

**MOTHER
TONGUE
LANGUAGES:**

BIKOL
Marhay na aga!

**SINUGBUANONG
BINISAYA**
Maayong buntag!

CHAVACANO
Buenas días!

HILIGAYNON
Maayong aga!

ILOKO
Naimbag a bigat!

KAPAMPANGAN
Mayap a abak!

MAGUINDANAOAN
Mapia mapita!

MERANAO
Mapiya kapipita!

PANGASINAN
Masantos ya agew!

TAGALOG
*Magandang
umaga!*

WARAY
Maupay nga aga!

IVATAN
*Kapyan ka pa nu Diyos
sichamavuka aya!*

IBANAG
*Nakasta nga
umma!*

ZAMBAL
*Maganday
bayomboka!*

KINARAY-A
*Maayad ayad nga aga
kaninyo tanan!*

BAHASA SUG
Assalamualaikum!

AKIANON
*Mayad ayad
nga agahon!*

SINURIGAONON
*Marajaw na
buntag dijo hurot!*

YAKAN
Assalamualaikum!



DEPED INITIATIVES ON THE SHS PROGRAM

JOCELYN DR ANDAYA

Director IV

Bureau of Curriculum Development

PIDS Research 1 Recommendations	Comments / DepEd's Initiatives
1. Enhance information campaigns and other awareness-raising activities among employers about the Senior HS program.	With strong partnership with the public and private sectors (business and the industry), including PBED.
2. Ensure that students are deployed in work immersion venues that complement their track/specialization choice. 3. Implement a longer and competency-oriented work immersion for students.	DepEd released the following policies: DO 30, s. 2017 SHS Work Immersion DO 39, s. 2018 Clarificatory Guidelines on the SHS Work Immersion Time allotment: from 80 – 320 hours
4. Improve the awareness of firms on the competencies taught in senior high school. 5. Improve arrangements for taking and acceptability to firms of NC assessments.	Strong partnership with the public and private sectors (industry and business) including CSC Strong partnership and collaboration with TESDA

PIDS Research 1 Recommendations	Comments / DepEd's Initiatives
<ul style="list-style-type: none"> ▪ Encourage firms and government agencies to adjust their hiring policies. <ul style="list-style-type: none"> • Online job sites must be Senior HS graduate- friendly; • CSC must review requirements for government job positions requiring high school graduates; and • MARINA should allow the hiring of Senior HS graduates. 	<p>With existing partnership with Microsoft and DOLE</p> <p>With initial agreement with CSC</p> <p>With existing partnership with MARINA</p>
<ul style="list-style-type: none"> ▪ Review and update curriculum content including immersion delivery models and exit options for students ▪ Improve college preparation: <ul style="list-style-type: none"> • Upgrade quality and standardization of teaching Senior HS subjects; and • Highlight the importance of deepening knowledge in the core courses. 	<ul style="list-style-type: none"> • Released the MELCs for SHS due to the pandemic • DO 30, s. 2017 and DO 39, s. 2018 on SHS Work Immersion Program • Conducted the SHS Tracer Study • Released policies on NEAP transformation • Implementation of DO 42, s. 2017 (Philippine Professional Standards for Teachers) • Implementation of DO 25, s 2020 (Philippine Professional Standards for Supervisors)

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- ❑ Labor Force Survey (LFS) data
 - Only 20% of SHS grads enter the labor force
 - Most (70+%) are attending Higher Education

