



Updates on the Strengthened Senior High School Program

October 9, 2025

Why are we strengthening Senior High School?

Harness the Totality of the Filipino

- **Decongest** the SHS curriculum
- Empower graduates for **employment**
- Enhance **work immersion program** for SHS learners
- Fund and support the **assessment and certification of our SHS–TVL graduates**

“Our system of education must be strategically calibrated to make sure that our youth are not only taught to become literate; but, it must also consciously develop them into problem-solvers, and into critical thinkers – hungry for success and ready for the future!”

– President Ferdinand Marcos, Jr. during his 3rd State of the Nation Address



Napatunayan na nating mabisa ang Tech-Voc. Kaya, unti-unti nang pinapasok sa Senior High ang TVET ng TESDA.



Ibig sabihin nito, ang mag-aaral ng Senior High School pa lamang, makakapili na siya kung Bookkeeping, Agribusiness, Electrical, Graphic Design ang kanyang napupusuang larangan.

Diretso pagka-graduate, puwede na kaagad na maghanapbuhay kung gugustuhin, dahil para na rin siyang nakapag-aral sa TESDA at nakakuha ng NC II or NC III.

Kung tutungtong naman sa kolehiyo, nakahanda ang malaking pondo para sa pagtutustos sa libreng pampublikong edukasyon sa kolehiyo. Pati na rin ang mga subsidy at financial assistance para sa mas higit pang nangangailangang estudyante.

– President Ferdinand Marcos, Jr. during his 4th State of the Nation Address



Despite all the challenges, **we have gains that we want to sustain and expand.**



- *The curriculum is designed to equip students with 21st-century skills and prepare them for **various pathways after graduation***
- *The K to 12 program brought the Philippines' basic education system **in line with global standards**, addressing its previously shorter 10-year cycle*
- ***Improving willingness to hire SHS graduates, from 60 percent in 2018 to 87 percent** (PBED Job Outlooks, 2024)*
- ***Higher school participation rates among 16–17 year olds**, especially for youth from lower-income families (Ducanes & Ocampo, 2019)*
- *Higher chance of being employed in middle-skill jobs and **tend to earn higher wages** (Abrigo & Orbeta, 2023).*
- ***Female Senior High School graduates are more likely to postpone marriage and childbearing**, which can lead to healthier children (Abrigo & Orbeta, 2023).*

Key Features of the Strengthened SHS Program

Vision for the Reform



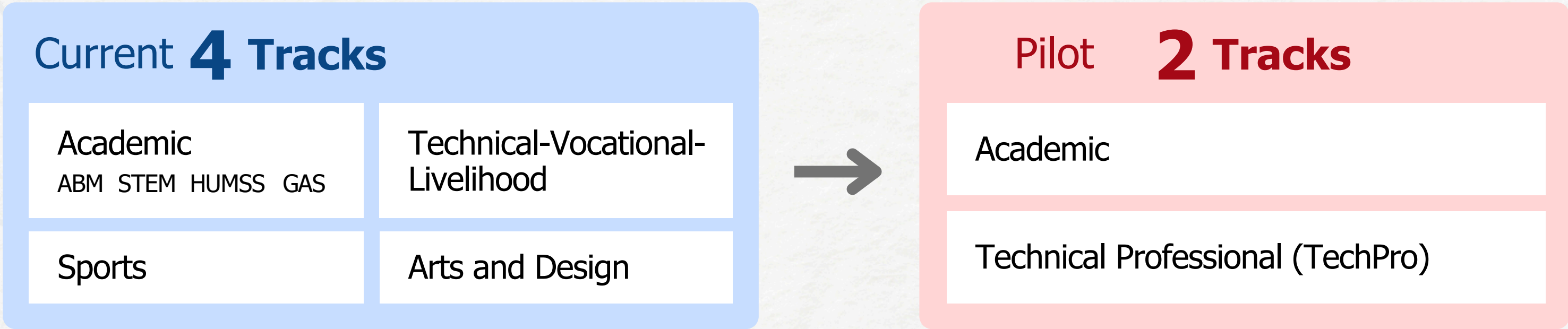
Key Features of the Strengthened Senior High School Program

1. Two tracks only: Academic & TechPro (previously TVL)
2. Five core subjects
3. Streamlined and updated electives
4. Updated time allotment
5. Choice of subject based on student exit and plans, not tracks

STRUCTURE

1 Two tracks only:
Academic & TechPro (previously TVL)

Electives related to Arts & Design and to Sports will still be offered, but they will be categorized under the Academic track.



SUBJECTS

2 Five core subjects

The core subjects have been streamlined, from 15 to 5, and aligned with GE subjects.






15 Current SHS Core Subjects

- Oral Communication
- Reading and Writing Skills
- 21st Century Literature from the Philippines and the World
- Media and Information Literacy
- Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino
- Pagbasa at Pagsuri ng Iba't-ibang Teksto Tungo sa Pananaliksik
- Personal Development
- Physical Education (Fitness, Sports, Dance, Recreational Activities)/HOPE
- General Mathematics
- Statistics and Probability
- Earth and Life Science (for STEM: Earth Science)
- Physical Science (for STEM: Disaster and Risk Reduction Management)
- Understanding Culture, Politics, and Society
- Contemporary Philippine Arts from the Regions
- Introduction to Philosophy of the Human Person/Pambungad sa Pilosopiya ng Tao

5 Core Subjects

-  Effective Communication/
Mabisang Komunikasyon
-  Life and
Career Skills
-  General
Mathematics
-  General
Science
-  *Pag-aaral ng Kasaysayan
at Lipunang Pilipino*

Alignment with CHED GE Subjects

-  Purposive
Communication
-  Understanding the
Self
-  Mathematics in the
Modern World
-  Science, Technology
and Society
-  Readings in Philippine
History

Who will teach the Core Subjects?

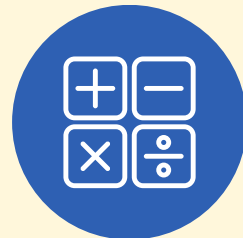
5 Core Subjects



Effective Communication/
Mabisang Komunikasyon



Life and
Career Skills



General
Mathematics



General
Science



*Pag-aaral ng
Kasaysayan
at Lipunang Pilipino*

Possible Teacher Assignments

English and Filipino Teachers

Values, PE (HOPE), and Personal
Development (PerDev) Teachers

Mathematics Teachers

Science Teachers (any major)

Araling Panlipunan/
Social Science Teachers

3 Streamlined and updated electives

The new subjects (electives) are grouped into the following clusters:

Clusters of Electives

Academic

- Arts, Social Sciences, and Humanities
- Business and Entrepreneurship
- Science, Technology, Engineering, and Mathematics (STEM)
- Sports, Health, and Wellness
- Field Experience

TechPro

- Aesthetic, Wellness, and Human Care
- Agri-Fishery Business and Food Innovation
- Artisanry and Creative Enterprise
- Automotive and Small Engine Technologies
- Construction and Building Technologies
- Creative Arts and Design Technologies
- Hospitality and Tourism
- ICT Support and Computer Programming Technologies
- Industrial Technologies
- Maritime Transport

Subjects are grouped into clusters to help schools efficiently organize teachers and learning resources. However, **clusters are not the same as strands** because schools are not required to offer all electives within a cluster, and students can choose electives across multiple clusters.

