

**MOTHER
TONGUE
LANGUAGES:**

BIKOL
Marhay na aga!

**SINUGBUANONG
BINISAYA**
Maayong buntag!

CHAVACANO
Buenas dias!

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!*

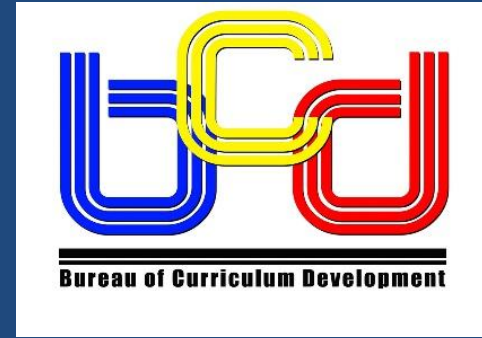
KINARAY-A
*Maayad ayad nga aga
kaninyo tanan!*

BAHASA SUG
Assalamualaikum!

AKIANON
*Mayad ayad
nga agahon!*

SINURIGAONON
*Marajaw na
buntag dijo hurot!*

YAKAN
Assalamualaikum!



K to 12 Program Updates

Jocelyn DR Andaya
Director IV
Bureau of Curriculum Development

Professionalism

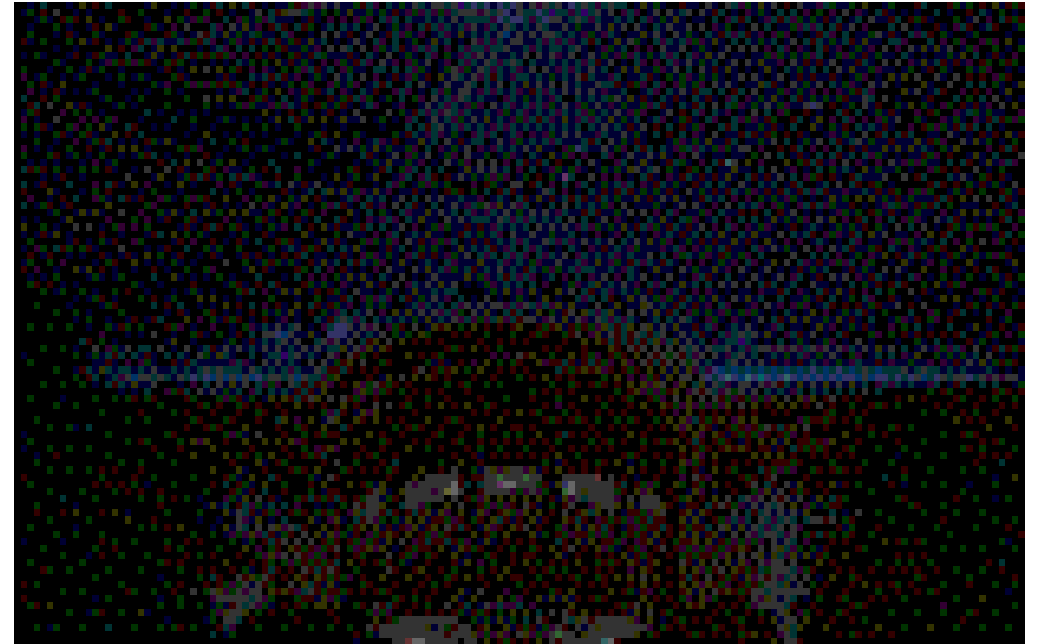
Integrity

Excellence

Service

OUTLINE OF PRESENTATION

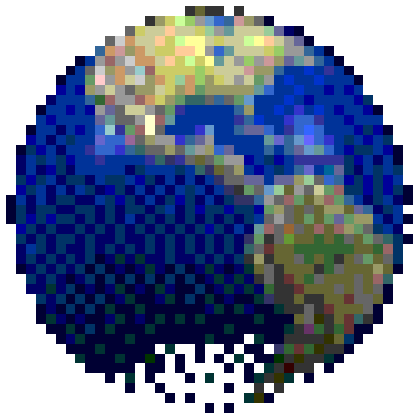
- a. GLOBAL TRENDS
- b. Government Thrusts and Initiatives
- c. What are the Updates so Far
- d. Policies Issued
- e. Issues and Concerns



I. The Scenarios

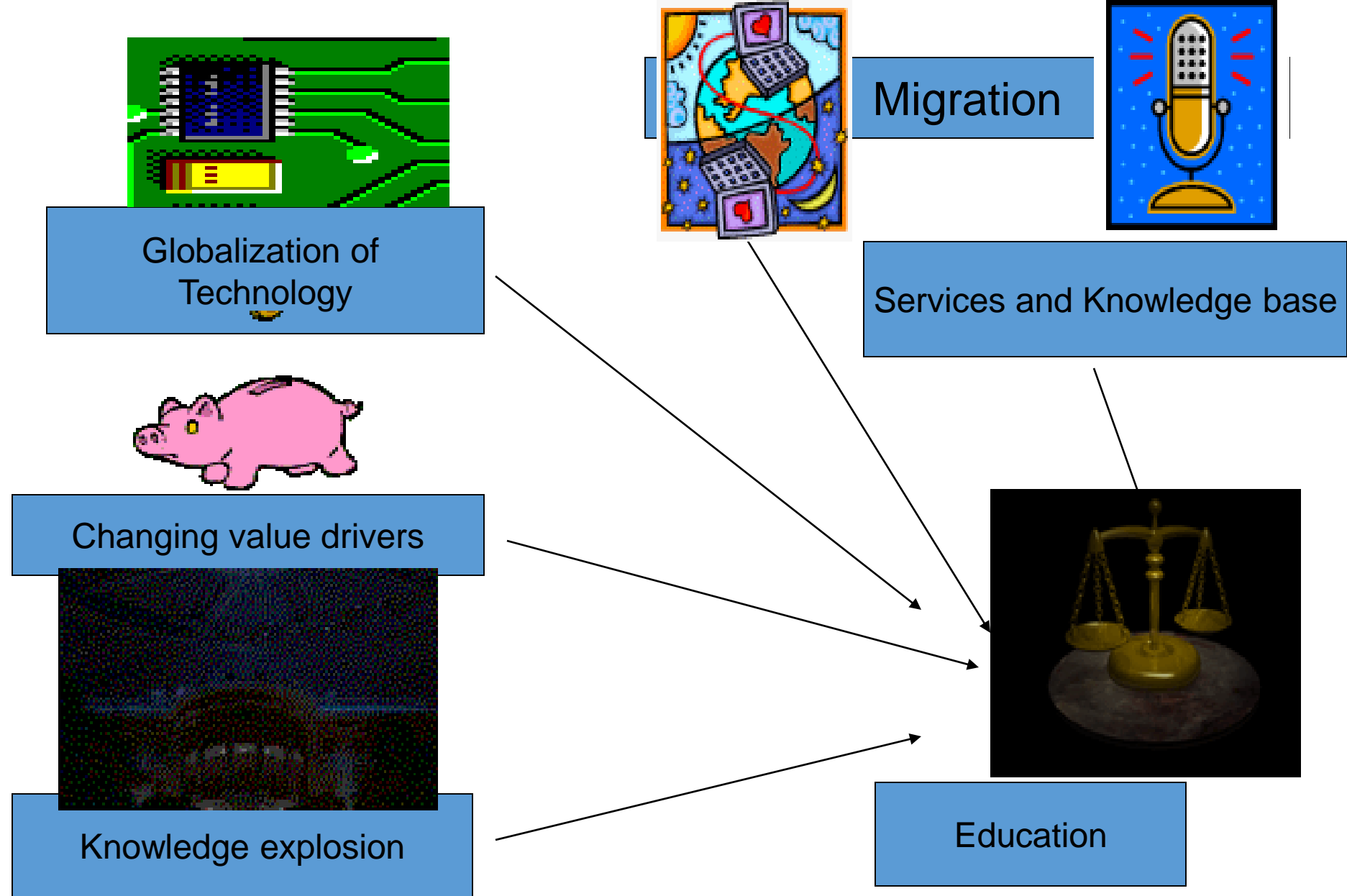


GLOBAL TRENDS/ ISSUES IN EDUCATION



This is the best of
times, this is the
worst of times.

Charles Dickens



Things Change!

1st Revolution



Mechanization, steam
and water power

2nd Revolution



Mass production and
electricity

3rd Revolution



Electronic and IT
systems, automation

4th Revolution



Physical, digital,
biological technologies

V.U.C.A. WORLD

volatility

Characteristics: The challenge is unexpected or unstable and may be of unknown duration, but it's not necessarily hard to understand; knowledge about it is often available.

uncertainty

Characteristics: Despite a lack of other information, the event's basic cause and effect are known. Change is possible but not a given.

complexity

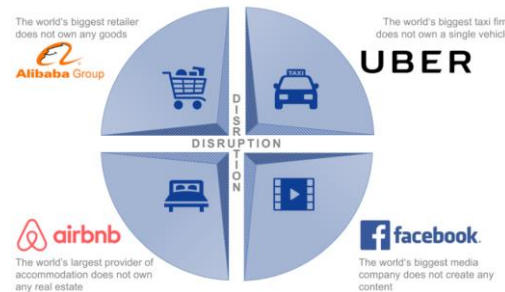
Characteristics: The situation has many interconnected parts and variables. Some information is available or can be predicted, but the volume or nature of it can be overwhelming to process.

ambiguity

Characteristics: Causal relationships are completely unclear. No precedents exist; you face "unknown unknowns."

