
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<tr>
<td>3. Preparation and seconds enrolment</td>
<td>3. Preparation and seconds enrolment</td>
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<tr>
<td>4. Documents needed for pre-Imersion</td>
<td>4. Documents needed for pre-Imersion</td>
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<tr>
<td>J. Conduct observation</td>
<td>J. Conduct observation</td>
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<tr>
<td>K. Understand work Imersion by discussing:</td>
<td>K. Understand work Imersion by discussing:</td>
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<tr>
<td>L. Understanding work Imersion</td>
<td>L. Understanding work Imersion</td>
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</tr>
</tbody>
</table>

For TVL, must have finished one specialisation while for 490-Hour specialisation, must have finished at least 240 hours.

| PRE-REQUISITE: Should have taken at least 4 subjects | NO. OF HOURS: At least 80 hours |

<table>
<thead>
<tr>
<th>SUBJECT AREA: Work Imersion</th>
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</thead>
<tbody>
<tr>
<td>GRADE: 11/12</td>
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</tbody>
</table>

**Course Description:**

K to 12 Basic Education Curriculum

**Annex A: Work Imersion Curriculum Guide**
<table>
<thead>
<tr>
<th>LEARNER'S OUTPUT</th>
<th>TEACHER'S ACTIVITY</th>
<th>NO. OF HOURS</th>
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</table>

**OBJECTIVES/LEARNING AREA**

K to 12 Senior High School Basic Education Curriculum Guide

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**Annex A: Work Immersion Curriculum Guide**

For TL, must have finished one specialization while for a 640-hour specialization, must have finished at least 320 hours.
<table>
<thead>
<tr>
<th>Students' Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher: coordinates with the business process of the company</td>
<td>3</td>
</tr>
<tr>
<td>2. monitors the students' output</td>
<td>6</td>
</tr>
<tr>
<td>3. provides information for business establishment establishment</td>
<td></td>
</tr>
<tr>
<td>4. supervises task performance</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers' Activity</th>
<th>No. of Hours</th>
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</thead>
<tbody>
<tr>
<td>1. The teacher: coordinates with the business process of the company</td>
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</tr>
<tr>
<td>LEARNER'S OUTPUT</td>
<td>LEARNER'S ACTIVITY</td>
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**Annex A: Work Immerison Curriculum Guide**
### ANNEX B: SAMPLE WORK IMMERSION VENUES

<table>
<thead>
<tr>
<th>Track</th>
<th>Strand</th>
<th>Specialization</th>
<th>LGU Office</th>
<th>Private Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Engineer's Office</td>
<td>1. Engineering and Construction</td>
</tr>
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<td></td>
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<td></td>
<td>2. Environment and Natural Resources Office</td>
<td>2. Factories</td>
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<td></td>
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<td></td>
<td>3. Health Office</td>
<td>3. Food Processing</td>
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<td></td>
<td>STEM</td>
<td></td>
<td>1. Accounting Office</td>
<td>5. Manufacturing Companies</td>
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<td></td>
<td></td>
<td>2. Budget Office</td>
<td>6. Medical Services</td>
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<td>4. Office of the Administrator</td>
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<td>5. Office of the Civil Registry</td>
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<td>6. Planning and Development Office</td>
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<td>7. Treasurer's Office</td>
<td></td>
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<tr>
<td></td>
<td>ABC</td>
<td></td>
<td>1. Legal Office</td>
<td>1. Law Offices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Office of the Administrator</td>
<td>2. Media Offices</td>
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Page 1 of 5
## ANNEX B: SAMPLE WORK IMMERSION VENUES

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<td>2. Maintenance Departments</td>
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## ANNEX B: SAMPLE WORK IMMERSION VENUES

<table>
<thead>
<tr>
<th>Track</th>
<th>Strand</th>
<th>Specialization</th>
<th>LGU Office</th>
<th>Private Establishment</th>
</tr>
</thead>
</table>
|       |        | 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 |

Page 3 of 5
## ANNEX B: SAMPLE WORK IMMERSION VENUES

<table>
<thead>
<tr>
<th>Track</th>
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<td>Fish Nursery Operation (NC II)</td>
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<td>Fish or Shrimp Grow Out</td>
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### ANNEX B: SAMPLE WORK IMMERSION VENUES

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

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**LIST OF TASKS/ACTIVITIES**