Note: This is similar to the findings in the SHS Tracer Studies conducted by BCD

PIDS Research 2 Recommendations	Comments / DepEd's Initiatives
<ul style="list-style-type: none"> Re-examine the employment and entrepreneurial objectives of the SHS program <p>Most SHS graduates are continuing their education rather than entering the labor force</p>	<ul style="list-style-type: none"> Conducted the SHS Tracer Study With existing engagement with Microsoft on SHS Employability With existing engagement with DOLE and CSC
<ul style="list-style-type: none"> On labor market outcomes / Re-examination of the work preparation component in the SHS curriculum since SHS graduates does not have clear advantage over G10 and second year college completers 	<ul style="list-style-type: none"> Note: More intensive studies be done on the Labor Force participation of SHS graduates to validate this finding
<ul style="list-style-type: none"> On type of employment / Find ways of improving performance in wage and salary and self-employment <p>Wage employment: G10 > G12 > Second year college On self-employment: Second year college completers > G12 > G10</p>	<ul style="list-style-type: none"> Engagement with partners in the government and private sectors (industry and business)
<ul style="list-style-type: none"> Continue to monitor and assess the labor market performance of SHS graduates <p>The niche of SHS graduates in the labor market still needs to be found and clearly defined</p>	<ul style="list-style-type: none"> With institutionalized Basic Education Monitoring and Evaluation Policy

DepEd Policies and Initiatives

Recent Initiatives

- Senior High School Tracer Study
- On-going review of the K to 12 Curriculum
- Finalizing phase of the Basic Education Entrepreneurship Program
- DepEd's active participation in the initiatives for the (a) Philippine Qualifications Framework and (b) Philippines Skills Framework
- Tripartite Meeting with CSC and CHED on the Senior High School (SHS) Graduates Employability Proposal



Bureau of Curriculum Development

NATIONAL TRACER STUDY OF THE SENIOR HIGH SCHOOL GRADUATES

SCHOOL YEAR 2017-2018

Professionalism*Integrity*Excellence*Service

Department of Education-Bureau of Curriculum Development - JDRA



RESEARCH QUESTIONS

1. What is the distribution of the SHS graduates of 2017-2018 across tracks?
2. What is the distribution of the SHS graduates based on the curriculum exits?
3. What are the considerations of SHS graduates in selecting their curriculum exits?
4. What are the issues encountered by the SHS graduates in different curriculum exits?



SCOPE AND DELIMITATIONS



SHS first batch of graduates (SY 2017-2018)