Academic Electives

Schools will choose from the menu of electives based on what they can offer based on learners' interests, school's capacity and resources

Tier 1 Electives

Arts, Social Sciences, and Humanities

- Contemporary Literature
- Creative Composition 1 / Malikhaing Pagsulat
- Arts 1 (Creative Industries 1 - Visual Art, Literary Art, Media Art, Applied Art, & Traditional Arts) and/or, Arts 2 (Creative Industries 2 - Music, Dance, & Theater Arts)
- Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)
- Introduction to Philosophy
- Social Sciences (Theory & Practice)
- Philippine Governance (Philippine Politics and Governance)

Business and Entrepreneurship

- Business 1 (Basic Accounting)
- Introduction to Organization and Management

Science, Technology, Engineering and Mathematics

- Finite Mathematics 1 and/or 2
- Science Electives:
 - Biology 1 & 2; and/or
 - Chemistry 1 & 2; and/or
 - Earth and Space Science 1 & 2; and/or
 - Physics 1 & 2

Sports, Health, & Wellness

- Human Movement 1 (Basic Anatomy in Sports & Exercise)

Tier 2 Electives

Arts, Social Sciences, and Humanities

- Citizenship & Civic Engagement
- Contemporary Literature 2
- Creative Composition 2
- Filipino Identity Through the Arts
- Filipino 2 (Filipino sa Larang Teknikal - Propesional)
- Filipino 2 (Filipino sa Isports)
- Filipino 2 (Filipino sa Sining at Disenyo)
- Leadership and Management in the Arts

Business and Entrepreneurship

- Business 2 (Business Finance and Income Taxation)
- Business 3 (Business Economics)
- Contemporary Marketing
- Entrepreneurship

Science, Technology, Engineering and Mathematics

- None

Sports, Health, & Wellness

- Human Movement 2 (Motor Skills Development)
- Physical Education 1 (Fitness & Recreation)
- Physical Education 2 (Sports & Dance)
- Sports Activity Management
- Sports Coaching
- Sports Officiating

***The Grade 12 elective subjects found here are part of the initial roster, as the Department of Education is currently in the process of developing the electives for Grade 12.

TechPro Electives

TVL Specialization should be offered based on learners' preference, national and regional priorities, industry and school capacity (DO 54, s. 2022)

Aesthetic, Wellness, and Human Care

1. Aesthetic Services (Beauty Care) (NC II)
2. Barbering Services (NC II)
3. Caregiving (Adult Care) (NC II)
4. Caregiving (Child Care) (NC II)
5. Hairdressing Services (NC II)
6. Wellness Services (Hilot/Massage) (NC II)

Agri-Fishery Business and Food Innovation

1. Agricultural Crops Production (NC II)
2. Agro-Entrepreneurship (NC II)
3. Aquaculture (NC II)
4. Fish Capture (NC II)
5. Food Processing (NC II)
6. Organic Agriculture Production (NC II)
7. Poultry Production (Chicken) (NC II)
8. Ruminants Production (NC II)
9. Swine Production (NC II)

Artisanry and Creative Enterprise

1. Garments and Artisanry (NC II)
2. Handicrafts (Weaving) (NC II)

Automotive and Small Engine Technologies

1. Automotive Servicing (Electrical Repair) (NC II)
2. Automotive Servicing (Engine and Chassis Repair) (NC II)
3. Driving and Automotive Servicing (Driving NC II and Automotive Servicing NC I)
4. Motorcycle and Small Engine Servicing (NC II)

Construction and Building Technologies

1. Carpentry (NC I and II)
2. Construction Operation (NC I and II)
3. Manual Metal Arc Welding (NC I and/or NC II)
4. Technical Drafting (NC II)

Creative Arts and Design Technologies

1. Animation (NC II)
2. Illustration (NC II)
3. Visual Graphic Design (NC III)

Hospitality and Tourism

1. Bakery Operations (NC II)
2. Events Management Services (NC III)
3. Food and Beverage Operations (NC II)
4. Hotel Operations (Front Office Services) (NC II)
5. Hotel Operations (Housekeeping Services) (NC II)
6. Kitchen Operations (NC II)
7. Tourism Services (NC II)

ICT Support and Computer Programming Technologies

1. Broadband Installation (NC II)
2. Computer Programming (.Net Technology) (NC III)
3. Computer Programming (Java) (NC III)
4. Computer Programming (Oracle Database) (NC III)
5. Computer Systems Servicing (NC II)
6. Contact Center Services (NC II)

Industrial Technologies

1. Commercial Air-Conditioning Installation and Servicing (NC III)
2. Domestic Refrigeration and Air-Conditioning Servicing (NC II)
3. Electrical Installation Maintenance (NC II)
4. Electronics Product Assembly and Servicing (NC II)
5. Mechatronics (NC II)
6. Photovoltaic Systems Installation (NC II)

Maritime Transport

1. Marine Engineering at the Support Level
2. Marine Transportation at the Support Level
3. Ships Catering Services (NC I and/or NC II)

Electives for Development with TESDA

- Barangay Health Services (NC II)
- Dental Lab Tech Services (NC I)
- Health Care Services (NC II)
- Pharmacy Services (NC II)

4 Updated time allotment

The time allotment for the core and electives have been revised to better meet the requirements of the curriculum.



STRUCTURE

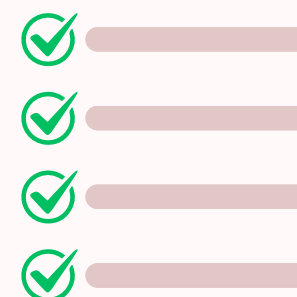
5 Choice of subject based on student exit and plans, not tracks

In the previous structure of the SHS curriculum, apart from the core subjects that are taken by all, students take applied and specialized subjects based on their track and strands.

In the new curriculum, students can take up any subject from any of the clusters of subjects offered by their school. Students may also take subjects from the other strand (i.e., TVL track, if they are in the Academic track, and vice-versa). This flexibility is called the “doorway option.”