<https://hbr.org/2014/01/what-vuca-really-means-for-you>

Our **vuca** world



Department of Education-Bureau of Curriculum Development



AMAZING FAT GUY

amazon



Apple

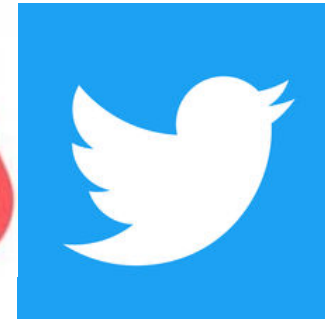
Alibaba Group



Facebook



Airbnb



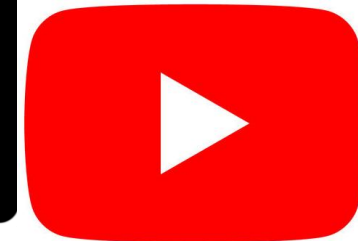
Twitter



Google



Uber



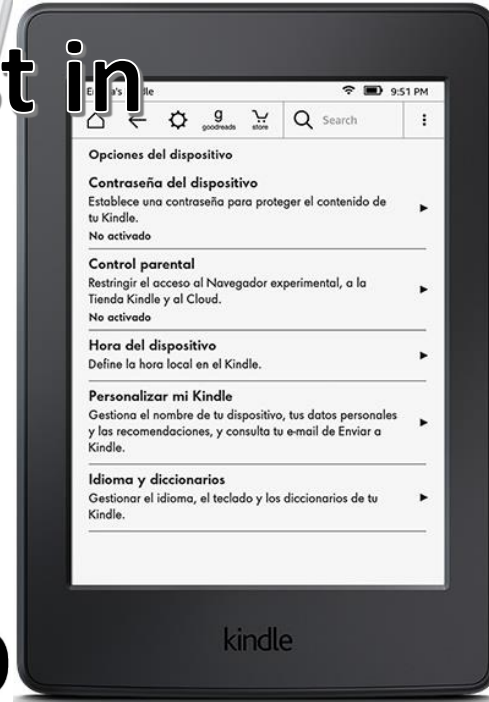
Youtube



Did not exist in
2006



ANDROID



Time it took to reach

100 million
customers



75 years



7 years



4 years




2 years



1 month

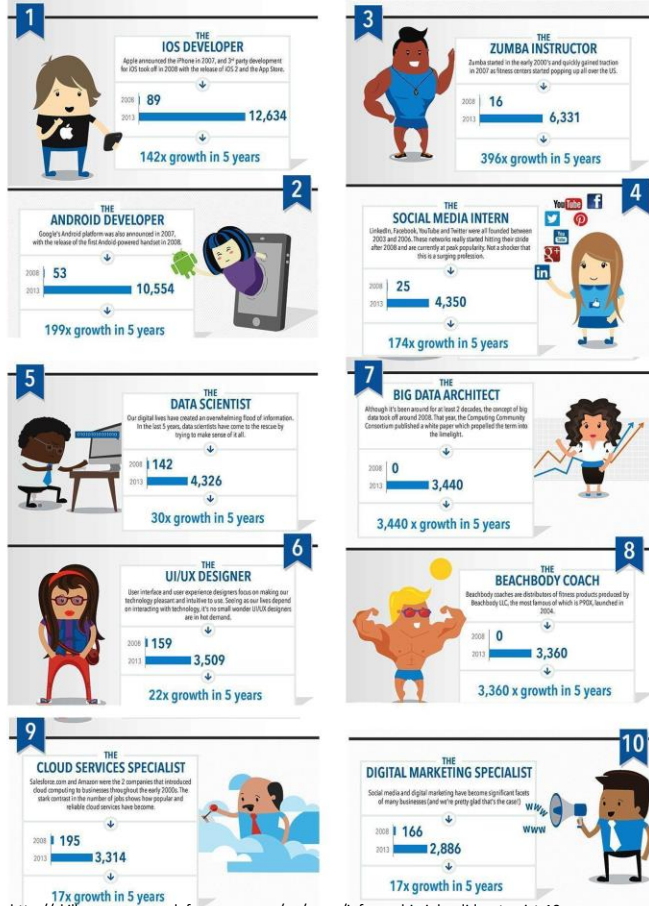
Emerging Technologies



the Internet of Things
big data analytics
artificial intelligence
neurotechnologies
nano- or microsatellites
nanomaterials
additive manufacturing,
advance energy storage technologies
synthetic biology
blockchain

10 Jobs that Didn't Exist 10 Years Ago!

We examined over **259,000,000** LinkedIn members' profiles to determine the 10 most popular job titles that were barely on the map in 2006. Technology and fitness are the biggest drivers for these fascinating changes.



<http://skillspanorama.cedefop.europa.eu/en/news/infographic-jobs-did-not-exist-10-years-ago>



<https://wearetop10.com/best-quadcopter-drones/>

Uber Driver
 Blogger
 YouTuber
 Drone operators
 Social media consultant
 Data miner/scientist
 Sustainability manager
 Professional hacker
 AI engineer
 Pro-gamer
 SEO analyst
 Podcast producer
 Content moderator
 Virtual assistant
 Driverless car engineer
 Genetic counselor

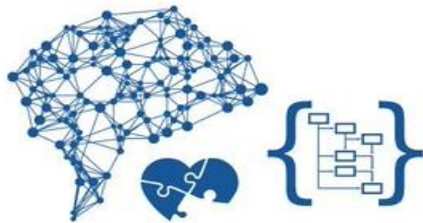
Department of Education-Bureau of Curriculum Development



New jobs will be created.

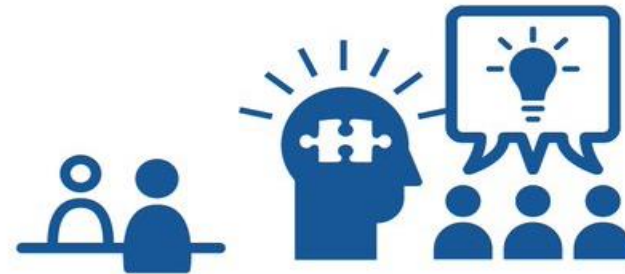
in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Students are changing!



Always mobile,
always moving.



Digital Natives



The Great Divide



Digital Immigrants



If we teach
today's students

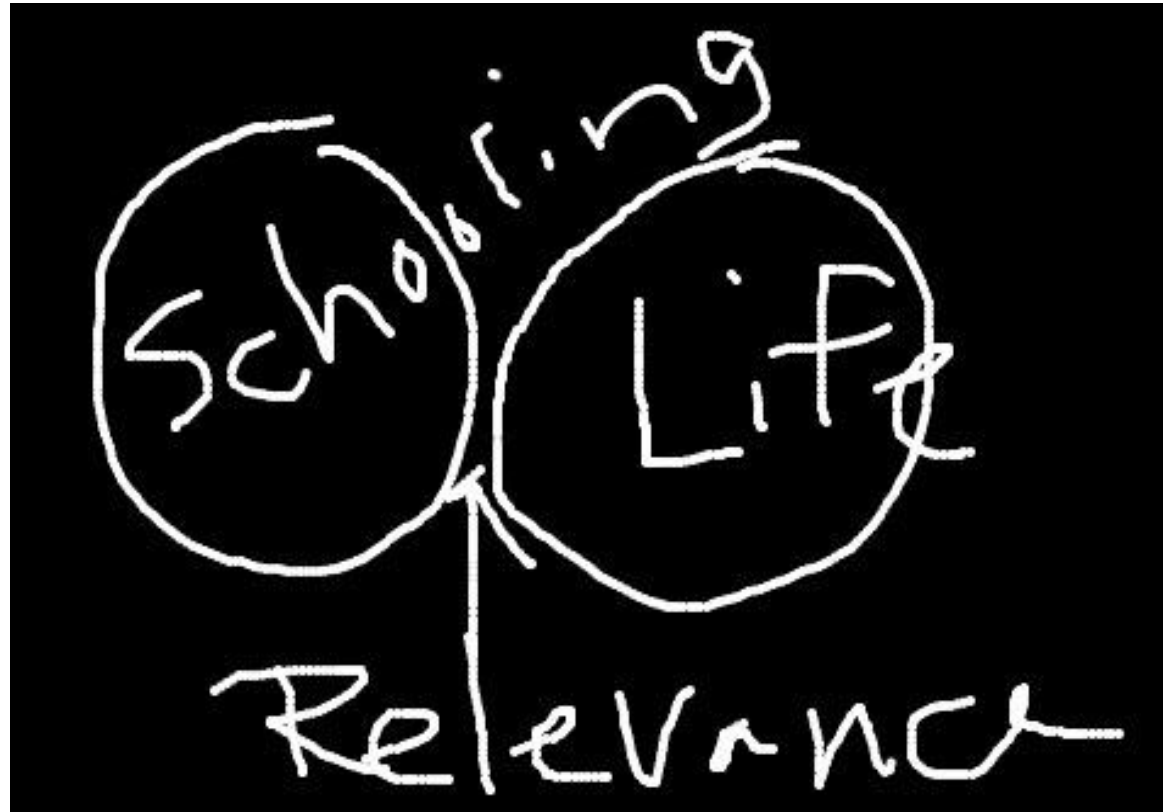
as we taught
yesterday's,

we rob them of
tomorrow.

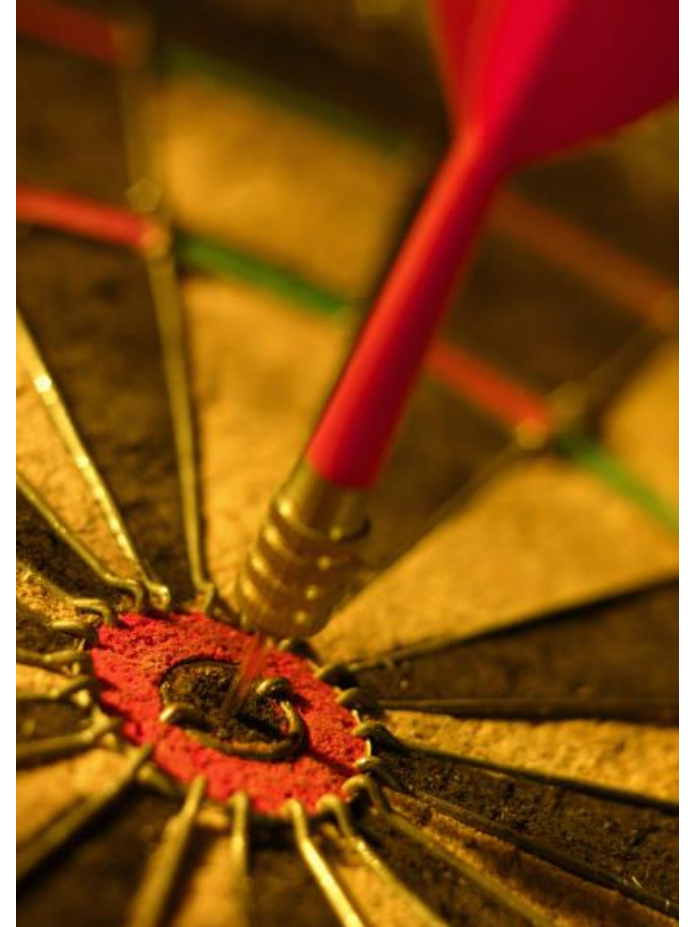
John Dewey

Poster-Driven





Government Thrusts and Initiatives



PLANNING ENVIRONMENT

LONG-TERM



Sustainable Development Goals (Goal 4) – 2030

Quality and Inclusive Education



Ambisyon Natin 2040

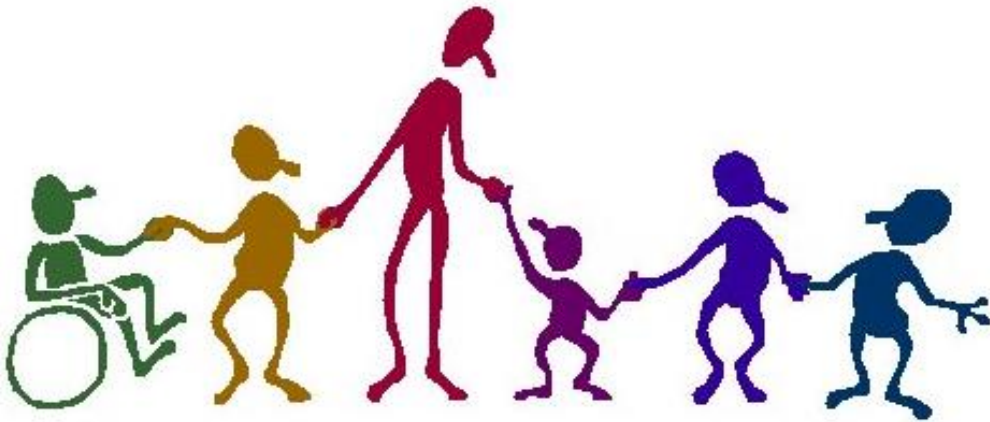
The Philippines shall be a country where all citizens are free from hunger and poverty, have equal opportunities, enabled by fair and just society that is governed with order and unity. A nation where families live together, thriving in vibrant, culturally diverse, and resilient communities.