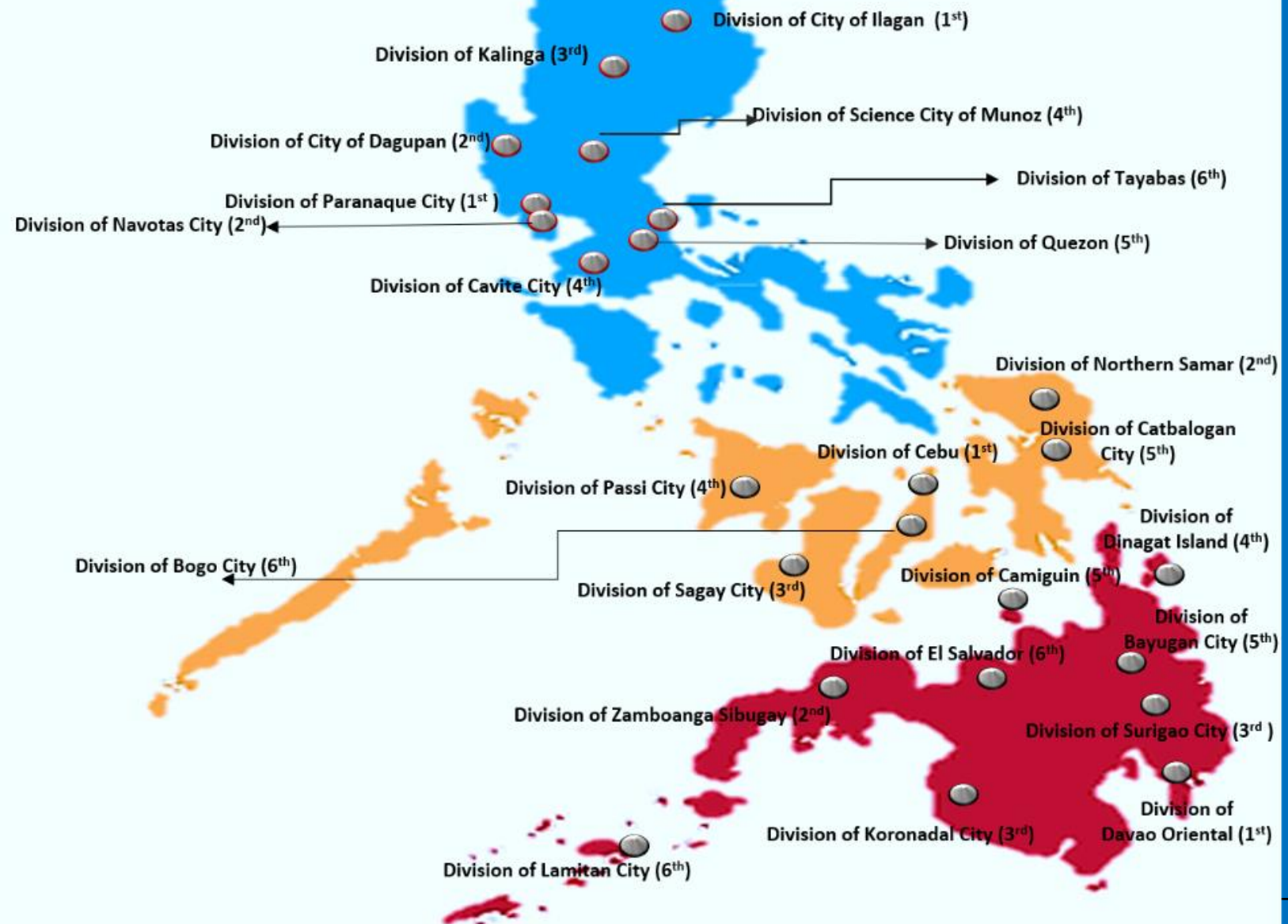


Participants are graduates of public schools



Probability Sampling in four major areas
(Luzon, Visayas, Mindanao & NCR)

