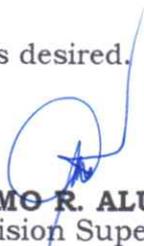**DIVISION MEMORANDUM**
No. **181**, s. 2026

0 3 MAR 2026

IMPLEMENTATION OF WORK IMMERSION GUIDELINES FOR LEARNERS WITH DISABILITIES

To: Assistant Schools Division Superintendent
Chief Education Supervisors
All Unit/ Section Heads
All School Heads
All Others Concerned

1.   For the information and guidance of all concerned, enclosed is a copy of Regional Memorandum No. 158, s. 2026, titled Implementation of Work Immersion Guidelines for Learners with Disabilities.

2.   Immediate dissemination of this Memorandum is desired.

ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: As stated
Reference: As stated
To be included in the Perpetual Index
Under the following subject:

GUIDELINES

ARO/LWD Immersion
2602145/26095/ March 2, 2026

Republic of the Philippines

Department of Education

REGION I

REGIONAL MEMORANDUM

No. _____ 158 _____ s. 2026

IMPLEMENTATION OF WORK IMMERSION GUIDELINES
FOR LEARNERS WITH DISABILITIES (LWDS)

To: Assistant Regional Director
        Schools Division Superintendents
        Chiefs of the Functional Division and Unit Heads

1.   In line with DepEd's commitment to inclusive education and in accordance with RA 11650 titled "Inclusive Education Act", this memorandum provides guidance on the implementation of Work Immersion for Learners with Disabilities (LWDs), ensuring equitable access to experiential learning opportunities.

2.   This memorandum applies to all Senior High Schools and other learning institutions in Region I that implement Work Immersion programs involving LWDs.

3.   For detailed procedures, roles and responsibilities, and other operational guidelines, schools are advised to refer to the attached Contextualized Implementing Guidelines for Work Immersion of LWDs. The attached document shall serve as the primary reference in planning, monitoring, and evaluating the Work Immersion program for LWDs.

4.   For advance coordination and further information, please contact CLMD through telephone number (072) 682-2324 local 120 and email at clmd.region1@deped.gov.ph.

5.   For information and guidance.
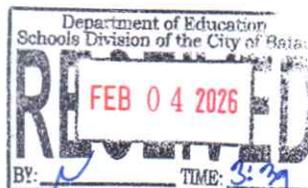
TOLENTINO G. AQUINO
Director IV

SDCB RECORDS UNIT
2602145

Encl.: None
Reference: None

To be included in the Perpetual Index
       Under the following subject

       GUIDELINES

CLMD/magd/RM_WorkImmersion
December 22, 2025

COMMENTS AND SUGGESTIONS
IMPLEMENTATION OF WORK IMMERSION GUIDELINES FOR LEARNERS WITH DISABILITIES (LWDs)

Comments (December 1, 2025)	Actions Taken
1. Identify the parts with gaps as to the mother policy	p. 4, 2nd paragraph Additional statement
2. If learners could not go off-campus, what would be the choice (could be in-school or off-school work immersion)	p. 14, 15 part 4.6 (Alternative Work Immersion Modalities for LWDs)
3. Identify the benefits of industry accepting learners for work immersion; this would encourage more industry to advocate the guidelines	p. 13, 14 part 4.4 *(Benefits to Industry Partners Accepting LWDs)*
4. Procedure/Steps should be indicated if a company is identified by the school that it could accept learners for work immersion	p. 11, 12 4.1.2a Procedure for Engaging Newly Identified Work Immersion Industry Partners
5. What's with the new guideline which is different from the mother policy Highlight the flexibility of the existing policy, streamlining learners with disability; hence, this guideline	p. 7 Section 4. RULES AND REGULATIONS
6. Make the TOR per governance level	P. 16-19

IMPLEMENTATION OF WORK IMMERSION GUIDELINES FOR LEARNERS WITH DISABILITIES (LWDs)

by: Mary Ann Grace B. Dulay
Jackelyn R. Aguinaldo
Rodolfo Ligawad Jr.
Curriculum and Learning Management Division

I. GENERAL PROVISIONS

SECTION 1. STATEMENT OF THE POLICY

In adherence to the principles of inclusive education and pursuant to the provisions of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, Republic Act No. 11650 or the Inclusive Education Act of 2022, and DepEd Order No. 30, s. 2017, the Department of Education – Region I issues this contextualized guideline to institutionalize the implementation of work immersion programs that are inclusive, accessible, and responsive to the needs of Senior High School (SHS) Learners with Disabilities (LWDs).

