

PROJECT HIRAYA: Honoring Industry Partners and Rewarding Accomplishment of Youth by Giving Awards

Michael Joe O. Saragosa, LPT, MAED¹, Weiry Gail B. Soliven, LPT, MAED¹, Vilma L. Carlos, PhD²

¹*Teacher VI, Cabarroguis National School of Arts and Trades, Quirino, Philippines*

²*Master Teacher II, Cabarroguis National School of Arts and Trades, Quirino, Philippines*

Email of Corresponding Author: michaeljoe.saragosa@deped.gov.ph

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Abstract

This study documented the implementation and outcomes of Project HIRAYA (Honoring Industry Partners and Rewarding Accomplishment of Youth by Giving Awards), an innovative post-work immersion program at Cabarroguis National School of Arts and Trades, Quirino, Philippines. Grounded in experiential learning and formative assessment perspectives, the initiative aimed to recognize student accomplishments, strengthen school-industry partnerships, promote stakeholder engagement, and improve post-immersion evaluation. A descriptive innovation implementation and evaluation approach was employed using institutional records, student portfolios, performance assessment rubrics, oral interviews, monitoring reports, and stakeholder feedback. The project involved Grade 12 Senior High School students, work immersion teachers, school administrators, and industry partners. Student performance was assessed through industry partner evaluations (30%), teacher assessments (30%), oral interviews (30%), and portfolio evaluations (10%). Findings revealed an increase in participating industry partners from 41 to 55, formal recognition of industry contributions and outstanding student accomplishments, successful implementation of socialization activities and learning exhibits, and evaluation of 85% of student work immersion portfolios. However, delayed assessment submissions, scheduling conflicts, inconsistent exhibit documentation, and incomplete portfolios affected implementation efficiency. The study concluded that Project HIRAYA provided a structured mechanism for recognizing workplace learning achievements and reinforcing institutional collaboration. Institutionalization through the School Annual Implementation Plan, strengthened industry coordination, standardized assessment procedures, and development of a replication framework were recommended. The initiative aligns with Sustainable Development Goals 4 (Quality Education), 8 (Decent Work and Economic Growth), and 17 (Partnerships for the Goals). Its sustainability contributions center on educational quality, workforce preparation, stakeholder engagement, and institutional continuity through sustained school-industry collaboration.

Keywords: Educational Sustainability; Industry Partnerships; Project HIRAYA; Senior High School; Stakeholder Engagement; Student Recognition; Work Immersion; Workplace Readiness

1. Introduction

Work immersion is an essential component of Senior High School education that provides learners with opportunities to apply classroom knowledge, develop workplace competencies, and prepare for employment or higher education. However, meaningful learning extends beyond workplace exposure and requires structured reflection, assessment, recognition, and sustained collaboration with industry stakeholders. Recent studies emphasize the importance of experiential learning, industry engagement, and continuous evaluation in improving

students' professional preparation (Acut, 2024; Ador et al., 2023; Luk & Chan, 2024). In response, Cabarroguis National School of Arts and Trades developed Project HIRAYA: Honoring Industry Partners and Rewarding Accomplishment of Youth by Giving Awards, an innovative post-work immersion program integrating student recognition, industry partner appreciation, experiential reflection, portfolio evaluation, and socialization. The initiative provides a structured culminating activity that recognizes student accomplishments while strengthening school-industry partnerships and supporting continuous improvement in work immersion implementation.