United Nation's (UN) Sustainable Development Goals (SDG) 2030

GOAL 4:

Ensure inclusive and quality education for all and promote lifelong learning

- **substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**
- **ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**



AmBisyon Natin 2040

Source:

2040.neda.gov.ph

National Economic and Development Authority

12 St. Josemaria Escriva Drive,

Ortigas Center, Pasig City

Trunkline: (+632)6310945 to 56

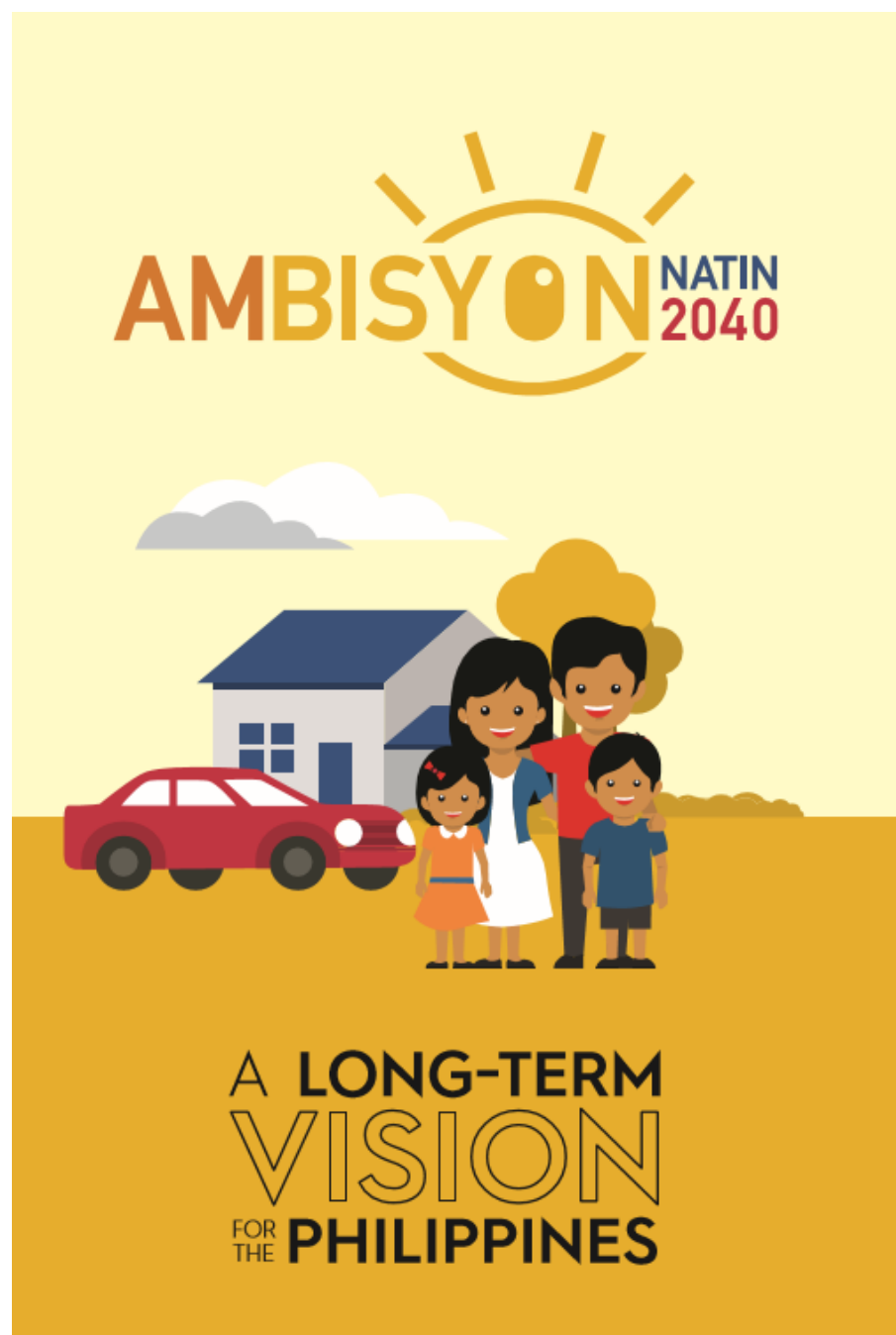
Email: ambisyonnatin2040@neda.gov.ph



AmbisyonNatin2040



2040.neda.gov.ph



The Life We Want

Matatag

- Living together with family
- Time with family and friends (work/life balance)

Maginhawa

- Freedom from hunger and poverty
- Guaranteed mobility
- Secure home ownership
- Travel and vacation opportunities

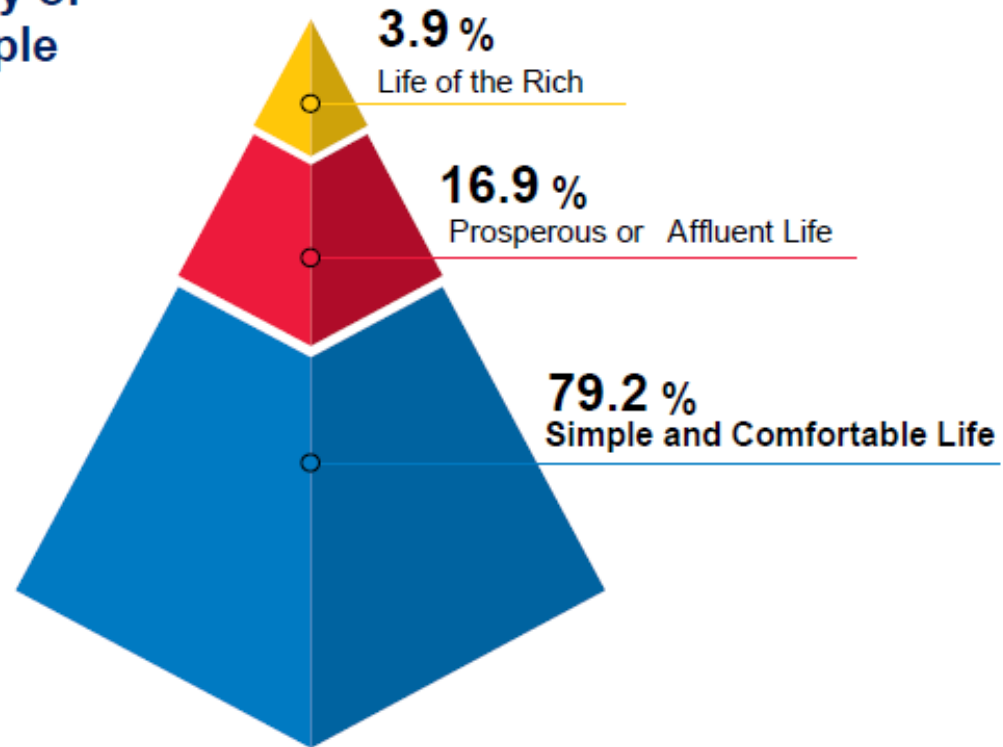
Panatag

- Security of place
- Resources adequate for day-to-day needs and unexpected expenses
- Passive income during retirement



Source: Dir. Reynaldo R. Cancio, National Policy and Planning Staff
National Economic and Development Authority
Education Summit, Nov. 3-4, 2016

**An overwhelming majority of
Filipinos aspire for a simple
and comfortable life...**



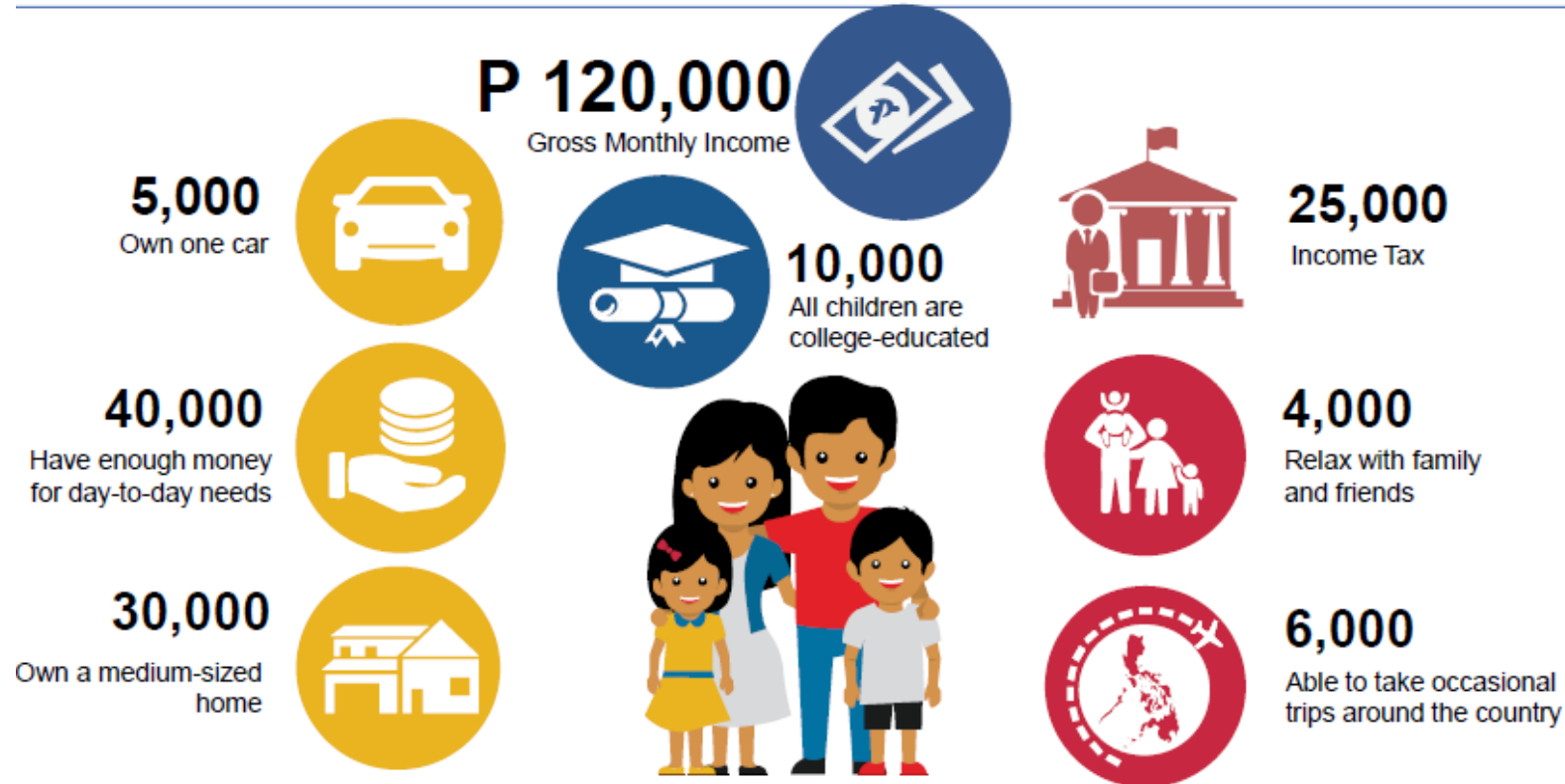
Source: Dir. Reynaldo R. Cancio, National Policy and Planning Staff
National Economic and Development Authority
Education Summit, Nov. 3-4, 2016