THEN

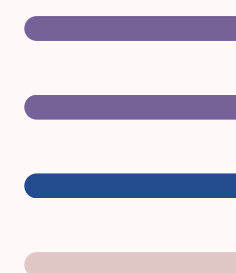
STEM



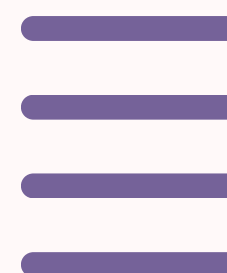
ABM



GAS



HUMSS

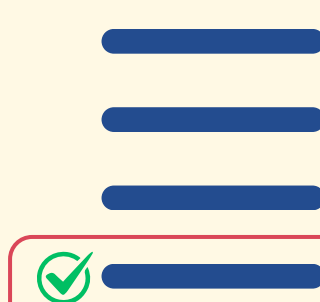


NOW

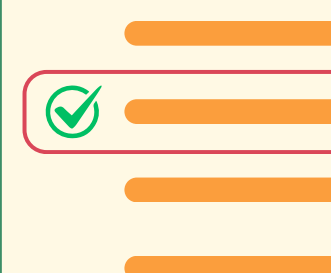
Science, Technology, Engineering, and Mathematics



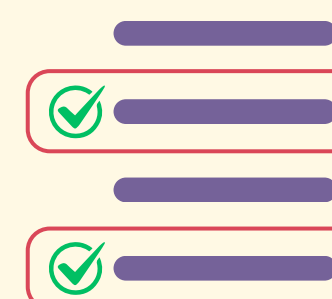
Business and Entrepreneurship



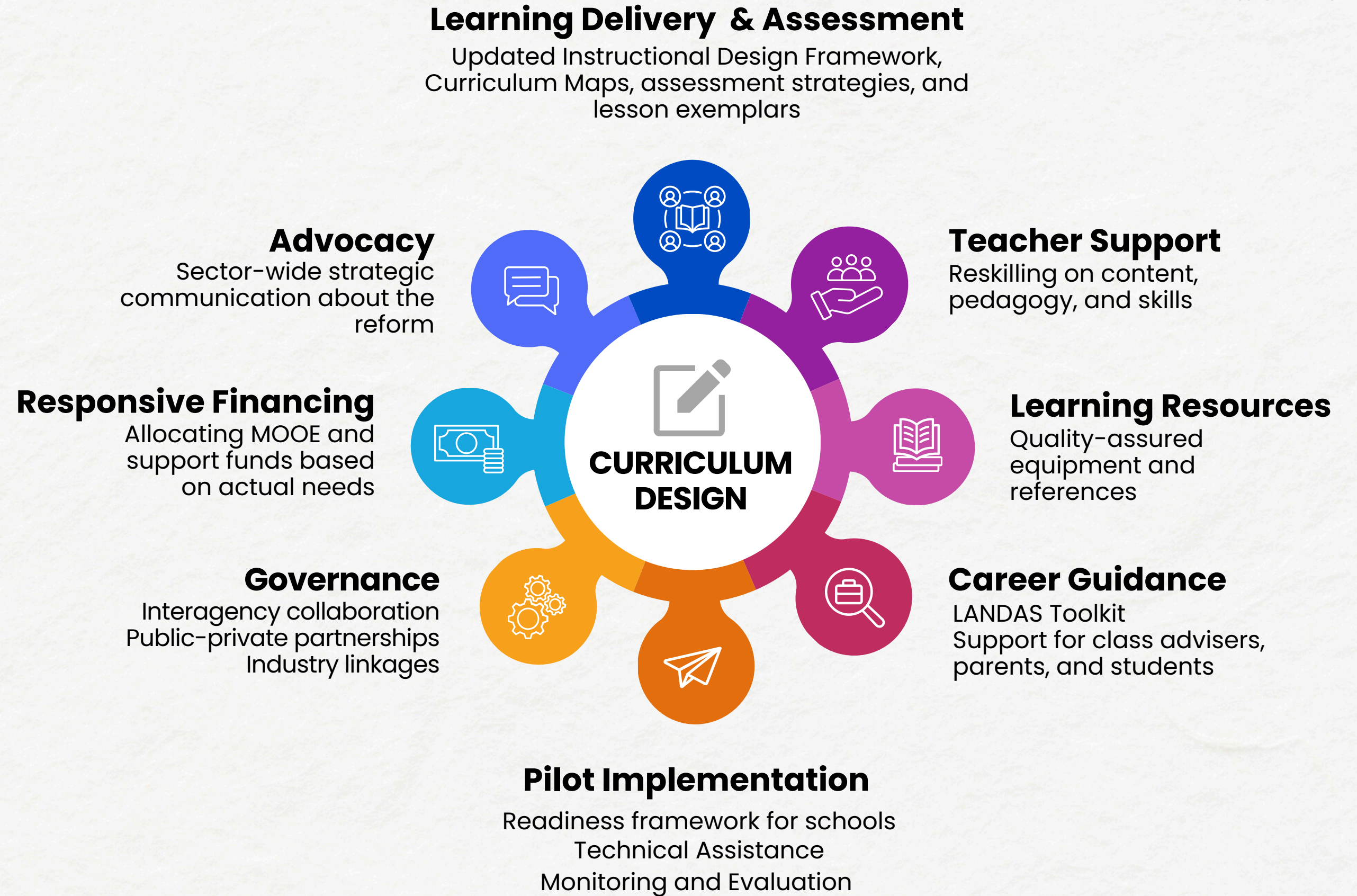
Arts, Social Sciences, and Humanities



Sports, Health, and Wellness



Strengthening
the Senior High
School program
is not just
updating the
SHS curriculum,
but **upgrading
the whole
system** to
support it.