Work immersion connects academic instruction with authentic workplace experiences, enabling students to develop technical competencies, professional attitudes, communication skills, and adaptability. The Organisation for Economic Co-operation and Development (OECD, 2023) emphasized that work-based learning facilitates school-to-work transitions by connecting vocational education with changing labor market requirements. Similarly, Acut (2024) highlighted the importance of experiential activities, collaborative planning, and continuous evaluation in strengthening practical learning and career preparation. In the Philippines, Senior High School work immersion provides opportunities for learners to experience professional environments and apply competencies acquired through classroom instruction. The Department of Education (2022) reaffirmed the importance of physical workplace exposure in preparing students for their postsecondary goals. More recently, the Department of Education (2025) introduced an enhanced work immersion pilot program emphasizing stronger industry partnerships and alignment with workforce demands, reflecting continuing efforts to improve school-to-work preparation. Nevertheless, workplace exposure alone does not guarantee meaningful learning. Post-immersion activities are necessary to help learners evaluate their experiences, identify acquired competencies, recognize areas for improvement, and appreciate the contributions of workplace mentors. Luk and Chan (2024) emphasized that assessment in work-integrated learning should support self-regulated learning and continuous professional development rather than merely measure performance. To address these concerns, Project HIRAYA was established as a structured post-immersion initiative at Cabarroguis National School of Arts and Trades. Inspired by the Filipino concept of *hiraya*, representing the realization of hopes, dreams, and aspirations, the project combines recognition of outstanding student performance, appreciation of industry partners, socialization activities, exhibits of student accomplishments, and portfolio-based evaluation. Through these components, the initiative seeks to strengthen learner development, stakeholder participation, and the quality of work immersion experiences.

Recent literature identifies experiential learning, professional readiness, formative assessment, student motivation, and industry collaboration as important elements of effective work immersion programs. Experiential learning enables learners to connect theoretical knowledge with real-world applications. Ador et al. (2023) found that work immersion experiences contributed to career preparation and personal growth among Senior High School students. Similarly, Flores and Dela Cruz (2025) reported that workplace immersion supported skill development, confidence, adaptability, and collaborative relationships while revealing challenges requiring effective coping strategies and guidance. Industry participation is equally important in developing workplace competencies. Anajao et al. (2025) found that industry partners recognized students' professionalism, adaptability, and teamwork but also identified weaknesses in punctuality, technical proficiency, and time management. Their findings emphasized the importance of mentorship, pre-immersion preparation, and industry feedback in improving students' readiness. Cabasag (2026) likewise identified the need for appropriate supervision, better preparation, and coordinated implementation among schools and partner institutions. Structured evaluation provides another important dimension of experiential learning. Luk and Chan (2024), through a systematic review of work-integrated learning assessment, identified various assessment methods and emphasized their role in supporting learning development and self-regulation. These findings support the use of portfolios, reflective documentation, interviews, and performance evaluations to assess students' workplace experiences comprehensively. Recognition and constructive feedback also have implications for student engagement. Jansen et al. (2025) found that constructive feedback perceived as useful could support students' interest through positive emotional responses. Although their study examined feedback rather than formal award ceremonies, it provides a relevant basis for integrating meaningful developmental feedback with student recognition. Collectively, these studies suggest that effective work immersion requires an integrated approach involving practical experience, stakeholder collaboration, structured assessment, and recognition of accomplishments. Project HIRAYA incorporates these elements within a post-immersion framework designed to acknowledge student achievement, appreciate industry contributions, and promote continuing institutional partnerships.

At the local level, Cabarroguis National School of Arts and Trades, located in Cabarroguis, Quirino, Philippines, implemented Project HIRAYA to strengthen relationships between Senior High School students, teachers, administrators, and industry partners. The project documentation recorded an increase in participating industry partners from 41 to 55 during School Year 2025–2026, demonstrating expanded school-industry participation. The initiative also integrated recognition activities, an exhibit of student outputs, and work immersion portfolio evaluation, with 85% of student portfolios reported as evaluated during project monitoring. At the national level, strengthening work immersion remains important in improving the alignment between secondary education and employment expectations. The Department of Education (2022) emphasized the value of actual workplace