Division & Schools of Participants



Luzon
Visayas
Mindanao

METHODOLOGY: Instrumentation

- SURVEY QUESTIONNAIRES

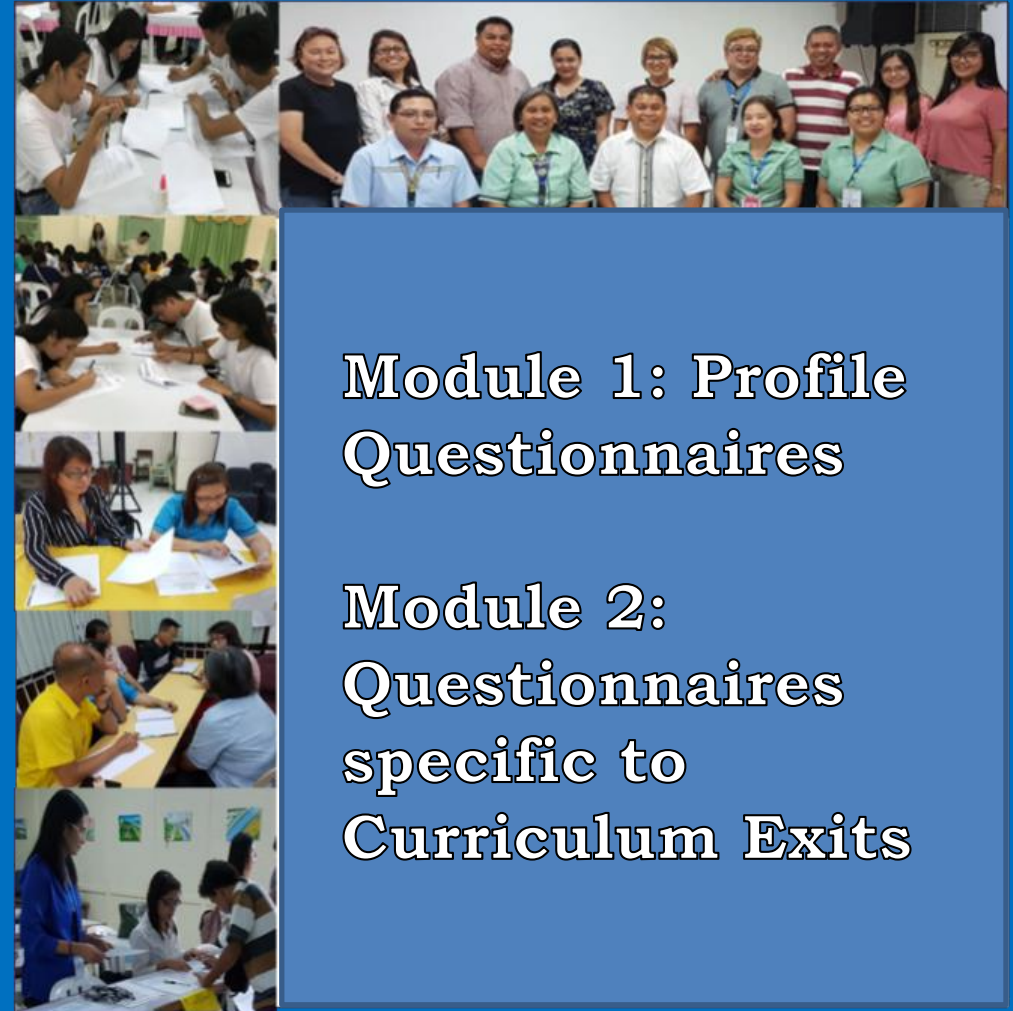


210 SHS
Graduates &
20 Division
Supervisors

VALIDITY & RELIABILITY

20 Division
Supervisors
&
Consultants

CONTENT
EVALUATION



Module 1: Profile
Questionnaires

Module 2:
Questionnaires
specific to
Curriculum Exits

METHODOLOGY

Research Design



Concurrent Mixed Method Design

Sampling Design



- 646,857 population
- 2,393 sample size

METHODOLOGY

Data Analysis



- Descriptive statistics

- Thematic Analysis



Ethical Considerations



Secured permission from authorities

Signed consent forms (FGD and Survey)



Food and transportation allowance of participants during on-site data gathering

Non-disclosure agreement (anonymity & confidentiality of data and results)

