COLLABORATIVE EXPERTISE SESSION (CES) GUIDE ON
Work-Based Learning

Collaborative Expertise Session (CES) Guide

on

WORK-BASED LEARNING

for the

Department of Education
Alternative Learning System

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Education Development Center (EDC) is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity.

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ACKNOWLEDGEMENTS

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INTRODUCTION

The Collaborative Learning Sessions (CES), formerly known as the Learning Action Cell (LAC), are a key professional development strategy of the Department of Education (DepEd) to enhance teaching and learning. Focused on mentoring, coaching, and capacity-building, CES supports Alternative Learning System (ALS) teachers in their professional growth at the local level.

Developed in partnership with the DepEd Bureau of Alternative Education (BAE) and funded by USAID's Opportunity 2.0 Program, this CES guide serves as a resource for ALS teachers. It aids in teaching and supporting learners to achieve employment and livelihood goals.

The guide emphasizes employment readiness competencies, rooted in the Work-Based Learning materials developed by the Education Development Center, Inc. as a global resource. These materials, contextualized for the Philippines ALS as part of the Opportunity 2.0 Program's DepEd ALS systems strengthening effort, align with the DepEd ALS Junior High School Curriculum's Learning Strand 4 on Life and Career Skills. Through experiential learning activities, learners gain life and work readiness skills, preparing them for real-world employment opportunities.

The CES guide builds upon the content from EDC's *WRN! Workplace: Work-Based Learning Facilitator's Guide and Learner Handbook*. **It does not replicate the Work-Based Learning Facilitator's Guide. Instead, it helps** implementers use the guide more effectively by offering opportunities to practice its activities and address challenges in teaching Work-Based Learning competencies.

The CES guide consists of the following parts:
- **Overview of Work-Based Learning**: Explains the rationale behind Work-Based Learning activities and their alignment with DepEd ALS Curriculum, particularly Learning Strand 4 on Life and Career Skills.
- **Module 1**: **Introduction to Work-Based Learning:** Highlights the work-based learning continuum and its role in exposing learners to real workplaces and activities to build credentials and track records.
- **Module 2**: **Work Exposure:** Expands on identifying "workplaces" within the community and provides practical tips for conducting work observation.
- **Module 3**: **Preparing for a Longer Time in the Workplace:** Covers job search tips, essential behaviors, and resources to ensure success and workplace safety.
- **Module 4**: **Documenting Work Experience:** Focuses on documenting and evaluating learners' work experiences.
- **Module 5**: **Forward Planning:** Discusses support for learners and potential next steps after completing Work-Based Learning activities.

Each part follows the 4As of learning:

- **Activity:** Engages participants by focusing on key concepts and skills related to the Work-Based Learning materials.
- **Analysis:** Makes learning meaningful by connecting new information with participants' existing knowledge.

- **Abstraction**: Promotes active involvement through hands-on activities, discussions, and collaboration for deeper understanding and retention.
- **Application**: Develops practical skills, mastery, and the ability to implement Work-Based Learning activities and assessments.

This CES guide aligns with the **Philippine Professional Standards for Teachers (PPST)**, supporting professional development for effective delivery of Work-Based Learning activities. It emphasizes:
- Mastery of content knowledge
- Creation of safe, secure, and supportive learning environments
- Nurturing learner diversity
- Use of relevant, collaborative teaching processes and resources
- Use of authentic assessment tools and processes
- Collaborative engagements
- Personal and professional growth

How to Use this CES Guide

This CES guide is for leaders, facilitators, and trainers equipping ALS teachers to deliver Work-Based Learning activities. It can be facilitated by ALS supervisors, Education Program Specialist II for ALS (EPSAs), or ALS teachers themselves who can carry out collaborative learning and planning sessions with their fellow ALS teachers.

This CES guide is **not prescriptive**. However, it suggests the following steps to help the facilitators implement a smooth and productive CES:

Pre-CES
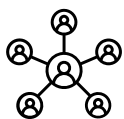
 Organize a Collaborative Expertise Session (CES) with 5 to 15 ALS teachers, tailored to the needs of the school, ALS Community Learning Center (CLC), or the professional learning goals of the ALS teachers.

 Coordinate the CES schedule with members, ensuring everyone's availability and confirming the agreed date, time, and venue.

 Assign key roles including a CES leader (e.g., school/CLC head), facilitator (e.g., school/CLC head or master teacher), documenter (a CES member), and members. The CES leader may also act as the facilitator. If needed, invite an external resource person for topics beyond the facilitator's expertise.

 Thoroughly read the CES guide and related materials. Share copies of the CES guide with members and ensure they review it, along with the **WRN! Workplace: Work-Based Learning Facilitator's Guide and Learner Handbook**.
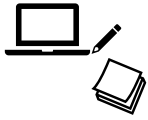
Prepare necessary materials, such as a laptop, projector, whiteboard, pens, and relevant resources like research reports, articles, or books to enhance the discussion.

Conduct a pre-CES competency assessment before starting the session. Each module in this CES guide contains learning objectives and a list of competencies that may be addressed by each session.

During CES

Facilitate collaborative learning and planning using the W*ork-Based Learning* CES Guide.

Make adjustments and modifications (e.g., activities, time allotment) as necessary to suit the context and needs of the CES members.

Post-CES

Administer the post-CES competency assessment at the end of each session.
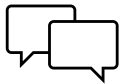
Provide feedback to the CES members. Encourage them also to express their insights and suggestions, if there are any, to improve the implementation of the succeeding sessions.

Lastly, here are a few more tips to make your CES more meaningful and effective:

Contextualize the CES Guide: Ensure activities in the guide are appropriate for your CES members by considering group size, challenges, and local practices. Adjust activities to make them more relatable and impactful for participants.

Adjust Time Allotments: Use the suggested time as a guide but modify it based on members' capacities. New teachers may need more time for tasks, while experienced teachers might complete them faster or require extended time for in-depth discussions.

Gather Resources: Use the ***WRN! Workplace: Work-Based Learning Facilitator's Guide and Learner Handbook*** as primary references, supplemented by the ***DepEd ALS Curriculum Guide***. Explore additional resources like videos, reports, or online tools to enrich the sessions.

Moreover, here is a link to online materials that you may potentially find useful, including a supplementary presentation deck and video on Work-Based Learning: https://tinyurl.com/WBLCESmaterials.

Resources

Having the following resources is recommended to make the CES more efficient:

1. **Equipment**
   - laptop or tablet with appropriate cables/adaptors
   - projector and screen
   - audio system, e.g., microphone and speaker (depending on the venue, if necessary)
   - Internet connection (use online activities if these are available and reliable; otherwise, refer to the offline alternatives provided in the session guide)

2. **Teaching materials and teaching aids**
   - CES Guide on Work-Based Learning
   - WRN! Workplace: Work-Based Learning Facilitator's Guide
   - DepEd ALS Curriculum Guide
   - Whiteboard, blackboard, or a flipchart
   - Marker pens or chalk
   - Blank paper or meta cards
   - Sticky tape and scissors

3. **Possible fund sources to support the CES**
   - Division/School MOOE
   - Special Education Fund (SEF)
   - Barangay Local Government Unit (Barangay LGU)
   - Private individuals or private organizations
   - Non-Government Organizations (NGO's)

OVERVIEW OF THE WRN WORKPLACE: WORK-BASED LEARNING

The **Work Ready Now (WRN) Workplace: Work-Based Learning** program, developed by EDC, provides ALS learners with hands-on experience in real work environments to prepare them for meaningful employment.

A pilot Philippine ALS version, implemented through the USAID Opportunity 2.0 Program in partnership with DepEd BAE, was refined based on pilot results. The updated materials fully align with the DepEd ALS curriculum and the ALS Junior High School A&E Program, particularly the Learning Strand 4 on life and career skills.

Learning Strand 4 focuses on practical, experience-based learning to develop essential life and career skills, supporting personal growth and employment readiness. The Work-Based Learning materials ensure ALS learners are equipped to navigate the workforce after completing the activities.

The enhanced features of the ALS Work-Based Learning materials include:
- Alignment with the DepEd ALS A&E Curriculum Guide for Learning Strand 4 on Life and Career Skills (Junior High School level)
- ALS curriculum tagging for each module
- Hands-on activities, simulations, and worksheets
- Tips for using pre- and post-assessments and addressing common content challenges
- Assessment rubrics and guidance on providing constructive feedback on learner performance
- References to supplementary materials and websites for enrichment and deeper content mastery by teachers and learners

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Understand how *Work-Based Learning* supports the DepEd ALS Curriculum	✔						
2. Identify how the *Work-Based Learning* activities correspond to the real-world needs of ALS learners				✔			
3. Locate the *Work-Based Learning* activities within the DepEd ALS Learning Strand 4				✔			

Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

This CES does not require any prerequisite knowledge and skills, but it would facilitate the learning session if the CES members are familiar with the DepEd ALS Learning Strand 4 competencies related to wage employment.