exposure, while its enhanced work immersion pilot initiative highlighted the importance of collaboration with industries and the development of employment-related competencies (Department of Education, 2025). The latter initiative applies specifically to designated pilot schools but provides recent national policy context for strengthening industry engagement. Philippine research reinforces these priorities. Ador et al. (2023) identified the importance of meaningful industry placements aligned with students' interests and career aspirations. Anajao et al. (2025) further demonstrated the value of industry feedback in identifying both learner strengths and competency gaps. Meanwhile, Cabasag (2026) documented implementation challenges involving workplace supervision, technical preparation, and activity scheduling in Senior High School work immersion. At the global level, the UNESCO (2022) strategy for technical and vocational education and training emphasizes skills development, productive employment, decent work, and inclusive economic participation. The OECD (2023) likewise advocates responsive and flexible vocational education systems that facilitate transitions from education to employment. These international perspectives support initiatives that strengthen school-industry cooperation and provide meaningful, competency-oriented learning experiences. Within these contexts, Project HIRAYA represents a school-based innovation that integrates student recognition, partner appreciation, and post-immersion assessment to strengthen the educational value of workplace learning.

Project HIRAYA may be understood through an experiential-learning perspective emphasizing the relationship between direct workplace participation, reflection, evaluation, and the application of acquired competencies. Acut (2024) discussed how authentic learning experiences, reflective practices, and effective program management help connect classroom instruction with real-world applications. Ador et al. (2023) similarly demonstrated the contribution of workplace experiences to career preparation and personal development. The project is also consistent with a formative assessment perspective, in which evaluation serves not only to determine student performance but also to identify progress and guide further learning. Luk and Chan (2024) emphasized that assessment in work-integrated learning should support students' capacity to evaluate their development and become self-regulated learners. Project HIRAYA operationalizes this perspective through industry supervisor evaluations, teacher assessments, oral interviews, and student portfolios. A complementary perspective concerns recognition and constructive feedback. Jansen et al. (2025) demonstrated that feedback perceived as useful could sustain student interest, suggesting the importance of combining performance acknowledgment with opportunities for reflection and improvement. In Project HIRAYA, recognition activities acknowledge student effort and accomplishment, while evaluation activities provide a basis for identifying learning achievements and development needs. Conceptually, the project integrates four interconnected components: recognition of student accomplishments and industry contributions, strengthening of school-industry relationships, documentation and exhibition of learning outputs, and evaluation of workplace experiences. These components provide an organizing framework for understanding how post-immersion activities may support student development, stakeholder engagement, and continuous improvement in the work immersion program.

Existing literature establishes the importance of work immersion in promoting career preparation, technical competence, adaptability, and personal development (Ador et al., 2023; Flores & Dela Cruz, 2025). Other studies emphasize industry expectations, supervisory support, and workplace learning assessment (Anajao et al., 2025; Luk & Chan, 2024). However, the selected literature places comparatively greater emphasis on workplace experiences, skill acquisition, and implementation challenges than on school-based culminating programs that jointly integrate student recognition, industry partner appreciation, socialization, learning exhibits, and structured post-immersion evaluation. This provides a rationale for documenting and examining Project HIRAYA as an integrated post-work immersion innovation. Rather than treating recognition, reflection, and stakeholder appreciation as separate activities, the project combines these components within a coordinated framework intended to strengthen students' appreciation of their accomplishments and reinforce the contributions of industry partners. The initiative specifically addresses the need for an organized mechanism to recognize outstanding workplace performance, acknowledge industry mentorship, facilitate interaction among stakeholders, showcase student accomplishments, and evaluate learning outcomes through portfolios and performance-based criteria. By documenting its implementation, outputs, and monitoring results, Project HIRAYA provides a practical basis for evaluating its effectiveness, identifying implementation challenges, and informing future improvements. Its experience may also serve as a contextual reference for other secondary schools considering similar post-immersion practices, subject to differences in resources, industry participation, and institutional needs.

