Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division Superintendent

OCT 0 2 2023

MEMORANDUM

GUIDELINES ON THE SUPERVISION AND IMPLEMENTATION OF THE DEPED CAREER GUIDANCE PROGRAM FOR THE SCHOOL YEAR 2023-2024

To: OIC – Assistant Schools Division Superintendent/
Chief Education Supervisor, SGOD
Chief Education Supervisor, CID
Public and Private Senior High School Principals/OICs
All Others Concerned

1. Attached is a Regional Memorandum ORD-2023-968, dated September 19, 2023 on the above-mentioned title, contents of which are self-explanatory for the information and guidance of all concerned.

2. See the following enclosures for the details of the activity.

a. CGP Programs, Projects and Activities (PPAs)
b. Curriculum Exit Tracking Survey
c. Career Guidance Implementation Report

4. Immediate dissemination and compliance of this Memorandum is desired.

EVANGELINE P. LADINES CESO V
Schools Division Superintendent

Encl:
Reference: none
To be indicated in the Perpetual Index
under the following subjects:

CAREER GUIDANCE PROGRAM SUPERVISION AND IMPLEMENTATION

LBP/ Guidelines on the Supervision and Implementation of the DepEd Career Guidance Progeam for the School Year 2023-2024
328/Oct. 2, 2023

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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

REGIONAL MEMORANDUM
ORD-2023-£ 968

TO : **SCHOOLS DIVISION SUPERINTENDENTS**

FROM : **WILFREDO E. CABRAL, CESO III**
Regional Director

SUBJECT : **GUIDELINES ON THE SUPERVISION AND IMPLEMENTATION OF THE DEPED CAREER GUIDANCE PROGRAM FOR THE SCHOOL YEAR 2023-2024**

DATE : September 19, 2023

1. Pursuant to the attached Memorandum OUOPS No. 2023-03-8149 dated September 4, 2023 from the Office of Atty. Revsee A. Escobedo, Undersecretary for Operations and Dr. Gina O. Gonong, Undersecretary for Curriculum and Teaching, the Department of Education issues the Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program (CGP) for the School Year 2023-2024, for information and compliance.

2. For more information, kindly contact Bureau of Learners Support Services-Learners Formation Division at blss.lfd@deped.gov.ph/ bcd.od@deped.gov.ph or at telephone numbers (02) 8637-9814 / (02) 8632-7746.

3. For compliance and immediate dissemination.

Republic of the Philippines
Department of Education
OPERATIONS

OUOPS No. 2023-03-8149

MEMORANDUM

FOR : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

FROM : **Atty. REVSEE A. ESCOBEDO**
Undersecretary for Operations

Dr. GINA O. GONONG
Undersecretary for Curriculum and Teaching

SUBJECT : **Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program for School Year 2023-2024**

DATE : September 4, 2023

In support to the MATATAG agenda of making the curriculum relevant to produce competent, job-ready, active, and responsible citizens, and taking good care of our learners by promoting learner well-being, inclusive education, and a positive learning environment, the Department of Education (DepEd), through the Office of Undersecretary for Operations and the Office of the Undersecretary for Curriculum and Teaching, issues the enclosed **Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program for School Year (S.Y.) 2023-2024**, which set the overall management and implementation of appropriate support and programs for all types of learners in choosing their career paths after graduating from the K to 12 curriculum.

The enclosed guidelines shall assist the guidance counselors, career advocates, teachers, homeroom advisers, school principals, and other education stakeholders in promoting and strengthening the academic, social, emotional, and career development of the learners through its proactive, preventive, and developmental services.

YFD_RJFC/09052023

For more information, please contact the Bureau of Learner Support Services-Youth Formation Division, together with the Bureau of Curriculum Development, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City via email blss.lfd@deped.gov.ph/ bcd.od@deped.gov.ph or you may call the office landline at (02) 8637-9814/ (02) 8632-7746.

Immediate dissemination of and strict compliance with these guidelines is directed.

YFD_RJFC/09052023

DEPED CAREER GUIDANCE PROGRAM

I. RATIONALE

A. Republic Act (RA) No. 10533 known as the "Enhanced Basic Education Act of 2013" is premised on the responsibility of the State to create a functional basic education system that aims to develop productive and responsible citizens equipped with the essential competencies, skills, and values for tertiary education, middle-level skills development, employment, entrepreneurship, and lifelong learning.

B. The Enhanced Basic Education program encompasses one (1) year of kindergarten education, six (6) years of elementary education, four (4) years of junior high school, and two (2) years of senior high school.

C. A Grade 10 completer may choose from among the four Senior High School (SHS) tracks: Academic; Technical-Vocational-Livelihood (TVL); Sports; and Arts and Design.

D. The Implementing Rules and Regulations (IRR) of the Enhanced Basic Education Act of 2013, Rule V states that the Department of Education (DepEd) is mandated to properly guide secondary-level learners in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals through:

a) integration of career concepts in the curriculum and undertaking teaching in relevant learning areas;
b) conduct of career assessments;
c) conduct of regular career advocacy activities;
d) conduct of continuous professionalization and capacity building of guidance counselors, career advocates, and peer facilitators;
e) development or accreditation of training programs on career advocacy;
f) establishment of a career advocacy unit and provision of adequate office space in high schools; and
g) designation of guidance supervisors at the division level and career advocates at the school level.