Duration

The entire session requires two (2) hours.

Process

Preliminaries
[Total: 5 minutes]

1. Welcome the CES members and introduce yourself as the CES leader and/or facilitator. Introduce the rest of the CES, including the facilitator (if applicable), documenter, and members.
2. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
3. Provide an overview of the CES.
4. Go through the session objectives.

Activity
[Total: 30 minutes]

This session will utilize a mind-mapping activity to understand how *Work-Based Learning* supports the delivery of the DepEd ALS Learning Strand 4.

The mind-mapping activity can be done online using digital tools such as ClickUp, Miro, and Creately, among others.
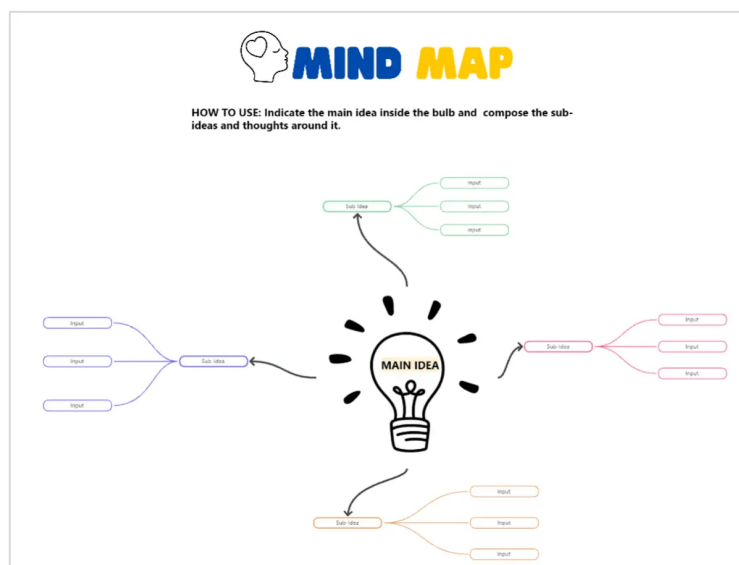
Mind map using ClickUp
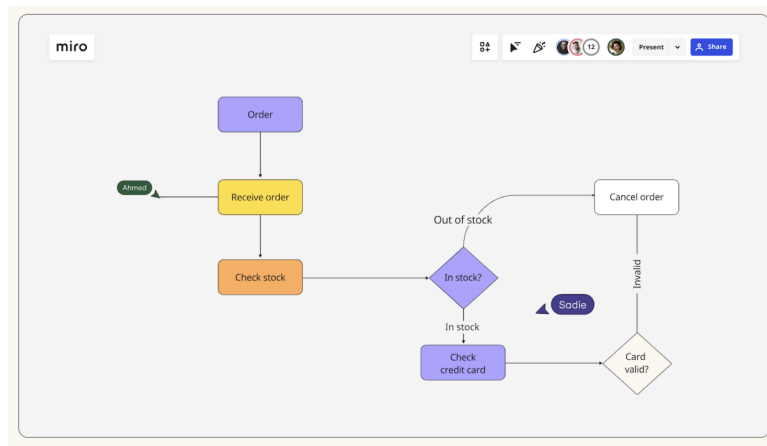
Mind map using Miro
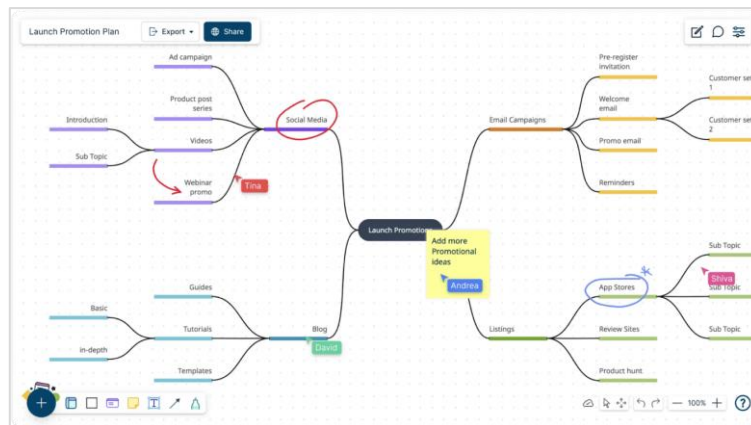
Mind map using Creately

Photo credit: (Somanathan, 2024)

Alternatively, the mind-mapping activity can be done using a whiteboard, blackboard, or flipchart and marker pens.

1. Divide the CES members into smaller groups. Ideally, each group should have a maximum of five (5) members to encourage a meaningful discussion.
2. Provide each group with mind-mapping materials, e.g., an online tool or a whiteboard with marker pens.
3. Provide the following prompts in creating the mind-map (each group will do the same mind-map activity for 15 minutes):
   a. Place "Work-Based Learning" as the central node or idea.
   b. Add subsequent branches stemming from the central idea reflecting on the following questions:
      - What comes to mind right away when you hear "Work-Based Learning"?
      - What do you think is its main objective/s?
      - What are possible components or practices that contribute to achieving the objective/s?
4. Ask each group to present their output (3-5 minutes per group).
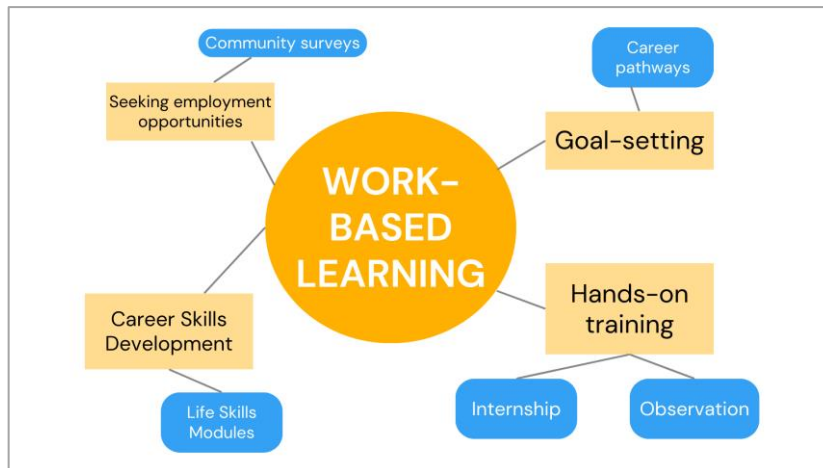
Sample mind-map

Analysis
[Total: 20 minutes]

Discuss the following with the CES members:

1. What common concepts surround *Work-Based Learning*, as we have seen in the mind maps?
2. What specific ideas in the mind map directly contribute to developing a job-ready ALS learner?
3. How does the concept of Work-Based Learning relate to the competencies of Learning Strand 4 on Life and Career Skills in the DepEd ALS Junior High School Curriculum?

Abstraction
[Total: 30 minutes]

Building on the group output, explain the key features of *Work-Based Learning* and how they support the DepEd ALS Learning Strand 4.

Work-Based Learning *(Work-Based Learning Facilitator's Guide, "What is Work-Based Learning")*	DepEd ALS Learning Strand 4 *(ALS A&E Curriculum Guide for JHS)*	
Real-World Relevance		
● Provides structured learning opportunities in real work environments ● Allows learners to explore different types of work and industries through work exposure and work experience to help them make better career decisions	● Prepares learners for the workforce by developing their life and career skills, thus making them productive members of society ● Helps learners develop and attain a proficient level of learning competencies for employment under career skills ● Learning competencies:	
	Developing Level	**Proficient Level**
	Identify various eligibilities for employment.	Determine ways by which one's eligibility could be enhanced for possible employment.

Work-Based Learning *(Work-Based Learning Facilitator's Guide, "What is Work-Based Learning")*	**DepEd ALS Learning Strand 4** *(ALS A&E Curriculum Guide for JHS)*	
	Survey the industries in the community that require employment.	Determine one's suitability for the available employment opportunities in the community.
	Identify the process and steps in developing an employment career pathway.	Develop own career pathway for employment.

Skills Development

● Challenges learners to present themselves to employers, build professional networks and practice work-related skills through work exposure and work experience	● Develops career skills (e.g., employment) which learners can apply to decide on their career pathways ● Helps learners develop and attain a proficient level of learning competencies for work habits under life skills ● Learning competencies:

Developing Level	Proficient Level
Identify employment information and resources for finding employment.	Map the identified possible employment opportunities in the community.
Identify steps in applying for a job.	Prepare necessary documents for job application.
Identify appropriate work habits and behaviors.	Assess one's work habits and attitudes.
Identify ways on ensuring proper time management.	Prepare a plan on ensuring proper time management.