Project HIRAYA is principally aligned with Sustainable Development Goal 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 17 (Partnerships for the Goals). SDG 4 – Quality Education. The initiative supports quality and relevant learning through practical workplace exposure, competency-based evaluation, student portfolios, and recognition of learning accomplishments. By integrating reflection and assessment into the post-immersion phase, the program seeks to strengthen educational outcomes and students' readiness for further learning. UNESCO (2022) emphasizes the importance of accessible, relevant, and skills-oriented technical and vocational education in supporting lifelong learning and sustainable development. Project HIRAYA contributes to workforce preparation by recognizing competencies developed during work immersion and reinforcing professional values, workplace responsibility, and career readiness. This is consistent with the

OECD (2023), which identifies work-based learning as an important mechanism for developing employment-related competencies and improving transitions into the labor market. The initiative promotes collaboration among educational institutions, industry partners, and community stakeholders through recognition, engagement, and continuing cooperation. Its emphasis on maintaining and expanding industry participation reflects the importance of partnerships in delivering meaningful workplace learning opportunities. UNESCO (2022) identifies cooperation among governments, educational institutions, industries, and other stakeholders as an important mechanism for strengthening technical and vocational education. Accordingly, Project HIRAYA contributes most directly to educational sustainability, employability preparation, and institutional partnerships. Its contribution to these SDGs should be understood through the documented activities and intended educational outcomes rather than as evidence of broader economic impacts that have not been independently measured.

Project HIRAYA demonstrates the potential contribution of school-based innovation to educational, social, socio-economic, and institutional sustainability through the integration of experiential learning, stakeholder collaboration, recognition, and systematic assessment. From an educational sustainability perspective, the initiative provides a structured approach to post-immersion evaluation and acknowledgment of student achievement. Its use of portfolios, performance assessments, and reflective activities supports the documentation of learning outcomes and the identification of competencies requiring improvement. Luk and Chan (2024) emphasized the importance of assessment practices that encourage self-regulated learning and sustained professional development. In terms of social sustainability, the project promotes recognition, participation, and positive relationships among students, educators, industry mentors, and community stakeholders. Its socialization and recognition activities are intended to strengthen mutual appreciation and reinforce a supportive learning environment. Evidence on the value of constructive feedback and positive learning experiences provides a relevant educational basis for these objectives (Flores & Dela Cruz, 2025; Jansen et al., 2025). Regarding socio-economic sustainability, Project HIRAYA supports the preparation of learners for future employment by recognizing practical competencies, professional attitudes, and workplace accomplishments. Its emphasis on school-industry cooperation is consistent with international recommendations for aligning vocational education with labor market needs (OECD, 2023; UNESCO, 2022). From an institutional sustainability and educational governance perspective, the project offers a potentially replicable mechanism for stakeholder engagement, recognition, learning documentation, and program evaluation. The inclusion of Project HIRAYA in the school's Annual Implementation Plan provides an institutional basis for sustaining the initiative, while its monitoring findings identify areas for improvement in scheduling, portfolio standardization, and industry partner coordination. Overall, Project HIRAYA represents an integrated educational innovation that connects workplace learning with student recognition, institutional partnerships, and continuous assessment. Its multidisciplinary relevance lies in its potential to support meaningful learning experiences, strengthen community participation, and promote sustained school-industry collaboration within the Senior High School education system.

2. Material and methods

2.1 Research Design

The project was documented using a descriptive innovation implementation and evaluation approach. This involved describing the planning, execution, monitoring, and outcomes of Project HIRAYA through institutional records, student portfolios, performance assessments, and stakeholder feedback. The approach focused on documenting the implementation of the innovation, recognizing student accomplishments, evaluating work immersion experiences, and examining school-industry collaboration. The original report did not specify an experimental design or a separate formal research methodology.

2.2 Locale of the Study

The project was implemented at Cabarroguis National School of Arts and Trades, Cabarroguis District, Schools Division of Quirino, Region II, Philippines, during School Year 2025–2026. Work immersion activities were conducted in participating government agencies, private enterprises, educational institutions, local government units, and commercial establishments. The school served as the coordinating institution for student preparation, deployment, monitoring, evaluation, and the culminating recognition activities.