E. Further, Section 17 of the IRR of RA 10533 calls for the DepEd, in coordination with the DOLE, TESDA, CHED, PRC, NYC, industry associations, professional associations, and other relevant stakeholders, to pursue programs that expose learners to the world and value of work, and develop the capability of registered guidance counselors and career advocates to guide the learners and equip them with the necessary life skills and values.

F. Relatedly, Section 18 of the IRR of RA 10533 defines "Career Advocacy Activities" as activities that will guide secondary-level learners in choosing the career tracks that they intend to pursue. Career advocacy activities involve the provision of career information and experiences, advising, coordinating, and making referrals, and may include, but are not limited to, career talks, career

and job fairs, parents' orientations, and seminar workshops on career decision-making.

G. This is also the focus of RA 11206 known as the "Secondary School Career Guidance and Counseling Act." Specifically, it calls for the creation of a National Secondary School Career Guidance and Counseling Program (CGCP) in all secondary schools, and such is to be headed by the school administrator who shall be assisted by a registered guidance counselor or career advocate.

H. In view of the above, these guidelines aim to establish procedures that will guide all stakeholders in planning, implementing, monitoring, and evaluation of the Career Guidance Program.

II. SCOPE

This Career Guidance Program shall be applicable in all public and private elementary and secondary schools starting from S.Y. 2023-2024. These guidelines provide for the establishment of:

a) a career guidance program that is national in scope and anchored on legal and theoretical bases that articulate the goals, objectives, services, and procedure of the implementation,
b) a structure that identifies focal units, defines authority, responsibility, and accountability in the implementation of the program; and
c) a basis for monitoring and evaluation of the program implementation.

III. DEFINITION OF TERMS

A. **Career Advocacy** – implemented by the DepEd under Career Guidance as intermediation services for the learners to provide them relevant information that could guide them in making informed career choices.

B. **Career Advocates** – permanent teaching personnel who underwent training, passed the assessment and certification processes, and are tasked to implement the Career Guidance Program.

C. **Career Assessment** – pertains to the evaluation of the learner's strengths and interests through the use of test and non-test measures.

D. **Career Consultation -** is a process of assisting learners by providing relevant information about different curriculum exits, courses, specializations, opportunities, and other data that can guide them in selecting their career path.

E. **Career Counseling** – is a process of assisting learners in their career development with a focus on planning, organizing, and decision-making on their life and career goals.

F. **Career Development** – is a lifetime process of self-development that starts from childhood and continues through old age. Learners who go through a career guidance program will undergo career development as they move from the next grade level.

G. **Career Guidance Program** – is designed to help learners explore their choices and make responsible decisions relevant to their career pathing. These include planning for their track and strand for Senior High School, choosing their curriculum exits (Higher Education, Employment, Entrepreneurship, and Middle-Level Skills Development), and planning for their future.

H. **Career Guidance Portfolio** – is a collection of the learner's output (in hard or digital copy) showing the learner's progress in career development domain competencies. This may include a summary of the assessment taken, a journal, activity sheets, and other relevant output.

I. **Curriculum Exits -** strategically designed to provide learners with valuable insights, resources, and advice about potential career paths, skill development, higher education options, and other relevant aspects of their professional journey, future careers, and vocational choices.

J. **Division Youth Formation Coordinators -** personnel who are Project Development Officers I or designated by the Schools Division Superintendent (SDS) to handle and implement the youth formation-related programs, projects, and activities (PPAs) at the division level.

K. **Guidance Counselor -** licensed or registered professional who provides support and assistance to individuals, typically within an educational setting, to help them with their personal, social, academic, and career-related matters.

L. **Guidance Designate -** refers to teaching personnel who are officially designated by the School Head to perform duties related to the implementation of guidance services excluding counseling.

M. **Regional Youth Formation Coordinators -** personnel designated by the Regional Director to handle and implement the youth formation-related programs, projects, and activities (PPAs) at the regional level.

IV. POLICY STATEMENT

These guidelines are issued to ensure the proper implementation of the Career Guidance Program. This aims to:

a) institutionalize a policy on Career Guidance which will serve as a guide for the planning, implementation, monitoring, and evaluation of the program;
b) effectively guide individuals in making informed decisions about their career paths, thereby fostering better career prospects and personal development; and

c) ensure consistent comprehension of the guidelines and procedures outlined in the policy.

V. IMPLEMENTATION OF CAREER GUIDANCE PROGRAM

The Department of Education, with its strong commitment to deliver quality education, presents the following specific components of the Career Guidance Program.