The Region recognizes the growing number of LWDs across its schools. As of the recent data, Region I has a total of 22,470 LWDs enrolled in various grade levels: 15,046 males and 7,424 females, spread across 1,772 schools that have declared LWDs. Specifically, in the Senior High School level, 711 learners with disabilities are enrolled—407 males and 304 females.

DepEd Order No. 30, s. 2017 aims to institutionalize Work Immersion as a vital component of the Senior High School (SHS) curriculum under the K to 12 Basic Education Program. Work Immersion intends to expose learners to real work environments, allowing them to gain practical experience, develop industry-relevant skills, and enhance their employability.

The policy underscores the value of partnerships between DepEd and external institutions to provide meaningful work immersion experiences. It lays out the roles

and responsibilities of stakeholders, sets the number of hours (80 hours minimum), and ensures that immersion activities are aligned with learners' specializations.

While comprehensive in structure, the policy falls short in addressing inclusivity, particularly the lack of explicit provisions for LWDs who are also required to participate in work immersion. The policy assumes off-campus industry immersion as the default arrangement and does not provide clear options for learners who are unable to participate in off-campus settings due to disability-related limitations.

The non-inclusion of LWDs in the provision of DepEd Order No. 30, s. 2017, can have significant negative effects, both on the learners themselves and on the education system's commitment to inclusivity. This practice does not support the Equal Opportunity Policy which prohibits discrimination in all aspects of employment.

In this regard, without specific accommodations or inclusive policies, LWDs may be denied access to work immersion placements due to the perception that they cannot perform tasks or require "special handling." This undermines their right to equal educational and professional opportunities.

In addition, Work Immersion is a mandatory requirement for SHS graduation under the K to 12 curriculum. Without accessible placements, LWDs may be unable to fulfill this requirement, delaying or preventing graduation.

In the absence of clear guidelines, immersion partners and coordinators may unintentionally discriminate against LWDs, either by denying them placements or failing to provide reasonable accommodations which fosters inequality and stigmatization.

The absence of LWD-specific provisions contradicts: RA 10533 (Enhanced Basic Education Act) which promotes inclusive education and RA 7277 (Magna Carta for PWDs) that guarantees equal access to education and employment.

Indeed, a contextualized guideline in support of DepEd Order No. 30, s. 2017 is essential to ensure that the implementation of the Work Immersion Program truly upholds the principles of inclusive education.

By identifying the gaps, particularly the lack of provisions for LWDs stakeholders are given the opportunity to improve the policy framework and make it more responsive to the diverse needs of all learners.

Thus, this contextualized guideline is designed to foster a more inclusive and equitable educational system, where LWDs are empowered to reach their full potential and become active, contributing members of society. It seeks to bridge the gap between education and employment for this vulnerable sector, promoting their integration into the workforce and changing community perceptions about their capabilities.

SECTION 2. REFERENCES

These references provide the legal and conceptual foundation for ensuring that the work immersion program is inclusive and responsive to the needs of LWDs, aligning national policy with international human rights standards.

Republic Act No. 10533 – Enhanced Basic Education Act of 2013
Republic Act No. 11650 – Inclusive Education Act for Learners with
                          Disabilities
Republic Act No. 7277 – Magna Carta for Persons with Disability
DepEd Order No. 30, s. 2025 – Inclusive Employment Policy in the Department
                          of Education
DepEd Order No. 30, s. 2017 – Guidelines for Work Immersion
DepEd Order No. 26, s. 2021 – JDVP-SHS Guidelines
DepEd Order No. 41, s. 2021 – Provision of Educational Programs and Services
                          for Learners with Disabilities in the K to 12
                          Basic Education Program
DepEd Order No. 72, s. 2009 – Inclusive Education Strategy
                          Equal Opportunity Policy

SECTION 3. DEFINITION OF TERMS

Accessibility. This refers to measures taken to ensure that persons with disabilities have access, on an equal basis with others, to the physical environment, transportation, information and communications, and other public facilities and services.

Inclusion. This refers to the process of ensuring that all individuals, regardless of their abilities, have the opportunity to participate fully in all aspects of life. In the context of disability, it means creating an environment where LWDs can thrive, with a focus on removing barriers and providing necessary support.

