



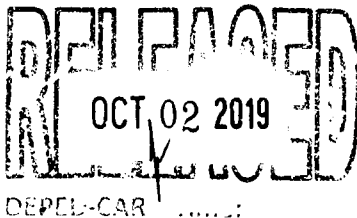
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**CORDILLERA ADMINISTRATIVE REGION**  
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September 16, 2019

REGIONAL MEMORANDUM  
No. 325-2019. 2019



**Guidelines on the Implementation of Work Immersion in DepEd-CAR**

TO : Asst. Regional Director  
Schools Division Superintendents  
Asst. Schools Division Superintendents  
Division Chiefs  
Senior High School Focal Persons  
All others concerned

1. The Department of Education-Cordillera Administrative Region (DepEd-CAR) provides the enclosed guidelines on the implementation of Work Immersion under the Senior High School (SHS) Curriculum in the Region.
2. These guidelines aim to ensure the effective implementation of work immersion as stipulated in DepEd Order No. 30, 2017 and DepEd Order No. 39 s. 2018.
3. This policy shall take effect immediately after its approval.
4. For information, guidance and compliance of all concerned.

  
**MAY B. ECLAR, Ph.D., CESO V**  
Regional Director

CLMD/EMF/cdbjr.

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Enclosure to RM No. 325 . ~~2018~~ 2019

## **Guidelines on the Implementation of Work Immersion in DepEd-CAR**

### **I. Rationale and Background**

DepEd Order No. 30, s. 2017, Guidelines for Work Immersion and DepEd Order No. 39, s. 2018, Clarifications and Additional Information on DepEd Order No. 30, s. 2017 provided general guidelines for Work Immersion.

In the actual implementation of the Work Immersion in DepEd-CAR for the last three (3) Years of SHS implementation, issues and concerns were experienced and raised during the recently conducted Senior High School Summit. Major among those are insufficient partners, some partners were not able to provide the expected services for the learners, some learners were not able to demonstrate the expected competencies expected of them, insufficient funds, and monitoring and evaluation of the activity, among others.

To mitigate the above-mentioned gaps, there is a need for a localized policy as supplementary guidelines to provide guidance and direction to the field in conducting interventions deemed applicable and effective in their respective situations.

### **II. Objectives:**

- a. To Provide specific guidelines to address the identified major issues and concerns on Work Immersion
- b. To provide specific areas for monitoring, evaluation and necessary adjustments.

### **III. Scope of the policy**

This policy covers Work Immersion activities in public Senior High Schools. It gives semi-detailed interventions to guide Schools Division Offices (SDOs) and Schools in resolving current issues and concerns affecting the implementation of the subject in the Region.

All provisions in this guideline are in consistent to DepEd Orders No. 30 and 39 s, of 2017 and 2018.

#### IV. Definition of Terms

- a. Work Immersion – a subject in the SHS where learners are provided opportunity to experience real work environment, work simulation and competency demonstration and enhancement
- b. Work Immersion Partners (DO 30 s. 2017) – refers to Public or Private institutions that are willing and qualified to provide the venue for work Immersion.
- c. Readiness of Learners - the ability of learners to demonstrate the competencies they acquired in the school in the real situation.

#### V. Policy Statement

This regional guidelines was formulated in response to the mandate of the DepEd Regional office to ensure the effective implementation of the Basic Education Curriculum in the Region. The uniqueness of each Region authorizes Regional offices to innovate systems, programs and processes to fit the geographical, cultural, economic and social diversities.

DepEd-CAR being and IP community and being situated in a mountainous elevation looks into redesigning National policies, programs and activities as appropriate to meet its distinct needs.

The implementation of this policy will benefit the SHS students going for Work Immersion Activity when all concerned parties e.g. WI Partners, Teachers, Learners are capacitated, resources will be made available and objectives are made clear to all concerned parties.

#### VI. Procedures

A) Memorandum of Agreements (MOA): The following items shall be explicitly stated in the MOA;

1. Required competencies expected of the learners.
2. Specific roles, functions and accountabilities of both parties

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B) Allocation of funds for Work Immersion

1. School Heads implementing SHS Program shall allot any amount from the School MOOE for WI implementation based on the actual need of both the Learners and WI Teacher/s.
2. School Heads and stakeholders are encouraged to source out financial, material, services or other forms of support for the activity (refer to DO No. 54 s. 2009)
3. All resources sourced out and utilized must be properly liquidated, documented and reported.

C) Readiness of Learners for Off-center Work immersion

1. Schools must ensure the readiness of learners prior to their deployment for off-center work immersion by conducting strategic assessment.
2. Learners who are physically challenged may opt for in-center work immersion for security reason.