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<th>Competencies</th>
<th>Tasks/Activities</th>
<th>Time Allotment</th>
<th>Actual Schedule</th>
<th>Remarks</th>
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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:innen

<NAME>
<POSITION>

FOR THE LGU:

<NAME>
<POSITION>

WITNESSED BY:


APPROVED BY:

<NAME>
<POSITION>
<DEPARTMENT>
ANNEX D: MOA TEMPLATE FOR NGOs

24 May 2017
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 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 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: ____________________________ FOR THE NGO: ____________________________

<NAME>
<POSITION>

WITNESSED BY: ____________________________

APPROVED BY: ____________________________

<NAME>
<POSITION>
<DEPARTMENT>
ANNEX D: MOA TEMPLATE FOR PRIVATE COMPANIES

25 May 2017
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.


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.
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.

<table>
<thead>
<tr>
<th>Learner’s Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional for learners who:</td>
<td>Has several Work Immersion partners that can accommodate all its learners in the first and second semester of Grade 12</td>
<td>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.</td>
</tr>
<tr>
<td>1. decide to do more Work Immersion hours in the specialization of their choice</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>2. have more Work Immersion opportunity available</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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)**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>160 hours</td>
<td>160 hours</td>
<td>160 hours</td>
<td>240 hours of Work</td>
</tr>
<tr>
<td>Automotive</td>
<td>Automotive</td>
<td>Automotive</td>
<td>Immersion on</td>
</tr>
<tr>
<td>Servicing NC I</td>
<td>Servicing NC I</td>
<td>Servicing NC I</td>
<td>Automotive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Servicing NC I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Any</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>specialization</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>equivalent to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>160 hours</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>160 hours</td>
<td>Any</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>specialization</td>
</tr>
<tr>
<td>NC II</td>
<td>equivalent to</td>
</tr>
<tr>
<td></td>
<td>160 hours</td>
</tr>
<tr>
<td></td>
<td>Immersion on</td>
</tr>
<tr>
<td></td>
<td>Dressmaking NC II</td>
</tr>
<tr>
<td></td>
<td>NC II</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>160 hours</td>
<td>160 hours</td>
<td>240 hours of Work</td>
</tr>
<tr>
<td>specialization</td>
<td>Caregiving</td>
<td>Caregiving</td>
<td>Immersion on</td>
</tr>
<tr>
<td>equivalent to</td>
<td>NC II</td>
<td>NC II</td>
<td>Caregiving</td>
</tr>
<tr>
<td>160 hours</td>
<td>Caregiving NC II</td>
<td>Caregiving NC II</td>
<td>NC II</td>
</tr>
<tr>
<td>Computer</td>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td>Servicing NC II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Servicing NC II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>160 hours</td>
<td>160 hours</td>
<td>160 hours</td>
<td>240 hours of Work</td>
</tr>
<tr>
<td>Computer</td>
<td>Computer</td>
<td>Computer</td>
<td>Immersion on</td>
</tr>
<tr>
<td>Systems</td>
<td>Systems</td>
<td>Systems</td>
<td>Broadband</td>
</tr>
<tr>
<td>Servicing NC II</td>
<td>Servicing NC II</td>
<td>Servicing NC II</td>
<td>Installation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Fixed Wireless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Systems) NC II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Systems Servicing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NC II</td>
</tr>
</tbody>
</table>
ANNEX E: WORK IMMERSION DELIVERY MODELS

MODEL B3 (for a 320-hour specialization)

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td>80 hours on Tailoring NC II and any specialization equivalent to 80 hours (e.g., Ship's Catering Services NC I)</td>
<td>80 hours on Tailoring NC II and any specialization equivalent to 80 hours (e.g., Safety and First Aid under Sports Track)</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td>Any specialization equivalent to 160 hours</td>
<td>160 hours on Tailoring NC II</td>
</tr>
</tbody>
</table>

MODEL B4 (for a 160-hour specialization)

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td>160 hours Handicraft (Basketry, Macramé)</td>
<td>160 hours Handicraft (Fashion Accessories, Paper Craft)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Learner’s Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Learner's Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>second semester of Grade 12 and have 80 hours of Work Immersion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An example is shown in Model C1.</td>
</tr>
</tbody>
</table>

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.

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.

An example is shown in Model C2.