2.3 Respondents of the Study

The project involved Grade 12 Senior High School students participating in work immersion, work immersion teachers, industry supervisors, school administrators, and representatives of partner establishments. Parents and other community stakeholders also participated in relevant preparatory and culminating activities. A total of 55 industry partners were recognized for their contributions to the implementation of work immersion. However, the original report did not specify the total number of participating students or identify a separate group of research respondents.

2.4 Sample and Sampling Procedure

The project covered participating Grade 12 students undergoing work immersion and their respective industry partners. Students were deployed to partner establishments according to their work immersion arrangements, while teachers and industry supervisors participated in monitoring and performance evaluation. The selection of outstanding students was based on documented workplace performance, teacher assessments, oral interviews, and portfolio evaluation. No formal probability or nonprobability sampling procedure was specified in the original report, as the initiative primarily documented program implementation and accomplishments.

2.5 Research Instrument

The project utilized work immersion performance evaluation forms, standardized assessment rubrics, student portfolios, oral interviews, monitoring records, and stakeholder feedback documents. Student portfolios contained daily time records, narrative journals, reflection papers, photographic documentation, and samples of completed workplace activities. Performance assessment was based on industry partner evaluations (30%), work immersion teacher evaluations (30%), oral interviews (30%), and portfolio assessment (10%). These criteria were used to evaluate student accomplishments and determine recognition awards. Industry feedback, student reflections, and monitoring records also supported the evaluation of project implementation. The original report did not indicate a separate instrument validation or reliability testing procedure.

2.6 Data Gathering Procedure

The implementation began with a Learning Action Cell session involving work immersion teachers and school personnel to establish objectives, assessment criteria, monitoring procedures, and implementation schedules. Memoranda of Agreement were prepared and executed with industry partners to establish responsibilities, safety requirements, and work immersion arrangements. Parent orientations, student document preparation, workplace readiness activities, and simulated job interviews were subsequently conducted before student deployment. During the immersion phase, Grade 12 students were assigned to participating establishments for workplace exposure lasting 80 to 160 hours, as documented in the project report. Work immersion teachers conducted site visits and monitoring sessions to assess attendance, workplace performance, student well-being, and compliance with established procedures. Industry supervisors evaluated student performance and verified completion records. Following workplace exposure, students submitted portfolios containing their work outputs, reflections, and supporting documentation. Teachers reviewed these portfolios, while selected students underwent panel interviews and performance assessments based on the established criteria. Project HIRAYA subsequently provided recognition activities for industry partners and outstanding students, accompanied by socialization activities and exhibits of student accomplishments. A concluding Learning Action Cell session reviewed industry evaluations, student reflections, supervisor feedback, and implementation experiences to identify good practices and areas requiring improvement.

2.7 Data Analysis Techniques

Data were examined through descriptive documentation, weighted performance assessment, and review of implementation records and stakeholder feedback. Student accomplishments were evaluated using the established weighted criteria comprising industry partner assessment (30%), teacher assessment (30%), oral interview (30%), and portfolio evaluation (10%). The combined assessments served as the basis for identifying outstanding work immersion students. Project accomplishments were documented through monitoring reports, portfolio completion records, recognition activities, and industry participation. The report recorded the evaluation of 85% of student work immersion portfolios and an increase in industry partners from 41 to 55. Feedback from industry supervisors, student reflections, and Learning Action Cell discussions was reviewed to identify implementation strengths, challenges, and recommendations for program improvement. No inferential statistical tests or formal qualitative coding procedures were reported in the source document.

3. Results and Discussion

3.1 Major Outcomes of Project HIRAYA

3.1.1 Strengthening and Recognition of Industry Partnerships

The implementation of Project HIRAYA documented an increase in industry partners from 41 to 55 during School Year 2025–2026. All 55 participating industry partners received formal recognition through certificates and tokens of appreciation for supporting Senior High School work immersion. The project also facilitated coordination among participating establishments, teachers, and school administrators through partnership agreements, workplace monitoring, and recognition activities. Monitoring records indicated positive feedback from industry partners, including their expressed willingness to continue accommodating work immersion students. The increase in participating establishments reflects expanded school-industry engagement during the implementation period. Formal recognition provided an opportunity to acknowledge workplace mentors and reinforce institutional relationships. These findings are consistent with Anajao et al. (2025), who emphasized the importance of industry participation, supervision, and feedback in strengthening work immersion experiences. Similarly, OECD (2023) highlighted the role of industry cooperation in connecting vocational education with workforce requirements.