What is a “simple and comfortable” life ?



Source: Dir. Reynaldo R. Cancio, National Policy and Planning Staff
National Economic and Development Authority
Education Summit, Nov. 3-4, 2016

What is a simple & comfortable life?



Source: Dir. Reynaldo R. Cancio, National Policy and Planning Staff
National Economic and Development Authority
Education Summit, Nov. 3-4, 2016

PLANNING ENVIRONMENT

MEDIUM-TERM



Philippine Development Plan (PDP) 2017-2022

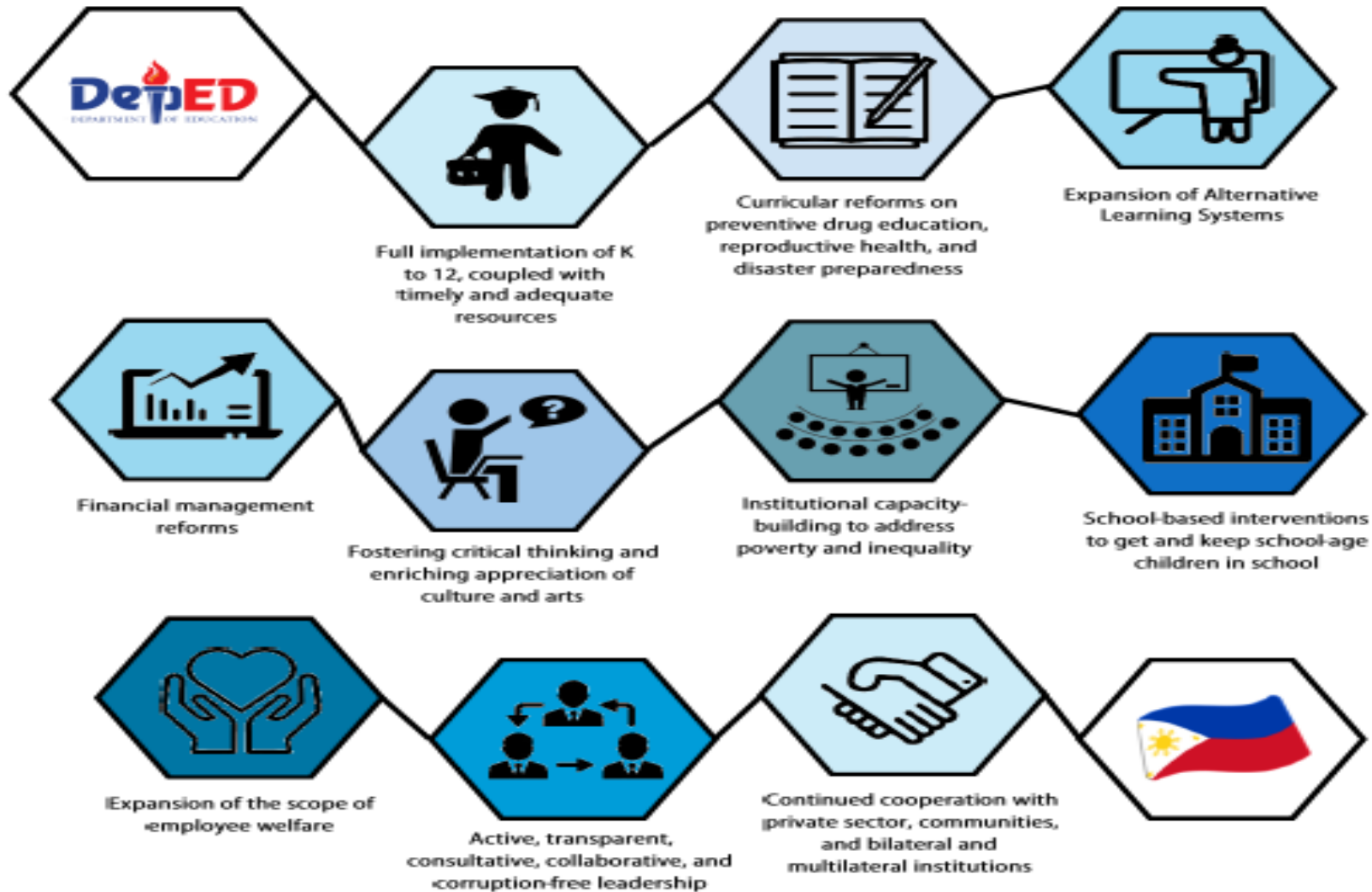
Lifelong Learning Opportunities for All:
Reducing Inequalities in Human Development



SLMB's 10-point Agenda
Quality, Accessible, Relevant and
Liberating Education

10-Point Agenda

“Quality, Accessible, Relevant, and Liberating Basic Education for All”



**Our job is not to foresee the
future but to enable it**

Antoine De Saint Exupery

Philippine Basic Education Program

Elementary	Kinder to Grade 6				
Junior High School	Grades 7 to 8 <i>(Exploratory TLE)</i>		Grades 9 to 10 <i>(Specialized TLE)</i>		
Senior High School	Core Subjects	Tracks			
		Applied Track Subjects			
		Academic Track	Technical Vocational Livelihood Track	Sports Track	Arts & Design Track
		<ul style="list-style-type: none">○ General Academic Strand○ STEM○ ABM○ HUMSS	<ul style="list-style-type: none">○ Home Economics○ Agri-Fishery○ Industrial Arts○ ICT		

Curriculum Exits

Holistically developed Filipino with 21st century skills.



*Information, Media
and Technology Skills*



*Learning and
Innovation Skills*



Communication Skills



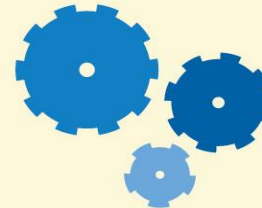
*Life and
Career Skills*



Higher Education



Employment



Entrepreneurship



*Middle Level Skills
Development*

What
are the
updates
so far



Number of Schools by Classification, PUBLIC AND PRIVATE

CLASSIFICATION	No. of Schools	
	SY 2017-2018	SY 2018-2019
Elementary	45,490	45,448
Junior High School	2,158	1,976
Senior High School	1,351	1,429
JHS with SHS	6,907	7,178
Integrated School (K to G10)	2,588	2,698
Integrated School (K to G12)	3,069	3,253
Total Number	61,563	61,982

419 additional schools

Number of Schools by Classification

PUBLIC ONLY

CLASSIFICATION	SY 2017-2018	SY 2018-2019*
Elementary	38,064	37,968
Junior High School	1,779	1,623
Senior High School	197	206
JHS with SHS	5,926	6,181
Integrated School (K to G10)	496	685
Integrated School (K to G12)	353	415
Total Number	46,815	47,078

263 additional public schools

Source: *BEIS SY 2018-2019 – Preliminary as of November 15, 2018

Actual Enrollment by level and by year

SY	Kindergarten	Elementary (Grades 1-6)	Junior High School (Grades 7-10)	Senior High School (Grades 11-12)	Grand Total	Growth Rate
2015-2016	2,119,579	14,357,616	7,394,050		23,871,245	
2016-2017	1,814,713	14,100,290	7,564,827	1,445,107	24,924,937	4.41%
2017-2018	2,268,455	13,483,620	7,826,414	2,733,460	26,311,949	5.56%
2018-2019*	2,393,984	13,056,634	8,076,524	2,832,811	26,359,953	0.18%
Growth Rate (2017-2018)	5.53%	-3.17%	3.20%	3.63%	0.18%	
Additional Learners	125,529	-426,986	250,110	99,351	48,004	

Enrolment for 2013 to 2017 are from public, private and SUCs and LUCs.
2016 data for SHS is for Grade 11 (First Semester) Learners only.

