



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM
No. 110, s. 2026

12 FEB 2026

REITERATION OF THE MAJOR CAREER GUIDANCE PROGRAM INITIATIVES

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

1. In reference to Regional Memorandum No. 170, s. 2026 dated February 8, 2026, and DM-OUGOPS-2026-01-10-08118 dated January 8, 2026, bearing the same title, this Office, through the School Governance and Operations Division – Youth Formation Division (SGOD-YFD), reiterates the key initiatives of the Career Guidance Program.
2. The Career Guidance Program aims to develop productive and responsible citizens equipped with essential competencies, skills, and values for tertiary education, middle-level skills development, employment, entrepreneurship, and lifelong learning. All governance levels are directed to strictly adhere to and implement the Joint Memorandum (OUOPS No. 2023-03-8149), titled Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program.
3. The annual Curriculum Exit survey shall be conducted for all graduating Senior High School (SHS) learners for School Year 2025–2026. To ensure full compliance and complete submission of results, all School Heads, Guidance Counselors, Guidance Designates, Career Advocates, and Grade 12 Section Advisers, with the assistance of the Supreme Secondary Learner Government (SSLG) Officers and their respective Teacher-Advisers, are directed to facilitate the administration of the survey among SHS graduates. This is in line with the implementation of the Curriculum Exit Tracking System (CETS), accessible through the following link: <https://tinyurl.com/CurExit2026>.
4. The system officially opened on January 25, 2026, and will remain accessible until the end of the graduation period.
5. Furthermore, all secondary schools, in coordination with their respective Regional and Division Offices, are encouraged to conduct a Localized Career Expo (LCEx). This may include career caravans, career fairs, and similar activities that provide learners with career guidance and opportunities. The activity shall highlight the four (4) curriculum exits: higher education, employment, entrepreneurship, and middle-level skills development.
6. Attached is Regional Memorandum No. 170, s. 2026 for reference.
7. For information and guidance.

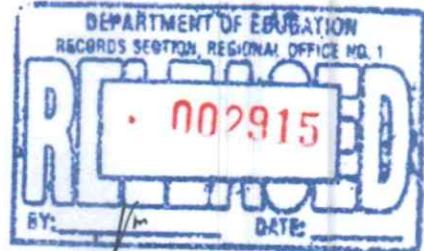
By the Authority of the SDS:

ARNEL S. BANDIOLA
Assistant Schools Division Superintendent

ANSELMO R. ALUDINO
Schools Division Superintendent



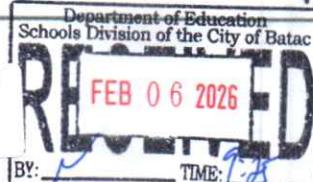
Republic of the Philippines
Department of Education
REGION I



FEB 05 2026

REGIONAL MEMORANDUM
No. 170 s. 2026

SDCB RECORDS UNIT
2602294



REITERATION OF THE MAJOR CAREER GUIDANCE PROGRAM INITIATIVES

To: Schools Division Superintendents

1. In reference to **DM-OUGOPS-2026-01-10-08118** dated January 8, 2026, titled **“Reiteration of the Major Career Guidance Program Initiatives”**, this Office, through the Education Support Services Division reiterates the major Career Guidance Program Initiatives.
2. The Career Guidance Program 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.
3. All government levels are hereby mandated to strictly follow and implement the Joint Memorandum (OUOPS No. 2023-03-8149), titled *Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program*.
4. The conduct of annual Curriculum Exit shall be conducted for all graduating Senior High School (SHS) learners for School Year 2025-2026. To ensure 100% compliance and complete submission of all results, all Division Youth Formation Coordinators (DYFCs), Guidance Counselors, Guidance Designates, Career Advocates, and Grade 12 Section Advisers, with the assistance of the Supreme Secondary Learner Government (SSLG) Officers and their respective Teacher-Advisers, are hereby directed to facilitate the administration of the survey to Senior High School (SHS) graduates for School Year 2025-2026. This is in line with the accomplishment of the Curriculum Exit Tracking System (CETS) through the following link: <https://tinyurl.com/CETS-SY2025-2026>.
5. The system has officially opened last **January 25, 2026**, and will close on or before graduation.
6. Furthermore, all secondary schools, in coordination with their respective Regional and Division Offices, are encouraged to conduct a Localized Career Expo (LCEx). The LCEx may include career caravans, career fairs, and other similar activities that provide learners with career guidance and career opportunities. The activity shall highlight the four (4) curriculum exits: higher education, employment, entrepreneurship, and middle-level skills development.
7. For questions or clarifications, contact **Mr. Darius C. Nieto**, Regional Youth Formation Focal and **Mr. Dennis S. Panida**, Regional Youth Formation Focal via email at essd.region1@deped.gov.ph.