A. Career Guidance Advocacy

1. The school shall conduct orientation to the learners with the following recommended topics:

Grade Level	Orientation Topics
6	● Achievement Test and Entrance Examinations ● Early Registration and Filling-out of forms ● Preparation for High School ● Scholarships ● School Mapping / Prospective School for Junior High School
7	● Placement ● School Rules and Regulations ● School Services ● Clubs and Organizations ● School Personnel
8	● Skills Development ● Decision-making ● Problem-solving ● Personal and Career Interests
9	● National Career Assessment Examination (NCAE) ● Career Talk: Exploration ● Skills Development ● Decision-making ● Problem-solving ● Personal and Career Interests
10	● Results and Interpretation of the NCAE ● Senior High School Tracks and Strands ● Early Registration ● Mapping of Schools offering Senior High School ● Scholarships ● Career Talk: Planning / Pathing ● Labor Market Information ● Moving Up Planning
11	● Familiarization with the SHS system ● SHS Curriculum Exits ● Goal-Setting and Clarification of Values ● Resume-Writing and Mock Interview

	● Hard and Soft Skills Enhancement
12	● Considerations and Tips in Deciding a Curriculum Exit ● Career Assessment Tools ● Orientation on Work Immersion and Portfolio ● Entrepreneurship ● Scholarships ● Career Talk: Transitioning ● Graduation Planning

2. The school shall also facilitate the conduct of the following mandated Programs, Projects, and Activities (PPAs) indicated in **Enclosure 1**.

B. **Career Assessment.** The school, through the Registered Guidance Counselor (RGC) or career advocates, shall facilitate the administration of the National Career Assessment Examination (NCAE) or other career assessment tools to Grade 9 learners.

C. **Career Consultation** aims to assist learners by equipping them with significant information related to career development. It shall be conducted by an RGC or career advocate using the below procedure:

1. The school through the RGC or career advocate shall conduct orientation to the learners that the school offers career consultation services. The orientation shall include the procedure, schedule, venue, scope, and limitation of the service.

2. During the actual career consultation, each session shall last a minimum of 30 minutes and a maximum of 60 minutes. The RGC or career advocate shall:

   2.1. Make an introduction and build rapport with the learner;
   2.2. Ask about the learner's career concerns;
   2.3. Explore the different aspects of the learner's concern;
   2.4. Offer possible options for the learner (e.g., scholarships, courses/ degree programs, local employment information, organization, training, referrals/ linkages)
   2.5. Offer possible sources of information (pamphlets, magazines, brochures, or online resources/ articles); and
   2.6. Assist in the creation of action plans/ outputs.

3. After the consultation, the RGC or advocate shall have proper documentation and safekeeping of documents of all facilitated career consultations.

4. Concerns beyond information on career guidance shall be handled by a registered guidance counselor or shall be referred to other professionals.

D. **Career Counseling.** The school through the RGC shall conduct career counseling, which is a structured process designed to assist individuals in making informed and well-aligned decisions about their education, training, and career paths following the existing ethical and legal provisions for its practice.

E. **Career Guidance Portfolio**. All career guidance outputs shall be compiled in the Career Guidance Portfolio which must contain the accomplished activity sheets, a copy of academic grades, assessment results, and activity outputs relevant to career guidance. Learners may create a physical (hardcopy) portfolio, using durable materials that can withstand common elements (e.g., long folder, fastener, plastic envelope, clear book, or other materials available at home) or an electronic (softcopy) portfolio or e-portfolio. This portfolio will be utilized until they finish Senior High School.

F. **Curriculum Exits Tracking Survey.** All schools shall ensure to disseminate the curriculum exits tracking survey to all graduating students at least two (2) weeks before the graduation ceremony using the prescribed template provided in **Enclosure 2**.

G. **Career Guidance Learning Materials.** The school may use the following available materials for CGP:

Grade Level	Career Guidance Material	File Location
Kindergarten to Grade 10	Career guidance competencies are included in the Homeroom Guidance self-learning modules.	DepEd Learning Resource Portal
	Supplementary Material: Learner's Portfolio Development Video developed by DepEd and UNILAB Foundation	DepEd Learning Resource Portal
Grade 10	Supplementary Materials: 1. Multiple Career Development Pathways (MCDP) Toolkit from SEAMEO Innotech	DepEd Learning Resource Portal
Grade 11-12	Career guidance learning materials will be adapted from the existing Career Guidance Teacher's Manual for Senior High School.	DepEd Learning Resource Portal
	Career guidance competencies are included in the Homeroom Guidance self-learning modules.	DepEd Learning Resource Portal
	SHS Tracks and Strands Video developed by DepEd-BCD and SEAMEO Innotech	DepEd Learning Resource Portal

VI. PROGRAM IMPLEMENTERS

A. School

1. *The **School Head** shall:*
   a. serve as the lead implementer of the CGP in the school within their jurisdiction;
   b. designate two (2) Career Advocates, one (1) male and one (1) female, from the pool of career advocates that passed the assessment and certification, with the following qualifications:
      b.1. permanent teaching personnel;
      b.2. must be flexible;
      b.3. have good interpersonal skills;
      b.4. have good oral and communication skills; and
      b.5. have basic knowledge in career guidance, facilitation, coordination, program development, and evaluation.
   c. designate a dedicated career guidance center/ room (pursuant to RA 11206);
   d. coordinate with the Division Youth Formation Coordinators, and
   e. submit a complete quarterly report on the status of Career Guidance implementation to the Division - Youth Formation Coordinator (Enclosure 3).

2. *The **Registered Guidance Counselor or Guidance Designate** shall:*
   a. serve as co-lead in the implementation of the CGP;
   b. provide other guidance services necessary for the implementation of the program;
   c. facilitate the conduct of CGP activities; and
   d. provide technical assistance in the conduct of activities related to CGP.