2018* LIS SY 2018-2019 – Preliminary as of November 15, 2018

Comparison of Enrollment between SY 2017-2018 vs SY 2018-2019*

Sector	2017-2018				
	Kinder	G1 to G6	G7 to G10	SHS	TOTAL
Public	2,023,322	12,266,123	6,412,233	1,395,142	22,096,820
Private	243,818	1,207,009	1,365,684	1,249,004	4,065,515
SUC/LUC	1,315	10,488	48,497	89,314	149,614
Total	2,268,455	13,483,620	7,826,414	2,733,460	26,311,949

Sector	2018-2019*				
	Kinder	G1 to G6	G7 to G10	G11 to G12	TOTAL
Public	2,100,939	11,853,806	6,650,147	1,541,516	22,146,408
Private	291,549	1,192,863	1,375,175	1,215,250	4,074,837
SUC/LUC	1,496	9,965	51,202	76,045	138,708
Total	2,393,984	13,056,634	8,076,524	2,832,811	26,359,953

* Preliminary as of Nov. 15, 2018

SHS (Grade 11 Both)

SY 2018-2019*



63.53%
Academic
952,241 enrollees



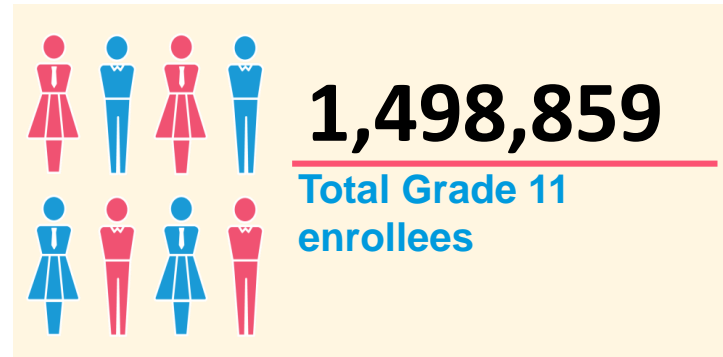
36.88%
**Technical-Vocational-
Livelihood**
537,739 enrollees



0.42%
Arts and Design
6,230 enrollees



0.18%
Sports
2,649 enrollees



SHS	ACADEMIC	TVL	SPORTS	ARTS	Total
PUBLIC	458,443	374,645	1,840	3,199	838,127
PRIVATE	470,565	154,980	712	2,796	629,053
SUC/LUC	23,233	8,114	97	235	31,679
G11 Total	952,241	537,739	2,649	6,230	1,498,859

Source: LIS SY 2018-2019* Preliminary Enrollment as of November 15, 2018

SHS (Grade 12 Both)

SY 2018-2019*



62.99%
Academic
840,266 enrollees



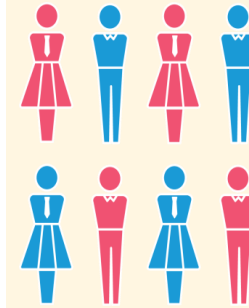
36.44%
Technical-Vocational-Livelihood
486,088 enrollees



0.42%
Arts and Design
5,565 enrollees



0.15%
Sports
2,033 enrollees



1,333,952

**Total Grade 12
enrollees**

SHS	ACADEMIC	TVL	SPORTS	ARTS	Total
PUBLIC	384,844	314,337	1,513	2,695	703,389
PRIVATE	424,366	158,909	390	2,532	586,197
SUC/LUC	31,056	12,842	130	338	44,366
G11 Total	840,266	486,088	2,033	5,565	1,333,952

Source: LIS SY 2018-2019* Preliminary Enrollment as of November 15, 2018

SHS (Grade 11&12)

SY 2018-2019*



63.28%
Academic
1,792,507
enrollees



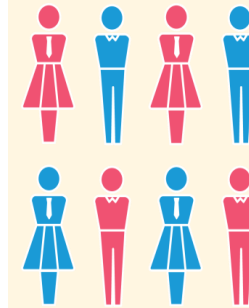
36.14%
**Technical-Vocational-
Livelihood**
1,023,827
enrollees



0.42%
Arts and Design
11,795 enrollees



0.17%
Sports
4,682 enrollees



2,832,811
**Total Grade 11&12
enrollees**

SHS	ACADEMIC	TVL	SPORTS	ARTS	Total
PUBLIC	843,287	688,982	3,353	5,894	1,541,516
PRIVATE	894,931	313,889	1,102	5,328	1,215,250
SUC/LUC	54,289	20,956	227	573	76,045
G11 Total	1,792,507	1,023,827	4,682	11,795	2,832,811

Source: LIS SY 2018-2019* Preliminary Enrollment as of November 15, 2018

(Grade 11 Public) SY 2018-2019*



54.70%
Academic
458,443 enrollees



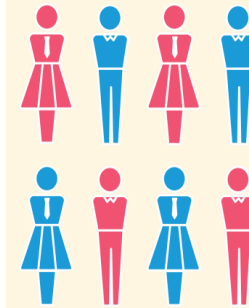
44.70%
**Technical-Vocational-
Livelihood**
374,645 enrollees



0.22%
Arts and Design
1,840 enrollees



0.38%
Sports
3,199 enrollees



838,127
**Total Grade 11
enrollees**

Academic Strand	Total
Accountancy, Business and Management	68,950
General Academic	136,346
Humanities and Social Sciences	59,335
Science, Technology, Engineering and Mathematics	57,249
Pre-Baccalaureate Maritime	73
Academic Total	458,443

Source: LIS SY 2018-2019* Preliminary Enrollment as of November 15, 2018

Grade 12 Public) 2018-2019*



54.71%
Academic
384,844 enrollees



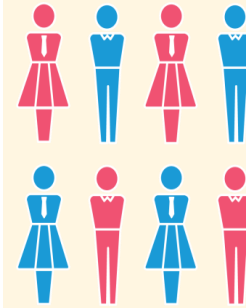
44.69%
**Technical-Vocational-
Livelihood**
314,337 enrollees



0.38%
Arts and Design
2,695 enrollees



0.22%
Sports
1,513 enrollees



703,389
**Total Grade 12
enrollees**

Academic Strand	Total
Accountancy, Business and Management	58,609
General Academic	189,144
Humanities and Social Sciences	91,885
Science, Technology, Engineering and Mathematics	45,085
Pre-Baccalaureate Maritime	121
Academic Total	384,844

Source: LIS SY 2018-2019* Preliminary Enrollment as of November 15, 2018

Balik-Aral

Balik-Aral – a learner who went back to school and resume study after year/years of dropping out or discontinuing study.

Year	Elementary	Secondary	Total
2015	98,879	59,252	158,131
2016	200,267	170,448	370,715
2017	131,582	133,080	264,662
2018*	107,010	144,426	251,436

* Preliminary, as of Nov. 15, 2018

- Balik-aral program continue to attract school leavers in going back to school. The latest in 2018 (preliminary) is at 251,436 which is still very high compared to the years prior to 2016. Part of these balik-aral enrollees are passers of either PEPT or A&E tests.
- It was also reported that because of the potential of Senior High School Program, interest for schooling has also gone up particularly in secondary level as manifested by the big increase of Balik Aral enrollees.
- Based on testimonials, portion of balik aral are credentials seekers where after getting NC I from TESDA, these learners landed a job and did not finish grade 12.

Prospects for employment of SHS graduates

- SHS graduates have better prospects than applicants who did not undergo SHS because of **Work Immersion**, a key feature in the curriculum
- All SHS learners get workplace exposure in industries related to their tracks and specializations
- Their chances in getting a job in the company where they had work immersion are higher as the companies usually seek those whom they have already trained
- Learners from the TVL track who have undergone National Certification (NC) from TESDA also have better employment opportunities
- There are instances when companies already hire those whom they have trained even prior to SHS graduation

Employment of SHS graduates is a collective responsibility, not just DepEd's

We are speaking here of those who intend to seek employment, who likely come from the 39% who have taken the TVL track.

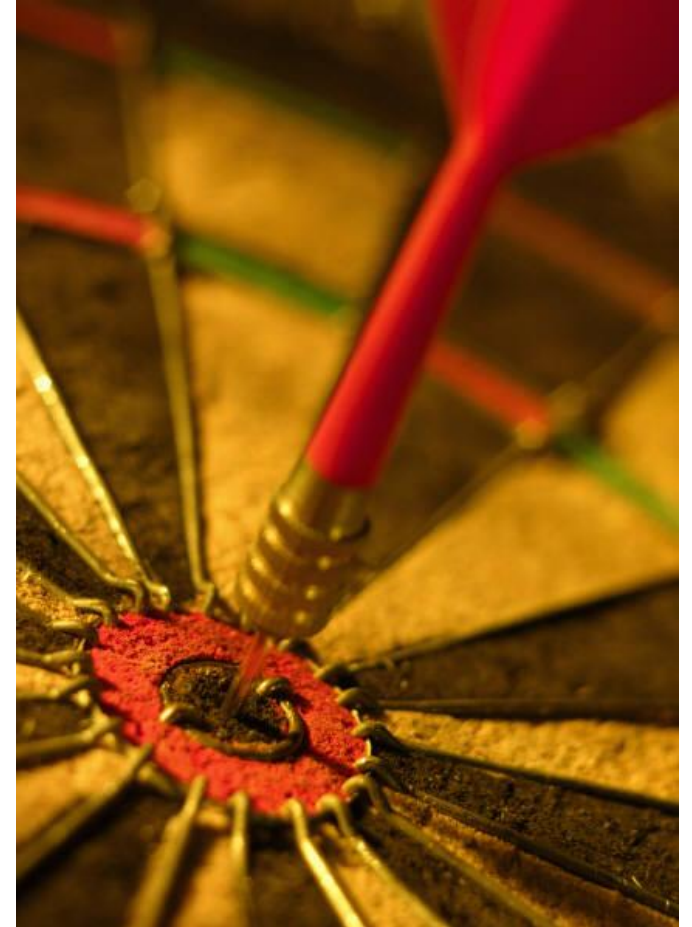
Challenges:

- Economic structure
- Job creation
- Market recognition
- Matching

Initiatives to Enhance Employment Prospects

- Introduction of new/unique tracks
- Tracking of SHS graduates
- **Job fairs** for SHS graduates; Positive feedback on employability
- Private sector campaign to rethink hiring guidelines and put premium on competencies instead of credentials
- **DepEd push to utilize the recently-passed PQF Act** (Republic Act No. 10968 “An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor”) **as a platform to institutionalize GIE coordination and partnerships**

2018 Policies Issued





Republic of the Philippines
Department of Education

28 DEC 2017

DepEd ORDER
No. **68** s. 2017

GUIDELINES ON THE IMPLEMENTATION OF THE JOINT DELIVERY VOUCHER PROGRAM FOR SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD SPECIALIZATIONS FOR SY 2017-2018

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

1. Pursuant to pertinent provisions of Republic Act No. 10533 otherwise known as the Enhanced Basic Education Act of 2013 and Republic Act 10924 or the General Appropriations Act (GAA) for Fiscal Year 2017, the Department of Education hereby issues the enclosed **Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations (JDVP-TVL) for School Year 2017-2018**.

2. These guidelines shall be effective immediately, and shall remain in force and effect for the duration of the Program for SY 2017-2018.

4. Queries pertinent to the guidelines shall be addressed to the **Bureau of Curriculum Development, attention: Jocelyn DR Andaya, Director IV**, through email at bcd.od@deped.gov.ph.

5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated

Reference: None

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

POLICY
PROGRAMS
SENIOR HIGH SCHOOL
STRAND: CURRICULUM
AND INSTRUCTION

STUDENTS
TECHNICAL EDUCATION
VOCATIONAL EDUCATION



Republic of the Philippines
Department of Education

26 JAN 2018

DepEd ORDER
No. **03**, s. 2018

BASIC EDUCATION ENROLLMENT POLICY

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Basic Education Enrollment Policy** for School Year 2018-2019 and the subsequent school years thereafter, to institutionalize an efficient enrollment process in public and private schools, and state/local universities and colleges (SUCs/LUCs) offering basic education nationwide.