Individual Work Immersion Plan (IWIP). This refers to a customized plan outlining the work immersion goals, schedules, support needs, and safety measures for a LWD.

Learners with Disabilities (LWDs). This refers to learners who have long-term physical, mental, intellectual, or sensory impairments which may hinder full participation in school and work activities.

Reasonable Accommodation. This is an aadjustment or modification provided to ensure access and equity without causing undue burden.

Work Immersion. This is a required SHS curriculum component that provides learners with actual exposure to the workplace or simulations thereof.

Work Immersion Industry Partners (WIIP). This refers to a public or private entity that accepts learners for work immersion experiences.

Work Immersion Industry Partner Supervisor. This refers to the person that provides guidance and mentors learners during their work immersion experience.

Work Immersion Teachers. This refers to teachers assigned to oversee the learners during their work immersion.

II. OPERATIONAL GUIDELINES

Section 4. RULES AND REGULATIONS

This guideline introduces the following new and enhanced provisions not explicitly stated in DepEd Order No. 30, s. 2017:

1. Individual Work Immersion Plan (IWIP) for every LWD
2. Recognition of multiple immersion modalities beyond off-campus industry placement
3. Mandatory reasonable accommodation framework
4. Formal readiness screening based on IEP/Transition Plans
5. Structured industry engagement procedures specific to LWDs

These provisions do not replace the mother policy but operationalize its flexibility, ensuring that Work Immersion remains inclusive, equitable, and achievable for Learners with Disabilities.

To operationalize this contextualized guideline, the following rules and regulations shall guide schools, teachers, administrators, and industry partners in the implementation of inclusive Work Immersion for Senior High School LWDs.

These guidelines aim to ensure that LWDs are provided with appropriate support, accessible environments, and meaningful workplace experiences aligned with their individual capacities and transition goals. The rules also outline the responsibilities of stakeholders in promoting equity, safety, and dignity throughout the work immersion process.

4.1 Implementation Procedures

4.1.1 Pre-Immersion Phase

A. Profiling and Identification of Learners

Schools must maintain updated profiles of LWDs, including their disabilities, interests, career tracks, and support requirements.

1. Use LIS and SNED data
2. Determine disability type, strengths, and interests
3. Documentary Requirements *(Work Immersion Qualifications in Annex A)*
4. Identify qualified LWDs for Work Immersion

4.a. Qualifications of Learners with Disabilities (LWDs) who will Participate in the Work Immersion Program. LWDs may participate in the Work Immersion Program provided they meet the general and specific criteria that ensure their safety, readiness, and ability to benefit meaningfully from the experience.

4.a.1 General Eligibility Requirements

1. Officially Enrolled in Senior High School (SHS)

   ✓ Must be in Grade 12 in any SHS track or strand (Academic, TVL, Arts & Design, or Sports).

   ✓ Applicable to LWDs enrolled in SNED, inclusive classes, or mainstream programs.

2. Completion of Required Pre-Immersion Modules and Orientation

   ✓ Learners must have completed the required pre-immersion orientation, skills training, and briefing on work ethics, safety, and workplace expectations.

3. Willingness and Informed Consent

   ✓ Must express willingness to participate.

   ✓ Parent/guardian consent and acknowledgment of responsibilities must be secured.

4.a.2 Disability-Related Readiness Requirements

4. Functional Independence Based on their IEP or Transition Plan

   The learner must demonstrate basic functional skills appropriate to the workplace, as indicated in the Individualized Education Program (IEP) or Transition Plan, including:

   - Ability to follow simple to moderate job tasks
   - Ability to communicate needs

- Appropriate social behavior in work settings

- Basic self-care skills (mobility, feeding, toileting) with or without minimal assistance

5. Clearance from SNED Coordinator or Case Manager

✓ A certification stating that the learner is ready for work immersion based on performance, behavior, and skills.

6. Health and Safety Clearance

✓ For learners with medical, sensory, or mobility-related disabilities, a medical clearance or note from a physician, therapist, or school health personnel may be required depending on the immersion site.

4.a.3 Program-Specific Qualifications

7. Skills Alignment to Industry Partner Requirements

✓ The learner must meet the minimum skills requirements of the partner industry, which may include:

- Basic computer skills

- Basic vocational/technical abilities

- Communication skills

- Ability to perform routine tasks safely

✓ Reasonable accommodations must be provided by the school and the workplace.