Holistic Development

● Provides opportunities for overall development, such as interacting with real customers, building relationships with employers, and understanding the nature of work	● Promotes self-awareness, interpersonal and social skills necessary for personal and career growth ● Helps learners develop and attain a proficient level of learning competencies for personal development under life skills ● Learning competencies:

| Work-Based Learning
(Work-Based Learning Facilitator's Guide,
"What is Work-Based Learning") | DepEd ALS Learning Strand 4
(ALS A&E Curriculum Guide for JHS) | |
|---|---|---|
| | **Developing Level** | **Proficient Level** |
| | Determine principles of goal setting and the ways by which these could be achieved. | Specify one's goals and the ways by which these could be achieved. |
| | Identify ways on how to learn and acquire new skills and new information. | Point out skills that should be enhanced or learned and new information to be acquired to improve one's productivity. |

Application
[Total: 30 minutes]

1. Distribute meta cards and markers to each group.
2. Have groups identify learning competencies from their mind-maps that align with ALS Learning Strand 4 (20 minutes).
3. Have groups write each competency on a meta card.
4. Ask CES members to post the meta cards on a wall or board.
5. Synthesize the responses by linking them to the tagged competencies in the Work-Based Learning Facilitator's Guide (10 minutes). Note that not all tagged competencies may surface during the CES. Assure members that this is expected and that they will get more familiar with other competencies as they go throughout the sessions.

Closing
[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the Post-CES Competency Assessment Checklist (Annex B).
3. As may be necessary, identify the topic and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.

MODULE 1: INTRODUCTION TO WORK-BASED LEARNING

This CES module complements **Module 1** of the *Work-Based Learning Facilitator's Guide*, emphasizing the Work-Based Learning continuum and its role in exposing learners to real workplaces to build credentials and track records.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Understand work-based learning and its importance to the learners as they build their skills for the actual workplace			✔				
2. Discuss the different ways on how to empower the learners to find their own workplace			✔				
3. Role-play certain scenarios between the employer and learners to better understand the learners' potential needs		✔					

*Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator's Guide prior to this CES, particularly:
● Notes to the Facilitator
● Activity 1: Introductory Activities
● Learner Handout 1: Work-Based Learning Continuum
● Activity 2: Goals and Structure of the DepEd ALS Work-Based Learning Sessions
● Activity 3: Using Work-Based Learning to Achieve Your Goals
● Activity 4: Involving Family in Work-Based Learning

Duration

The entire session requires approximately two (2) hours.

However, it may require additional 15-20 minutes to go through all or some of the expanded ideas in each session. These tips may, however, be given as self-directed learning materials to the CES members.

Process

Preliminaries
[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).

2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity
[Total: 10 minutes]

1. Ask the CES members to form four (4) groups.
2. Encourage them to recall their very first job and think of any advice that they could give their younger selves who were trying to land their first job (5 minutes).
3. Have them share those pieces of advice with the small group (5 minutes). Note that they will stay with the same group throughout the session.

Main Activity
[Total: 20 minutes]

1. Next, assign the following Module 1 activities to each of the four groups.
   ● Activity 1: Introductory Activities
   ● Activity 2: Goals and Structure of the DepEd ALS Work-Based Learning Sessions
   ● Activity 3: Using Work-Based Learning to Achieve Your Goals
   ● Activity 4: Involving Family in Work-Based Learning
2. Give the CES members 10 minutes to go through their assigned activity, paying close attention to the activity objectives, steps, and provided tools.

Analysis
[Total: 20 minutes]

1. Have each group summarize and present key points of their activity (3 minutes per group).
2. Discuss:
   ● How do the activity objectives support learners' work readiness?
   ● Are the steps sufficient to achieve the objectives? If not, what modifications could enhance or contextualize them?
3. What additional considerations are needed when teaching Work-Based Learning Module 1?

Abstraction
[Total: 30 minutes]

Say: To better prepare for the delivery of *Work-Based Learning* Module 1, let us go through some suggested tips that you may find helpful during the process.

1. Introducing the concept of work-based learning and the *Work-Based Learning* activities

Say: The *Work-Based Learning Continuum* (see following below) provides a visual representation of how learners can acquire work readiness skills through a series of learning experiences. *Work-Based Learning* activities focus on work exposure and work experience.

Work-Based Learning Continuum

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SOFT SKILLS	WORK READINESS SKILLS	WORK EXPOSURE	WORK EXPERIENCE	INTERNSHIPS	POST WORKPLACE	THE WORLD OF WORK
• Integrated into classroom instruction • After-school engagement	• Work-based learning is integrated into work readiness instruction • Go to real workplaces to apply learning	• Learning through looking • Short workplace visits	• Learning by doing real tasks • A few days in a workplace	• Structured work in a workplace • 2-3+ months • Recorded in a logbook	• Recording learning • Seeking further opportunities	Wage Employment Self-employment Further Study Community Service
• Social and emotional learning • Positive self-concept • Self-control • Communication • Higher-order thinking • Emphaty	• Identify career pathway • Goal setting • Community mapping • Peer support • CV and application letters • Customer service • Financial and business literacy	• Work observation • Informational interviews • Job shadowing • Group field trips .... • Building relationships with employers • Building CV and track record	• 1-2 days to make career choices • 5-15 days for experience • 3-6 weeks of extended work experience • Recording learning • Developing portfolio and CV	• Youth identify opportunities • Supervised by an employee • Connected to area of study • Documented for graduation	• Updating CV and portfolio • Debrief and reflection on the experience • Thanking the employer • Making decisions about future work	

Say: Through work exposure, learners learn by looking and listening. Eventually, the learners do real tasks as they are immersed in work experience.

(**Note to the CES facilitator**: It would be good to highlight that *work exposure* and *work experience* can help the learners reach their goals of finding a job or livelihood. To learn more about the process of *Work-Based Learning*, refer to *"How Does Work-Based Learning Work"* section of the Facilitator's Guide.)

Say: Before starting, it is important that the ALS teacher, as the *Work-Based Learning* facilitator, explains the purpose of doing all the activities with the ALS learners. What can the learners achieve upon completing all the tasks? How will this be useful for them? What benefits will they get after finishing the activities? Below are the goals and benefits of work-based learning:

GOALS	BENEFITS
1. Build a professional network	1. More job and business opportunities
2. Practice work-related skills	2. Elevated career prospects
3. Sample different types of work	3. Avoidance of job mismatch
4. Prepare for internship	4. Successful internship experience
5. Master job-focused skills	5. Better preparedness for employment and self-employment

2.   Explaining the facilitator's role in *Work-Based Learning*

Say: Your role is to facilitate sessions from the Facilitator's Guide, not to place learners in workplaces. Instead, empower them to find their own by suggesting people or workplaces they can approach. Community mapping can be a valuable tool for both you and the learners.

3.   Setting expectations

Say: Setting expectations involves clearly communicating goals and responsibilities, starting from the first Work-Based Learning session. For details on learner roles, refer to the "What is Expected of Participating Learners?" section in the Facilitator's Guide. Begin each module by aligning expectations with its objectives.

4.   Being a good communicator

Note to CES facilitator: Some tips on interacting with learners may be found in *"Communicating with Learners"* section of the Facilitator's Guide. Encourage the CES members to check those.

Say: Even after going over the Life Skills Modules and other resources, some learners might still have concerns about meeting the expectations. As their facilitator, you need to effectively acknowledge their concerns as a sign of care and support. Avoid downplaying their concerns or invalidating what they feel. Here are some examples of invalidation statements that may unintentionally discourage learners from seeking further guidance:

Here are some suggestions on what you can do when learners share their concerns:

- **Be present.** Whether the conversation is face-to-face or online, give your full attention as this is one of the best ways to make them feel heard.
- **Let them talk.** As facilitators who are very much willing to help our learners, there are instances when we want to react or respond right away. While the intention is good, this may interrupt the learners and keep them from continuing with the conversation. Practice active listening–listen intently first and stay silent while they are still expressing their concerns. This will allow you to better understand where the learner is coming from and offer the right kind of support needed.
- **Encourage reflection and offer guidance accordingly.** After the learners are done sharing their initial worries, try asking them if they think there is a more specific or underlying reason behind their concern. Make sure learners are given the opportunity to express themselves fully before jumping back into the activities.

5. Building learner's capacity

Say: When discussing what is expected from the learners, some of them might not feel confident in finishing the activities. In this situation, some helpful resources include the ALS Life Skills Modules. These are designed to equip the learners with basic knowledge and skills to enhance their ability to find work or start their own business. There are nine modules, namely:

Module 1 – Personal Development

Module 2 – Interpersonal Communication

Module 3 – Leadership and Teamwork

Module 4 – Work Habits

Module 5 – Health and Safety at Work

Module 6 – Rights and Responsibilities

Module 7 – Financial Fitness

Module 8 – Exploring Entrepreneurship

Module 9 – Civic Engagement

Optional question: How can ALS learners who are undertaking Work-Based Learning activities build on knowledge and skills gained from the ALS Life Skills Modules? (*Allot 5 minutes for sharing from the CES members*)

Say: Completing the ALS Life Skills Modules equips learners with skills applicable to Work-Based Learning and beyond, encouraging self-reflection on their strengths, making them more productive and engaged. This awareness helps them focus energy on challenges, achieve positive outcomes, and build confidence in their abilities.