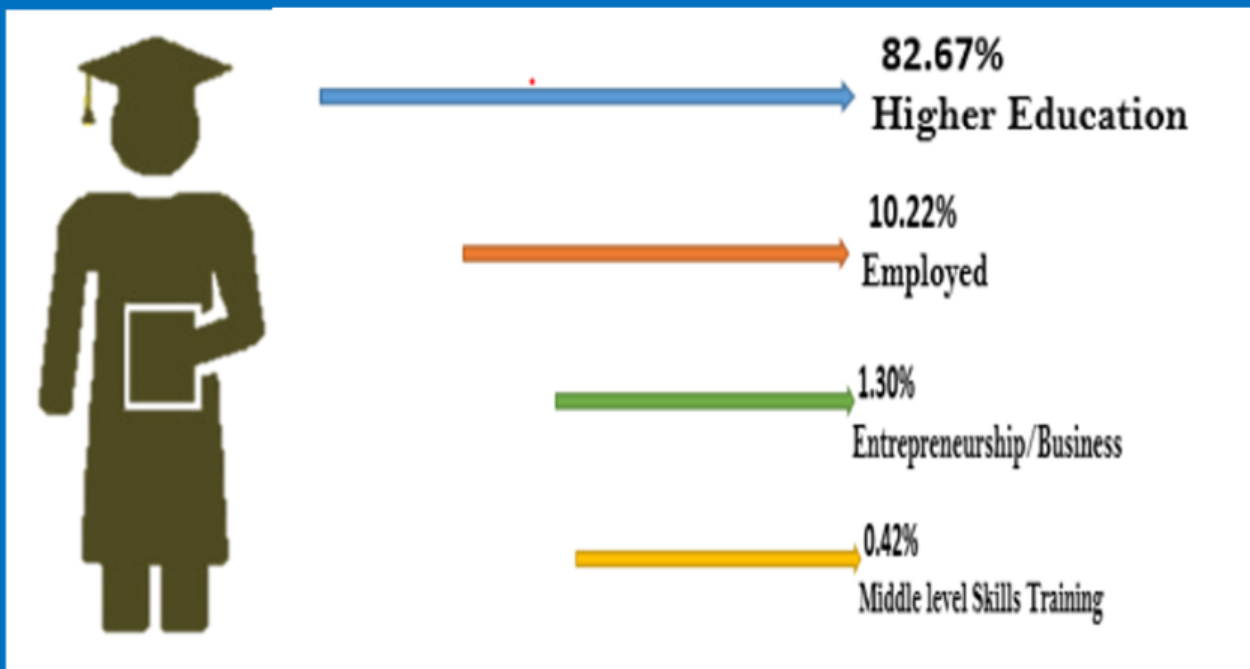


2. What is the distribution of the SHS graduates based on the curriculum exits?

SHS Curriculum Exits	f	%
Higher Education	1593	82.67
Employment	197	10.22
Entrepreneurship/ Business	25	1.30
Middle-Level Skills/ Short Training Course	8	0.42
Total	1823	94.61
Not in any of the four curriculum exits	104	5.39
Grand Total	1927	100

*Missing responses is 8

N=1927



94.61% of the total graduates are within the four desired outcomes



5.39% or

5 to 6 for every 100 graduates are **NOT** in any of the desired outcomes

FINDINGS



There were more enrollees in the Home Economics and Industrial Arts under the TVL Track and more learners took up GAS under the Academic Track.



Majority of the SHS graduates of SY 2017-2018 pursued tertiary education regardless of the tracks taken in SHS.



Internal and External factors influence the decision of the SHS graduates in pursuing college education

FINDINGS



Finding No. 4.

There are different issues encountered by the SHS graduates based on the curriculum exits.



Pursuing Higher Education

- Difficulty of the subjects
- Non-crediting of SHS subjects
- Rejection from the degree program
- Travel-related issues, i.e., distance and security concern
- High expectations from the teachers



Pursuing Entrepreneurship/

Business Exit

- The issues encountered by those who engage in business are issues related to handling customers and financial management.



Pursuing Employment Exit

- Issues concerning those who pursue are the following:
 - Preference in hiring
 - Qualifications for employment



Pursuing Middle-skills Development Exit

- Misalignment of the SHS track with the TESDA courses
- Quality of the SHS Training

RECOMMENDATIONS



DepEd can develop a policy to strengthen the alignment of TVL curriculum with the four curriculum exits



A national assessment to evaluate the readiness and competencies of the students for the demands of college education could be done.



DepEd should coordinate with DOLE to ensure that SHS graduates, especially those below 18 years old are protected from unfair labor practices.

RECOMMENDATIONS



School guidance program should be strengthened.



There is a need to evaluate the implementation of senior high school curriculum to examine the gap between the intended curriculum and the implemented curriculum.

Joint Delivery Voucher Program for Senior High School Technical Vocational Livelihood Specializations