8. Ability to Work with or Without Assistive Devices

✓ The learner must be able to use assistive devices, technology, or support services necessary to perform tasks at the immersion site.

9. Availability of Appropriate Workplace Accommodation

✓ Participation depends on whether the partner institution can provide:

- Physical access
- Non-discriminatory environment
- Tasks consistent with the learner's abilities
- Safety assurance

4.a.4 Documentation Requirements

10. Updated IEP/Transition Plan

   Specifies:

   - Skills readiness
   - Strengths and needs
   - Support required in the workplace
   - Recommended tasks and accommodations

11. Individual Work Immersion Agreement (IWIA)

   ✓ Signed by the learner, parent/guardian, school head, and work immersion partner.

12. Learner's Risk Assessment

   ✓ Conducted by the school to ensure the learner's safety in the chosen immersion setting.

B. Development of Individual Work Immersion Plans (IWIP)

Each LWD in SHS must have an IWIP, developed collaboratively by the school, learner, and parent/guardian.

1. Collaborate with learner, parent, Work Immersion Teacher (WIT), and SNED focal
2. Identify accommodations and safety needs

C. Selection of Inclusive Work Immersion Industry Partners (WIIPs)

Schools shall engage only with WIIPs that demonstrate willingness to provide inclusive environments and necessary accommodations.

1. Assess WIIP's readiness for inclusion
2. Execute MOA with clauses on accessibility and support

D. Capacity Building

Teachers, school heads, and WIIP supervisors must undergo disability sensitivity training and inclusive immersion orientation.

1. Train teachers, immersion supervisors, and WIPIs
2. Include topics on inclusive practices and disability sensitivity

E. Reasonable Accommodations and Support Services

Schools and partners must ensure that learners receive appropriate accommodations such as:

- Job coaching
- Flexible work arrangements
- Transportation assistance
- Use of assistive devices
- Interpreters or aides

1. Arrange assistive devices, interpreters, transportation, etc.
2. Provide job coaching or aides as needed

F. Parental Engagement

Parents/guardians shall be oriented prior to the Work Immersion Program and secured consent prior to the deployment of LWDs.

4.1.2 Immersion Proper Phase

The learner will be placed in an industry partner that has been vetted for its capacity to provide a safe, inclusive, and meaningful work immersion experience.

The immersion will last for a minimum of 80 hours, with a schedule that is flexible and responsive to the learner's needs, skills, and abilities.

Work Immersion Teacher and an Industry Partner Supervisor will jointly monitor the learner's progress.

4.1.2a Procedure for Engaging Newly Identified Work Immersion Industry Partners

When a school identifies a company or institution willing to accept learners for work immersion, the following steps shall be observed:

1. **Initial Assessment**

   School evaluates the company's readiness for inclusion, safety, and task appropriateness for LWDs.

2. **Coordination and Orientation**

   Conduct orientation with the company on Work Immersion objectives and LWD considerations.

   Discuss possible accommodations and learner support needs.

3. **Submission to SDO**

   School submits assessment results and intent to partner to the Schools Division Office.

4. **Execution of MOA**

   MOA includes provisions on accessibility, reasonable accommodation, child protection, and supervision.

5. **Learner Matching and IWIP Alignment**

   Assign learners based on skills, interests, and IWIP recommendations.

6. **Monitoring and Documentation**

   Continuous supervision by Work Immersion Teachers and partner supervisors.

G. Monitoring and Feedback

Regular site visits, learner journals, and feedback forms shall be used to monitor LWD experiences and address concerns promptly.

1. Deploy learners based on IWIP
2. Conduct regular supervision and support
3. Use journals, checklists, and site visits

H. Child Protection and Safety Measures

IWIPs must include safety protocols, emergency procedures, and grievance mechanisms.

1. Collect feedback from learner, parents, and WIPI
2. Document good practices and challenges

4.1.3. Post-Immersion Phase

The learner will participate in a post-immersion evaluation to reflect on their experience and document their achievements in a portfolio.

4.2. Reasonable Accommodations

The provision of reasonable accommodations is a mandatory requirement for all partner institutions. This shall be a primary criterion in the selection and approval of immersion venues.

Accommodations will be determined on a case-to-case basis through a collaborative and interactive process involving the learner, their family, the school, and the partner institution.