Application
[Total: 20 minutes]

1. Ask the CES members to go back to the groupings from the previous activities.
2. **Say:** Having covered the basics of Work-Based Learning, including work exposure and experience, consolidate your learning by planning upcoming sessions with ALS learners. In small groups, complete the graphic organizer based on insights from this CES (10 minutes).

CONCEPT DEFINITION AND REFERENCE IN THE MODULE	TEACHER PREPARATIONS AND INSTRUCTIONS
	CONCEPT
FREQUENTLY ASKED QUESTIONS	EXPECTED STUDENT ACTIONS

Here are samples of what may be written on the graphic organizer:

●   **Concept:** Work-Based Learning

●   **Concept definition and reference in the faci guide module:** A series of steps where learners gain gradual experience and responsibility in a workplace [*Family Handout 3: Work-Based Learning Frequently Asked Questions (FAQ)*

●   **Teacher Preparations and Instructions:**

-   Review all necessary materials and activities before meeting learners (e.g., Module 1 Activity 1, Learner Handout 1: Work-Based Learning Continuum).
-   Familiarize yourself with facilitation guidelines, objectives, and session timelines.
-   Consider the ALS learners' backgrounds and contextualize discussions accordingly.

●   **Frequently Asked Questions by Learners:**
-   What should I know before participating in work-based learning?
-   How can I prepare for work-based learning?

●   **Expected Learner Actions:**
-   Share general ideas about the type of workplace they want to explore.
-   Review relevant handouts (e.g., Learner Handout 1: Work-Based Learning Continuum).

3. Ask at least two groups to briefly share their filled out graphic organizers to the bigger group.
4. **Say:** Expect to complete graphic organizers at the end of each CES. Initially, this will be done in groups or pairs, eventually transitioning to individual work. To enhance learning, create personal graphic organizers after each session and take photos of group outputs for reference.

Assessment Administration Tips
[Total: 10 minutes]

1. Have CES members complete the Module 1 End-of-Module Assessment to evaluate their understanding. Discuss common errors to address misunderstandings and guide them in writing personal reflections using the reflection sheet.
2. Process the Work-Based Learning Pre-Test, Session 1 Reflection Sheet, and End-of-Module 1 Assessment based on Module 1 content.
3. Reassure learners that assessments are not meant to disqualify them but to gauge their knowledge and provide support. The Pre-Test helps facilitators tailor sessions, while the End-of-Module Assessment checks progress and identifies areas needing improvement.
4. If learners struggle with certain topics, revisit the Facilitator's Guide definitions and use answer keys as references. Focus on addressing common mistakes rather than reviewing every item in detail.
5. Emphasize that Reflection Sheets have no right or wrong answers. They help learners identify challenging concepts and clarify their understanding.
6. Provide written feedback highlighting strengths and areas for improvement using the Sandwich Method—constructive feedback placed between positive comments.

Example: "I see that you were able to pick up on the importance of work-based learning [*positive feedback*]. However, you still seemed confused as to where you want to be placed. You might want to do some more research about the types of workplaces where you could be placed at [*negative or constructive feedback*], but it's good that you already have an initial understanding of what needs to be done [*positive feedback*]."

Closing
[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the Post-CES Competency Assessment Checklist (Annex B).
3. Identify the topic, prerequisites, and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.
5. Encourage them to ponder once more over their early work experiences and capture this experience by using a quote or mantra that they may share with their ALS learners.

Some examples of work mantras are as follows:
● "*Do not wish for it. Work for it.*" - Unknown
● "*It always seems impossible until it is done.*" - Nelson Mandela

MODULE 2: WORK EXPOSURE

This CES guide module complements **Module 2 of the Work-Based Learning Facilitator's Guide.** It tackles expanding the concept of "workplaces" in the community and provides practical tips for conducting work observation.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Understand the process of community mapping		✔					
2. Recognize various kinds of workplaces available in the community that may aid in learner placement						✔	
3. Collect basic information on workplaces within the community		✔					

* Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator's Guide prior to this CES, particularly:
- Activity 2: Community Mapping
- Activity 3: Work Observation
- Learner Handout 2: Explanation of Workplace Observation (Work Exposure)
- Learner Handout 3: Workplace Observation Form
- Activity 2: Informational Interviews
- Learner Handout 4: Explanation of an Informational Interview (Work Exposure)

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries
[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity
[Total: 10 minutes]

1. Ask CES members to list all workplaces in their community within two (2) minutes.
2. Pair them up to compare lists, highlighting potential workplaces for learner observations (5 minutes).

Main Activity
[Total: 15 minutes]

1. Ask the CES members to form three (3) groups. Assign them the following Module 2 sections:
   - Group 1: Session 2 – Activity 3: Work Observation and Learner Handout 2: Explanation of Workplace Observation (Work Exposure)
   - Group 2: Session 2 – Activity 3: Work Observation and Learner Handout 3: Workplace Observation Form
   - Group 3: Session 3 – Activity 2: Informational Interviews and Learner Handout 4: Explanation of an Informational Interview (Work Exposure)
2. Give the groups 15 minutes to go through their assigned sections, paying close attention to the activity objectives, indicated steps, and provided tools. They may also review their list of workplaces.

Analysis
[Total: 20 minutes]

1. Ask each group to summarize and present the key points of their assigned activity (3 minutes per group).
2. After the allotted time for group presentations, **ask** the following:
   - What insights have you gained about Work-Based Learning from the activities?
   - How do the activities allow the learners to deepen their understanding of the workplace and preparing for employment?
   - Is there any additional information that the learners should know about work observation and informational interviews?
   - How might learners find out about different potential workplaces in their local community?

Abstraction
[Total: 30 minutes]

Say: To better prepare for the delivery of the *Work-Based Learning* Module 2, let us delve deeper into some concepts already presented in the Facilitator's Guide:

1. **Finding Workplaces in the Community**
   While finding workplaces is primarily the learners' responsibility, facilitators can assist by identifying good matches and tracking learner activities. Here are ways to gather additional information about local workplaces:
   - **Explore**: Observe and list workplaces in your area during daily outings. You might discover new or previously unnoticed places.

- **Inquire**: Ask people you interact with about their workplaces or check with the barangay for a list. Online searches can also help.
- **Brainstorm**: Collaborate with others to create and regularly update a community workplace list.

2. **Considering Small Workplaces for Work-Based Learning**
   Workplaces don't have to be large corporations or franchises. Small, local businesses are also suitable for work-based learning opportunities. Below are a few examples of these small-scale businesses as well as possible roles for the ALS learners assigned in such workplaces:

BUSINESS	DESCRIPTION	POSSIBLE ROLES FOR WORK-BASED LEARNERS
Carinderia/ Eatery	Freshly cooked meals are unbeatable, but not everyone has time to prepare them. Busy individuals often seek healthier options that are just as convenient as fast food.	Cook/cook's assistant, dishwasher, inventory personnel, delivery person, cashier
Water Station	Faucet tap water isn't always safe to drink, so people either boil it or buy purified water. Since water is essential for survival, this presents a profitable business opportunity.	Inventory personnel, delivery person, cashier

To see additional examples of small workplaces that may be found in your community, refer to Annex C.

1. **Introducing Community Mapping**
   Community mapping, as outlined in **Activity 2**, involves identifying potential workplaces in the community that align with learners' career goals and interests. It increases awareness of various workplace options, from small businesses to multinational companies.

   While facilitators are not responsible for placing learners, assisting with community mapping can motivate them and support the completion of their 16-hour work experience.

Application
[Total: 25 minutes]

1. Ask the CES members to go back to the groupings from the previous activity.
2. **Say:** In the previous CES, we used graphic organizers to map key concepts for ALS learners. Today, we'll do a similar activity based on new learnings. You'll have 10 minutes to complete the graphic organizers in small groups.