2. The rules and standards prescribed by this policy uphold the right of learners to enroll in public schools upon presentation of minimum documentary requirements, and to be provided with accessible, relevant, quality and liberating education.

3. They also guarantee the right of learners to enroll in private schools and SUCs/LUCs offering basic education upon the submission of minimum documentary requirements, and satisfaction of other conditions that the educational institution may require, subject to the existing laws and regulations.

4. The issuance repeals DepEd Order No. 6, s. 2017 entitled Multi-Year Implementing Guidelines on Early Registration. All existing Orders, Memoranda, and other related issuances inconsistent with this policy are hereby repealed, rescinded, or modified accordingly.

5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl: As stated

References: DepEd Order: Nos. 6 and 58, s. 2017; 47; 52, 54 and 55, s. 2016;
8, s. 2015; 4, s. 2014; and 41, s. 2012

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

ADMISSION
DATA
ENROLLMENT
LEARNERS

POLICY
REQUIREMENTS
SCHOOLS
TRANSFER

APA/DO-Basic Education Enrollment Policy
0034-January 13/22, 2018



Republic of the Philippines
Department of Education

15 FEB 2018

DepEd ORDER
No. 06, s. 2018

**SCHOOL YEAR 2017-2018 K TO 12 BASIC EDUCATION PROGRAM
END OF SCHOOL YEAR RITES**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

- For School Year (SY) 2017-2018, the Department of Education (DepEd) announces the conduct of the following **End of School Year Rites**:

Grade Level Completers	Ceremony	Proof of Completion
Kindergarten	Moving Up or Completion	Kindergarten Certificate (Enclosure No. 1)
Grade 6	Graduation	Elementary Certificate (Enclosure No. 2)
Grade 10	Moving Up or Completion	Junior High School Certificate (Enclosure No. 3)
Grade 12 learners from a. Schools with DepEd-approved K to 12 transition plan b. Schools with permit to operate Senior High School since 2014 c. International schools with K to 12 Program	Graduation	Senior High School Diploma (Enclosure No. 4)

- The 2018 ceremonies shall focus on the theme *Mag-aaral ng K to 12: Handa sa Hamon ng Buhay* (K to 12 Learners: Ready to Face Life's Challenges). Schools, divisions, or regions may translate the theme in Mother Tongue. This theme highlights the role of K to 12 Basic Education Program in harnessing the skills and competencies of the Filipino learners to face life's challenges.
- As announced in Enclosure No. 1 of DepEd Order (DO) No. 25, s. 2017 entitled School Calendar for School Year 2017-2018, the end of school year rites should be scheduled not earlier than **April 2, 2018** but not later than **April 6, 2018**. Schools, divisions, or regions with an extended school year will have to be guided by their approved revised school calendar.



Republic of the Philippines
Department of Education

05 MAR 2018

DepEd ORDER
No. 10, s. 2018

**GUIDELINES ON THE ISSUANCE OF SPECIAL ORDERS FOR THE APPROVAL
OF THE ELIGIBILITY FOR GRADUATION FROM SENIOR HIGH SCHOOL
OF GRADE 12 LEARNERS ENROLLED IN PRIVATE SCHOOLS/
COLLEGES AND TECHNICAL-VOCATIONAL INSTITUTIONS
FOR SCHOOL YEAR 2017-2018**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Private Secondary School Heads
All Others Concerned

- The Department of Education (DepEd) issues the **Guidelines on the Issuance of Special Orders for the Approval of the Eligibility for Graduation from Senior High School of Grade 12 Learners Enrolled in Private Schools/Colleges and Technical-Vocational Institutions (TVIs) for School Year (SY) 2017-2018**.
- For the information and proper guidance of all concerned, the regional offices (ROs) are hereby authorized to issue special orders to schools that were issued provisional permits to operate in SY 2016-2017 or prior to this school year for the graduation of qualified Grade 12 learners. The Central Office shall be responsible for the issuance of special orders for Philippine Schools Overseas (PSOs).
- The issuance of special orders shall follow the same guidelines stipulated in DepEd Order No. 88, s. 2010, or the Revised Manual of Regulations for Private Schools in Basic Education, except for the timeline of application for special orders.
- Applications for special orders of qualified Grade 12 learners for SY 2017-2018 shall be filed by the school through the schools division office (SDO) at least 15 calendar days before the end of the current academic year. This shall be processed by the RO and returned to the school through the SDO within seven calendar days from the receipt of application. For PSOs, the same timeline applies for the application and the subsequent issuance of the special order with the Bureau of Curriculum Development processing the said application.
- A separate DepEd Order shall be issued on the requirements for the issuance of certificates of recognition to private schools/colleges and TVIs offering the SHS Program.
- Immediate dissemination of and compliance with this Order is directed.

LEONOR MAGTOLIS-BRIONES
Secretary



Republic of the Philippines
Department of Education

DepEd ORDER
No. **012**, s. 2018

15 MAR 2018

REVISIONS TO DEPED ORDER NO. 6, S. 2018

(School Year 2017-2018 K to 12 Basic Education Program End of School Year Rites)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issued DepEd Order (DO) No. 6, s. 2018 entitled School Year 2017-2018 K to 12 Basic Education Program End of School Year Rites. However, revisions have been made in the following enclosures:

Enclosure No. 1 - Template for Kindergarten Certificate, and
Enclosure No. 2 - Template for Grade 6 Elementary Certificate.

2. All provisions stated in DO 6, s. 2018 shall remain in force.
3. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated

Reference:
DepEd Order: (No. 6, s. 2018)

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

BASIC EDUCATION	GRADUATION
CERTIFICATE	KINDERGARTEN EDUCATION
CHANGE	LEARNERS
DIPLOMA	POLICY

APA/DO- Revisions to DepEd Order No. 6, s. 2018
0196/March 3/9, 2018



Republic of the Philippines
Department of Education

23 MAR 2018

DepEd ORDER
No. **013**, s. 2018

IMPLEMENTING GUIDELINES ON THE CONDUCT OF REMEDIAL AND ADVANCEMENT CLASSES DURING SUMMER FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) adopts the enclosed **Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program**. This is in line with the implementation of Republic Act No. 10533 otherwise known as the Enhanced Basic Education Act of 2013.

2. This will be implemented effective School Year 2017-2018 in both public and private elementary and secondary schools nationwide. However, private schools are allowed to make necessary adjustment in accordance with their context/situation, subject to the approval of their respective schools division superintendent.

3. The conduct of remedial and advancement classes during summer shall start every 2nd Monday of April and shall end after the completion of the six-week period that may include Saturdays.

4. All existing Orders and Memoranda, which are inconsistent with this Order are rescinded. This policy will remain in force and in effect unless sooner repealed, amended or rescinded.

5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl: As stated

References: DepEd Order: Nos. 13, s. 2005; 31, s. 2012; 8, s. 2015; and 25, s. 2017

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

ASSESSMENT	LEARNERS
BASIC EDUCATION	MONITORING AND EVALUATION
CLASSES	POLICY
CURRICULUM	SCHOOLS

APA/DO- Implementing Guidelines on the Conduct of Remedial and Advancement Classes
0247/March 17, 2018



Republic of the Philippines
Department of Education

02 APR 2018

DepEd ORDER
No. 017, s. 2018

ADDENDUM TO DEPED ORDER NO. 68, S. 2017

(Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year 2017-2018)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. Relative to DepEd Order No. 68, s. 2017 entitled Guidelines on the Implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School Technical-Vocational-Livelihood Specializations for SY 2017-2018, the school, where each JDVP learner-beneficiary is enrolled in, shall request each beneficiary to fill out the enclosed template.
2. The school division offices (SDOs) shall submit the consolidated soft and hard copies of the accomplished templates to their respective Regional Offices (ROs), which shall consolidate the SDOs outputs and submit to **Jocelyn DR Andaya**, Director IV, **Office of the Director-Bureau of Curriculum Development (OD-BCD)**, 3rd Floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City through email bcd.od@deped.gov.ph.
3. All other provisions of the said Order remain in effect.
4. Immediate dissemination of this Order is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated

Reference:

DepEd Order: (No. 68, s. 2017)

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

CHANGES
PROGRAM
POLICY

SENIOR HIGH SCHOOL
TECHNICAL EDUCATION
VOCATIONAL EDUCATION

MCDJ, DO Addendum to DO No. 68, s. 2017
0208-March 26, 2018



Republic of the Philippines
Department of Education

19 APR 2018

DepEd ORDER
No. 020 s. 2018

AMENDMENT TO DEPED ORDER NO. 47, S. 2016, OTHERWISE KNOWN AS THE "OMNIBUS POLICY ON KINDERGARTEN EDUCATION," CLARIFYING THAT THE CUT-OFF AGE POLICY IS APPLICABLE TO BOTH PUBLIC AND PRIVATE SCHOOLS AND PROVIDING FOR TRANSITORY PROVISIONS TO ACCOMMODATE KINDER AND GRADE ONE ENROLLEES FOR SY 2018-2019 AND SY 2019-2020 WHO MAY BE AFFECTED BY THIS POLICY, AND FOR OTHER PURPOSES

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Kindergarten and Elementary School Heads
All Others Concerned

1. Republic Act No. (RA) 10157, or the *Kindergarten Education Act of 2012*, declares that it shall be the policy of the State to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education.
2. RA 10157 and RA 10533, or the *Enhanced Basic Education Act of 2013*, provide that kindergarten education shall mean "one year of preparatory education for children at least five (5) years old as a prerequisite for Grade 1."
3. The Department of Education (DepEd) is vested, under RA 10157, with the authority to regulate the organization, operation and/or implementation of the kindergarten education program of both public and private schools. The DepEd is further charged with the function to oversee and supervise the organization, operation and implementation of the kindergarten education program and exercise authority over the operation of private kindergarten institutions.
4. The kindergarten curriculum is designed to respond to the holistic developmental needs of five (5) year old learners along socio-emotional, values, physical health and motor, aesthetic/creative, mathematics, understanding of the physical and natural environment, language, literacy, and communication. Moreover, the first quarter of the curriculum is designed to strengthen the learners' preparation to meet the Kindergarten learning standards.
5. In view of the foregoing considerations, the Department hereby issues this Order clarifying the applicability of DepEd Order No. 47, s. 2016, or the *Omnibus Policy on Kindergarten Education*, to both public and private schools, thereby amending said Order to read as follows:



Republic of the Philippines
Department of Education

24 MAY 2018

DepEd ORDER
No. **025**, s. 2018

SCHOOL CALENDAR FOR SCHOOL YEAR 2018-2019

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Regional Secretary, ARMM
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The **School Year (SY) 2018-2019** shall formally open on **Monday, June 4, 2018** and shall end on **Friday, April 5, 2019**. It shall consist of **208 school days** inclusive of the five-day In-Service Training and the three days for the Parent-Teacher Conferences (PTC) conducted within the school year. However, learners are expected to be in school for a total of **200 class days** as shown in Enclosure No. 2.
2. Private schools may deviate from this School Calendar. However, they may not start classes earlier than the first Monday of June and not later than the last day of August, as provided in Republic Act (RA) No. 7797, entitled An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days. Said schools should notify in advance their respective regional offices (ROs) regarding any deviation from the school calendar.
3. The Implementing Guidelines on the **SY 2018-2019 Calendar of Activities** are provided in Enclosure No. 1 to enable the schools to effectively and efficiently implement the school events and activities. Likewise, the guidelines shall allow the ROs and the schools division offices to provide support to schools, particularly in the areas of instruction, and progress monitoring and evaluation.
4. Schools may observe national and local celebrations/activities and holidays other than those indicated in Enclosure Nos. 2 and 3, provided that the activities are beneficial to the teaching-learning process, and that the total number of class days shall not be compromised.
5. Make-up classes are recommended in lieu of class cancellations due to celebrations and holidays, as well as natural and man-made calamities. Mechanism for the conduct of make-up classes must be agreed upon by school heads and the Parent-Teacher Associations. In this regard, the ROs may issue a regional school calendar to announce and reflect their concerned events.