---

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

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Summer</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
<td>1st Semester</td>
</tr>
<tr>
<td>160 hours Electrical Installation and Maintenance NC II</td>
<td>160 hours Electrical Installation and Maintenance NC II</td>
<td>120 hours Electrical Installation and Maintenance NC II</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Summer</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
<td>1st Semester</td>
</tr>
<tr>
<td>160 hours Aquaculture NC II</td>
<td>160 hours Aquaculture NC II</td>
<td>160 hours of Work Immersion</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Learner's Purpose and Needs</th>
<th>School</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional for learners who:</td>
<td>1. Has partners who have more Work Immersion slots 2. Has selected learners ready for more training in the workplace</td>
<td>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.</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MODEL D1 (for a 480-hour specialization)

<table>
<thead>
<tr>
<th>Grade 11</th>
<th></th>
<th>Grade 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td>2nd Semester</td>
<td>Summer</td>
<td>1st Semester</td>
</tr>
<tr>
<td>160 hours Furniture Making [Finishing] NC II</td>
<td>160 hours Furniture Making [Finishing] NC II</td>
<td>80 hours of Work Immersion</td>
<td>160 hours Furniture Making [Finishing] NC II</td>
</tr>
</tbody>
</table>
ANNEX E: WORK IMMERSION DELIVERY MODELS

MODEL D2 (for a 320-hour specialization)

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer</th>
<th>1st Semester</th>
<th>Semestral Break</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>160 hours Animal Production NC II</td>
<td>160 hours Animal Production NC II</td>
<td>40 hours of Work Immersion in Animal Production NC II</td>
<td>240 hours of Work Immersion in Animal Production NC II</td>
<td>40 hours of Work Immersion in Animal Production NC II</td>
<td>Any specialization equivalent to 160 hours</td>
</tr>
</tbody>
</table>
## Work Immersion

<table>
<thead>
<tr>
<th>Work Immersion</th>
<th>Work Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Students' personal goals are being channeled for their knowledge, skills, and values development in the work immersion.</td>
<td>4. Performance in the work immersion.</td>
</tr>
<tr>
<td>3. Students are given feedback about their performance.</td>
<td></td>
</tr>
<tr>
<td>2. Students are prepared before the actual work.</td>
<td></td>
</tr>
<tr>
<td>1. Activities of the students are programmed based on the competency standards.</td>
<td></td>
</tr>
</tbody>
</table>

### II. Work Immersion Delivery Process

<table>
<thead>
<tr>
<th>Students' Specialization</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Specializations are aligned to the work immersion partner.</td>
<td>4. The offerings are appropriate to the community.</td>
</tr>
<tr>
<td>3. The offerings are appropriate to the community.</td>
<td>3. The offerings are appropriate to the community.</td>
</tr>
<tr>
<td>2. The program is being followed at the end of the semester.</td>
<td>2. The program is being followed at the end of the semester.</td>
</tr>
</tbody>
</table>

### Areas to be Monitored

<table>
<thead>
<tr>
<th>Evidence</th>
<th>E: Evident</th>
<th>E: Evident but Intermediate</th>
<th>E: Evident but Inadequate</th>
<th>N: Not Evident</th>
<th>N: Not Applicable</th>
</tr>
</thead>
</table>

### Legend

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

---

Work Immersion Monitoring and Evaluation Tool

[Logo of DepED]

DEPARTMENT OF EDUCATION

Republic of the Philippines

Appendix F: Work Immersion Monitoring and Evaluation Tool
<table>
<thead>
<tr>
<th>Documentation of Students and Parent Orientation on Work</th>
<th>2. Orientation for students and their parents is conducted by actual Work Immersion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compiled Accomplishments Parental Consents</td>
<td>1. Students accomplish their parental consent before the V. Administrative Concerns</td>
</tr>
</tbody>
</table>

- 6. Capacity building for Work Immersion is being conducted.
- 5. Proper coordination, planning, and need for feedback system are being monitored.
- 4. Monitoring results are utilized to improve Work Immersion delivery.
- 3. Monitoring results are discussed with the concerned personnel.
- 2. Monitoring plan is properly implemented.
- 1. A clear Monitoring Plan (Work Immersion Teacher School Partnership) is drafted, reviewed, and School Heads before the monitoring plans of School Heads. School Partnership Focus.