CONCEPT DEFINITION AND REFERENCE IN THE MODULE	TEACHER PREPARATIONS AND INSTRUCTIONS
FREQUENTLY ASKED QUESTIONS	EXPECTED STUDENT ACTIONS

CONCEPT
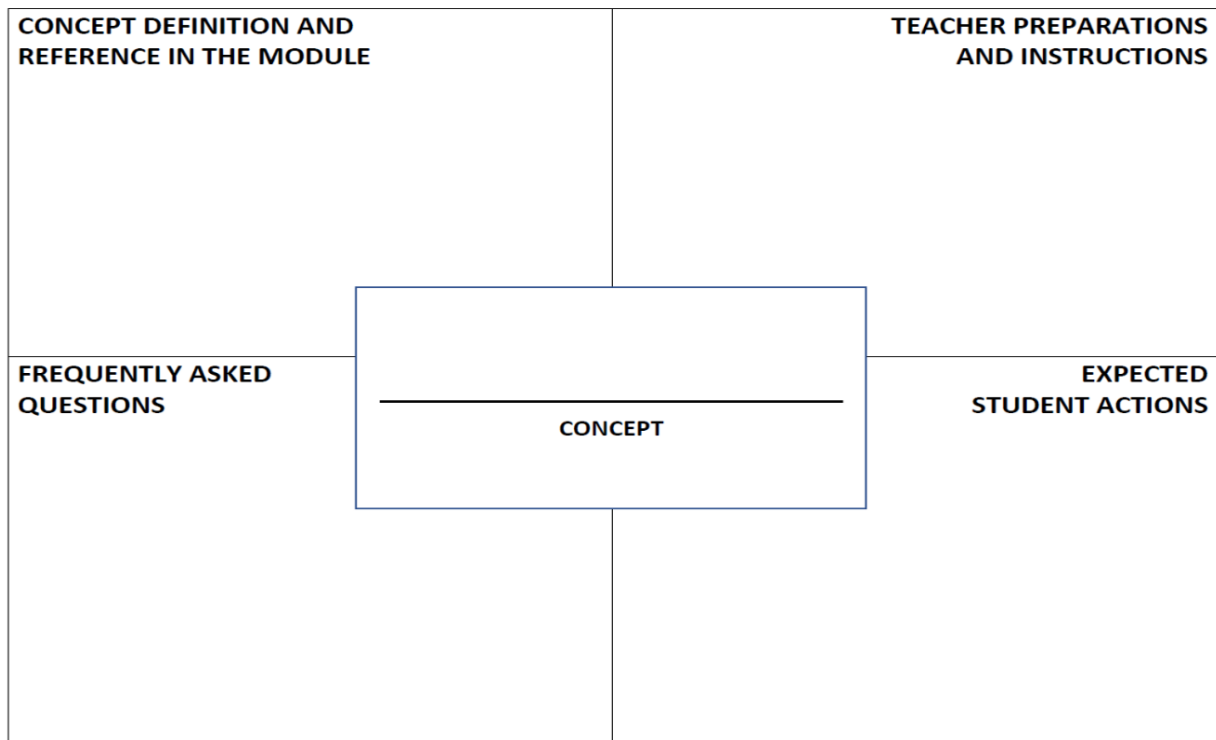
3. Ask the three groups to briefly share their filled out graphic organizers.
4. **Say:** Thank you for sharing your graphic organizers. Collaborative exercises are valuable for learning from others, but it's also recommended to create your own to address your learners' unique needs. Feel free to take photos of today's graphic organizers as a reference. In the next CES, you'll complete graphic organizers in pairs or triads. It may seem challenging at first, but you'll adapt quickly.

Assessment Administration Tips
[Total: 10 minutes]

1. Have CES members complete the Module 2 End-of-Module Assessment to evaluate their understanding, address common errors, and clarify misunderstandings. Encourage them to write personal reflections using the reflection sheet.
2. Consider how you will process the Reflection Sheet and End-of-Module Assessment based on Module 2 content.
3. Remind learners there are no right or wrong answers on the Reflection Sheet. Encourage honest responses to identify strengths, peak moments, and areas for improvement.
4. Use the answer key to review the End-of-Module Assessment and provide feedback using the Sandwich Method, both orally and in writing.

Closing
[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the Post-CES Competency Assessment Checklist (Annex B).
3. If necessary, identify the topic and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the second CES.
5. Encourage them to reflect on this: On a scale of 1-5 with 1 being the lowest and 5 being the highest, how confident are you that you can help the learners find a workplace? How can you improve that rating so you may be more confident as a learning facilitator?

MODULE 3: PREPARING FOR A LONGER TIME IN THE WORKPLACE

This CES guide module complements **Module 3 of the Work-Based Learning Facilitator's Guide.** It discusses tips, behaviors or characteristics, and resources needed to succeed in a job search and ensure the learner's safety in the workplace.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. Review essential life skills that will assist ALS learners in exploring work opportunities.						✔	
2. Be familiar with resources that learners may need for Work-Based Learning						✔	

*Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator's Guide prior to the conduct of this CES, particularly:
● Learner Handout 6: Ideas for Finding Workplaces
● Activity 2: Life Skills in the Workplace
● Trainer Tool 2: Resources Required for Work-Based Learning
● Learner Handout 9: Explanation of Job Shadowing (Work Exposure)

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries
[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity
[Total: 20 minutes]

Ask the CES members to do the following:
1. Pretend that they are a first-time jobseeker in the current year/setting.
2. Within two (2) minutes, list down all the tips and methods they could think of to find a job.

3. Form four (4) groups and share what they have written down, taking note of the most common ideas within the small group (5 minutes).
4. Ask one representative per group to present the three (3) of the most common ideas that surfaced during their discussion (3 minutes per group).

Main Activity
[Total: 15 minutes]

1. Using the previous groupings, assign each group to one of the four select materials in Module 3, specifically:
   ● Learner Handout 6: Ideas for Finding Workplaces
   ● Activity 2: Life Skills in the Workplace & Learner Handout 7: Life Skills in the Workplace
   ● Trainer Tool 2: Resources Required for Work-Based Learning
   ● Learner Handout 9: Explanation of Job Shadowing (Work Exposure)
2. Give the CES members 10 minutes to go through their assigned section, paying close attention to the activity objectives, indicated steps, and provided tools.

Analysis
[Total: 20 minutes]

1. Ask the CES members to summarize and present the key takeaways focusing on the most essential parts (3 minutes per group).
2. After the presentations, ask the following:
   • Reflect on the tips shared during the warm-up activity. Are they applicable to the ALS learners you'll guide? Why or why not?
   • What should ALS learners prepare for when identifying workplaces to observe and learn from?
   • What risks and challenges might learners face when finding workplaces to observe, and how can they mitigate these risks?

Abstraction
[Total: 25 minutes]

1. Synthesize the output and relate how these group insights contribute to the learners' ability to build and sustain healthy working relationships.
2. If necessary, recommend other steps that may help achieve the activity's objectives when applied during the actual sessions with ALS learners.

Application
[Total: 20 minutes]

1. **Say:** Form pairs or triads and complete a graphic organizer based on today's learnings, just like in previous CES sessions. You won't present to the group immediately; further instructions will follow. You have 10 minutes.

CONCEPT DEFINITION AND REFERENCE IN THE MODULE	TEACHER PREPARATIONS AND INSTRUCTIONS
FREQUENTLY ASKED QUESTIONS	EXPECTED STUDENT ACTIONS

CONCEPT
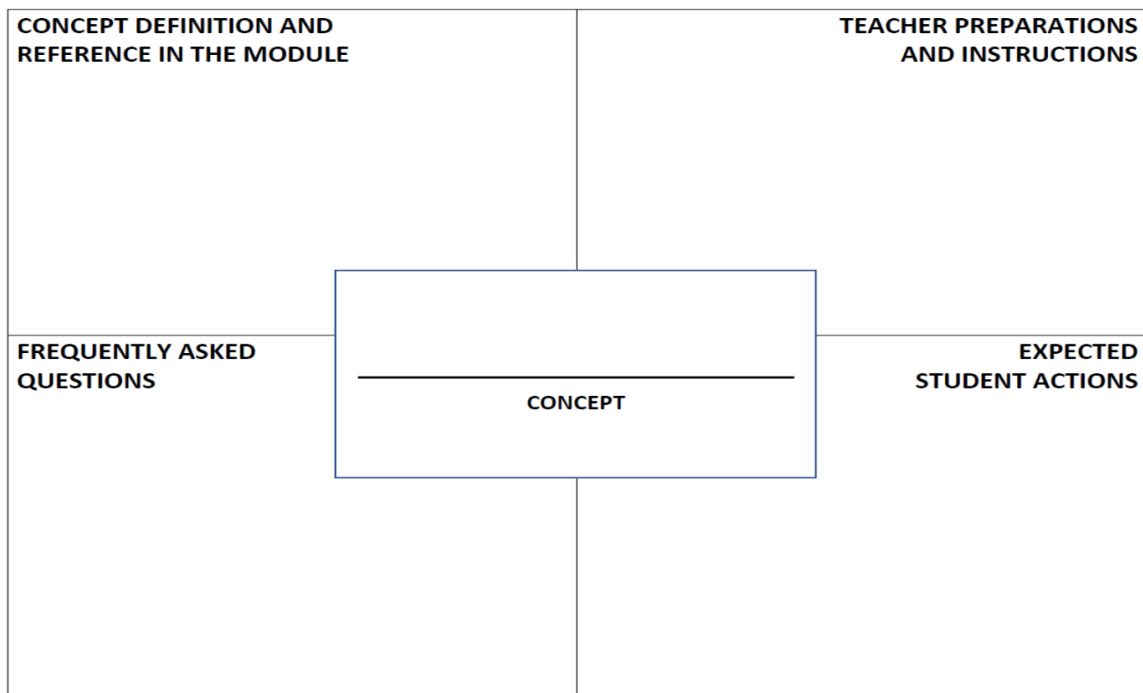
2. After 10 minutes, have pairs/triads exchange graphic organizers. Allow five (5) minutes for members to review and note good practices to adapt, as well as provide suggestions for improvement.
3. Once the review is complete, return the graphic organizers to their original owners. Ask up to three (3) volunteers to share their outputs and any comments received. Highlight promising action steps or probe interesting points if time allows.
4. Conclude by thanking the volunteers and acknowledging the growing comprehensiveness of the graphic organizers.