Updates on the SHS Pilot Implementation

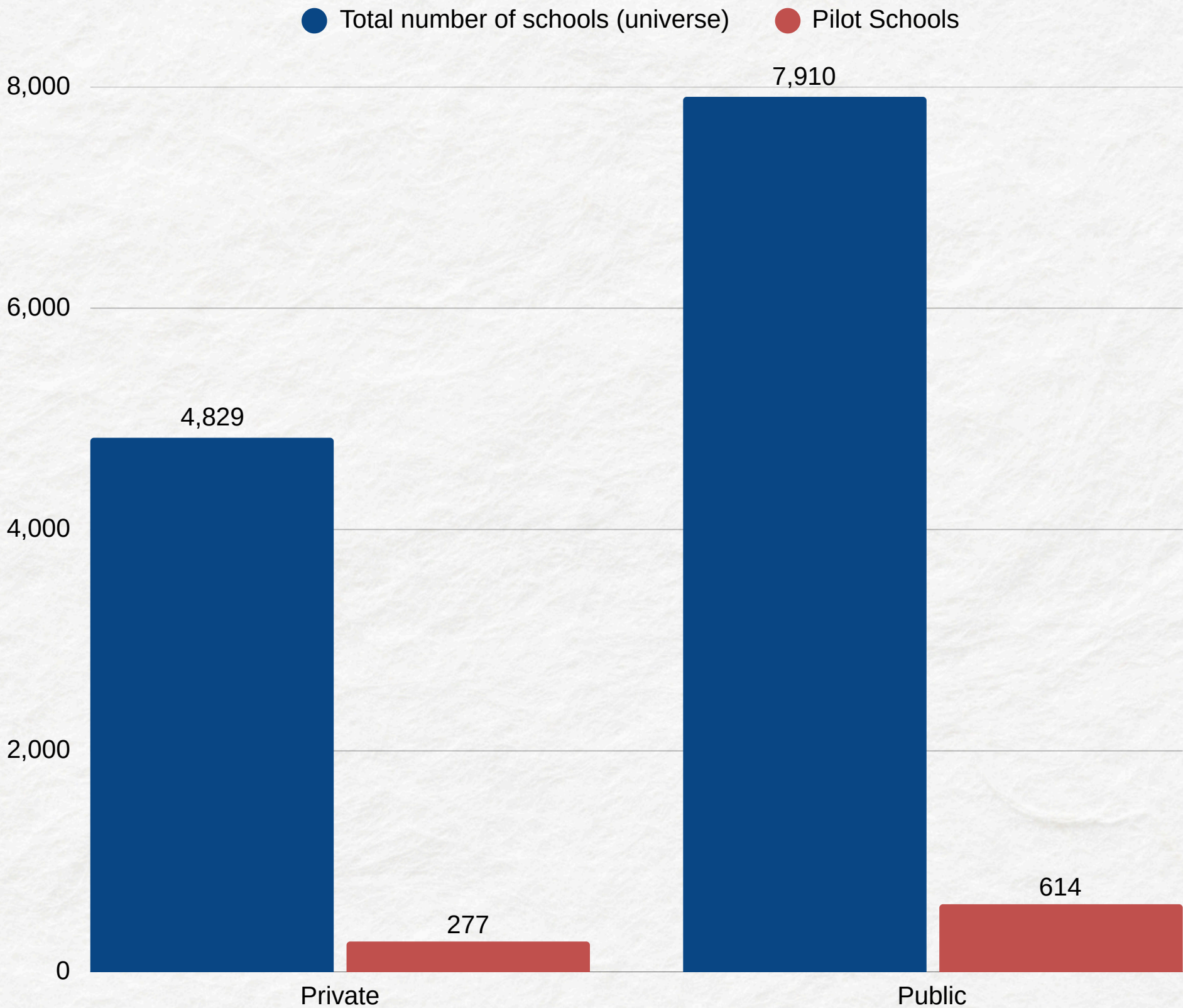
Profile of SHS Pilot Schools



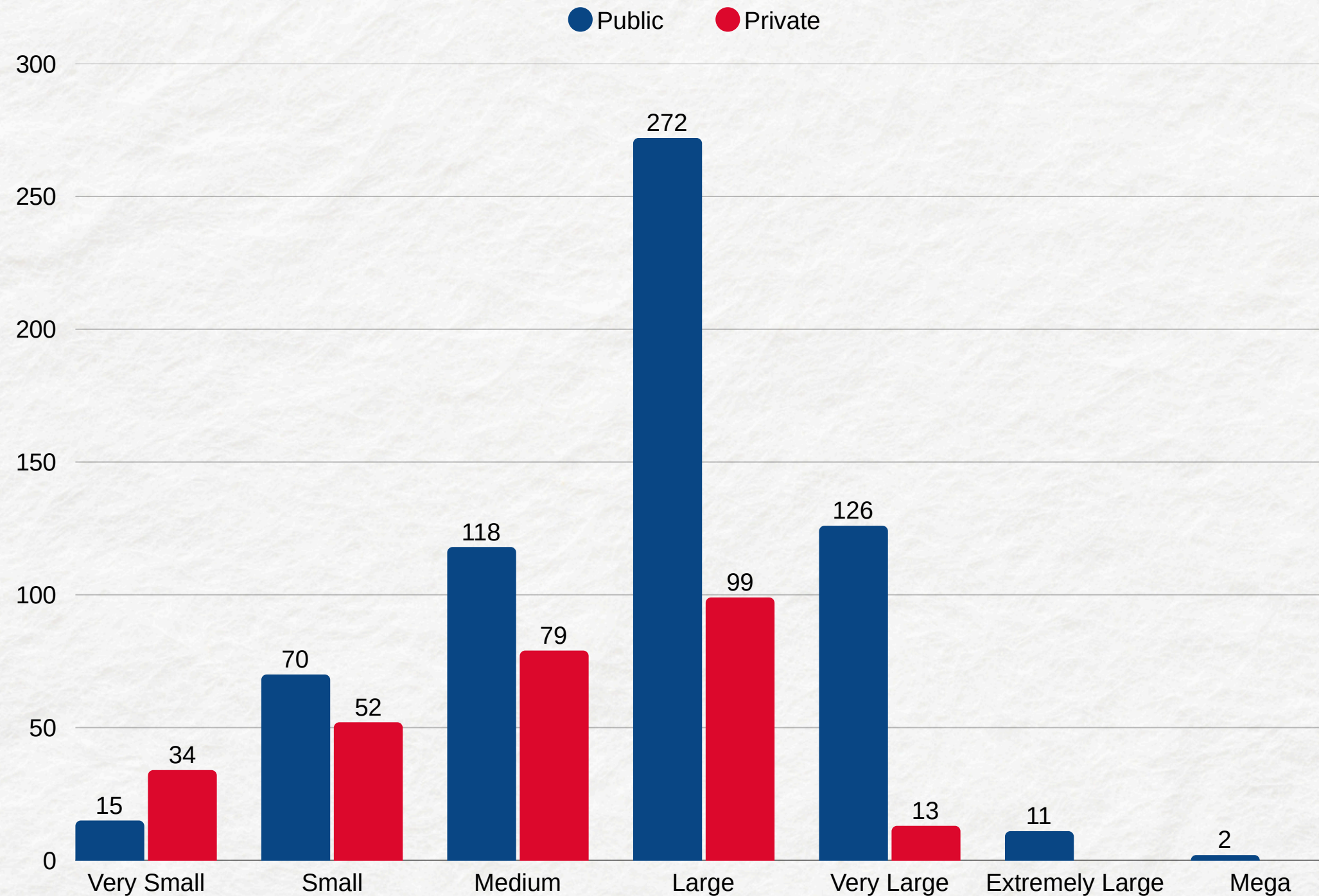
	Universe SHS	Pilot SHS	%
Private	4,829	277	5.74%
Public	7,910	614	7.76%
Total	12,739	891	6.99%

The current number of pilot schools represents **6.99%** of the universe of schools offering SHS.