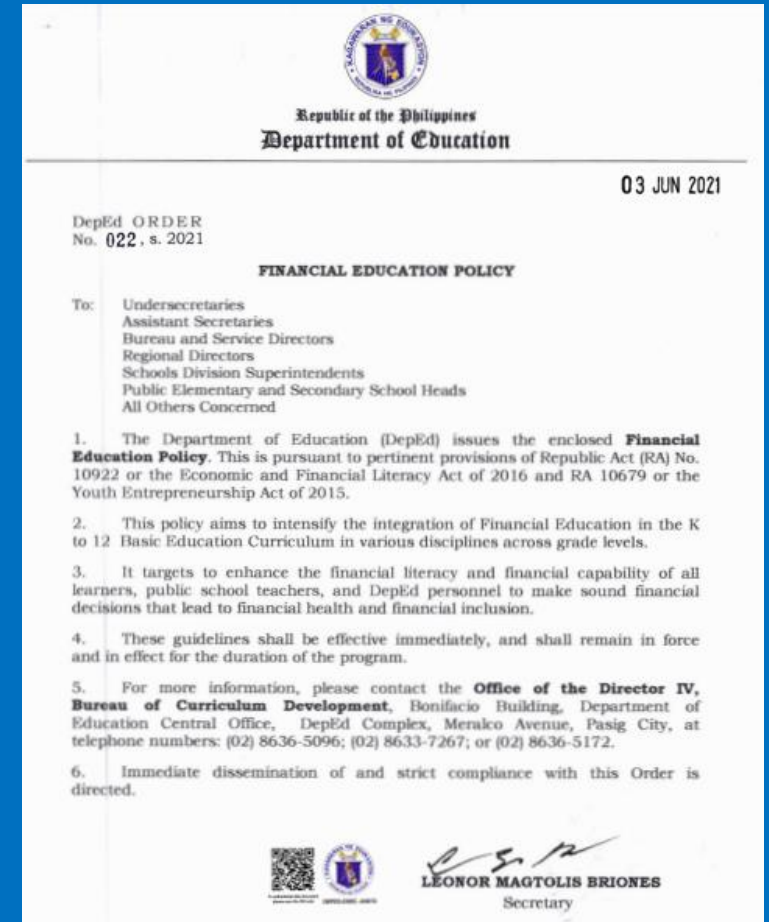
- a **tuition fee assistance to Grade 12 students in DepEd public SHSs**, which have been identified as **having inadequate facilities, equipment, tools and teachers with regard to the implementation of TVL Specializations**.
- in the **form of voucher** given to learner-beneficiaries to enable them to cross-enroll for the completion of TVL Specializations in eligible private SHSs, non-DepEd public SHSs or private TVIs (JDVP-SHS TVL Partners)

A. DO 68, S. 2017	Published	Uploaded to DepEd Website December 28, 2017
B. DO 17, S. 2018	Published	Uploaded to DepEd Website April 02, 2018 (Addendum to DO 68, S. 2017)
C. DO 33, S. 2018	Published	Uploaded to DepEd Website July 19, 2018
D. DO 53, S. 2018	Published	Uploaded to DepEd Website December 28, 2018 (Additional Information to DO 33, S. 2018)
E. DO 19, S. 2019	Published	Uploaded to DepEd Website August 14, 2019
F. DO 35, S. 2020	Published	Uploaded to DepEd Website November 4, 2020
G. DO 04, S. 2021	Published	Uploaded to DepEd Website January 25, 2021 (Additional Provision to DO 35, s. 2020)

Financial Education

Financial Education is a curriculum-based process of teaching and learning about financial knowledge and skills anchored on the key concepts of *earning, saving, spending, sharing, donating, investing, consumer protection and entrepreneurship*. These core concepts are integrated in the various areas of discipline across grade levels (**Kindergarten to Senior High School**) through the identified entry points or learning competencies.

DepEd Issuance: **DepEd Order No. 22, series 2021**
Uploaded to DepEd Website June 4, 2021