(**Note to the CES facilitator**: you may include some more personalized feedback on the overall quality of the graphic organizers so far, if appropriate. Use the Sandwich Method when giving feedback.)

Say: Please keep up the good work and feel free to take photos of today's graphic organizers. You may find them handy when making your own.

Assessment Administration Tips
[Total: 10 minutes]

1. Have CES members complete the Module 3 End-of-Module Assessment to evaluate their understanding, address common errors, and clarify misunderstandings. Encourage them to write personal reflections using the reflection sheets.
2. Reassure learners that the three (3) Reflection Sheets for Sessions 4-6 are not evaluations but tools to capture their insights and learnings.
3. For the Session 4 Reflection Sheet, guide learners to visualize their target job options and relate them to their interests, helping clarify their goals for job placement.

4. For the Session 5 Reflection Sheet, suggest using answers from Session 4 as a reference for their thought process.
5. For the Session 6 Reflection Sheet, encourage honest responses, especially about challenges and ways to overcome them, as these will serve as valuable future references.
6. Use the answer key to process the End-of-Module Assessment and encourage learners to seek clarification on difficult concepts. Provide feedback using the Sandwich Method.
7. Congratulate learners on being more than halfway through the Work-Based Learning modules.

Closing
[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the Post-CES Competency Assessment Checklist (Annex B).
3. As may be necessary, identify the topic and schedule for the next CES session.
4. Thank the CES members and congratulate them for completing the 3rd CES session.
5. Encourage them to write down a quote or affirmation that motivates them to do their work well. They may share this with their learners as they facilitate the *Work-Based Learning Learning* sessions.

MODULE 4: DOCUMENTING WORK EXPERIENCE

This CES guide module complements **Module 4 of the Work-Based Learning Facilitator's Guide.** It focuses on documenting and evaluating the learners' work experience.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. Learn how to properly document work experiences							✔
2. Practice reflective thinking							✔
3. Proofread the work of others					✔		

*Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator's Guide prior to this CES, particularly:
● Activity 2: What is Work Experience
● Trainer Tool 4: The Purpose of Work Experience
● Activity 3: Preparing for Work Experience
● Learner Handout 12: Informative Meeting with a Potential Host Employer
● Learner Handout 13: Informative Meeting with a Potential Host Employer – Preparation Worksheet
● Learner Handout 14: Work Experience Preparation Checklist
● Employer Handout 2: Employer Agreement with a Learner
● Learner Handout 15: ALS Program Learner Work Placement Agreement
● Learner Handout 17: Record of Work Experience

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries
[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity
[Total: 25 minutes]

1. Ask CES members to recall the definition, purpose, and preparation for work experience, referring to Activities 2 and 3 of the Facilitator's Guide (5 mins).
2. Divide CES members into three (3) groups. Have each group discuss how they document work experiences (e.g., reports, journals, emails, notes) and write responses on meta cards (one idea per card) or the board if meta cards are unavailable (10 mins).
3. Groups discuss successes and challenges in documenting work experiences (notes only, no meta cards).
4. Post meta cards or write responses on the board/wall.

Main Activity
[Total: 15 minutes]

Ask the CES members to do the following:
1. Bring out a copy of Learner Handout 17: Record of Work Experience.
2. In 10 minutes, complete the form based on the work done recently. The meta cards on the board may be used for reference.
3. Exchange handouts with a seatmate.
4. Proofread the work of the seatmate for five (5) minutes.
5. Return the handouts to the original owner.

Analysis
[Total: 20 minutes]

1. As a big group, discuss the experience in filling out the handout and proofreading the work of others (allot 5 minutes for the discussion).
2. After the discussion, ask the following:
   ● Why do you think documenting your work experiences is important?
   ● Based on your group discussions, what are the common good practices and challenges in documenting work experiences?
   ● What do you think is the role of proper documentation in one's career growth?
3. Synthesize the responses and relate how documenting work experiences is an important skill that ALS learners should learn as they go through the *Work-Based Learning* activities.

Abstraction
[Total: 15 minutes]

Say: ALS learners need strong documentation skills for job applications. Learner Handout 17: Record of Work Experience must be completed daily, detailing personal/professional information, activities, tasks, new skills/knowledge, and tools or equipment used.

Here are some additional tips for the learners on how to properly document their tasks:

● **Gather Background Information:** Ensure accuracy for the company name, address, sector, contact person's name, position, and contact number.

- **Set and Track the Schedule:** Record daily dates, time in/out, and hours worked to easily calculate total hours.
- **Document Daily Activities:** Log tasks, tools, and equipment used with complete and accurate details at the end of each day for clarity when supervisors review.
- **Reflect on the Day:** Assess new knowledge/skills learned and evaluate if the job aligns with personal goals. Ask, "What new knowledge and/or skills did I learn today?" Reflection becomes easier with practice.
- **Proofread Carefully:** Double-check spelling and grammar before requesting a supervisor's signature. Peer proofreading is helpful.
- **Organize and Back Up Files:** File signed documents properly and keep digital copies for security and easy retrieval.

Application
[Total: 30 minutes]

1. **Say:** Just like in the previous CES, please form pairs or triads. In ten minutes, fill out your graphic organizes based on today's discussions.

CONCEPT DEFINITION AND REFERENCE IN THE MODULE		TEACHER PREPARATIONS AND INSTRUCTIONS
	CONCEPT	
FREQUENTLY ASKED QUESTIONS		EXPECTED STUDENT ACTIONS
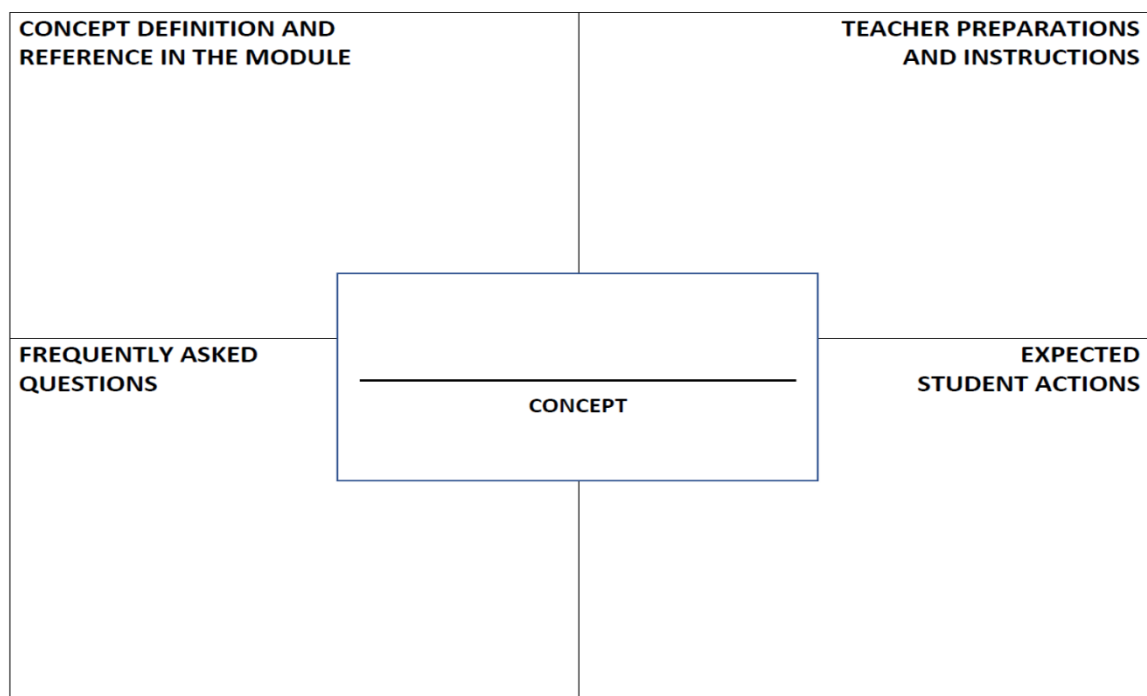
2. **Exchange and Review:** Pairs/triads exchange graphic organizers, review them for good practices, and note suggestions for improvement (10 mins).
3. **Share and Discuss:** Return organizers to original owners; up to three (3) volunteers share their outputs and feedback received. Discuss briefly if time allows.
4. **Document Takeaways:** Encourage members to take photos or notes of key insights to apply to their own graphic organizers.