3. *The **Career Advocate** shall:*
   a. assist the Registered Guidance Counselor or guidance designate in the implementation of Career Guidance Program activities in the school;
   b. refer learners who need other guidance services to the respective Division Registered Guidance Counselor; and
   c. coordinate with other stakeholders involved in conducting Career Guidance Program activities.

B. Schools Division Office

1. *The **Division Youth Formation Coordinator (DYFC) of the School Governance and Operation Division (SGOD)** shall:*

   a. spearhead the implementation of CGP at the Division level, including the conduct of training, assessment, and certification of teachers as designated career advocates;
   b. endorse to the Regional Office the list of designated career advocates;
   c. provide technical assistance to respective schools in the delivery of CGP;

d. provide career guidance learning materials and supplementary materials for the schools in coordination with Curriculum and Instruction Division (CID);
e. establish linkages with other government offices, NGOs, and groups relative to the conduct of career guidance activities;
f. support, monitor, and evaluate the conduct of career guidance activities; and
g. submit the consolidated schools' Career Guidance Program Monitoring and Evaluation Report to the Regional Office (Enclosure 3).

2. *The* ***Edukasyon sa Pagpapakatao (EsP) Supervisor of the Curriculum Implementation Division (CID)*** *shall****:***

a. lead the contextualization and development of the career guidance program learning materials;
b. provide technical assistance to respective schools in the delivery of CGP;
c. assist in the conduct of training, assessment, and certification of teachers; and
d. support, monitor, and evaluate the conduct of career guidance activities.

C. Regional Office

1. *The* ***Regional Youth Formation Coordinator (RYFC) of the Education Education Support Service Division (ESSD)*** *shall:*

a. lead the implementation of the career guidance program at the Regional level;
b. assist the SDOs in conducting training, assessment, and certification of teachers;
c. provide technical assistance to SDOs in the delivery of CGP;
d. ensure that the CGP is properly implemented in the region;
e. establish linkages with other government offices, NGOs and groups relative to the conduct of career guidance activities; and
f. submit the consolidated schools' Career Guidance Program Monitoring and Evaluation Report to the Central Office (Enclosure 3).

2. *The* ***Edukasyon sa Pagpapakatao (EsP) Supervisor of the Curricu lum and Learning Management Division (CLMD)*** *shall:*

a. lead the contextualization and development of the career guidance program learning materials;
b. provide technical assistance to respective SDOs in terms of the implementation of CGP;
c. assist in the conduct of training, assessment, and certification of teachers; and
d. support, monitor, and evaluate the conduct of career guidance activities.

D. Central Office

1. *The* ***Bureau of Learner Support Services (BLSS), through the Youth Formation Division (YFD),*** *shall:*
    a. lead the development of plans, policies, and strategic direction of the CGP;
    b. ensure proper implementation of the CGP through monitoring and evaluation mechanisms;
    c. convene and lead the Career Guidance National Technical Working group activities;
    d. assist in the training, assessment, and certification of Career Advocates; and
    e. consolidate the regional Career Guidance Program Implementation Report.

2. *The* ***Bureau of Curriculum Development (BCD)*** *shall*:
    a. ensure that Career Guidance concepts are integrated into the basic education curriculum;
    b. lead the development of career guidance learning materials; and
    c. provide technical assistance in the content of the training, assessment, and certification of Career Guidance Advocates.

3. *The* ***National Educators' Academy of the Philippines (NEAP)*** *shall*:
    a. lead in the design, development, and delivery of training, assessment, learning materials, and certification of Career Advocates; and
    b. ensure that all Career Guidance Training Modules are quality-assured and certified.

VII. BUDGET ALLOCATION

All expenses incurred relative to the implementation of the Career Guidance Program shall be charged against Local Funds and/or Program Support Funds (PSF) downloaded by the Central Office.

VIII. MONITORING AND EVALUATION

The Bureau of Learner Support Services-Youth Formation Division, together with the Bureau of Curriculum Development shall monitor and evaluate compliance to the provisions of these guidelines. For questions, clarifications, and recommendations you may email blss.lfd@deped.gov.ph/ bcd.od@deped.gov.ph or you may call the office landline at (02) 8637-9814/ (02) 8632-7746.

IX. REFERENCES

Department Order 43, s. 2013. Implementing Rules and Regulations (IRR) of Republic Act No. 10533 Otherwise Known as the Enhanced Basic Education Act of 2013.

Peñano-Ho, Leticia, Life Career Development Program and Career Counseling Manual.1989

Republic Act No. 9258 An Act Professionalizing the Practice of Guidance and Counseling and Creating for this Purpose a Professional Regulatory Board of Guidance and Counseling, Appropriating Funds Therefor and for Other Purposes.

Republic Act No. 10533 An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and For Other Purposes.

Republic Act No. 11206 An Act Establishing a Career Guidance and Counseling Program for All Secondary Schools and Appropriating Funds Therefor.

Enclosure 1: CGP Programs, Projects, and Activities (PPAs)

a. **Mandated PPAs** refers to the programs, projects and activities that shall be organized and conducted at the school level.