Examples of reasonable accommodations include, but are not limited to:
- Modifying the physical work environment to ensure accessibility (e.g., ramps, accessible restrooms).
- Adjusting work schedules or allowing for flexible hours.
- Providing training materials in accessible formats (e.g., large print, audio, simplified language).
- Acquiring or modifying equipment, devices, or software.
- Restructuring job tasks or reallocating non-essential functions (changing or modifying critical tasks from the Work Immersion

4.3. Work Immersion Industry Partner Requirements

All industry partners must enter into a formal Memorandum of Agreement (MOA) with the school.

The MOA will explicitly state the institution's commitment to providing a safe and inclusive environment, including the provision of reasonable accommodations.

Industry partners must comply with all national and local labor laws and the Department of Education's Child Protection Policy.

4.4 Benefits to Industry Partners Accepting LWDs

Industry partners who accept Learners with Disabilities for Work Immersion gain the following benefits:

a. Access to a Pool of Potential Employees

Learners are pre-screened, profiled, and provided with job coaching and school support.

b. Contribution to Corporate Social Responsibility (CSR)

Participation demonstrates commitment to inclusive employment and social development.

c.   **Future Workforce Development**

Early exposure allows industry partners to identify potential employees with proven work readiness.

d.   **Support from DepEd and Partner Agencies**

Schools provide orientation, monitoring, and technical assistance throughout the immersion period.

e. **Compliance with National Disability and Inclusion Law**

Engagement aligns with RA 7277, RA 11650, and international disability inclusion standards.

These benefits aim to encourage more industry partners to advocate, support, and sustain inclusive work immersion programs.

4.5. Safety and Security

A joint risk assessment will be conducted by the school and the partner institution prior to the learner's placement. This assessment will identify potential hazards and establish clear safety protocols, with input from the learner and their family.

All parties must adhere to the Occupational Safety and Health Standards (OSHS) of the Philippines.

The industry partners must have a clear emergency response plan that accounts for the specific needs of the LWD.

The school's Child Protection Policy will be strictly enforced throughout the work immersion program.

4.6. Alternative Work Immersion Modalities for LWDs

In cases where Learners with Disabilities are unable to participate in off-campus work immersion due to mobility, health, safety, or accessibility constraints, schools may implement alternative immersion arrangements, subject to approval by the School Head and SDO:

4.5.1 In-School Work Immersion

- o Simulated work environments within the school (e.g., school offices, canteen, library, production rooms)
- o School-based enterprises or income-generating projects
- o Tasks aligned with the learner's strand and IWIP

4.5.2 Off-School but Non-Industry-Based Immersion

- o Home-based or community-based tasks supervised by teachers
- o Virtual or blended work immersion arrangements
- o Partner institutions offering controlled environments (e.g., NGOs, government offices)

4.5.2 Flexible Time and Task Arrangement

- o Modified schedules
- o Task chunking or simplified outputs
- o Reduced physical demands while maintaining competency goals

These alternatives are considered equally valid for compliance with the required 80-hour Work Immersion, provided learning competencies are met.

III. MISCELLANEOUS PROVISIONS

SECTION 5. SEPARABILITY CLAUSE

If any provision of this policy is declared invalid, any other provision is not affected and thereby shall remain in force and in effect.

SECTION 6. REPEALING CLAUSE

All provisions of DepEd ROI rules, regulations and issuances which are inconsistent with these guidelines, or any part hereof are hereby repealed or modified accordingly.

SECTION 7. EFFECTIVITY

Immediate dissemination of and strict compliance with this policy is directed.

SECTION 8. MONITORING AND EVALUATION

The implementation of this contextualized guideline shall be periodically monitored and evaluated by the immediate head or concerned supervisor for its sustained quality and effectivity.

A. REGIONAL LEVEL (DepEd Regional Office)

The Regional Office (RO), through the Curriculum and Learning Management Division (CLMD) and concerned functional units, shall provide overall leadership, policy direction, and quality assurance.

The Regional Office shall:

1. **Policy Direction and Oversight**
   - Issue, disseminate, and update contextualized Work Immersion guidelines for LWDs.
   - Ensure alignment of regional policies with national inclusive education frameworks.

2. **Program Governance and Standards**

   o Establish regional standards for inclusive work immersion implementation.

   o Ensure consistent application of reasonable accommodation and safety protocols across divisions.