- The following parameters were considered in finalizing the sample schools:
- 1.school size
 - 2.rural versus urban location
 - 3.track offerings
 - 4.public versus private management
 - 5.stand-alone versus integrated



Profile of SHS Pilot Schools



Legend:

Very Small (< 251)
Small (251-500)

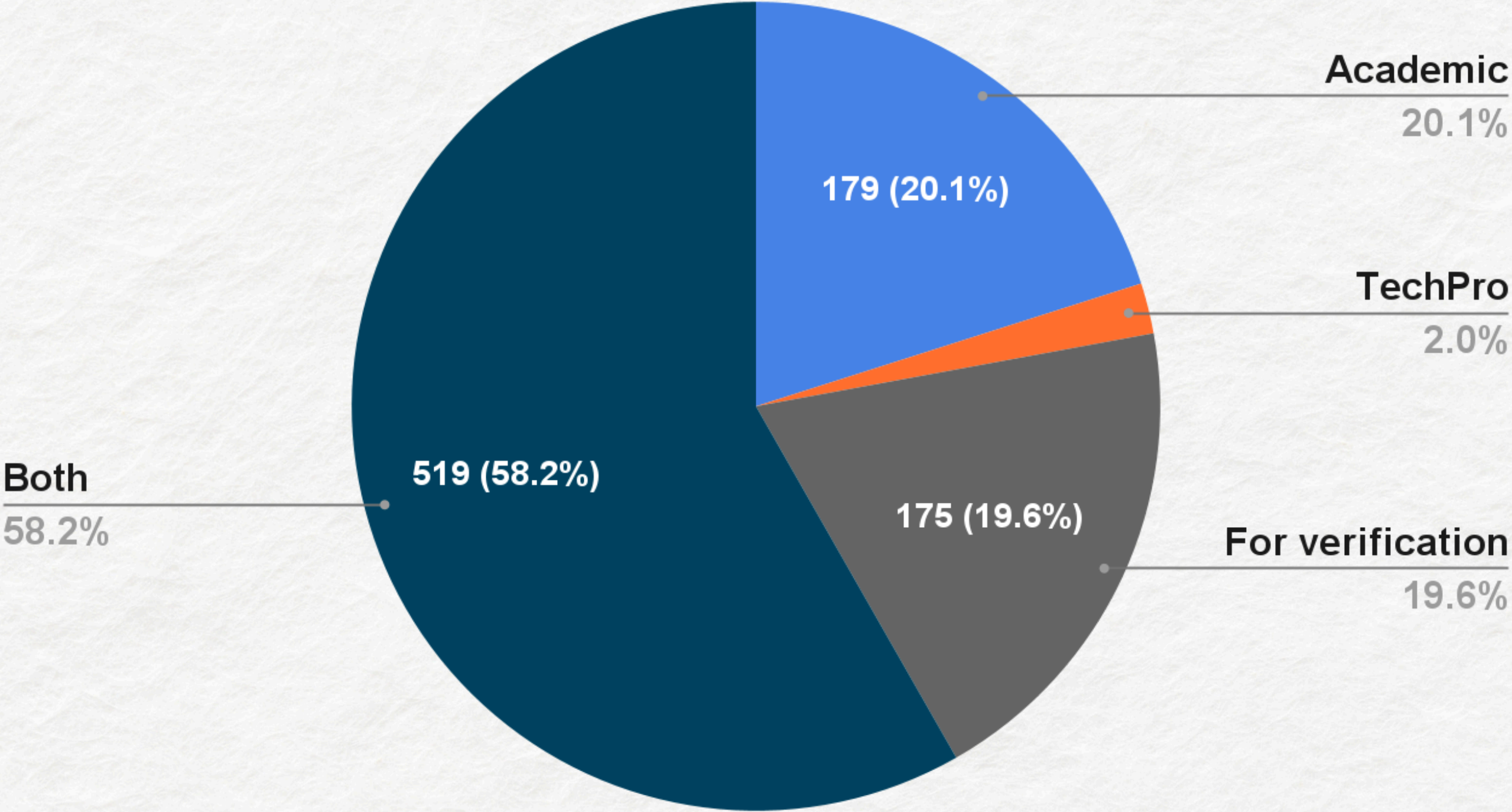
Medium (501-1000)
Large (1001-3300)

Very Large (3301-8500)
Extremely Large (8501-13600)

Mega (13601-above)

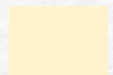
- For the **public schools**, most of the schools are **large**, **followed by very large and medium**; meanwhile, for private schools, most are **large, followed by medium and small**.
- **37 schools** are **rural**, while **854** are **urban**.
- There are **86 stand-alone SHS** schools, while **805** are integrated.

Majority are offering both the Academic and Techpro tracks

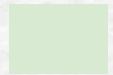


Track offering by region

SHS Track Offering	I	II	III	IV-A	IV-B	V	VI	VII	VIII	IX	X	XI	XII	BARM	CAR	CARAG A	NCR	NIR	Total
Acad	10	4	46	24	2	4	6	4	4	3	2	5	4	2	3	4	29	23	179
Acad and TechPro	18	30	88	34	11	15	42	23	23	25	30	13	21	1	15	11	39	80	519
TechPro	1	0	4	1	0	1	1	1	1	0	0	2	0	0	0	0	4	2	18
For Verification	1	7	25	17	6	2	7	19	6	6	5	9	1	26	2	14	3	19	175
Total	30	41	163	76	19	22	56	47	34	34	37	29	26	29	20	29	75	124	891