Grade Level	Quarter (SY)	Mandated PPAs
Grade 9	1st	• Participation in the National Kick-off of Career Guidance • Career Guidance Activities (e.g. Career Talk: Exploration, Personal and Career Interest, etc.) • Administration of National Career Assessment Examination (NCAE) • Orientation for Career Consultation and Counselling
	2nd	• Conduct of Training for Learners (e,g, Skills Development, Decision-making, Problem-Solving, etc.) • Career Guidance Activities (e.g. Career Talk: Exploration, Personal and Career Interest, etc.) • Actual Career Consultation and Counselling
	3rd	• Actual Career Consultation and Counselling
	4th	• Career Guidance Activities (e.g. Career Talk: Exploration, Personal and Career Interest, etc.) • Actual Career Consultation and Counselling
Grade 10	1st	• Participation in the National Kick-off of Career Guidance (September 25, 2023) • Career Guidance Activities (e.g. Career Talk: Planning/Pathing, Business/ Entrepreneurship Expos, College and middle-level skills fairs, etc.) • Issuance of NCAE Results and Interpretation • Orientation for Career Consultation and Counselling
	2nd	• Career Guidance Activities (e.g. Career Talk: Planning/Pathing, Business/ Entrepreneurship Expos, College and middle-level skills fairs, etc.)

		• Conduct of Training for Learners (e.g. Goal Setting, Networking Skills, Self-assessment, etc.) • Actual Career Consultation and Counselling
	3rd	• Actual Career Consultation and Counselling
	4th	• Career Guidance Activities (e.g. Senior High School Tracks and Strands, Schools with Senior High School Programs, Labor Market Information, Scholarships, etc.) • Actual Career Consultation and Counselling
Grade 11	1st	• Participation in the National Kick-off of Career Guidance • Orientation regarding Senior High School system and Senior High School Curriculum Exits • Orientation for Career Consultation and Counselling
	2nd	• Career Guidance Activities (e.g. College and Mid-level skills fairs, business and entrepreneurship expos, etc.) • Conduct Training for Learners (e.g. Resume Writing, Interviews, Hard and Soft Skills Enhancement, etc.) • Actual Career Consultation and Counselling
	3rd	• Actual Career Consultation and Counselling
	4th	• Conduct Training for Learners (e.g. Goal Setting, Clarification of Values, etc.) • Career Guidance Activities (e.g. College and Mid-level skills fairs, business and entrepreneurship expos) • Actual Career Consultation and Counselling
Grade 12	1st	• Participation in the National Kick-off of Career Guidance • Career Guidance Activities (e.g. Considerations and Tips in Deciding a Curriculum Exit, College and Mid-level Skills fairs, business and entrepreneurship expos, etc.) • Administration of Career Assessment Tools • Orientation on Work Immersion and Portfolio • Orientation for Career Consultation and Counselling

	2nd	• Career Guidance Activities (e.g. Career Talk: Transitioning, Career Fair, College Fair, etc.) • Actual Career Consultation and Counselling
	3rd	• Actual Career Consultation and Counselling
	4th	• Administration of Curriculum Exit Tracking Questionnaire for Grade 12 Graduates • Actual Career Consultation and Counselling

ENCLOSURE 2: Curriculum Exit Tracking Survey

Your answer to this survey will be treated with utmost confidentiality following the RA 10173 or the Data Privacy Act of 2012.

Direction: Accomplish and provide necessary details.

Learner's Reference Number (LRN): _____ Age: _____
Learner's Name: _____ Sex: _____
Contact No. _____

1. Who assisted or helped you with your curriculum exit decision?

- ☐ Guidance Counselor
- ☐ Subject Teacher
- ☐ Guidance Designate
- ☐ Parent / Guardian / Relative
- ☐ Career Advocate
- ☐ None
- ☐ Class Adviser / Homeroom Adviser
- ☐ Other: _____

2. Who assisted or helped you with your curriculum exit decision?

- ☐ Guidance and Counseling Service (e.g Counseling, Consultation)
- ☐ Career Guidance Program
- ☐ None
- ☐ Homeroom Guidance
- ☐ Other: _____

3. What is your Senior High School Track?

- ☐ Academic Track
- ☐ Arts and Design Track
- ☐ Sports Track
- ☐ Technology and Vocational Livelihood Track

3.a For Academic Track, what is your chosen Strand?

- ☐ Accounting, Business and Management (ABM)
- ☐ Science, Technology, Engineering & Mathematics (STEM)
- ☐ Humanities and Social Science (HumSS)
- ☐ General Academic Strand (GAS)

3.b For Technology and Vocational Livelihood Track

- [ ] Agri-Fishery Arts
- [ ] Home Economics
- [ ] Information and Communication Technology (ICT)
- [ ] Industrial Arts

3.b.1 For Agri-Fishery Arts

- [ ] Agricultural Crops Production (NC I)
- [ ] Agricultural Crops Production (NC II)
- [ ] Agricultural Crops Production (NC III)
- [ ] Animal Production (Swine) (NC II)
- [ ] Aquaculture (NC II)
- [ ] Artificial Insemination (Ruminants) (NC III)
- [ ] Fish-Production Packaging (NC II)
- [ ] Fish Wharf Operation (NC I)
- [ ] Food Processing (NC II)
- [ ] Horticulture (NC III)
- [ ] Landscape Installation & Maintenance (NC II)
- [ ] Organic Agriculture (NC II)
- [ ] Animal Health Care Management (NC III)
- [ ] Animal Production (Poultry-Chicken) (NC II)
- [ ] Animal Production (Ruminants) (NC II)
- [ ] Artificial Insemination (Swine) (NC II)
- [ ] Fish Capture (NC II)
- [ ] Fishing Gear Repair and Maintenance (NC III)
- [ ] Pest Management (NC II)
- [ ] Rice Machinery Operation (NC II)
- [ ] Rubber Processing (NC II)
- [ ] Rubber Production (NC II)
- [ ] Slaughtering Operations (NC II)
- [ ] Others: _____