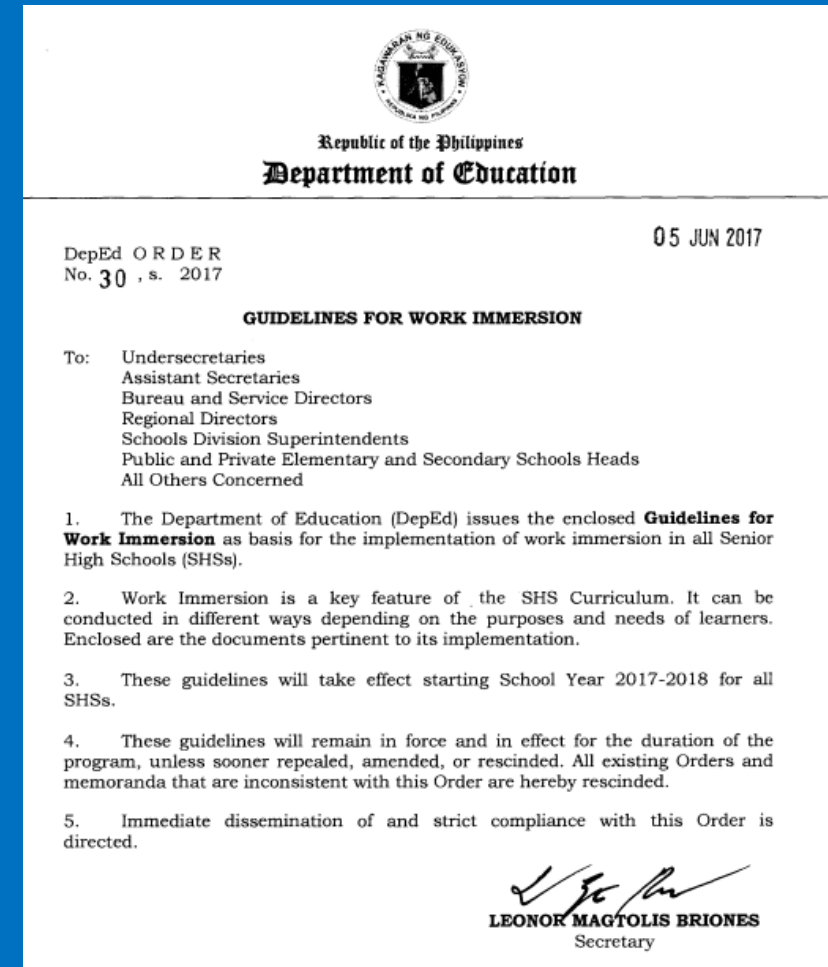
Work Immersion

Work Immersion a required subject is incorporated in the Curriculum. This subject will provide learners with opportunities

1. To become familiar with the work place
2. For employment simulation
3. To apply their competencies in the area of specialization/ applied subjects in the authentic work environment

The maximum number of time spent in work immersion venues is *40 hours per week and no more eight (8) hours per day* as provided by law for a child below 18 but more than 15.

DepEd Order 30. 2017 “ Guidelines for Work Immersion



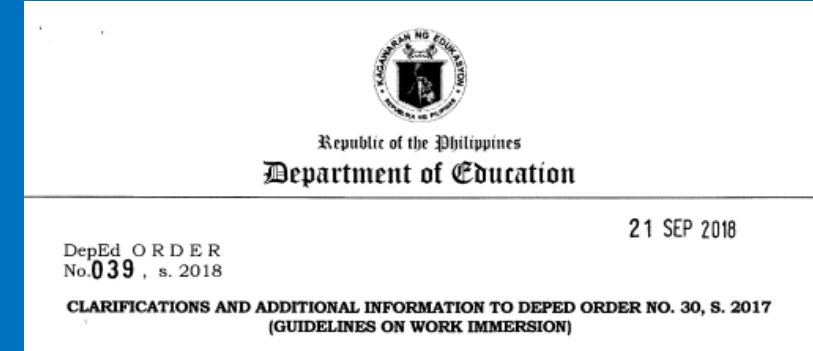
Work Immersion

Work Immersion is *a requirement for TVL Track* while it is optional for Arts and Design, Sports and Academic Track

For all tracks, school may opt to devise a unique delivery model with a *minimum of 80 hours and a maximum of 320 hours* following a curriculum guide


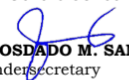
- Provision for *learners with special needs* in work immersion
- Provision for *Learners' Cultural Needs and Religious Practices*

DepEd Order 39. Series 2018 Clarification and Additional Information to DepEd 30. Series 2017