3. **Capacity Building and Technical Assistance**

   o Design and implement regional training programs on inclusive work immersion, disability sensitivity, and IWIP development.

   o Provide technical assistance to SDOs in resolving implementation challenges.

4. **Partnership Development and Advocacy**

   o Initiate and strengthen partnerships with regional industry stakeholders, government agencies, and NGOs that support inclusive immersion.

   o Advocate for increased industry participation in accepting LWDs.

5. **Monitoring, Evaluation, and Quality Assurance**

   o Conduct annual regional monitoring and evaluation of SDO compliance and program outcomes.

   o Review consolidated reports and recommend policy enhancements.

6. **Data Management and Reporting**

   o Maintain regional data on LWD participation in work immersion.

   o Submit consolidated accomplishment and evaluation reports to the Office of the Regional Director.

B. SCHOOLS DIVISION OFFICE (SDO) LEVEL

The Schools Division Office (SDO), through the Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD), shall ensure effective division-level coordination, implementation support, and compliance.

The SDO shall:

1. **Division-Level Implementation and Coordination**
   - Issue division memoranda operationalizing the regional guideline.
   - Ensure all schools implement inclusive work immersion for LWDs.

2. **Technical Assistance and Supervision**
   - Provide technical assistance to schools in learner screening, IWIP development, and placement.
   - Supervise school compliance through regular monitoring visits.

3. **Capacity Building**
   - Conduct division-level orientations and training for school heads, teachers, SNED coordinators, and work immersion focal persons.
   - Strengthen school capacity on disability inclusion and workplace safety.

4. **Industry Partnership Management**
   - Validate, accredit, and maintain a database of inclusive Work Immersion Industry Partners (WIIPs).
   - Assist schools in identifying, assessing, and formalizing partnerships.

5. **Monitoring, Evaluation, and Compliance**
   - Conduct quarterly monitoring using approved tools.
   - Consolidate school-level reports and submit findings to the Regional Office.

6. **Risk Management and Child Protection**

   o Ensure compliance with Child Protection Policy and Occupational Safety and Health Standards.

   o Address complaints, incidents, or grievances related to immersion implementation.

C. SCHOOL LEVEL

The School Level serves as the primary implementer of the Work Immersion Program and is directly responsible for learner readiness, placement, supervision, and documentation.

The School Head shall:

1. **Program Leadership and Management**

   o Ensure the implementation of inclusive Work Immersion in accordance with this guideline.

   o Designate Work Immersion Teachers, SNED focal persons, and coordinators.

2. **Learner Screening and Readiness**

   o Ensure proper profiling, screening, and clearance of LWDs based on IEPs and Transition Plans.

   o Approve learner participation and immersion modality.

3. **Industry Partnership Engagement**

   o Initiate coordination with potential industry partners.

   o Ensure MOAs include provisions on accessibility, safety, and reasonable accommodation.

REFERENCES

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Director III

Approved:

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Director IV

ANNEX A
CHECKLIST FOR SCREENING OF LEARNERS WITH DISABILITIES (LWDs) FOR WORK IMMERSION

LWDs may participate in the Work Immersion Program provided they meet the general and specific criteria that ensure their safety, readiness, and ability to benefit meaningfully from the experience.

A. Basic Eligibility

Criteria	Yes	No	Remarks
Enrolled in Grade 12	☐	☐	
Completed pre-immersion orientation	☐	☐	
Submitted parental/guardian consent	☐	☐	
Willing to participate in work immersion	☐	☐	

B. Functional Readiness Based on IEP/Transition Plan

Criteria	Yes	No	Remarks
Demonstrates ability to follow simple to moderate tasks	☐	☐	
Communicates basic needs (verbal/AAC/sign)	☐	☐	
Shows appropriate workplace behavior	☐	☐	
Has basic mobility/self-care skills	☐	☐	
Can perform tasks with/without assistive devices	☐	☐	

C. Support and Safety Requirements

Criteria	Yes	No	Remarks
Clearance from SPED Coordinator/Case Manager	☐	☐	
Medical/health clearance (if needed)	☐	☐	
Reasonable accommodations identified	☐	☐	
Risks assessed and controlled	☐	☐	

D. Workplace Compatibility

Criteria	Yes	No	Remarks
Skills aligned with industry partner requirements	☐	☐	
Workplace can provide necessary accommodations	☐	☐	
Tasks appropriate to learner's ability	☐	☐	