Kasanah et al. (2025) found that effective school-industry partnerships require systematic planning, clearly defined responsibilities, continuous coordination, and periodic evaluation. Perry (2026) further demonstrated that sustained school-industry collaboration depends on coordinated relationships and organizational processes that support meaningful workplace learning opportunities. Gao and San Diego (2025) also identified a positive relationship between school-enterprise cooperation and students' perceived development of vocational competencies. These studies reinforce the relevance of stakeholder engagement to Project HIRAYA, although the documented increase in partners does not independently establish that the recognition activities caused the expansion.

3.1.2 Recognition of Outstanding Student Accomplishments

Project HIRAYA successfully conducted recognition activities acknowledging the accomplishments of Grade 12 students who demonstrated commendable performance during work immersion. Students were assessed using industry partner evaluations (30%), work immersion teacher assessments (30%), oral interviews (30%), and portfolio evaluations (10%). The assessment process included screening and panel interviews to identify students demonstrating workplace competence, professional behavior, and application of acquired knowledge. Certificates and awards were conferred during the culminating program. The integration of multiple assessment sources provided a structured basis for recognizing students' workplace accomplishments. Combining supervisor evaluations, teacher assessments, interviews, and portfolios allowed student performance to be considered from different perspectives. This approach is consistent with Luk and Chan (2024), who emphasized the value of comprehensive assessment practices in work-integrated learning. Twyford and Dean (2024) demonstrated that feedback from educators, industry representatives, and other stakeholders provides complementary perspectives that support students' reflection and professional development. Recognition accompanied by meaningful feedback may also support student engagement, as discussed by Jansen et al. (2025). Furthermore, Floress et al. (2024), in their systematic review of praise in middle and high school settings, highlighted the educational relevance of positive acknowledgment, while also identifying the need for stronger evidence concerning its implementation and effects. These findings provide a relevant basis for combining recognition with performance feedback, although Project HIRAYA did not directly measure changes in student motivation or self-confidence.

3.1.3 Evaluation of Work Immersion Portfolios

The project reported that 85% of student work immersion portfolios had been reviewed and evaluated during monitoring. The portfolios contained daily time records, narrative journals, reflection papers, photographic documentation, and samples of completed workplace activities. Teachers assessed these documents using established evaluation criteria to determine students' learning accomplishments and workplace experiences. Some portfolios remained pending because certain students had not completed their immersion requirements or submitted the necessary documentation within the initial schedule. The portfolio evaluation process provided an organized mechanism for documenting student experiences, reviewing learning outputs, and identifying areas requiring further development. This supports the findings of Luk and Chan (2024), who emphasized the contribution of assessment and reflection to learning development in work-integrated education. Eady et al. (2025) highlighted the importance of student reflection and student perspectives in understanding the quality of workplace learning experiences. Similarly, Putra et al. (2025), through a systematic review of work-integrated learning frameworks, identified integrated evaluation and competency-based assessment as important elements of vocational education. Garcia (2025) also demonstrated the relevance of digital portfolios as authentic assessment tools for documenting applied competencies and supporting student engagement in project-based learning. Although these studies were conducted in different educational contexts, they provide relevant support for structured portfolio assessment and documentation. The incomplete portfolio review nevertheless indicates the need for improved submission monitoring and follow-up procedures.