Work Immersion

- It is highly suggested that **Grade 12 TVL Track Learners be prioritized to undergo Work Immersion** while other grade levels take other subjects and undergo Work Immersion when normal condition resumes
- Provision for **optional activities for academic track**
 - ✓ ABM- Busines Simulation (Model A- Model D)
 - ✓ STEM – Capstone Project
 - ✓ GAS- Culminating Activity
- Schemes for the conduct of suggested activities Arts and Design, Sports and TVL Tracks
- The activities in all tracks can be performed in different schemes which include in-school, home-based, community based and school industry partnership
- All lessons and activities for Work Immersion or its equivalent shall be **delivered using different modalities applicable to the learners and schools**

	
Republic of the Philippines Department of Education DepEd Complex, Meralco Avenue, Pasig City 1600	
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Office of the Undersecretary for Curriculum and Instruction	
BCD-CSDD-O-2020-1956	
MEMORANDUM DM-CI-2020-00085	
To :	Bureau Directors Regional Directors Minister, Basic, Higher, and Technical Education, BARMM Schools Division Superintendents Public and Private Elementary and Secondary School Heads All Others Concerned
From :	 DIOSDADO M. SAN ANTONIO Undersecretary
Subject :	GUIDELINES FOR WORK IMMERSION IMPLEMENTATION DURING CRISIS SITUATION
Date :	June 2, 2020

Memorandum-DM-CI-2020-00085 “Guidelines for Work Immersion Implementation During Crisis Situation”

Unique Track

- an **innovated track/strand** other than the standard programs set, developed, and approved by DepEd, nominated by the applicant schools, national agencies, institutions and organizations
 - ❖ Latest Approved Unique Specializations
 - ✓ Cacao Production
 - ✓ Dental Technology (Fixed)
 - ✓ Dental Technology (Removable)
 - ✓ Call Center Services
 - ✓ Health Care Services
 - ✓ Heavy Equipment Servicing
 - ✓ *Organic Agriculture*
 - ✓ Security Services and Peacekeeping
 - ✓ Aviation Ground Handling Services
 - ✓ Data Collection
 - ✓ Amusement Parks and Attractions Services

Strengthening Industry-Business Sector Partnership



Microsoft says partners with DepEd, ECOP to upskill senior high graduates

To raise the employability of senior high school graduates and prepare them with skills for the modern workplace, Microsoft Philippines has launched the "Building Impactful Resume and Professional Brand Online" program with the Department of Education (DepEd) and the Employers Confederation of the Philippines (ECOP).

SOURCE: news.abc-cbn.com

Partnership for Convergence on Tourism Education and Hospitality

The Virtual Signing of MOU and Webinar on the Convergence on Tourism Education and Training



DOT Convergence on Tourism Education: Moving Forward and Beyond, Nov. 5, 2020

Strengthening Industry-Business Sector Partnership

- **Partnership for Convergence on Tourism Education and Hospitality**



Strengthening Industry-Business Sector Partnership

- **Workshops Conducted in response to the convergence on Tourism Education and Training**



Strengthening Industry-Business Sector Partnership

- **Partnership for Virtual Work Immersion for Call Center Services under First Future 2.0**



Strengthening Industry-Business Sector Partnership

- **Partnership with Maritime and Industry Authority for SHS Maritime Program**



Vetting and approval of application to offer
Pre Baccalaureate and TVL –Maritime Program

National Training of Teachers for SHS Maritime
Program

Monitoring and Evaluation of SHS Maritime Program
implementers

Strengthening Industry-Business Sector Partnership

- **Partnership with other Government Agency and Industries**



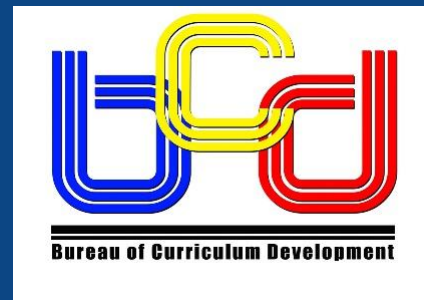
For the SHS Implementation among SUCs and LUCs



For the proposed aviation specialization in the SHS Program



For the proposed theme park and attraction specialization in the SHS Program



*Isang karangalan
ang maglingkod sa bayan!*

Department of Education-Bureau of Curriculum Development - JDRA