Assessment Administration Tips
[Total: 10 minutes]

1. **End-of-Module Assessment:** Have CES members complete the Module 4 assessment to gauge understanding. Discuss common errors, clarify misunderstandings, and encourage personal reflections using the reflection sheet questions.
2. **Reflection Sheets Overview:** Monitor learners' confidence in completing the three reflection sheets for Sessions 7-9, offering support as needed to help them capture and process their experiences.
3. **Session 7 Reflection:** Suggest learners conduct personal research (e.g., online or through networks). Remind them that success requires discipline and consistent effort.
4. **Session 8 Reflection:** Encourage vivid descriptions and self-review of routines to optimize habits, such as adjusting sleep or travel schedules.
5. **Session 9 Reflection:** Promote honesty in workplace evaluations and assure learners of alternatives if current conditions are unsuitable (e.g., work culture, temperament of workers, unreasonably rigid rules). Be prepared for serious issues (e.g., bullying, discrimination, harassment) requiring private discussions or professional support.
6. **Feedback and Clarifications:** Use the answer key to guide discussions on assessment results. Encourage learners to ask about difficult concepts and provide feedback using the Sandwich Method.

Closing
[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the Post-CES Competency Assessment Checklist (Annex B).
3. If necessary, identify the topic and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the 4th CES.
5. Encourage them to ponder over this reflection activity outside of the CES: *What counts as today's rose, thorn, and bud?*
   ● Rose - a small win or accomplishment
   ● Thorn - a challenge you faced
   ● Bud - something you are looking forward to
6. For the last CES, instruct the CES members to bring their own bio-data or curriculum vitae.

MODULE 5: FORWARD PLANNING

This CES guide module complements **Module 5 of the Work-Based Learning Facilitator's Guide**. It tackles support for learners and possible ways forward upon completing the Work-Based Learning activities.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Recognize ways to support ALS learners as they plan for their future							✓
2. Write or revise a professional curriculum vitae or bio-data							✓

Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator's Guide prior to this CES, particularly:
● Activity 1: Debriefing Work Experience
● Activity 3: Reflecting on Work-Based Learning
● Activity 4: Forward Planning
● Learner Handout 18: My Career Growth Action Plan

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries
[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity
[Total: 10 minutes]

Ask the CES members to:
1. Reflect on their current professional and/or personal situation.
2. Visualize what they aim to accomplish (goals) in three years' time.
3. Write 1-3 goals on a sheet of paper.
4. Form four (4) groups and share the identified goals within the small groups.

Main Activity
[Total: 10 minutes]

1. Ask the CES members to return to their small groups. Each group will be assigned one of the 4 materials in Module 5 – Session 10 in the Facilitator's Guide, specifically:
   ● Activity 1: Debriefing Work Experience
   ● Activity 3: Reflecting on Work-Based Learning
   ● Activity 4: Forward Planning
   ● Learner Handout 18: My Career Growth Action Plan
2. Give the CES members 10 minutes to go through their assigned section, paying close attention to the activity objectives and indicated steps.

Analysis
[Total: 30 minutes]

1. Ask the CES members to summarize and present the key takeaways focusing on the most essential parts (5 minutes per group).
2. After the discussion, ask the following:
   ● What insights can you share about goal setting from the priming activity?
   ● Why is goal setting an important skill that ALS learners should practice as part of their career life journey?
   ● If you were a learner, would you find the Module 5 materials easy to understand, appreciate, and complete? What improvements are necessary, if any?
3. Synthesize the groups' insights and answers before wrapping up the discussion.
4. **Say:** Endings can leave individuals feeling uncertain about their next steps. After completing their work experience, learners need guidance on moving forward, which is the focus of Module 5. Facilitators should also develop skills to nurture career growth. Next, engage in an application exercise tailored to professional needs—please prepare your curriculum vitae or bio-data.

Abstraction
[Total: 30 minutes]

Ask the CES members to do the following:
1. Bring out their CVs/bio-data and carefully go through the items written.
2. **Optional:** Watch this video on writing a CV: *How to Write a CV for a Job Application: Step by Step Guide | Indeed Career Tips* (Link: https://youtu.be/QhYvD0RGCHc)
3. Have them check if their individual CV/bio-data has the following parts:
   ● Correct and updated contact information (e.g., email address, phone number)
   ● Academic history from high school to undergraduate/graduate level
   ● Professional experiences such as workplaces and organizations wherein they took on both paid and voluntary work; highlight any major contributions to these workplaces
   ● Qualifications and skills, both soft and hard/technical skills
   ● Awards and honors (if applicable)
   ● Publications and presentations (if applicable)
   ● Professional associations (if applicable)
   ● Grants and scholarships (if applicable)
   ● Licenses and certificates (if applicable)

4. Ensure CV/bio-data contents are updated, accurate, and truthful. Highlight notable contributions without exaggeration. Check for errors in spelling, grammar, and formatting to maintain professionalism. Verify personal details, such as address, contact number, and marital status, are current.
5. After 10 minutes of updating their CVs/bio-data, have members exchange and review each other's work for five (5) minutes, offering clarifications or suggestions for improvement.
6. Return CVs to their owners and provide feedback using the Sandwich Method.

Application
[Total: 25 minutes]

1. **Say:** We now proceed to the final graphic organizer. In the previous sessions, you have tried filling out graphic organizers by group, pair, or triad. Now, it is time for you to try it out on your own. You have ten minutes to fill out your individual graphic organizers. Have fun!
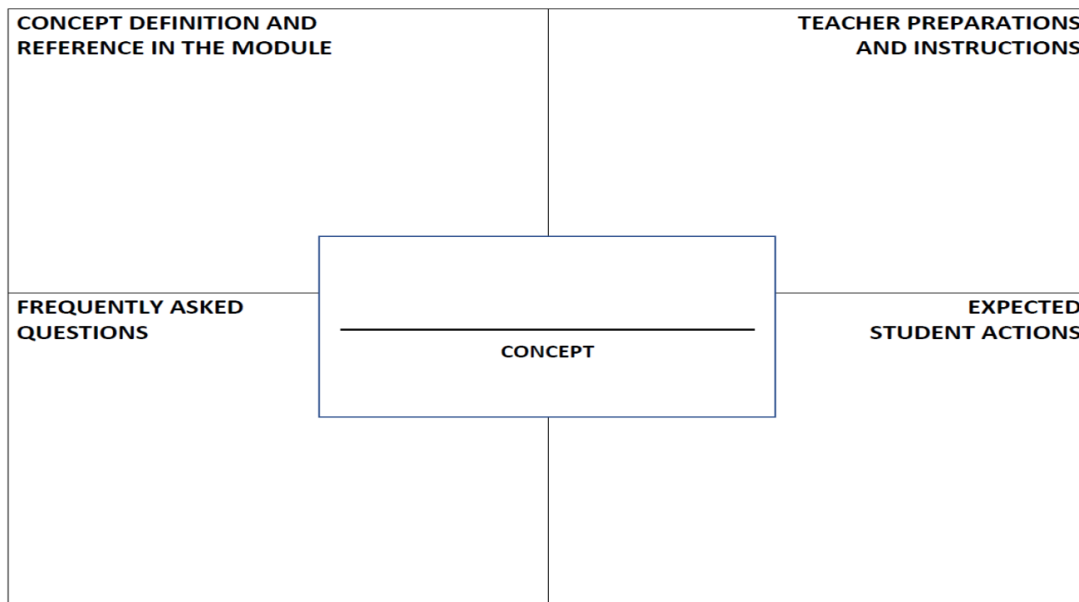
2. **Exchange and Review:** After 10 minutes, have CES members exchange graphic organizers with their seatmates. Allow 10 minutes for review, noting good practices, and providing suggestions for improvement.

3. **Share and Discuss:** Return graphic organizers to the owners. Invite up to three volunteers to share their work and any feedback received, with a brief discussion if time permits.

4. **Document Insights:** Encourage members to take photos or notes of key takeaways to apply to their own graphic organizers.

5. **Say:** It is good to see how much you as CES members and Work-Based Learning facilitators have learned in the past sessions.

(**Note to the CES facilitator**: You may include some more personalized feedback on the overall quality of the graphic organizers so far, if appropriate. Use the Sandwich Method when giving feedback.)

Say: I hope that these notes will be helpful to you as you facilitate your sessions with the ALS learners.