Decision

- **Qualified** ☐
- **Not Yet Qualified (Needs Intervention)** ☐

TABLE OF CRITERIA FOR LWD QUALIFICATION FOR WORK IMMERSION

Domain	Indicators	Evidence Required	Responsible Person
Academic Status	Enrolled in Grade 12	Enrollment form	Registrar
Pre-Immersion Completion	Attended orientation, safety briefing	Attendance sheet	Work Immersion Teacher
Functional Readiness	Task-following, social behavior, mobility/self-care	IEP/Transition Plan report	SNED Teacher/Case Manager
Communication	Able to communicate needs	Teacher observation	SNED Teacher/Adviser
Support Needs	Assistive device use, required accommodations	IEP/Accommodation Plan	SNED Coordinator
Health & Safety	Medical clearance (if applicable)	Health certificate	School Clinic
Workplace Match	Skills align to tasks; workplace is safe	Partner site evaluation	Work Immersion Focal Person
Parental Consent	Signed agreement	IWIA Form	Parent/Guardian

ANNEX C
MONITORING AND EVALUATION TOOL
Implementation of Contextualized Work Immersion Guidelines for Learners with Disabilities (LWDs)
Region I

I. School/SDO Monitoring Form

A. Basic Information

Division: _____   Number of LWDs in SHS: _____

School: _____   Number of LWDs in Immersion: _____

Date of Monitoring: _____

Monitoring Team: _____

II. Implementation Compliance Checklist

A. Pre-Immersion Requirements

Indicator	Yes	No	Remarks
Conducted orientation on Work Immersion for LWDs	☐	☐	
Completed functional skills assessment based on IEP/Transition Plan	☐	☐	
SPED Coordinator/Case Manager issued readiness clearance	☐	☐	
Parent/guardian orientation completed	☐	☐	
Parental/guardian consent secured	☐	☐	
Proper documentation (IWIA, checklist, forms) completed	☐	☐	

B. Workplace Readiness and Matching

Indicator	Yes	No	Remarks
Industry partner assessed for accessibility and accommodation	☐	☐	
Workplace tasks are aligned to learner's abilities	☐	☐	
Reasonable accommodations identified	☐	☐	
Safety and risk assessment completed	☐	☐	
Workplace supervisor oriented on handling LWDs	☐	☐	

C. Implementation Phase

Indicator	Yes	No	Remarks
Learner deployed according to IEP/Transition Plan	☐	☐	
Weekly monitoring reports submitted	☐	☐	
Issues and challenges promptly addressed	☐	☐	
Accommodations consistently provided	☐	☐	
Joint monitoring by SPED teacher & Work Immersion teacher	☐	☐	

D. Completion and Post-Immersion

Indicator	Yes	No	Remarks
80 hours completed by the learner	☐	☐	
Post-immersion evaluation conducted	☐	☐	
Workplace supervisor evaluation submitted	☐	☐	
Reflection paper or portfolio submitted by learner	☐	☐	
Intervention or follow-up plan formulated (if needed)	☐	☐	

III. Process Evaluation Rating Tool

Use this rubric to rate the level of implementation.

Numerical Value	Level of Implementation	Descriptive Rating
17-20	Very Satisfactory	Full implementation; complete documentation; safe and aligned workplace; consistent monitoring; positive learner outcomes; exemplary program fidelity.
13-16	Satisfactory	Mostly implemented; minor gaps; documentation mostly complete; accommodations generally provided; stable outcomes; implementation functional.
9-12	Needs Improvement	Partial implementation; multiple gaps; inconsistent accommodations; irregular monitoring; uneven learner outcomes; structured intervention needed.
5-8	Poor	Inadequate implementation; missing key processes; unsafe or inappropriate placements;

		lack of monitoring; poor learner outcomes; urgent corrective action required.