20-29 schools

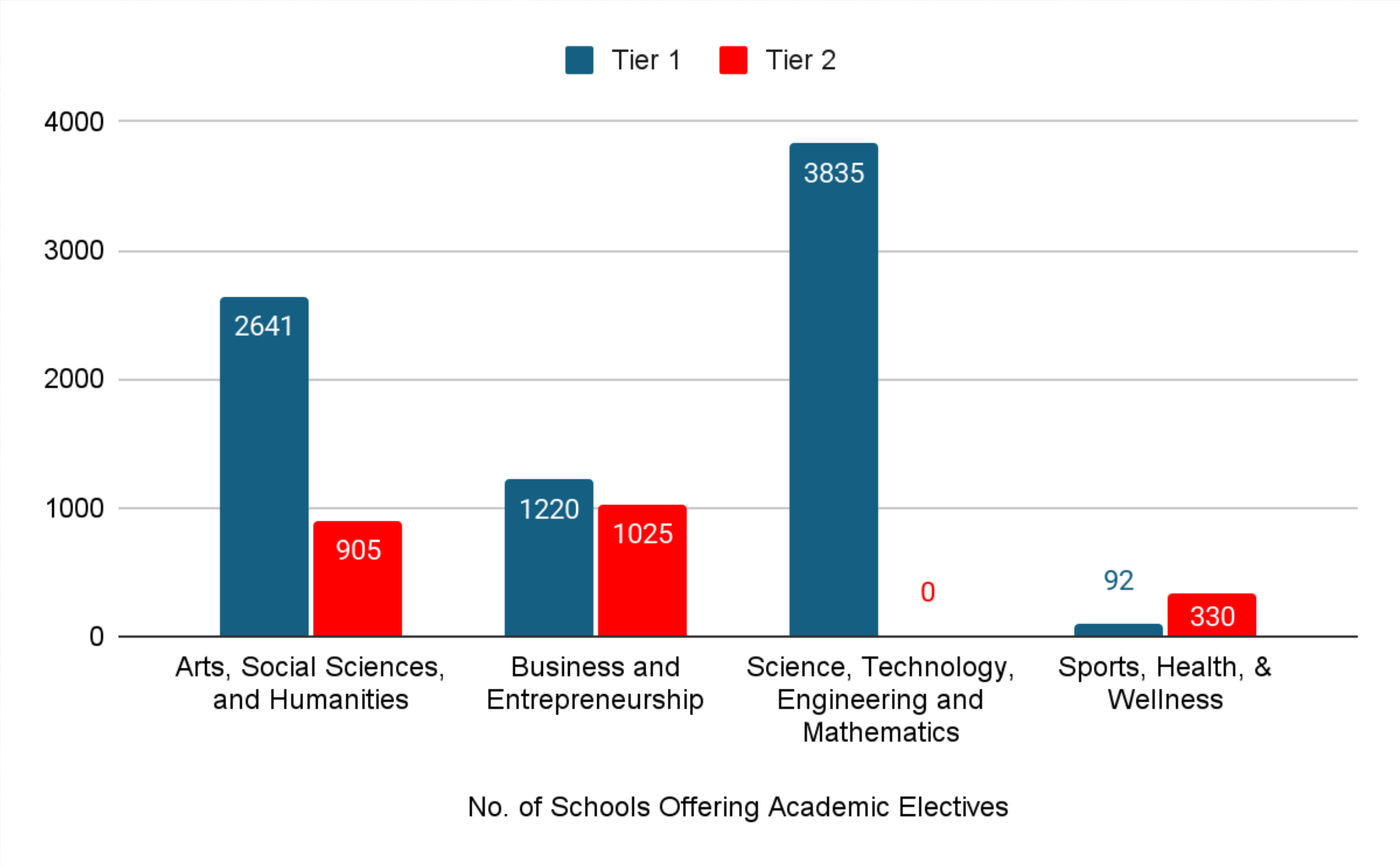


30-50 schools



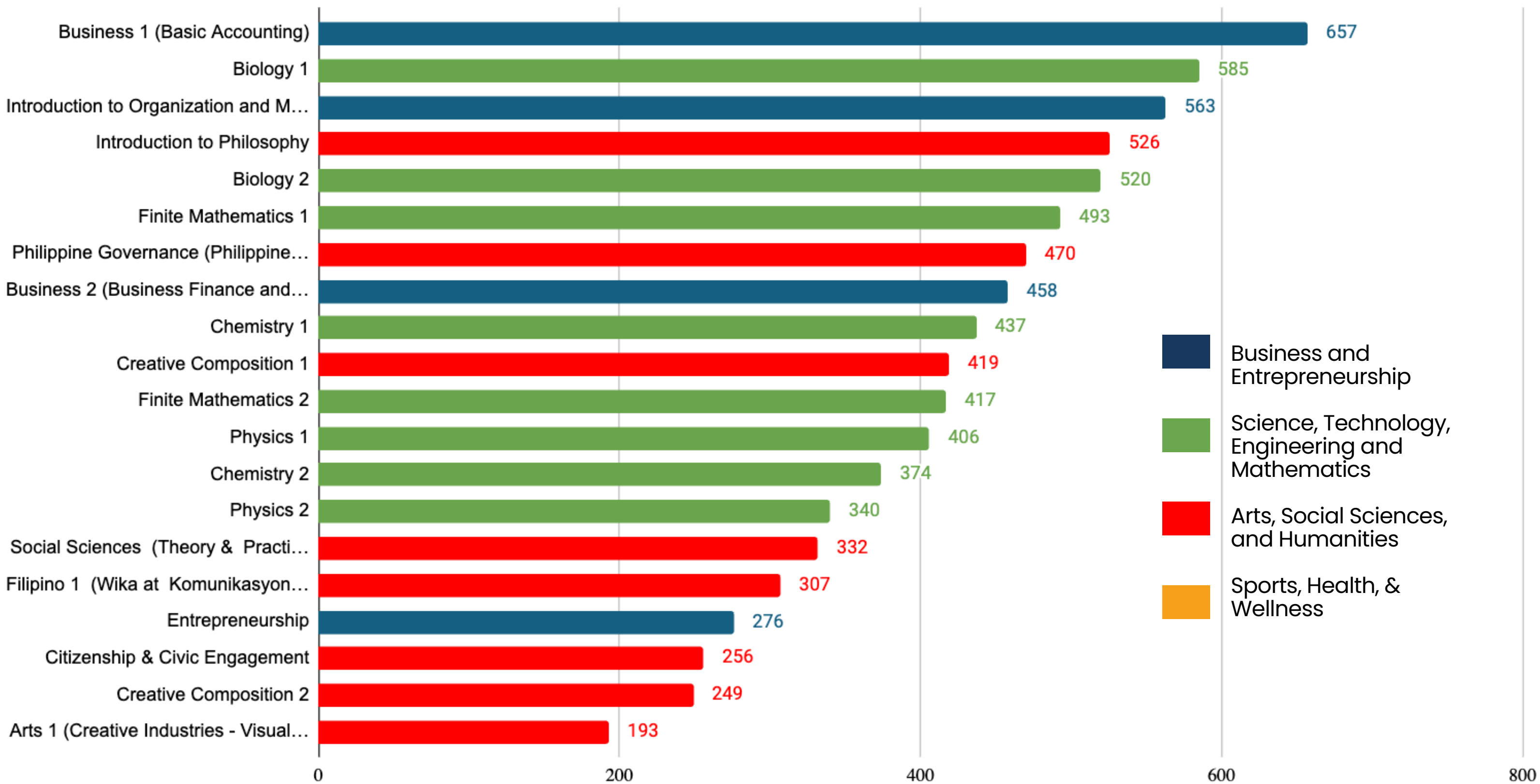
more than 50 schools

Of the 40 Academic electives, those that are most widely offered are in the STEM cluster.