V. Supervision of Work Immersion Implementation

<table>
<thead>
<tr>
<th>Institution Supervisor</th>
<th>Students can keep track of their progress in the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>3. Students can keep track of their progress in the work.</td>
</tr>
<tr>
<td>Documentation of Conference with the students re their</td>
<td>Knowledge and training</td>
</tr>
<tr>
<td>Performance</td>
<td>2. Assessment results are explained to the students’ leading</td>
</tr>
<tr>
<td>Documentation of student’s orientation about the assessment of</td>
<td>measured.</td>
</tr>
<tr>
<td>Assessment of Students and their participation in the work</td>
<td>1. Students are oriented on how their Performance will be</td>
</tr>
</tbody>
</table>

III. Assessment of Students’ Progress

<table>
<thead>
<tr>
<th>Evidence (Should be compiled per Specialization)</th>
<th>AREAS TO BE MONITORED</th>
</tr>
</thead>
</table>

DEPED

Republic of the Philippines
Department of Education
Casino Avenue, Paranaque City

ANEX P: WORK IMMERSION MONITORING AND EVALUATION TOOL
<table>
<thead>
<tr>
<th>Evidence (Should be compiled per specialization)</th>
<th>Areas to be Monitored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Education Complex, Mexico Avenue, Passig City</td>
<td><strong>Annex F: Work Immersion Monitoring and Evaluation Tool</strong></td>
</tr>
<tr>
<td>Republic of the Philippines</td>
<td></td>
</tr>
</tbody>
</table>

1. Issues and concerns based on the reports are acted upon.  
2. Correct reports are submitted.  
3. Minutes of meeting of both parties.  
4. Profiles of confirmed Work Immersion partners are organized and available for reference by students, parents, and teachers.  
5. Memorandum of Agreement (MOA) is duly notarized and signed.  
6. MOA is strictly followed by both School and Parent.  
7. Materials and relevant supplies are available for the work immersion.  
8. The school has a Joint Working Group, which is formed.  
9. The facilities and venues are accessible to teachers and students.  
10. Students are provided with insurance during their work immersion.  
11. Duties and responsibilities of personnel are clearly defined.  
12. Mid-year and year-end reports by the school.

**Organization of Orientation for the Personnel and Teachers**

**Insurance documents of the students and the budgetary allocation.**

**Map of facilities and venues in relation to the school’s location.**

**List of the approved Joint Working Group, their minutes of meeting and other relevant documentation.**

**Inventories of supplies and materials and reports of utilization.**

**Department of Education Complex, Mexico Avenue, Passig City**

**Republic of the Philippines**

**Annex F: Work Immersion Monitoring and Evaluation Tool**

**Evidence (Should be compiled per specialization)**

**Areas to be Monitored**

<table>
<thead>
<tr>
<th>Evidence (Should be compiled per specialization)</th>
<th>Areas to be Monitored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Education Complex, Mexico Avenue, Passig City</td>
<td><strong>Annex F: Work Immersion Monitoring and Evaluation Tool</strong></td>
</tr>
<tr>
<td>Republic of the Philippines</td>
<td></td>
</tr>
</tbody>
</table>
This certifies that the monitoring and evaluation results have been discussed with me. I understand that my signature does not necessarily indicate agreement. My knowledge of the report, and that I may respond to any findings contained in this evaluation. Furthermore, the written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

<table>
<thead>
<tr>
<th>School Head:</th>
<th>Juan de la Cruz,</th>
<th>Concerns from the Reports:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To draft an action plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>addressing the issues and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>follower property.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ex. Convene Curriculum Guide being followed property.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be filled up at the accountable, monitored in the next monitoring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evidence but inadequate not evident.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not applicable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be taken.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V. Administrative concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VI. Supervision of instruction plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VII. Assessment of learning process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII. Teaching and learning process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IX. Curriculum implementation and compliance</td>
</tr>
</tbody>
</table>

**SUMMARY OF RESULTS**

Department of Education Complex, Mercedo Avenue, Pasig City

Department of the Philippines

Republic of the Philippines

ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL
Grades 12 Sample Class Schedule
Work Immigration
SY 2017-2018

<table>
<thead>
<tr>
<th>Summer Break</th>
<th>1st week (April 16-20)</th>
<th>2nd week (April 23-27)</th>
<th>3rd week (May 7-11)</th>
<th>4th week (May 14-18)</th>
<th>5th week (May 21-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
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<td>8</td>
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<td>8</td>
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<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total No. of Hours</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Overall total no. of hours</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
</tr>
<tr>
<td></td>
<td>200 hrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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