Domain	Indicators	Rating (1–4)	Evidence
Readiness Assessment	Proper screening, IEP-based readiness, clearances		
Workplace Partnership	Accessible, safe, aligned tasks, oriented supervisors		
Implementation Monitoring	Weekly checks, reporting, interventions applied		
Accommodation Provision	Assistive devices, learning supports, adjustments		
Learner Outcomes	Skill acquisition, workplace performance, completion		
Documentation Compliance	Forms, IWIA, progress reports, evaluations		

OVERALL RATING: _____/20

IV. Qualitative Monitoring

1. Strengths Observed:

_____

2. Challenges/Issues Encountered:

_____

3. Recommendations for Improvement:

_____

4. Technical Assistance Needed:

_____

V. LWD Performance Assessment Summary

Name of LWD	Workplace	Tasks Assigned	Supervisor Feedback	Issues	Recommendation

VI. SDO/Regional Summary Report Template

A. Division: _____

B. Number of Schools Implementing Immersion for LWDs: _____

C. Summary of Findings:

Category	High Compliance	Moderate Compliance	Low/No Compliance
Readiness Screening			
Workplace Matching			
Implementation			
Monitoring			
Reporting			

Rating Scale for Compliance

Score Range	Level of Compliance	Description
90% – 100%	High	The school/SDO fully implements the guidelines; all major processes are completed with proper documentation, accommodations, and monitoring in place. Exemplary adherence to the contextualized Work Immersion Guidelines for LWDs.
70% – 89%	Moderate	The school/SDO mostly implements the guidelines; minor gaps exist but do not significantly affect learner safety or outcomes. Most processes are followed, and documentation is generally complete.
50% – 69%	Low	The school/SDO partially implements the guidelines; several gaps affect the quality of implementation. Some

Score Range	Level of Compliance	Description
		processes, documentation, or accommodations are missing or inconsistently applied.
Below 50%	Very Low / Poor	The school/SDO fails to implement the guidelines adequately; key processes are missing or unsafe. Documentation, monitoring, and accommodations are largely absent. Immediate intervention required.

How to Use in the Report

Category	Numerical Compliance (%)	Verbal Description
Readiness Screening	___%	High / Moderate / Low / Very Low
Workplace Matching	___%	High / Moderate / Low / Very Low
Implementation	___%	High / Moderate / Low / Very Low
Monitoring	___%	High / Moderate / Low / Very Low
Reporting	___%	High / Moderate / Low / Very Low

Example:

- If a school completes 8 out of 10 checklist items under Readiness Screening:
  - Numerical Compliance = $(8 \div 10) \times 100 = 80\%$
  - Verbal Description = **Moderate**

D. General Observations

_____

E. Recommendations for Division/Region

_____

LIST OF INDUSTRIES/COMPANIES THAT HIRE LWDS/PWDs

Industries/Companies	Description
Bounty Agro Ventures, Inc. (BAVI)	Known for its Chooks-To-Go franchise, BAVI has been highlighted for successfully employing PWDs in various roles.
Caravan Food Group, Inc. (operates Elait and Overdoughs)	This group has received recognition for its inclusive hiring practices, particularly at their food stalls.
Citihub	This company employs a significant number of PWDs as housekeepers, security guards, and in managerial positions in its various locations.
Lamoiyan Corporation	This is another widely recognized Filipino company for its long-standing practice of hiring persons with hearing impairments.
TTEC Philippines	A major BPO company that actively hosts inclusive job fairs in partnership with the National Council on Disability Affairs (NCDA).
Government Agencies and Non-profit Organizations	**Description**
Department of Labor and Employment (DOLE) Region I	DOLE's integrated livelihood programs provide direct assistance and starter kits for PWDs to start small businesses (e.g., commercial cooking, haircutting). They also certify companies for tax incentives related to PWD employment.
Department of Social Welfare and Development (DSWD) Field Office I	DSWD works with various social welfare and development agencies (SWDAs) and government partners to provide support services and employment opportunities for PWDs.
Regional Committee on Disability Affairs (RCDA Region I)	This committee coordinates efforts across the region to promote the welfare and rights of persons with disabilities, including livelihood and employment.
SM Markets (SM Hypermarket, Savemore)	SM stores frequently employ persons with disabilities, often in roles such as baggers or janitors.

Republic of the Philippines

Department of Education

REGION I

Policy, Planning, and Research Division

ENDORSEMENT OF IMPLEMENTING GUIDELINES

This committee endorses for approval of the **Implementing Guidelines** drafted by *Nary Ann Grace B. Dulay, Jackelyn R. Aguinaldo, and Rodolfo Ligawad Jr. Education Program Supervisors of Curriculum and Learning Management Division (CLMD) DepEd Regional Office I*, relative to the *"Implementation of Work Immersion Guidelines for Learners with Disabilities (LWDs)"* which have undergone the review, evaluation and finalization process of the Policy Review and Development Committee (PRDC) presented on 1st day of December, 2025.

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