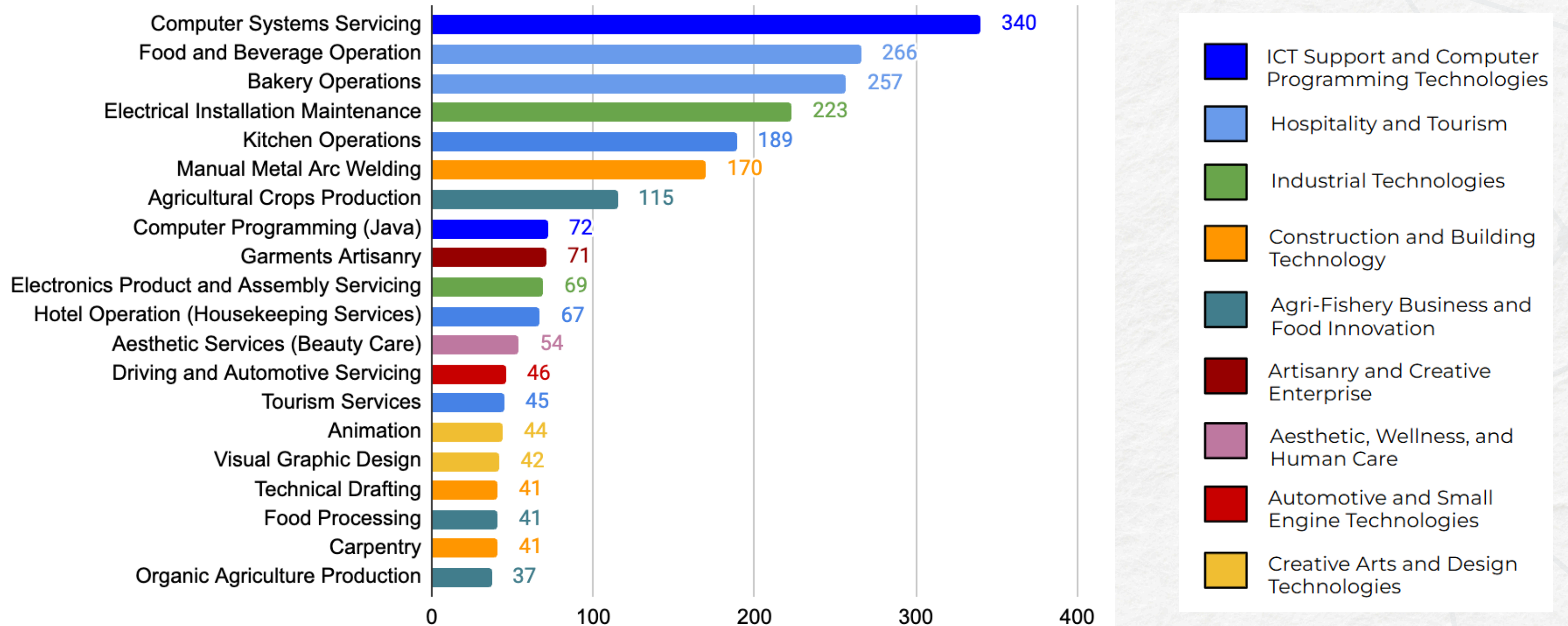


Souce: Training
Needs Assessment
a/o Oct. 7, 2025

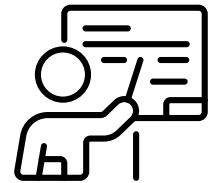
Top 20 Academic Electives in Pilot Schools



Top 20 TechPro Electives in Pilot Schools



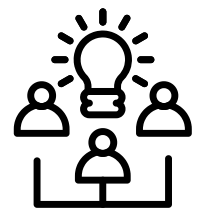
Support for Pilot Schools



Lesson Exemplars were prepared for teachers.



A **curated list** mapped to the competencies in the curriculum were downloaded, along with a budget for printing through the MOOE.



Teacher training sessions and Orientation Sessions for School Leaders were conducted.



Monthly check-in sessions with implementers, newsletters, and **multiple communication lines** with implementers are provided.

Insights from initial monitoring

*Outlook and Emerging Themes for
Learners and Teachers*

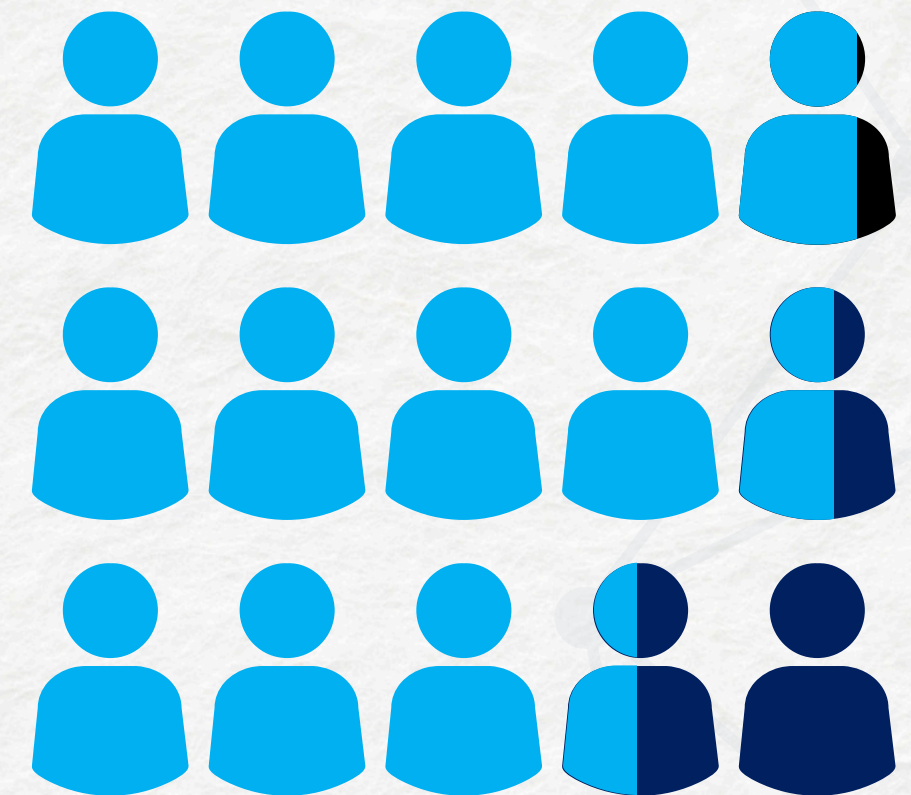
Response Rate

Respondent Type	Responses	Expected responses	Response Rate (%)
School Head	580	862	67.29%
Teachers	3278	4310	76.06%
Parents	3012	4310	69.88%
Learners	2976	4310	69.05%
TOTAL	9846	13792	71.39%

Outlook on the strengthened SHS is generally high

Confidence in the implementation of SSHS is high across groups, where:

