

MEMORANDUM		Date: <u>06-30-24</u>	Released (Records): <u>Bemms</u>
To: <input checked="" type="checkbox"/> PSDS/DICs	<input checked="" type="checkbox"/> Elem/Sec School Heads		
<input checked="" type="checkbox"/> Private Schools	<input checked="" type="checkbox"/> Others:		
For: <input checked="" type="checkbox"/> Information		<input checked="" type="checkbox"/> Dissemination	
<input checked="" type="checkbox"/> Guidance		<input type="checkbox"/> Strict Compliance	
ORLANDO E. MANUEL PhD., CESO V Schools Division Superintendent			
By: <input type="checkbox"/> ASDS	<input type="checkbox"/> CID Chief	<input type="checkbox"/> S/SD Chief	<input type="checkbox"/> AO <input type="checkbox"/> Atty.
			Signature: <u>[Signature]</u>



growth and understanding through information dissemination and career education

June 25, 2026

Dr. Orlando E. Manuel, PhD, CESO V
Schools Division Superintendent
DepEd Schools Division Office (SDO) of Nueva Vizcaya



Dear **Dr. Manuel**:

Warm greetings from **GuidanceNGO!**

GuidanceNGO, an organization that advocates career education, expresses its intent to gather the **Guidance Counselors, Guidance Designates, and Career Advocates** within the **Schools Division Office of Nueva Vizcaya** for a **Capacity-building Seminar** titled **"Widening Career Path Perspectives of JHS and SHS Learners"**.

The **Capacity-building Seminar** will boost the career guidance skills of your school officials who are in charge of monitoring the career development of learners in junior and senior high schools under the **Schools Division Office of Nueva Vizcaya**.

This **Capacity-building Seminar** has been conducted in the other Schools Division Offices in Metro Manila such as **SDO Makati, SDO Pasig, and SDO Taguig-Pateros**. Please see attached certificates.

The capacity-building seminar will cover the following topics:

- **The ANCPAG Developmental Career Education Program modules for Junior and Senior High School Learners**
 - Adaptation Career Module for Grade 12 Learners
 - Navigation Career Module for Grade 11 Learners
 - Choices Career Module for Grade 10 Learners
 - Paths Career Module for Grade 9 Learners
 - Assessment Career Module for Grade 8 Learners
 - Goals Career Module for Grade 7 Learners
- **Equipping Career Advocates with Career Guidance Tools**
 - Paths eBook – a comprehensive reference material about College Programs that will be given FREE to the seminar attendees
 - ASSESS App – a college coaching tool that will be given FREE to the seminar attendees
 - Career Preference Survey Tracker App – a career preference monitoring tool that will be given FREE to the seminar attendees

GuidanceNGO has been rendering career guidance services to many schools in the Philippines for more than 25 years. Several campuses of the Philippine Science High School, Ateneo schools, La Salle schools, and many Catholic, Christian, and non-sectarian schools have been benefiting from **GuidanceNGO's** career guidance services.

Aside from the **Guidance Counselors, Guidance Designates, and Career Advocates**, it is recommendable that the **School Principals** or their **Assistants** from the junior and senior high schools within your Division to attend the **Capacity-building Seminar**.

We look forward to discussing further the details of this letter of intent either **in-person** or **online**. Please let us know the most convenient date and time for an exploratory meeting with the concerned SDO officials.

The **Statements of Rationale, Objectives, and Expected Output** are stated on the succeeding pages.

GuidanceNGO looks forward to being of assistance to the **Schools Division Office of Nueva Vizcaya**.

Thank you.

Respectfully yours,
(Sgd.) Junn Geronimo
Director of Communication
GuidanceNGO

Rationale, Objectives, and Expected Output from the Capacity-building Seminar

WIDENING CAREER PATH PERSPECTIVES OF JHS and SHS LEARNERS

RATIONALE

Year after year, senior high school learners need to make choices on appropriate curriculum exits and career paths to take after senior high school. With the nationwide implementation of the Strengthened Senior High School in the school year 2026–2027, we hope the Grade 10 learners in the Academic Year 2025–2026 have been oriented on the features of the Career Tracks and Clusters of Subjects in the new SHS Curriculum. Further, we also hope that learners have gone through comprehensive career guidance programs in the earlier years of junior high school, taking into account that these learners may be deciding on careers that they will do for many years of their lives.

However, learners in the earlier grade levels have to be knowledgeable about their career options. They also have to be oriented on the skills set and character requirements of many careers. Add to this the academic, physical, financial, and life-skills requirements of many careers. It can be challenging to decide on matters where one doesn't know what his or her options are especially for learners who are underprivileged.