8. Immediate dissemination and strict compliance of this Memorandum is desired.

For the Regional Director:


ATTY. RHEA JOY L. CARBONELL
Chief Administrative Officer
Administrative Division

Encl.: As stated

Reference: DM OUOPS NO. 2023-03-8149

To be indicated in the Perpetual Index
Under the following subjects:

GRADUATES
PROGRAMS

ESSD/dcn/dsp/RM_ReiterationCareerGuidanceProgram
February 5, 2026





Republika ng Pilipinas

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Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM

DM-OUGOPS-2026-01-0818

TO : Regional Directors
 Minister, Basic, Higher, and Technical Education, BARMM
 Schools Division Superintendents
 Public Secondary School Heads
 All Others Concerned

FROM : *C.C.* **MALCOLM S. GARMA** *J. G.* 
Undersecretary for Governance and Operations

SUBJECT : **REITERATION OF THE MAJOR CAREER GUIDANCE PROGRAM INITIATIVES**

DATE : January 08, 2026

The Department of Education (DepEd), through the Office of the Undersecretary for Governance and Operations (OUGOPS) and the Learning System Strand (LSS), hereby reiterates the following major Career Guidance Program (CGP) initiatives:

1. Implementation of the Career Guidance and Counseling Program

Following the approval of the Implementing Rules and Regulations (IRR) of Republic Act No. 11206, otherwise known as the *Secondary School Career Guidance and Counseling Act*, a comprehensive career guidance and counseling program shall be implemented in all public and private secondary schools. In reference to the Joint Memorandum (OUOPS No. 2023-03-8149), titled *Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program for School Year (S.Y.) 2023–2024*, the Department reiterates the continued effectiveness of the aforementioned policy. All governance levels are hereby mandated to strictly follow and implement the said guidelines until the issuance of the new DepEd CGP Policy.

2. Conduct of the Annual Curriculum Exit Tracking

The annual Curriculum Exit Tracking shall be conducted for all graduating Senior High School (SHS) learners for School Year 2025–2026.

To ensure 100% compliance and complete submission of results, all Regional and Division Youth Formation Coordinators (RYFCs/DYFCs), Guidance Counselors, Guidance Designates, Career Advocates, and Grade 12 Section Advisers, with the assistance of the Supreme Secondary Learner Government (SSLG) Officers and their respective Teacher-Advisers, are hereby directed to

BLSS-YFD-2026-01-017



facilitate the administration of the survey to Senior High School (SHS) graduates for School Year 2025–2026. This is in line with the accomplishment of the Curriculum Exit Tracking System (CETS) through the following link: <https://tinyurl.com/CETS-SY2025-2026>

The system shall officially open on **January 25, 2026**, and will close on or before graduation.

3. Conduct of the Localized Career Expo (LCEx)

Furthermore, all secondary schools, in coordination with their respective Regional and Division Offices, are encouraged to conduct a Localized Career Expo (LCEx). The LCEx may include career caravans, career fairs, and other similar activities that provide learners with career guidance and career opportunities. The activity shall highlight the four (4) curriculum exits: higher education, employment, entrepreneurship, and middle-level skills development.

For questions or concerns, please contact **Dr. Gina Lopez Cruz**, Senior Education Program Specialist and Officer-in-Charge of the BLSS-YFD, through email at blss.yfd@deped.gov.ph.

For immediate dissemination and strict compliance.