Assessment Administration Tips
[Total: 10 minutes]

1. **Complete Assessments:** Have CES members complete the Module 5 End-of-Module Assessment to check understanding. Discuss common errors and clarify misunderstandings. Encourage personal reflections using the reflection sheet.
2. **Reflection and Post-Test:** Guide learners through the single Reflection Sheet, End-of-Module Assessment, and Work-Based Learning Post-Test, emphasizing that the post-test is not graded but highlights growth. Use the answer key for discussions.
3. **Celebrate Achievements:** Congratulate learners on completing Work-Based Learning, recap highlights, and commend their dedication to boost confidence.
4. **Encourage Reflection:** Urge learners to honestly capture thoughts in the Reflection Sheet. Note shared experiences and feedback for future sessions.
5. **Empower Continued Learning:** Reinforce the use of Self-Directed ALS Life Skills Modules as independent learning resources.
6. **Provide Feedback:** Offer written feedback on strengths and areas for improvement.

Closing
[5 minutes]

1. **Reflect on Learnings:** Ask CES members to recall knowledge and experiences from the sessions.
2. **Identify an Aha! Moment:** Encourage them to note a key learning or experience to carry forward in facilitating Work-Based Learning activities.
3. **Document Insights:** Have them write their Aha! Moment in their facilitator's notes.
4. **Review Objectives:** Discuss session objectives and confirm if they were met.
5. **Complete Assessment:** Administer the Post-CES Competency Assessment Checklist (Annex B).
6. **Express Gratitude:** Thank and congratulate CES members for completing the sessions.
7. **Encourage Continued Growth:** Urge them to explore the Facilitator's Guide Information Sheets to enhance their skills further.

PRE-CES COMPETENCY ASSESSMENT CHECKLIST
*(to be administered at the **start** of **each** CES, i.e., per module)*

Dear CES Member/Participant,

This self-assessment checklist aims to determine your current level of understanding of Work-Based Learning competencies **before** participating in today's Collaborative Expertise Session. For each statement, check the answer that corresponds to your competency level:

Moving to Distinguished	---------	**E** = Expert (I can do this very well, and I can teach others)
Moving to Highly Proficient	---------	**P** = Practitioner (I can do this very well)
Moving to Proficient Teacher	---------	**A** = Apprentice (I started doing this, but I still need to learn more)
	---------	**N** = Novice (I cannot do this yet)

COMPETENCY *(This requires one response per row.)*	E	P	A	N
Overview of Work-Based Learning				
1. Understand how *Work-Based Learning* supports the DepEd ALS Curriculum				
2. Identify how the Work-Based Learning competencies respond to real-world needs of ALS learners				
3. Locate the Work-Based Learning competencies within the DepEd ALS Learning Strand 4				
Module 1: Introduction to Work-Based Learning				
4. Understand work-based learning and its importance to the learners as they build their skills for the actual workplace				
5. Discuss the different ways on how to empower the learners to find their own workplace				
6. Role-play certain scenarios between the employer and learners to better understand the learners' potential needs				
Module 2: Work Exposure				
7. Understand the process of community mapping				
8. Recognize various kinds of workplaces available in the community that may aid in learner placement				
9. Collect basic information on workplaces within the community				
Module 3: Preparing for a Longer Time in the Workplace				
10. Review essential life skills that will assist ALS learners in exploring work opportunities				
11. Be familiar with resources that learners may need for *Work-Based Learning*				
Module 4: Work Experience				
12. Learn how to properly document work experiences				
13. Practice reflective thinking and proofreading				
14. Proofread the work of others				
Module 5: Forward Planning				
15. Recognize ways to support ALS learners as they plan for their future				
16. Write or revise a professional curriculum vitae or bio-data				

Thank you for taking the time to accomplish this self-assessment competency checklist!

POST-CES COMPETENCY ASSESSMENT CHECKLIST
*(to be administered at the **end** of **each** CES, i.e., per module)*

Dear CES Member/Participant,

This self-assessment checklist aims to determine your current level of understanding of Work-Based Learning competencies **after** participating in today's Collaborative Expertise Session. For each statement, check the answer that corresponds to your competency level:

Moving to Distinguished --------- **E** = Expert (I can do this very well, and I can teach others)
Moving to Highly Proficient --------- **P** = Practitioner (I can do this very well)
Moving to Proficient Teacher --------- **A** = Apprentice (I started doing this, but I still need to learn more)
--------- **N** = Novice (I cannot do this yet)

COMPETENCY *(This requires one response per row.)*	**E**	**P**	**A**	**N**
Overview of Work-Based Learning				
1. Understand how *Work-Based Learning* supports the DepEd ALS Curriculum				
2. Identify how the Work-Based Learning competencies respond to real-world needs of ALS learners				
3. Locate the Work-Based Learning competencies within the DepEd ALS Learning Strand 4				
Module 1: Introduction to Work-Based Learning				
4. Understand work-based learning and its importance to the learners as they build their skills for the actual workplace				
5. Discuss the different ways on how to empower the learners to find their own workplace				
6. Role-play certain scenarios between the employer and learners to better understand the learners' potential needs				
Module 2: Work Exposure				
7. Understand the process of community mapping				
8. Recognize various kinds of workplaces available in the community that may aid in learner placement				
9. Collect basic information on workplaces within the community				
Module 3: Preparing for a Longer Time in the Workplace				
10. Review essential life skills that will assist ALS learners in exploring work opportunities				
11. Be familiar with resources that learners may need for *Work-Based Learning*				
Module 4: Work Experience				
12. Learn how to properly document work experiences				
13. Practice reflective thinking and proofreading				
14. Proofread the work of others				
Module 5: Forward Planning				
15. Recognize ways to support ALS learners as they plan for their future				
16. Write or revise a professional curriculum vitae or bio-data				

Thank you for taking the time to accomplish this self-assessment competency checklist!

MORE EXAMPLES OF SMALL-SCALE BUSINESSES
(additional information for Module 2)

FOOD SERVICE INDUSTRY	
This type of workplace goes beyond restaurant and fast-food chains. It can include anything that is connected to selling, serving and processing food.	
Food Cart	This workplace involves a mobile kitchen that sells various kinds of food in the street. Common examples of a food cart are dirty ice cream and fish balls.
Bakery	People who have a talent in baking can run this kind of workplace. Cakes, cookies, breads, and other kinds of pastries are some examples of baked goods that can be sold.

MODEST SCALE SHOPS	
This type of business caters to people who do not want to go to the mall or supermarket to buy items or avail of services that they need. Businesses like these are usually found in rural or suburban residential areas where the mall or the grocery is quite far from their homes.	
Sari-sari Store	A sari-sari store is a small neighborhood shop offering a variety of basic items like food and essentials. The term "sari-sari" means "variety," highlighting the wide range of products available despite the store's size.
Water Station	Faucet tap water is not always safe to drink, so people either boil it or purchase purified water. Since water is essential for survival, selling purified water can be a profitable business.
Laundry Shop	For busy people, washing clothes can be time-consuming. A convenient solution is using a laundry service where they can drop off their clothes and pick them up once ready.
Service Delivery	Goods delivery, like food delivery, is a valuable business, especially for those avoiding traffic. Water stations and laundry shops can enhance their services by offering delivery options.
Hair Salon/ Barber Shop	Hair cutting and styling is a needed service for people of all ages, as not everyone can do it themselves. Barbers and stylists without a shop often offer home services.
Online Shop	Online shops offer convenience for busy people to order items anytime. They also reduce overhead costs for owners by eliminating expenses like rent and salesperson wages.

SERVICE-ORIENTED BUSINESS	
This type of business offers various services needed by the community.	
Tutorials	Tutorial services are ideal for students struggling with certain subjects or for parents unable to assist with homework. These sessions can be conducted onsite or online.
House Cleaning	Families lacking time, skills, or equipment for house cleaning can hire a cleaning service that provides the necessary manpower and tools to complete the task.
Car Maintenance	Some people prefer having their vehicles repaired by a mechanic through home service or at a local shop, as it is often more affordable than going to a car dealer.
Electrical and Plumbing Services	Older structures often face issues like short circuits or clogged sinks. Local electricians and plumbers are available to address these problems efficiently.
Car Rental	Commuters may occasionally need a car for events like weddings, vacations, or business trips. Renting a car is a convenient alternative to borrowing from friends or relatives.
Travel Agency	While flights and hotels can be booked online, many still prefer using travel agents for trip planning. Travel agencies also assist with visa processing.
Events Planner	For special occasions with many guests, an event planner is often hired. They assist with planning and execution, including venue reservations, catering, and program management.
Photo and Videography	Many people hire photographers and videographers to capture memorable moments during special occasions.
Web Design	Online business owners who lack the skills to create an online shop can hire a web designer to bring their vision to life.
Manpower Agency	Business owners seeking qualified candidates can rely on manpower agencies to assist with recruitment and screening.

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