D) Readiness of Work Immersion Partners: In this regard;

1. Schools must consult and thoroughly orient the partners.
2. Institutionalize the supervision of Work immersion

E) Sustaining Partnership

1. WI Partnerships may be entered in an Adopt a School Program (ASP) for the External Partners to avail of the tax benefits.
2. Acknowledgment or recognition may be done but not limited to the following:
  - a. Giving of plaque or certificate of recognition during flag ceremonies, PTA Meetings closing or graduation exercises and other programs or gatherings.
  - b. Giving thank you letter or greeting cards during social occasions like Birthday and Christmas celebrations.
  - c. Inviting partners for short talk/messages during flag ceremonies or other relevant school activities.
3. Giving of recognition tokens may be done immediately and not necessarily at the end of calendar or school year

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#### F) Supervision of Work Immersion

1. The Work Immersion Teacher shall provide close supervision over the learner/s while they are in the venue including their travel going to the venue from school and vice-versa.
2. Work Immersion Supervisors shall co-supervise the learners upon arrival to until they will leave the venue.
3. Parents or guardians shall ensure the safety of the learners while on travel from home to the venue and vice-versa..

#### VII. Responsibilities and Accountabilities of both Internal and External stakeholders in the Implementation of this policy

##### A. DepEd – CAR Regional office through the Curriculum and Learning Management Division (CLMD):

1. Led in the advocacy, implementation and monitoring and evaluation of the program.
2. Issues orders, memoranda and or advisories for amendments, clarifications or further instructions
3. Reports to concerned offices the progress of the program.

##### B. Schools Division Offices through the Curriculum Implementation Division (CID):

1. Orient Division Chiefs, Education Program Supervisors, PSDSs and School Heads on this Regional Policy
2. Implement Monitoring and Evaluation Program to track the progress of the activity.
3. Provide needed support and technical assistance to schools based from the monitoring and evaluation results.
4. Submit to the Regional office reports with recommendations on the progress and results or outcome of the program.

##### C. Schools

1. Orient Teachers, Parents, Learners, Partners and other stakeholders on this Policy

2. Carry out the provision in this policy as applicable in the school
3. Enter in to contract with partners through a MOA guided by this policy and other applicable national policies.
4. Source out additional resources to support the program
5. Submit to the SDO and other concerned partners reports on the progress and results or outcome of the program

#### D. Parents

1. Attend orientation conducted by the school on Work Immersion prior to its Implementation
2. Provide support to their children by performing their responsibilities agreed upon during the orientation and other related meetings
3. Coordinate with the Work Immersion Teacher, School Head or other school officials on matters concerning the work immersion activity of their child/ward
4. Provide feedback about work immersion activity for future references

#### E. Learners

1. Undergo Work Immersion in a designated venue abiding with the rules and regulations prescribed by the school and the partner.
2. Inform the Work Immersion Teacher or Supervisor immediate concerns relative to his/her activity
3. Provide feedback about his/her work immersion activity upon completion for future references

#### F. Work Immersion Partner

1. Provide services for the learners by performing their roles and responsibilities enumerated in the MOA
2. Coordinate with the school through the Work Immersion Teacher, or direct to school head should there be related issues and concerns
3. Provides feedback on the implementation of the activity for future references

#### G. Other agencies, organizations or individual partners

1. Provide financial, material, services or other forms of support for the effective implementation of the work immersion.

2. Provide feedback on the implementation of the activity for future references.

**VIII. Monitoring, Evaluation, and Assessment of the implementation of this policy**

Using appropriate monitoring and assessment tools, Schools Division Offices through the Curriculum Implementation Division shall closely monitor to ensure the implementation of this policy in the schools while the Regional Office through the Curriculum and Learning Management Division and the Quality Assurance Division shall monitor the SDOs on its monitoring activities on the implementation of the guidelines. Regional office through the Curriculum and Learning Management Division (CLMD) shall develop monitoring and assessment tool including feedback forms for Partner Institution and other stakeholders.

IX. This guideline is not an amendment nor a revision of existing national policies. All existing national issuances on Work Immersion will remain in-effect.

**X. Amendment**

Amendments may be made any time as deemed necessary caused by change of time, environment, new issuances from the higher offices and other related factors.

**XI. References**

1. DO No. 30 s, 2017
2. DO No. 39, s. 2018
3. DO No. 54 s. 2009
4. RA 8525, "*Adopt-a-School Act of 1998.*"
4. DO No. 2 s. 2013, ASP incentives