Encl.: as stated

Reference: none

To be included in the Perpetual Index

Under the following subject:

LEARNERS

GRADUATES

PROGRAMS

STUDENTS

SGOD/amb/ Career Guidance Program Initiatives
2602294/ 26004/ February 10, 2026



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

CG
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.lsd@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.

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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Placement • School Rules and Regulations • School Services • Clubs and Organizations • School Personnel |
| 8 | <ul style="list-style-type: none"> • Skills Development • Decision-making • Problem-solving • Personal and Career Interests |
| 9 | <ul style="list-style-type: none"> • National Career Assessment Examination (NCAE) • Career Talk: Exploration • Skills Development • Decision-making • Problem-solving • Personal and Career Interests |
| 10 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Familiarization with the SHS system • SHS Curriculum Exits • Goal-Setting and Clarification of Values • Resume-Writing and Mock Interview |

| | |
|----|--|
| 12 | <ul style="list-style-type: none"> • Hard and Soft Skills Enhancement • 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 Curriculum 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.yfd@deped.gov.ph / bed.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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Actual Career Consultation and Counselling |
| | 4th | <ul style="list-style-type: none">• Career Guidance Activities (e.g. Career Talk: Exploration, Personal and Career Interest, etc.)• Actual Career Consultation and Counselling |
| Grade 10 | 1st | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Career Guidance Activities (e.g. Career Talk: Planning/Pathing, Business/Entrepreneurship Expos, College and middle-level skills fairs, etc.) |

| | | |
|----------|-----|--|
| | | <ul style="list-style-type: none"> Conduct of Training for Learners (e.g. Goal Setting, Networking Skills, Self-assessment, etc.) Actual Career Consultation and Counselling |
| | 3rd | <ul style="list-style-type: none"> Actual Career Consultation and Counselling |
| | 4th | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Actual Career Consultation and Counselling |
| | 4th | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

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): _____
Learner's Name: _____
Age: _____
Sex: _____
Contact No. _____

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

| | |
|---|---|
| <input type="checkbox"/> Guidance Counselor | <input type="checkbox"/> Subject Teacher |
| <input type="checkbox"/> Guidance Designate | <input type="checkbox"/> Parent / Guardian / Relative |
| <input type="checkbox"/> Career Advocate | <input type="checkbox"/> None |
| <input type="checkbox"/> Class Adviser / Homeroom Adviser | <input type="checkbox"/> Other: _____ |

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

| | |
|---|---------------------------------------|
| <input type="checkbox"/> Guidance and Counseling Service (e.g Counseling, Consultation) | |
| <input type="checkbox"/> Career Guidance Program | <input type="checkbox"/> None |
| <input type="checkbox"/> Homeroom Guidance | <input type="checkbox"/> Other: _____ |

3. What is your Senior High School Track?

| | |
|---|---|
| <input type="checkbox"/> Academic Track | <input type="checkbox"/> Arts and Design Track |
| <input type="checkbox"/> Sports Track | <input type="checkbox"/> Technology and Vocational Livelihood Track |

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

| | |
|--|--|
| <input type="checkbox"/> Accounting, Business and Management (ABM) | <input type="checkbox"/> Science, Technology, Engineering & Mathematics (STEM) |
| <input type="checkbox"/> Humanities and Social Science (HumSS) | <input type="checkbox"/> General Academic Strand (GAS) |

| | | |
|--|-----|--|
| | 2nd | <ul style="list-style-type: none">• Career Guidance Activities (e.g. Career Talk: Transitioning, Career Fair, College Fair, etc.)• Actual Career Consultation and Counselling |
| | 3rd | <ul style="list-style-type: none">• Actual Career Consultation and Counselling |
| | 4th | <ul style="list-style-type: none">• Administration of Curriculum Exit Tracking Questionnaire for Grade 12 Graduates• Actual Career Consultation and Counselling |

3.b For Technology and Vocational Livelihood Track

| | |
|---|--|
| <input type="checkbox"/> Agri-Fishery Arts | <input type="checkbox"/> Home Economics |
| <input type="checkbox"/> Information and Communication Technology (ICT) | <input type="checkbox"/> Industrial Arts |