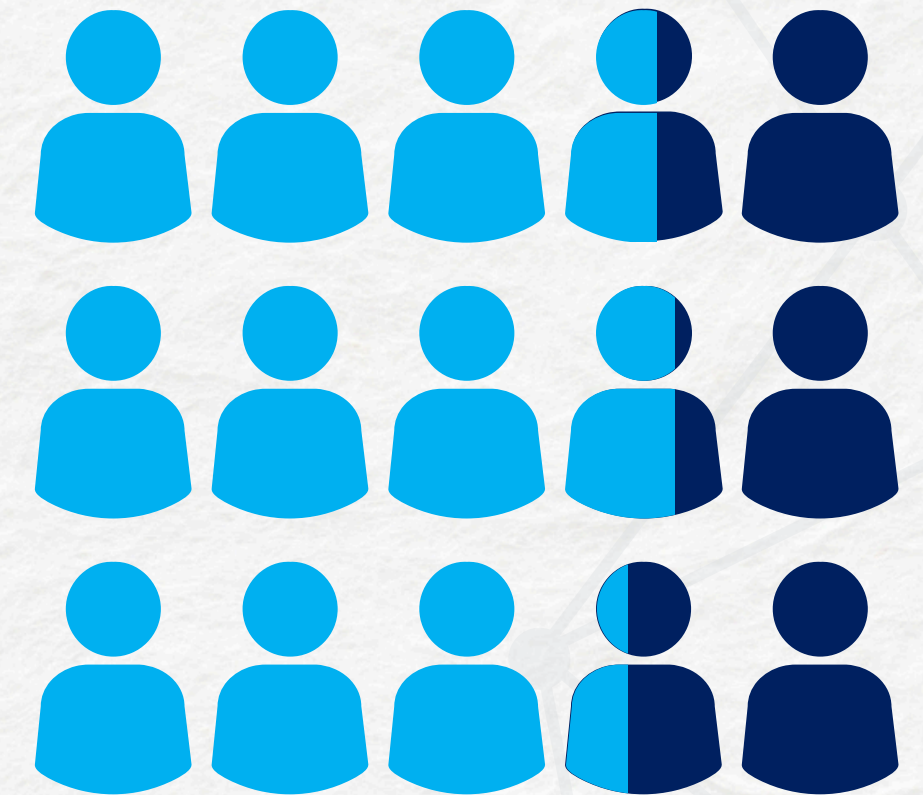
- **99.3%** of school heads expressed confidence in implementing the new curriculum
- **99.1%** of school heads affirmed that their schools can satisfactorily implement the curriculum.
- **94.0%** of teachers expressed confidence in their ability to deliver instruction under the new curriculum.



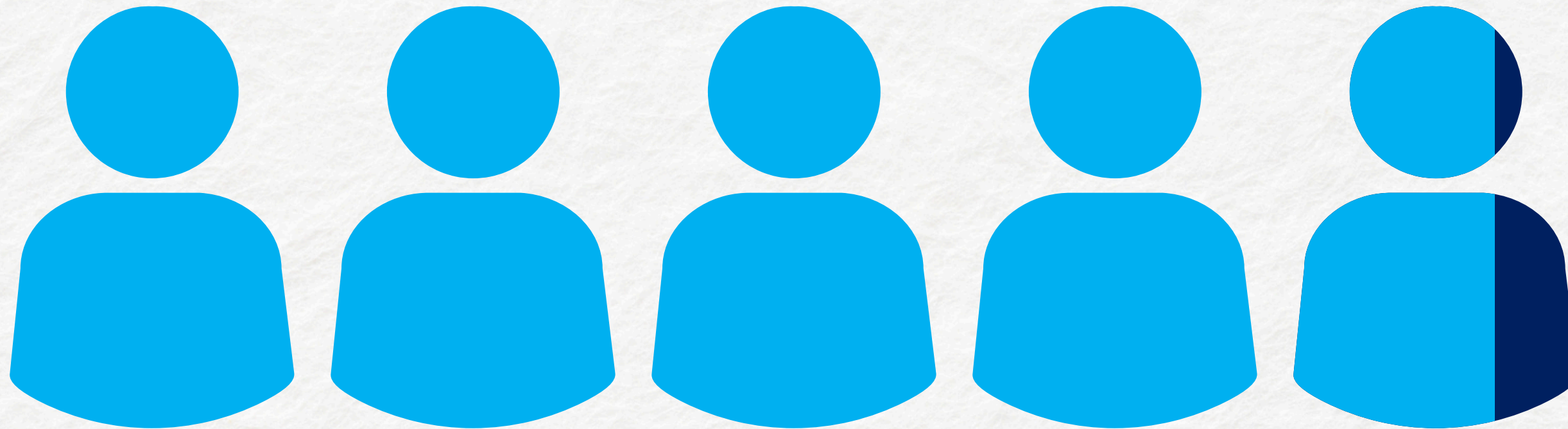
Learners' perception on SSHS

Learners expressed confidence on the SSHS Curriculum, particularly:

- **98.1%** of learners believe that their teachers deliver lessons confidently.
- **98.4%** of learners expressed confidence in learning what matters in their subjects.
- **96.7%** of learners believe the new curriculum will prepare them well for higher education or employment.

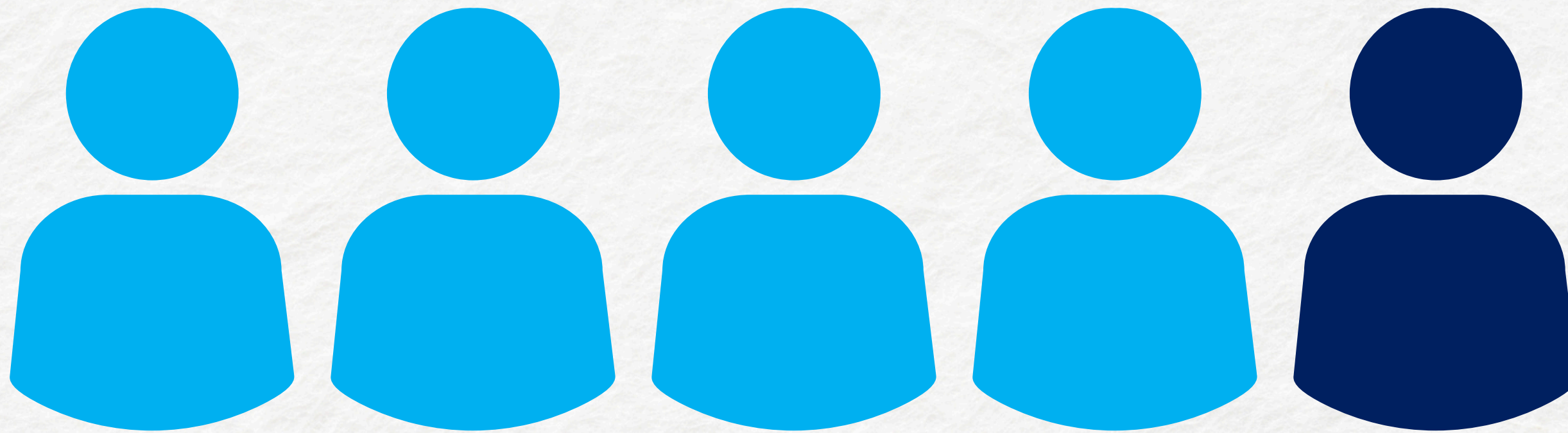


Parents' Satisfaction on SSHS



Nearly 5 out of 5 parents (98.9%) expressed overall satisfaction with their child's experience, with more than half saying they are 'very satisfied'.

Emerging Themes for Teachers



4 of 5 teachers (63.5%) highlight implementation areas that could be further developed, while a smaller group already feels implementation is smooth.

In general, our pilot implementers are still adjusting, but they have a positive outlook for this reform.



WORK IN PROGRESS

**We invite you to support our
Senior High School learners as
we navigate this reform
together.**

Questions?



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