Republic of the Philippines
Department of Education

08 JUN 2018

DepEd ORDER
No. **027** s. 2018

AMENDMENT TO DEPED ORDER NO. 42, S. 2015
(High School Graduates Who are Eligible to Enrol in Higher Education
Institutions in School Year 2016-2017) **IN-RELATION TO THE**
ALTERNATIVE LEARNING SYSTEM (ALS)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. To help higher education institutions determine who are eligible to proceed to higher education in School Year (SY) 2016-2017, the Department of Education (DepEd) issued DepEd Order (DO) No. 42 s. 2015.
2. Enclosure No. 4 of the said DO enumerates those who are eligible for higher education in SY 2016-2017. Among those eligible are graduates of a four-year high school (HS) program in 2015 or earlier in the Alternative Learning System (ALS).
3. Under Republic Act No. 9155 or the Governance of Basic Education Act of 2001, ALS is defined as a parallel learning system to provide a viable alternative to the existing formal education instruction, which encompasses both the nonformal and informal sources of knowledge and skills. ALS caters to out-of-school youth and adults.
4. In ALS, systematic educational activity is undertaken by learners not in schools, but in learning centers, and primarily through learning modules studied at the learners' own pace and not within a fixed school year. These learning modules are undertaken pursuant to the ALS curriculum that is aligned with the curriculum of formal education. ALS completers take the Accreditation and Equivalency (A&E) Test to certify completion of elementary and secondary education.
5. Currently, the ALS HS completers undergo ALS curriculum based on the old HS curriculum, e.g., the HS curriculum prior to the implementation of the K to 12 Program. With ALS intended to be aligned with formal basic education, the development of the ALS curriculum was done in stages, similar to that of K to 12 formal education which also took place in phases. Senior High School (SHS) in formal education was implemented beginning with Grade 11 in June of SY 2016-2017, followed by Grade 12 in June of SY 2017-2018.





Republic of the Philippines
Department of Education

16 AUG 2018

DepEd ORDER
No. **034**, s. 2018

AMENDMENT TO DEPED ORDER NO. 25, S. 2018
(School Calendar for School Year 2018-2019)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

- Proclamation No. 556 by the President of the Philippines declared August 21, 2018, Tuesday, a regular holiday throughout the country in observance of **Eid'l Adha (Feast of Sacrifice)**.
- In view of this, Enclosure 2 of DepEd Order No. 25, s. 2018 entitled **School Calendar for School Year 2018-2019** is hereby amended to reflect August 21, 2018 as a regular holiday (Eid'l Adha), instead of August 22, 2018. Regular classes shall be conducted on August 22, 2018. Please see Enclosure No.1 of this Order.
- Immediate dissemination of this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
Reference: DepEd Order: (No. 25, s. 2018)

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

AMENDED CLASSES SCHOOLS
CHANGES POLICY



Republic of the Philippines
Department of Education

21 SEP 2018

DepEd ORDER
No. **039**, s. 2018

CLARIFICATIONS AND ADDITIONAL INFORMATION TO DEPED ORDER NO. 30, S. 2017
(GUIDELINES ON WORK IMMERSION)

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

- Further to DepEd Order (DO) No. 30, s. 2017 entitled Guidelines for Work Immersion, the Department of Education issues this DepEd Order to provide the following clarifications and additional information:

Clarifications

a.	Work Immersion as a requirement for Senior High School (SHS) Graduation	<ul style="list-style-type: none"> Though the intention of Work Immersion is to provide SHS learners with opportunities to become familiar with the workplace, simulate employment, and to apply their competencies in areas of specialization/ applied subjects in actual work environments, DepEd recognizes other options that may equally prepare learners for all curriculum exits. For all tracks, schools may opt to devise unique delivery model with a minimum of 80 and a maximum of 320 hours following the Curriculum Guide.
	i. For Technical-Vocational Livelihood (TVL) Track, Work Immersion is a requirement.	<ul style="list-style-type: none"> All TVL learners shall have completed the required learning competencies of a particular specialization before Work Immersion. The nominal duration of a specialization for TVL shall be considered in crafting the delivery model of the school.
	ii. For other tracks, learners may have Work Immersion or other options stated in the next column. They shall start taking the chosen option in Grade 12.	<ul style="list-style-type: none"> Accounting, Business and Management (ABM) learners may have Business Enterprise Simulation (Enclosure No. 1). Humanities and Social Science Strand (HumSS) learners may take Culminating Activity (Enclosure No. 2). Science, Technology, Engineering and Mathematics (STEM) learners may take



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER (CMO)

No. 105

Series of 2017

SUBJECT: POLICY ON THE ADMISSION OF SENIOR HIGH SCHOOL
GRADUATES TO THE HIGHER EDUCATION INSTITUTIONS
EFFECTIVE ACADEMIC YEAR 2018-2019

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994" and by virtue of Commission en banc Resolution No. 944-2017 dated December 18, 2017, for the purpose of providing guidance to higher education institutions in the admission of Senior High School graduates into the higher education programs effective Academic Year 2018-2019, the following policy is hereby adopted and promulgated by the Commission, thus:

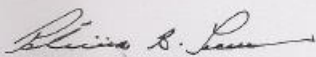
1. All Grade 12 graduates beginning Academic Year 2017-2018 are eligible to enter college regardless of the track or strand taken in the Senior High School.
2. No Grade 12 student or graduate shall be denied acceptance in applying for college entrance examinations in the higher education institutions (HEIs).
3. Current Grade 12 students who were previously disallowed to take the college entrance examinations shall be given a chance by the HEIs to take the entrance examinations.

In the exercise of the HEI's academic freedom, the applicant Grade 12 graduates may enroll in any higher education program subject to the admission requirements of the admitting higher education institution.

This CMO shall take effect immediately.

Quezon City, Philippines, December 29, 2017.

For the Commission:


PATRICIA B. LICUANAN, Ph.D.
Chairperson

CMO 105, s. 2017

Policy on the Admission of Senior High School Graduates to Higher Education Institutions Effective Academic Year 2018-2019

CHED Memorandum Order No. 10, s. 2018



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER (CMO)
NO. **10**
Series of 2018

SUBJECT: **POLICY ON ALTERNATIVE LEARNING SYSTEM COMPLETERS AND PASSERS OF THE A & E TEST IN RELATION TO THE IMPLEMENTATION OF THE K TO 12 BASIC EDUCATION PROGRAM**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the Higher Education Act of 1994 and by virtue of Commission En Banc Resolution No. ~~8011-2018~~ dated 11 June 2018, the following policy is hereby promulgated by the Commission for the purpose of providing guidance to public and private Higher Education Institutions (HEIs) in the admission of Alternative Learning System (ALS) Completers in view of the implementation of the K to 12 Basic Education program:

BACKGROUND

This policy is being issued pursuant to Section 81 of MORPHE which states that a student who graduates from the secondary level of education from the Department of Education shall be eligible for admission to any degree program. CMO No. 30, Series of 2009, which states that the MORPHE shall be applicable to state universities and colleges and DepEd Memo No. 027, Series of 2018, issued on 08 June 2018, which amends DepEd Order No. 42, Series of 2015 and specifies high school graduates who are eligible to enroll in higher education institutions in relation to the alternative learning system.

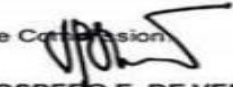
THE POLICY

- A. Subject to the admission policies and requirements and submission of Certification based on the Certificate of Rating issued by the Department of Education, all public and private HEIs are enjoined to accept as first year students under the new higher education curricula those passers of previous A & E Tests HS Level and the November 2017, March 2018 and upcoming 2019 A & E Tests HS Level, who are all High School Graduates of the old basic education curriculum for ALS, beginning AY 2018-2019 and for subsequent school years. To ensure college readiness of the students enrolling under the new higher education curricula, the admitting HEIs may require bridging programs for the general education component.
- B. In order to assist ALS completers who were not able to have their Certification based on the Certificate of Rating issued by the Department of Education on time with the enrollment of HEIs, subject to the admission policies and requirements, HEIs are encouraged to allow the above-mentioned ALS completers and passers of the A & E Test to enroll as first year college students for AY 2018-2019.

For strict compliance.

Quezon City, Philippines 11 June 2018.

For the Commission


J. PROSPERO E. DE VERA III, DPA
Officer-in-Charge
Commission on Higher Education

DepEd Order No. 027, s. 2018



Republic of the Philippines
Department of Education

08 JUN 2018

DepEd ORDER
No. **027** s. 2018

AMENDMENT TO DEPED ORDER NO. 42, S. 2015

(High School Graduates Who are Eligible to Enrol in Higher Education
Institutions in School Year 2016–2017) **IN-RELATION TO THE
ALTERNATIVE LEARNING SYSTEM (ALS)**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. To help higher education institutions determine who are eligible to proceed to higher education in School Year (SY) 2016–2017, the Department of Education (DepEd) issued DepEd Order (DO) No. 42 s. 2015.

2. Enclosure No. 4 of the said DO enumerates those who are eligible for higher education in SY 2016–2017. Among those eligible are graduates of a four-year high school (HS) program in 2015 or earlier in the Alternative Learning System (ALS).