3.b.1 For Agri-Fishery Arts

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

3.b.2 For Home Economics

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

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

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

3.b.4 For Industrial Arts

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

4. Curriculum Exits

| | |
|--|--|
| <input type="checkbox"/> College Education | <input type="checkbox"/> Middle-Level Skills Development |
| <input type="checkbox"/> Employment | <input type="checkbox"/> None in any of the curriculum exits |
| <input type="checkbox"/> Entrepreneurship / Business | |

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

| | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> Status or prestige of being a college graduate |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Opportunity for employment abroad |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Prospect for employment in the future | <input type="checkbox"/> 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)**

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

What is your preferred work? _____

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

Nature of Company or Institution:

| | |
|--|---|
| <input type="checkbox"/> Education | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Law | <input type="checkbox"/> Security |
| <input type="checkbox"/> Business | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Hotel & Restaurant |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Arts |
| <input type="checkbox"/> Media | <input type="checkbox"/> Navigation |
| <input type="checkbox"/> Social Services | <input type="checkbox"/> Manufacturing |

| | |
|--|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Electronics | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Fisheries | <input type="checkbox"/> Finance / Banking |
| <input type="checkbox"/> Fabric / Clothing | <input type="checkbox"/> Call center |
| <input type="checkbox"/> Others: _____ | |

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

| | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> No available college or university in our place |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Was not accepted in my preferred college course |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> Lack of interest to pursue college or other training |
| <input type="checkbox"/> Inspired by role model | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Financial constraints | <input type="checkbox"/> Attractive work and compensation |
| <input type="checkbox"/> 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)

| | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> No available college or university in our place |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Was not accepted in my preferred college course |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> Lack of interest to pursue college or other training |
| <input type="checkbox"/> Inspired by role model | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Financial constraints | <input type="checkbox"/> 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)**

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

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

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

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

| | |
|--|--|
| <input type="checkbox"/> Respectfulness | <input type="checkbox"/> Resourcefulness |
| <input type="checkbox"/> Perseverance | <input type="checkbox"/> Resilience |
| <input type="checkbox"/> Industriousness | <input type="checkbox"/> Thrift |
| <input type="checkbox"/> Prayerfulness | <input type="checkbox"/> Optimism |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Helpfulness |
| <input type="checkbox"/> Courage | <input type="checkbox"/> Persistence |

| | |
|---|---|
| <input type="checkbox"/> Care for the environment | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Trustworthiness | <input type="checkbox"/> Friendliness |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Dependability |
| <input type="checkbox"/> Patriotism | <input type="checkbox"/> Understanding |
| <input type="checkbox"/> Generosity | <input type="checkbox"/> Kindness |
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Integrity |
| <input type="checkbox"/> Gratitude | <input type="checkbox"/> Patience |
| <input type="checkbox"/> Accountability | <input type="checkbox"/> Fairness |
| <input type="checkbox"/> Charity | <input type="checkbox"/> Commitment |
| <input type="checkbox"/> Dedication | <input type="checkbox"/> Determination |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Fortitude |
| <input type="checkbox"/> Reverence | <input type="checkbox"/> Thoughtfulness |
| <input type="checkbox"/> Hardwork | <input type="checkbox"/> Adaptability |
| <input type="checkbox"/> Cleanliness | <input type="checkbox"/> 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>

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 Learners | | | |

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 | | | | | | |

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

D. Middle-Level Skill Development

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

E. No Preferred Curriculum Exit

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

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 Learners | | | |

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 |
|-----------------|--------------------------------|--------------------------------|----------------|------------------------|-----------------------|--|---|--|-------------------------------------|
| | | | | | | | | | |

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

J. No Preferred Curriculum Exit

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

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>

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 Learners | | | |

Consolidated Curriculum Exit Tracking

6. Curriculum Exit Summary

| Track | Curriculum Exit | | | | | | Total |
|-----------------|-------------------|------------|-----------------------------|--------------------------------|-----------------------------|--|-------|
| | College Education | Employment | Entrepreneurship / Business | Middle-Level Skill Development | None of the Curriculum Exit | | |
| 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 |
| | | | | | | | | | |

| |
|--|
| Personal Choice |
| Influence of parents/relatives |
| Peer influence |
| 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 |
| Health condition |
| Migration to another place |
| 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>