Our learners should be able to rely upon the skills of our guidance officials and career advocates to assist them in making crucial decisions as they embark on their career journeys. Hence, it is recommendable that the guidance officials and career advocates in junior and senior high schools be sufficiently equipped with skills and comprehensive tools to assist our learners.

It is also recommendable that Schools Division Offices are equipped with statistics on the preferred career paths or curriculum exits of learners which can be any of the following:

1. Be a full-time college student.
2. Be a working college student.
3. Be a full-time employee.
4. Be self-employed.
5. Develop middle-level skills.

For a learner to decide on his/her career path, a learner has to eventually choose the best Career Track Cluster and Electives to take in senior high school.

These Career Track Clusters and Electives are:

ACADEMIC TRACK CLUSTERS

- **Business and Entrepreneurship**
 - Basic Accounting
 - Business Finance and Income Taxation
 - Business Economics
 - Contemporary Marketing
 - Entrepreneurship
 - Introduction to Organization and Management

- **Arts, Social Sciences, and Humanities**
 - Citizenship and Civic Engagement
 - Contemporary Literature 1
 - Contemporary Literature 2
 - Creative Industries (Visual, Media, Applied, and Traditional Art)
 - Creative Industries (Music, Dance, Theater)
 - Creative Composition 1
 - Creative Composition 2
 - Cultivating Filipino Identity Through the Arts
 - Filipino sa Isports
 - Filipino sa Sining at Disenyo
 - Filipino sa Teknikal-Propesyonal
 - Introduction to the Philosophy of the Human Person
 - Leadership and Management in the Arts
 - Malikhaing Pagsulat
 - Philippine Politics and Governance
 - The Social Sciences in Theory and Practice
 - Wika at Komunikasyon sa Akademikong Filipino

- **Science, Technology, Engineering, and Mathematics**
 - Advanced Mathematics 1
 - Advanced Mathematics 2
 - Biology 1
 - Biology 2
 - Biology 3
 - Biology 4
 - Chemistry 1
 - Chemistry 2
 - Chemistry 3
 - Chemistry 4
 - Database Management
 - Earth and Space Science 1
 - Earth and Space Science 2

- Earth and Space Science 3
- Earth and Space Science 4
- Empowerment Technologies
- Finite Mathematics
- Fundamentals of Data Analytics and Management
- General Science (Physical Science) - Physics and Careers
- General Science (Earth and Space Science and Life Science)
- Pre-Calculus 1
- Pre-Calculus 2
- Physics 1
- Physics 2
- Physics 3
- Physics 4
- Trigonometry 1
- Trigonometry 2

- **Sports, Health and Wellness**

- Exercise and Sports Programming
- Human Movement 1 (Basic Anatomy in Sports/Exercise)
- Human Movement 2 (Motor Skills Development)
- Physical Education (Fitness and Recreation)
- Physical Education (Sports and Dance)
- Safety and First Aid
- Sports Coaching
- Sports Officiating
- Sports Activity Management

TECHPRO TRACK CLUSTERS AND ELECTIVES

- **Aesthetic, Wellness, and Human Care**

- Aesthetic Services (Beauty Care)
- Barbering Services
- Caregiving (Adult Care)
- Caregiving (Child Care)
- Hairdressing Services
- Wellness Services (Hilot/Massage)

- **Agri-Fishery, Business, and Food Innovation**

- Agricultural Crops Production
- Agro-entrepreneurship
- Aquaculture
- Fish Capture Operation
- Food Processing
- Organic Agriculture Production
- Poultry Production (Chicken)

- Ruminants Production
- Swine Production
- **Artisanry and Creative Enterprises**
 - Garments Artisanry
 - Handicrafts: Weaving
- **Automotive and Small-Engine Enterprises**
 - Automotive Servicing (Electrical Repair)
 - Automotive Servicing (Engine and Chassis Repairs)
 - Driving and Automotive Servicing
 - Motorcycle and Small Engine Servicing
- **Construction and Building Technologies**
 - Carpentry
 - Construction Operation
 - Manual Metal Arc Welding
 - Technical Drafting
- **Creative Arts and Design Technologies**
 - Animation
 - Illustration

 - Visual Graphic Design
- **Hospitality and Tourism**
 - Bakery Operation
 - Events Management Services
 - Food and Beverage Operation
 - Hotel Operation (Front Office Services)
 - Hotel Operation (Housekeeping Services)
 - Kitchen Operation
 - Tourism Services
- **Industrial Technologies**
 - Commercial Air-Conditioning Installation and Servicing
 - Domestic Refrigeration and Air-Conditioning Servicing
 - Electrical Installation Maintenance
 - Electronics Product Assembly and Servicing
 - Mechatronics
 - Photovoltaic Systems Installation
- **ICT Support and Computer Programming Technologies**
 - Broadband Installation

- Computer Programming (Java)
 - Computer Programming (.Net Technology)
 - Computer Programming (Oracle Database)
 - Computer Systems Servicing
 - Contact Center Services
- **Maritime Transport**
 - Marine Engineering at the Support Level
 - Marine Transportation at the Support Level
 - Ships Catering Services

Understandably, not all senior high schools in NCR will be able to offer all of these Career Track Clusters and Electives. What options do our junior high school learners have?