3.b.2 For Home Economics

- [ ] Attraction and Theme Parks (NC II)
- [ ] Barbering (NC II)
- [ ] Bartending (NC II)
- [ ] Bread and Pastry Production (NC II)
- [ ] Caregiving (NC II)
- [ ] Commercial Cooking (NC III)
- [ ] Hairdressing (NC III)
- [ ] Handicraft (Fashion Accessories, Paper Craft (Non-NC II)
- [ ] Handcraft (Needlecraft) (Non-NC)
- [ ] Handicraft (Woodcraft, Leathercraft (Non-NC)
- [ ] Housekeeping (NC II)
- [ ] Local Guiding Services (NC II)
- [ ] Cookery (NC II)
- [ ] Dressmaking (NC II)
- [ ] Events Management Services (NC III)
- [ ] Fashion Design (Apparel) (NC III)
- [ ] Food and Beverage Services (NC II)
- [ ] Front Office Services (NC II)
- [ ] Tailoring (NC II)
- [ ] Tourism Promotion Services (NC II)
- [ ] Travel Services (NC II)
- [ ] Wellness Massage (NC II)
- [ ] Others: _____

3.b.3 For Information and Communication Technology (ICT)

- ☐ Animation (NC II)
- ☐ Broadband Installation (Fixed Wireless Systems) (NC II)
- ☐ Computer Programming (.net Technology) (NC III)
- ☐ Computer Programming (Java) (NC III)
- ☐ Computer Programming (Oracle Database) (NC III)
- ☐ Computer System Servicing (NC II)
- ☐ Contact Center Services (NC II)
- ☐ Illustration (NC II)
- ☐ Medical Transcription (NC II)
- ☐ Technical Drafting (NC II)
- ☐ Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)
- ☐ Telecom OSP Installation (Fiber Optic Cable) (NC II)
- ☐ Others: _____

3.b.4 For Industrial Arts

- ☐ Automotive Servicing (NC I)
- ☐ Automotive Servicing (NC II)
- ☐ Carpentry (NC II)
- ☐ Carpentry (NC III)
- ☐ Construction Painting (NC II)
- ☐ Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)
- ☐ Gas Tungsten Arc Welding (GTAW) (NC II)
- ☐ Machining (NC I)
- ☐ Machining (NC II)
- ☐ Masonry (NC II)
- ☐ Mechatronics Servicing (NC II)
- ☐ Motorcycle/Small Engine Servicing (NC II)
- ☐ Plumbing (NC I)
- ☐ Plumbing (NC II)
- ☐ Driving (NC II)
- ☐ Electrical Installation and Maintenance (NC II)
- ☐ Electric Power Distribution Line Construction (NC II)
- ☐ Electronic Products Assembly and Servicing (NC II)
- ☐ Furniture Making (Finishing) (NC II)
- ☐ Instrumentation and Control Servicing (NC II)
- ☐ Gas Metal Arc Welding (GMAW) (NC II)
- ☐ Shield Metal Arc Welding (SMAW) (NC I)
- ☐ Shield Metal Arc Welding (NC II)
- ☐ Tile Setting (NC II)
- ☐ Transition Line Installation and Maintenance (NC II)
- ☐ Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/ Commercial Refrigeration Equipment [CRE]) Servicing (NC III)

4. Curriculum Exits

- ☐ College Education
- ☐ Employment
- ☐ Entrepreneurship / Business
- ☐ Middle-Level Skills Development
- ☐ None in any of the curriculum exits

4.a For College Education, reasons for choosing college as your curriculum exit (Check all that apply)

- ☐ Personal choice
- ☐ Influence of parents or relatives
- ☐ Peer influence
- ☐ Prospect for employment in the future
- ☐ Status or prestige of being a college graduate
- ☐ Opportunity for employment abroad
- ☐ No particular choice or no better idea
- ☐ Others: _____

Name of Preferred School (Do not abbreviate) _____

College Course _____

4.b For Employment, reasons for choosing employment as your curriculum exit (Check all that apply)

- ☐ Personal choice
- ☐ Influence of parents or relatives
- ☐ Peer influence
- ☐ Inspired by role model
- ☐ Financial constraints
- ☐ No available college or university in our place
- ☐ Was not accepted in my preferred college course
- ☐ Lack of interest to pursue college or other training
- ☐ No particular choice or no better idea
- ☐ Attractive work and compensation
- ☐ Others: _____

What is your preferred work? _____

Name of company or institution you like to work for:_____

Nature of Company or Institution:

- ☐ Education
- ☐ Law
- ☐ Business
- ☐ Engineering
- ☐ Architecture
- ☐ Media
- ☐ Social Services
- ☐ Medical
- ☐ Security
- ☐ Pharmacy
- ☐ Hotel & Restaurant
- ☐ Arts
- ☐ Navigation
- ☐ Manufacturing