3. Under Republic Act No. 9155 or the Governance of Basic Education Act of 2001, ALS is defined as a parallel learning system to provide a viable alternative to the existing formal education instruction, which encompasses both the nonformal and informal sources of knowledge and skills. ALS caters to out-of-school youth and adults.

4. In ALS, systematic educational activity is undertaken by learners not in schools, but in learning centers, and primarily through learning modules studied at the learners' own pace and not within a fixed school year. These learning modules are undertaken pursuant to the ALS curriculum that is aligned with the curriculum of formal education. ALS completers take the Accreditation and Equivalency (A&E) Test to certify completion of elementary and secondary education.

5. Currently, the ALS HS completers undergo ALS curriculum based on the old HS curriculum, e.g., the HS curriculum prior to the implementation of the K to 12 Program. With ALS intended to be aligned with formal basic education, the development of the ALS curriculum was done in stages, similar to that of K to 12 formal education which also took place in phases. Senior High School (SHS) in formal education was implemented beginning with Grade 11 in June of SY 2016–2017, followed by Grade 12 in June of SY 2017–2018.

6. With the initial implementation of SHS in formal education having been completed only in April 2018, the development of the ALS curriculum to cover the equivalent of SHS in formal education has been pushed back; the K to 12 curriculum in formal education was finished and implemented first to serve as guide in the enhancement of the K to 12 curriculum for ALS. The completion of the SHS curriculum in ALS and the readiness for its implementation are projected to happen in 2019.

7. Under these circumstances, the ALS completers who passed the A&E Test for HS level conducted in November 2017 and March 2018, took the old basic education curriculum prior to the implementation of the SHS in the K to 12 Program. Thus, they are HIGH SCHOOL GRADUATES under the said old curriculum.

8. ALS learners who will finish HS level in 2018 are also undertaking the old basic education curriculum. They will be considered as HIGH SCHOOL GRADUATES when they pass the 2019 A&E Test after completion of the program.

9. In light of the foregoing considerations and relative to DepEd Memorandum (DM) No. 076, s. 2018 entitled **Change in the Passing Score of the 2016 Accreditation and Equivalency (A&E) Test from 75% to 60%**, and DM 102, s. 2018 entitled **Additional Information to DepEd Memorandum No. 076, s. 2018**, the DepEd, through the Bureau of Education Assessment, directs the schools division superintendents (SDSs), with the assistance of the division testing coordinators (DTCs), to duly certify passers of the A&E Test in their respective schools divisions by issuing a Certification based on the Certificate of Rating (COR) for the November 2017 and March 2018 tests.

10. The Certification templates enclosed in this Order (Enclosure No. 1 - Elementary Level; Enclosure No. 2 - High School Level) shall be authenticated with the signature of the SDS and the seal of the schools division office. The Certification will indicate the options available for A&E Test passers who would like to pursue further education.

11. Beginning SY 2018–2019 and for subsequent school years, passers of previous A&E Tests HS level, and the November 2017, March 2018 and upcoming 2019 A&E Tests HS level, who are all HIGH SCHOOL GRADUATES of the old basic education curriculum for ALS, are eligible to:

- a. Enroll in College/University as First Year Students subject to admission policies and requirements of higher education institutions (HEIs)

Passers may enroll in any higher education program subject to the admission policies and requirements of HEIs. To ensure college readiness of the students enrolling under the new higher education curricula, the admitting HEIs may require bridging programs for the general education component.

- b. Take skills development training programs

Passers may enroll in skills development training program/s offered by Technical Education and Skills Development Authority (TESDA) and/or other accredited government and private skills training institutions.

DepEd Order No. 027, s. 2018

12. Said passers may nonetheless opt to take SHS Education and enroll in public SHS. They may also enroll in recognized private schools offering SHS subject to their admission requirements. They can choose a specific track in Grade 11 based on their field of interest.

13. Under DO 41, s. 2015, high school graduates of the old basic education curriculum who were already eligible for college/university and skills development training programs were also given the option to enroll for the additional two years of SHS to better equip and prepare them for future employment, entrepreneurship, further technical vocational training or higher education.

14. Those requiring another copy of their CORs may visit the **Office of the Bureau of Education Assessment (BEA)**, 2/F Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City; or email at bea.ead@deped.gov.ph with the following information:

- a. Complete Name
- b. A&E Level taken (Elementary/Secondary)
- c. Place of Testing Center
- d. Address of Testing Center
- e. Testing Date

An amount of Fifty Pesos (P50.00) shall be charged for each copy of COR.

15. All other DepEd orders, rules, regulations, issuances, which are inconsistent with this Order, are hereby repealed or modified accordingly.

16. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

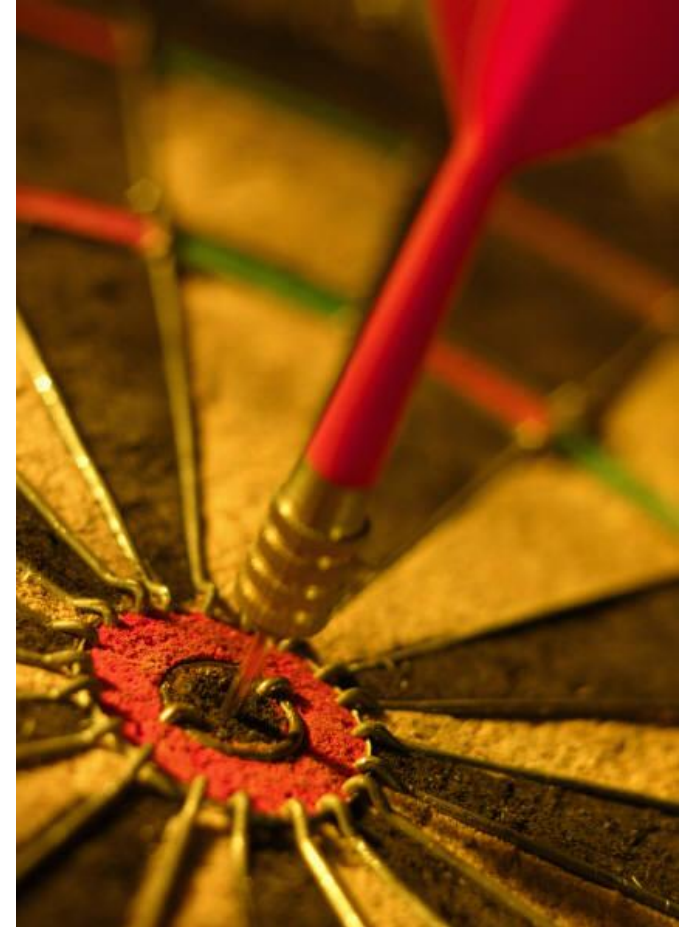
Professional Standards for Teachers



Department of Education-Bureau of Curriculum Development JDRA

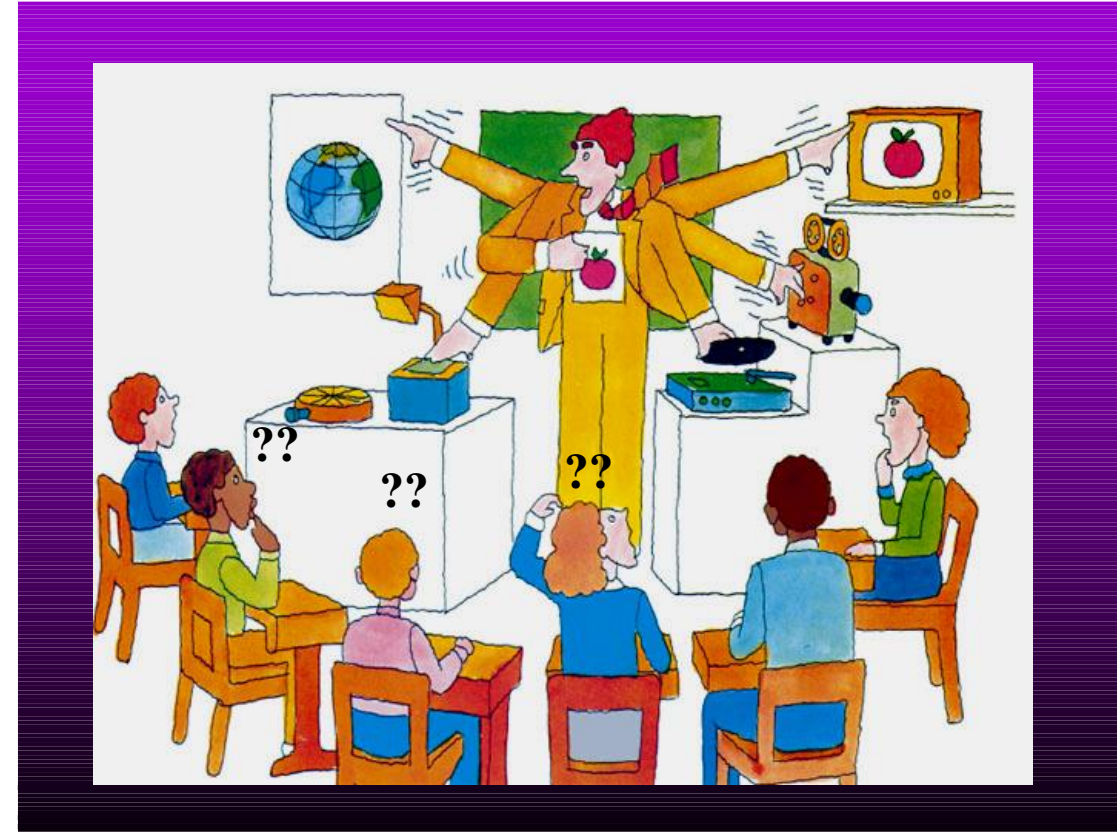
ISSUES RAISED

- 1) Kindergarten Entrant Age
- 2) Some Grade 12 learners were not allowed to take the entrance examination of some universities
- 3) Many universities/colleges have offered a bridging program
- 4) Where the learners went
- 5) ALS passers eligible to apply in college/university
- 6) Filipino and Panitikan and Korean
- 7) WORK IMMERSION guidelines
- 8) Application for unique tracks
- 9) Curriculum enhancements
- 10) Maritime application process
- 11) a Special Order
- 12) Granting of Recognition and Issuance of f SO
- 13) Students from Philippine Schools Overseas



Moving Forward

- Constant collaboration with the following agencies
- CHED - on the admission requirements
- TESDA – updating of NCs and migration of specializations
- MARINA – offering of Maritime subjects
- NCCA – Arts and Design track
- Other government agencies such as DTI, DOLE, DA for the offering of unique tracks and the strengthening of partnerships esp for work immersion purposes





Whatever challenges we are facing as a nation, education must continue. The Filipino learners cannot wait; education cannot wait.

Briones

Secretary Leonor Magtolis-





*Isang karangalan
ang maglingkod sa
bayan!*