In cases where junior or senior high school learners make disadvantageous career choices, we have to equip them with contingency plans on how to go about these inappropriate life choices.

We also have to strengthen the resolve of the junior and senior high school learners by providing them with career guidance tools that can prepare them in handling unpleasant circumstances that can affect their future as they go through higher levels of education.

OBJECTIVES

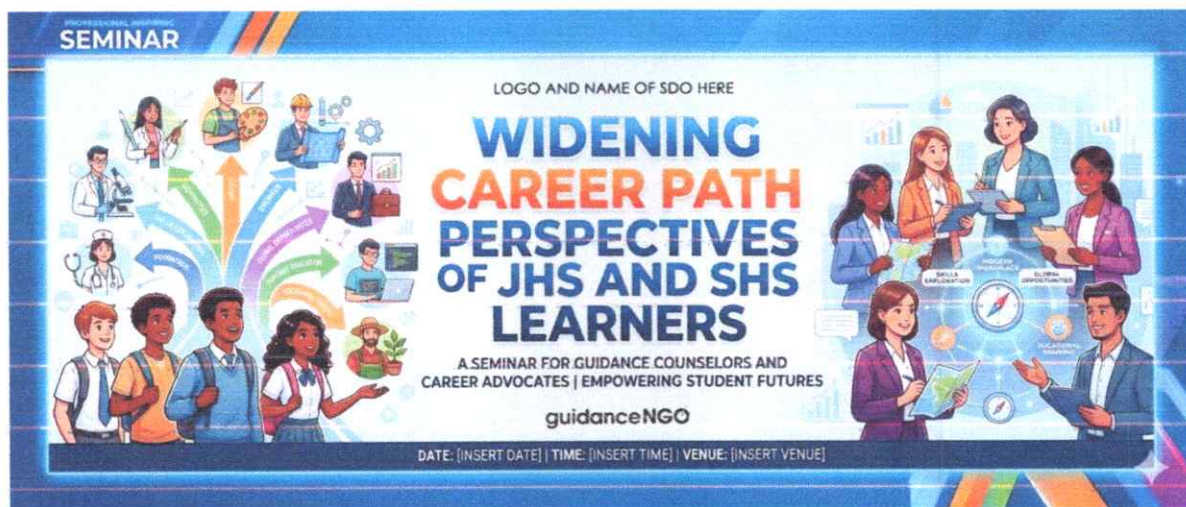
- Empower the Guidance Officials and Career Advocates of Junior and Senior High Schools by orienting learners about a diversity of careers that they can pursue especially through the Strengthened Senior High School curriculum so that the learners will gain clarity about the options that they have as they choose the appropriate Career Track, Clusters of Subjects, and electives in senior high school.
- Equip the Guidance Officials and Career Advocates of junior and senior high school learners with career guidance tools and logistics in creating suitable venues where the learners can raise concerns about the careers in the technical-vocational industry or through college programs that they plan to pursue before they exit from the K to 12 curriculum. We have to empower the Guidance Officials and Career Advocates by providing them with substantial and useful information to address the learners' career concerns.
- Encourage the Guidance Officials and Career Advocates develop and systematize procedures in processing career-related statistics generated through career-based activities so that they can provide the school management and the Schools Division Office essential info that can help both management bodies craft strategic plans to minimize the chances of learners making disadvantageous career choices.

EXPECTED OUTPUT

The Capacity-building Seminar “**Widening Career Path Perspectives of JHS and SHS Learners**” will equip Guidance Officials and Career Advocates with valuable options in holding career-related programs and events that will primarily take into account the career preferences of the learners from Grade 7 to Grade 12. This will be underscored as the priority.

Guidance Officials and Career Advocates will feel more empowered to handle career concerns of junior and senior high school learners as their consciousness about addressing circumstances of learners is raised to a potent level of functional effectiveness.

Finally, Guidance Officials and Career Advocates will gain clarity about the importance of being well-versed in career education as they promote relational authority and exemplify youth formation values that will serve learners in developing valuable skills as they make crucial career decisions.



- *End of Rationale, Objectives, and Expected Output from the Capacity-building Seminar “Widening Career Path Perspectives of JHS and SHS Learners”.*