- [ ] Agriculture
- [ ] Electronics
- [ ] Fisheries
- [ ] Fabric / Clothing
- [ ] Mining
- [ ] Technology
- [ ] Finance / Banking
- [ ] Call center
- [ ] Others: _____

4.c For Entrepreneurship/Business, reasons for choosing entrepreneurship/business as your curriculum exit. (Check all that apply)

- [ ] Personal choice
- [ ] Influence of parents or relatives
- [ ] Peer influence
- [ ] Inspired by role model
- [ ] Financial constraints
- [ ] No available college or university in our place
- [ ] Was not accepted in my preferred college course
- [ ] Lack of interest to pursue college or other training
- [ ] No particular choice or no better idea
- [ ] Attractive work and compensation
- [ ] Others: _____

Do you have an existing business/plan to have a business? [ ] Yes [ ] No

If yes, what product/service do you offer in your business? _____
Date and year of start doing business? _____

4.d For Middle-Level Skills Development, reasons for choosing middle-level skills development as your curriculum exit. (Check all that apply)

- [ ] Personal choice
- [ ] Influence of parents or relatives
- [ ] Peer influence
- [ ] Inspired by role model
- [ ] Financial constraints
- [ ] No available college or university in our place
- [ ] Was not accepted in my preferred college course
- [ ] Lack of interest to pursue college or other training
- [ ] No particular choice or no better idea
- [ ] Others: _____

What training program will you take? _____
Name of preferred training institution? _____

4.e For no chosen curriculum exit, reason for not having curriculum exit (Check all that apply)

- ☐ Personal choice
- ☐ Influence of parents or relatives
- ☐ Peer influence
- ☐ Inspired by role model
- ☐ Financial constraints
- ☐ Health condition
- ☐ No available college/universities in our place
- ☐ No available college or university in our place
- ☐ Was not accepted in my preferred college course
- ☐ Lack of interest to pursue college or other training
- ☐ No particular choice or no better idea
- ☐ Personal reason
- ☐ Migration to another place
- ☐ Other: _____

5. What 21st Century Skills learned in basic education did you find useful? (Check all that apply)

- ☐ Creativity and curiosity
- ☐ Visual and information literacies
- ☐ Media literacy
- ☐ Interactive communication
- ☐ Flexibility and adaptability
- ☐ Initiative and self-direction
- ☐ Social and cross-cultural skills
- ☐ Productivity and accountability
- ☐ Critical thinking, problem solving, & risk-taking
- ☐ Adaptability, managing complexity and self-direction
- ☐ Higher-order thinking and sound reasoning
- ☐ Basic, scientific, economic, & technological literacies
- ☐ Multicultural literacy and global awareness
- ☐ Teaming, collaboration and interpersonal skills
- ☐ Personal, social, and civic responsibility
- ☐ Leadership and responsibility

6. What values learned in basic education did you find useful? (Check all that apply)

- ☐ Respectfulness
- ☐ Perseverance
- ☐ Industriousness
- ☐ Prayerfulness
- ☐ Compassion
- ☐ Courage
- ☐ Resourcefulness
- ☐ Resilience
- ☐ Thrift
- ☐ Optimism
- ☐ Helpfulness
- ☐ Persistence

- [ ] Care for the environment
- [ ] Responsibility
- [ ] Trustworthiness
- [ ] Loyalty
- [ ] Patriotism
- [ ] Generosity
- [ ] Cooperative
- [ ] Gratitude
- [ ] Accountability
- [ ] Charity
- [ ] Dedication
- [ ] Enthusiasm
- [ ] Reverence
- [ ] Hardwork
- [ ] Cleanliness
- [ ] Creativity
- [ ] Honesty
- [ ] Friendliness
- [ ] Dependability
- [ ] Understanding
- [ ] Kindness
- [ ] Integrity
- [ ] Patience
- [ ] Fairness
- [ ] Commitment
- [ ] Determination
- [ ] Fortitude
- [ ] Thoughtfulness
- [ ] Adaptability
- [ ] Others:

Note: The school may devise/ create an online curriculum exit tracking or you may access or download the editable file through the provided link: ***https://tinyurl.com/CGPEnclosure2***

Enclosure 3: Career Guidance Implementation Report

A. School Career Guidance Implementation Report

School ID/ Name:	Name of School Head:
Division:	Region:

1. Facilitation of Career Guidance Activities

Activity/ies	Date of Facilitation	Target Grade Level	Target Number of Attendees	Actual Number of Attendees

Note: Add rows is necessary and attach means of verification: photos, videos, program matrix, and summary of the activity report.