3.1.4 Student Engagement, Socialization, and Learning Exhibits

Project HIRAYA organized socialization activities involving students, teachers, school administrators, and industry partners. These activities provided opportunities for interaction and acknowledgment of their shared contributions to work immersion. The project also established a student exhibit featuring photographs, illustrations, and outputs documenting workplace activities and accomplishments. Implementation records reported positive participant feedback and improved opportunities for stakeholder interaction, although no numerical satisfaction results were presented. The socialization activities and learning exhibits extended the post-immersion experience beyond formal performance evaluation by providing opportunities to share and recognize student accomplishments. These activities offered a setting for reflection, engagement, and appreciation of workplace learning. Acut (2024) emphasized the importance of authentic experiences and reflective activities in strengthening experiential education, while Ador et al. (2023) identified the contribution of workplace experiences to students' career preparation and personal development. Eady et al. (2025) further emphasized the importance of incorporating students' perspectives when evaluating workplace learning experiences. Garcia (2025) highlighted how portfolios could document applied learning and provide opportunities for learners to demonstrate their work. Gao and San Diego (2025) likewise underscored the relevance of school-enterprise cooperation to students' perceived technical and employability development. These findings support the educational rationale for

combining student exhibits, interaction, and recognition, although Project HIRAYA did not separately measure their effects on student learning outcomes.

3.2 Challenges Encountered During Project Implementation

The monitoring reports identified several challenges affecting project implementation. Some industry supervisors submitted student performance evaluations later than expected, delaying the finalization of assessment results. Scheduling conflicts also prevented certain industry representatives from attending planned activities. Student exhibits encountered inconsistent photographic quality and incomplete submission of project documentation. Furthermore, some portfolios were submitted beyond the initial deadline because students had not yet completed their work immersion requirements. These challenges indicate the importance of timely coordination, standardized documentation, and clear monitoring arrangements among participating stakeholders. Late submissions and scheduling conflicts affected the efficiency of assessment and recognition preparations, while inconsistent documentation increased the need for additional preparation. The findings are consistent with Cabasag (2026), who identified concerns involving supervision, preparation, and coordination in Senior High School work immersion. Muyco and Leopardas (2024) similarly documented challenges among Philippine work immersion coordinators involving industry partnership development, documentation, and stakeholder coordination. Alawin-Ligwang (2025) identified scheduling, workplace supervision, and coordination difficulties as implementation concerns in a Senior High School work immersion setting. Furthermore, Drewery et al. (2025) emphasized the importance of regular communication, constructive feedback, and meaningful supervisor support in work-integrated learning. These studies reinforce the need for earlier communication with industry partners, standardized assessment procedures, timely submission reminders, and follow-up evaluation activities, as recommended in Project HIRAYA's monitoring report.

3.3 Program Sustainability and Replication

The project completion report identified Project HIRAYA as an initiative intended for annual implementation and inclusion in the school's Annual Implementation Plan. Its sustainability documentation proposed institutional recognition through a formal school policy, early scheduling of partnership activities, multiyear agreements with industry partners, standardized portfolio assessment materials, and the establishment of a digital student exhibit. The report also documented interest from other academic and technical-vocational tracks and neighboring schools in adopting a similar recognition and post-immersion framework. These sustainability measures provide a proposed direction for strengthening the continuity and consistency of Project HIRAYA. Formal institutional support, standardized procedures, and continued industry cooperation may help address the operational challenges identified during implementation. UNESCO (2022) emphasized the importance of partnerships and responsive vocational education systems in supporting sustainable skills development. Kasanah et al. (2025) identified institutional planning, partnership management, and periodic evaluation as important components of sustainable school-industry collaboration. Perry (2026) similarly emphasized the organizational relationships and coordination processes underlying successful school-industry partnerships. Putra et al. (2025) highlighted industry-academic collaboration, integrated evaluation, and technology-enhanced learning among the important frameworks for strengthening vocational education. These findings support the proposed institutionalization and replication of Project HIRAYA, although the implementation and long-term effectiveness of all proposed sustainability measures remain to be established.