2. Do you have a Registered Guidance Counselor? ☐ Yes ☐ No
3. Do you have a Guidance Designate? ☐ Yes ☐ No
4. Do you have a Career advocate/s? ☐ Yes ☐ No
5. Number of learners undergone consultation and counselling related to career concerns

Grade Level	Male	Female	Total
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

6. Number of Senior High School graduates.

Graduates	Male	Female	Total
SHS Leaners			

Curriculum Exit Tracking

7. Curriculum Exit Summary (Number of Learners)

Track	Curriculum Exit					
	College Education	Employment	Entrepreneurship / Business	Middle-Level Skill Development	None of the Curriculum Exit	Total
ACAD						
Arts and Design						
Sports						

TVL						
Total						

8. Who assisted the learners with their curriculum exit? (Number of times being chosen)

Guidance Counselor	Guidance Designate	Career Advocate	Class Adviser	Subject Teacher	Parent / Guardian / Relative	None

9. What assisted learners with their Curriculum Exit? (Number of times being chosen)

Guidance and Counseling Service	Career Guidance Program	Homeroom Guidance	Labor Market Information	None

10. What is/are the reason/s for choosing your curriculum exit? (Number of times being chosen)

A. College Education

Personal Choice	Influence of parents/ relatives	Peer influence	Prospect for future employment	Status/prestige of being a college graduate	Opportunity for employment	No particular choice / no better idea

B. Employment

Personal Choice	Attractive Work and Compensation	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

C. Entrepreneurship / Business

Personal Choice	Attractive opportunity to earn	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

D. Middle-Level Skill Development

Personal Choice	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

E. No Preferred Curriculum Exit

Personal Choice	Influence of parents/relatives	Peer influence	Lack of financial resources	Personal reason	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea	Health condition	Migration to another place

Prepared by:

_____

Name and Signature
RGC / Guidance Designate / Career Advocate

Approved by:

_____

Name and Signature
School Head

Note: You may access and download the editable file through the provided link: ***https://tinyurl.com/CGPEnclosure3v2***

B. Division Consolidated Career Guidance Implementation Report

Region: _____ Division: _____
Total no. of schools with secondary learners _____

1. Number of schools with Registered Guidance Counselor. _____
2. Number of schools with Guidance Designate. _____
3. Number of schools with Career Advocates. _____
4. Number of learners consulted and counseled related to career concerns

Grade Level	Male	Female	Total
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

5. Total Number of Senior High School graduates.

Graduates	Male	Female	Total
SHS Leaners			

Consolidated Curriculum Exit Tracking

6. Curriculum Exit Summary

Track	Curriculum Exit					
	College Education	Employment	Entrepreneurship / Business	Middle-Level Skill Development	None of the Curriculum Exit	Total
ACAD						
Arts and Design						
Sports						
TVL						
Total						

7. Who assisted the learners with their curriculum exit?

Guidance Counselor	Guidance Designate	Career Advocate	Class Adviser	Subject Teacher	Parent / Guardian / Relative	None

8. What assisted the learners with their Curriculum Exit?

Guidance and Counseling Service	Career Guidance Program	Homeroom Guidance	Labor Market Information	None

9. What are the reasons for choosing your curriculum exit? (Number of times being chosen)

F. College Education

Personal Choice	Influence of parents/ relatives	Peer influence	Prospect for future employment	Status/prestige of being a college graduate	Opportunity for employment	No particular choice / no better idea

G. Employment

Personal Choice	Attractive Work and Compensation	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

H. Entrepreneurship / Business

Personal Choice	Attractive opportunity to earn	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

I. Middle-Level Skill Development

Personal Choice	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

J. No Preferred Curriculum Exit

Personal Choice	Influence of parents/relatives	Peer influence	Lack of financial resources	Personal reason	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea	Health condition	Migration to another place

Prepared by:

_____

Name and Signature
Division Youth Formation Coordinator

Approved by:

_____

Name and Signature
Schools Division Superintendent

Note: You may access and download the editable file through the provided link: ***https://tinyurl.com/CGPEnclosure3v2***

C. Regional Consolidated Career Guidance Implementation Report

Region: _____
Total no. of schools with secondary learners _____

1. Number of schools with Registered Guidance Counselor. _____
2. Number of schools with Guidance Designate. _____
3. Number of schools with Career Advocates. _____
4. Number of learners consulted and counseled related to career concerns

Grade Level	Male	Female	Total
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

5. Total Number of Senior High School graduates.

Graduates	Male	Female	Total
SHS Leaners			

Consolidated Curriculum Exit Tracking

6. Curriculum Exit Summary

Track	Curriculum Exit					
	College Education	Employment	Entrepreneurship / Business	Middle-Level Skill Development	None of the Curriculum Exit	Total
ACAD						
Arts and Design						
Sports						
TVL						
Total						

7. Who assisted the learners with their curriculum exit?

Guidance Counselor	Guidance Designate	Career Advocate	Class Adviser	Subject Teacher	Parent / Guardian / Relative	None

8. What assisted the learners with their Curriculum Exit?

Guidance and Counseling Service	Career Guidance Program	Homeroom Guidance	Labor Market Information	None

9. What are the reasons for choosing your curriculum exit? (Number of times being chosen)

A. College Education

Personal Choice	Influence of parents/ relatives	Peer influence	Prospect for future employment	Status/prestige of being a college graduate	Opportunity for employment	No particular choice / no better idea

B. Employment

Personal Choice	Attractive Work and Compensation	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

C. Entrepreneurship / Business

Personal Choice	Attractive opportunity to earn	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

D. Middle-Level Skill Development

Personal Choice	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

E. No Preferred Curriculum Exit

Personal Choice	Influence of parents/relatives	Peer influence	Lack of financial resources	Personal reason	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea	Health condition	Migration to another place

Prepared by:

_____

Name and Signature
Regional Youth Formation Coordinator

Approved by:

_____

Name and Signature
Regional Director

Note: You may access and download the editable file through the provided link: ***https://tinyurl.com/CGPEnclosure3v2***