3.4 Overall Discussion of Project Outcomes

The documented implementation of Project HIRAYA demonstrated the integration of student recognition, industry partner appreciation, performance evaluation, learning exhibits, and stakeholder engagement within a structured post-work immersion initiative. Its principal accomplishments included recognizing 55 industry partners, expanding documented industry participation from 41 to 55 establishments, conducting student recognition activities, and reviewing 85% of student work immersion portfolios. The project also generated monitoring findings that informed recommendations for improved coordination, assessment procedures, and program sustainability. Overall, the findings suggest that Project HIRAYA provided an organized mechanism for acknowledging workplace learning accomplishments and strengthening stakeholder participation. Its activities are consistent with educational approaches emphasizing experiential learning, structured assessment, and school-industry collaboration (Acut, 2024; Ador et al., 2023; Luk & Chan, 2024). Gao and San Diego (2025) reinforced the importance of educational and industry cooperation in supporting perceived student development, while Twyford and Dean (2024) emphasized the educational value of multiple feedback sources in workplace-related learning. Eady et al. (2025) further highlighted student reflection as an important consideration in evaluating the quality of work-integrated learning experiences. Additionally, Perry (2026) and Kasanah et al. (2025) demonstrated the importance of coordinated institutional relationships and systematic partnership management in sustaining workplace learning programs. These findings provide a broader foundation for understanding Project HIRAYA as an integrated educational initiative. Nevertheless, the available evidence primarily establishes implementation accomplishments and descriptive outcomes rather than causal improvements in learner competencies, employability, or institutional performance. Future evaluation would benefit from consistent

awardee records, complete portfolio assessments, and systematic measures of student and industry partner outcomes.

4. Conclusion & Recommendations

Project HIRAYA: Honoring Industry Partners and Rewarding Accomplishment of Youth by Giving Awards successfully implemented a structured post-work immersion initiative that recognized student achievements, strengthened school-industry partnerships, and promoted stakeholder engagement at Cabarroguis National School of Arts and Trades. The project documented an increase in industry partners from 41 to 55, provided formal recognition to participating stakeholders, organized student accomplishment exhibits and socialization activities, and evaluated 85% of student work immersion portfolios. These accomplishments demonstrated the initiative's contribution to recognizing workplace learning experiences, reinforcing institutional collaboration, and supporting continuous improvement in Senior High School work immersion implementation.

It is recommended that Project HIRAYA be sustained and institutionalized as an annual post-work immersion program through its inclusion in the School Annual Implementation Plan and adoption of a formal institutional policy. School administrators and work immersion coordinators should strengthen industry partnerships through early coordination, advance scheduling, and multiyear Memoranda of Agreement. Standardized portfolio assessment guidelines, improved monitoring procedures, and a digital exhibit platform should also be established to enhance documentation, evaluation, and program efficiency. Furthermore, a replication guide should be developed to facilitate the adoption of the initiative by other academic tracks, technical-vocational specializations, and interested schools.

The project's implementation encountered limitations involving delayed submission of industry partner evaluations, scheduling conflicts affecting stakeholder participation, inconsistent quality of exhibit materials, and incomplete submission of student portfolios. These challenges affected the timely completion of selected assessment and documentation activities. Addressing these concerns through improved coordination, standardized procedures, and systematic monitoring is essential to strengthening future implementation and ensuring more comprehensive evaluation of the initiative.

5. Compliance with ethical standards

The authors declare that no conflicts of interest exist in relation to this study. Project HIRAYA was implemented in accordance with institutional procedures and ethical considerations relevant to Senior High School work immersion activities. The necessary school-level approvals and endorsements were secured, and formal Memoranda of Agreement were established with participating industry partners. Parents and guardians provided written consent before student deployment, while learners received orientations on workplace safety, professional conduct, and data privacy. Work immersion teachers conducted regular monitoring to assess student performance, welfare, and workplace conditions. Student portfolios, performance evaluations, interviews, and activity documentation served as the basis for assessment and recognition. The implementation emphasized student welfare, responsible stakeholder participation, and appropriate handling of student information throughout the project.

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