



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CITY SCHOOLS – TAGBILARAN
City of Tagbilaran



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
November 22, 2019

DIVISION MEMORANDUM
NO. 182, s. 2019

**GUIDELINES ON THE UTILIZATION OF SENIOR HIGH SCHOOL CAREER
GUIDANCE PROGRAM MODULES AND REPORTING SYSTEM**

TO: Public Secondary School Heads
All Others Concerned

1. Pursuant to Regional Memorandum No. 0655, s. 2019, this Office disseminates the Guidelines on the Utilization of Senior High School Career Guidance Program Modules and Reporting System.
2. For details, refer to attached DepEd Memorandum OUA No. 09-0719-0236, s. 2019 dated July 1, 2019.
3. Immediate dissemination of this Memorandum is desired.


JOHN IRWIN A. LAGURA, Ph.D.
Schools Division Superintendent 

11-28

M' Julie
M' Michelle
M' Liza
for appropriate
action



Republic of the Philippines
Department of Education
CENTRAL VISAYAS REGION

Office of the Regional Director

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REGIONAL MEMORANDUM

No. 0655 , s. 2019

GUIDELINES ON THE UTILIZATION OF SENIOR HIGH SCHOOL CAREER GUIDANCE PROGRAM MODULES AND REPORTING SYSTEM

TO : Schools Division Superintendents
Officer-in-Charge of Regular and Interim Divisions
All Others Concerned

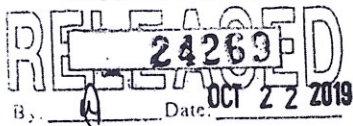
1. For information and guidance of all concerned, attached is DepEd Memorandum QUA No. 09-0719-0236, s. 2019, entitled, "Guidelines on the Utilization of Senior High School Career Guidance Program Modules and Reporting System", which is self-explanatory.
2. For details, refer to the attached communication.
3. Immediate dissemination of this Memorandum is desired.


SALUSTIANO T. JIMENEZ, CESO V
Director III
OIC-Office of the Regional Director

ESSD
STJ/CAE/TTP/BJY/nam11'19



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QUAMEMO09-0719-0236

Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim

QUA MEMO 09-0719-0236
MEMORANDUM
01 July 2019

For: **Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
BARMM Minister for Basic, Higher, and Technical Education
Schools Division Superintendents**

Subject: **GUIDELINES ON THE UTILIZATION OF SENIOR HIGH
SCHOOL CAREER GUIDANCE PROGRAM MODULES AND
REPORTING SYSTEM**

The Bureau of Learner Support Services – Youth Formation Division (BLSS-YFD) is issuing the following guidelines on the Utilization of Senior High School Career Guidance Program Modules and Reporting System:

1. Pursuant to Rule V of the Implementing Rules and Regulations of the *Enhanced Basic Education Act of 2013*, the Department of Education (DepEd) is mandated to properly guide secondary level students in choosing the career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals. Consistent with the said mandate, the Senior High School (SHS) Career Guidance Program (CGP) Modules were developed and rolled out nationwide during the National Training of Trainers and Mass Training of Teachers and Career Advocates per DepEd Memorandum No. 8, s. 2017.
2. The SHS CGP Modules (Grades 11 and 12) shall continue to be delivered by the class adviser or career advocate every third week of the month starting July of every school year. As such, school heads are advised to make the necessary arrangements relative to the schedule of activities and the loads of class advisers or career advocates, ensuring that classroom instruction is not unduly affected.
3. The class adviser or career advocate shall include the delivery of the CGP Modules in the School Teacher's Program. It shall be considered one (1)

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(Administrative Services, Information and Communications Technology, Disaster Risk Reduction and Management, Senior High Schools, Youth Formation, Baguio Teachers' Camp, Education Facilities/School Buildings)
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teaching load, provided that it does not exceed six (6) hours of actual teaching a day consistent with DepEd Order No. 16, s. 2009. For actual classroom teaching in excess of six (6) hours and for work performed in excess of eight (8) hours done within the school premises, vacation service credits shall be granted in lieu of additional compensation or overtime pay, as per DepEd Order No. 53, s. 2003.

4. The schools are enjoined to deliver four modules each semester. These modules, which are downloadable from the Learning Resources Management and Development System (LRMDS), consist of Modules 1 to 4 for the first semester and Modules 5 to 8 for the second semester. Should there be different class advisers for the first and second semesters, close coordination between advisers concerned shall be ensured.
5. The schools shall conduct an orientation of SHS class advisers and teachers on the implementation of the CGP Modules prior to the beginning of the school year.
6. To gather feedback on the utilization of the CGP modules, the enclosed CGP Monitoring Form (Enclosure 1) shall be accomplished and submitted in accordance with the following:
 - The school guidance counselors, or designated guidance teachers/career advocates shall accomplish the CGP Monitoring Form (Enclosure 10) per semester, and shall submit these to the schools division office (SDO) for consolidation by the Youth Formation Coordinator (YFC) of the School Governance and Operations Division (SGOD).
 - In addition to the consolidated information from the CGP forms, the Division YFC shall include in the SDO report information on the monitoring activities undertaken by the SDO, which shall include, at the minimum:
 - a) Date of monitoring visits
 - b) Name of schools visited, including school ID, name and contact details of school head
 - c) Class/section observed, CGP module implemented, and name and contact details of class adviser
 - d) Feedback/observations
 - e) Summary of implementation/utilization issues and challenges
 - f) Policy and program management recommendations to improve the implementation of the CGP in the school level





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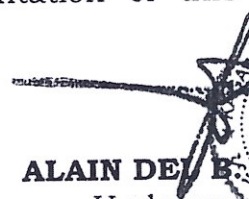
The SDO report shall then be submitted to the RO.

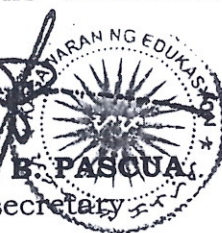
- The designated Regional YFC from the Education Support Services Division (ESSD) shall consolidate the SDO reports. In addition to the consolidated information from the SDO reports, the Regional YFC shall include in the regional report, at the minimum, the following information:

- a) Summary of feedback/observations from SDO monitoring visits (including during any RO monitoring visits)
- b) Summary of issues and challenges as documented in SDO reports (including during any RO monitoring visits)
- c) Policy and program management recommendations to improve the implementation of the CGP in the division level

The Regional YFC shall facilitate the submission of the regional report to the Bureau of Learner Support Services - Youth Formation Division (BLSS-YFD) at the Central Office.

- Soft copies of the regional reports shall be submitted to blss.yfd@deped.gov.ph on the fourth week of November for the first semester and on the fourth week of April for the second semester.
7. Expenses related to the conduct of the CGP shall be charged to local funds or school Maintenance and Other Operating Expenses (MOOE), subject to the usual accounting and auditing rules and regulations.
 8. Enclosures 1 and 2 are the CGP Monitoring Form and the Terms of Reference for Career Advocates, respectively.
 9. Immediate dissemination and implementation of this Memorandum is desired.


ALAIN DE B. PASQUA
Undersecretary



Career Guidance Program Modules Monitoring Tool

Name	
Region	
Division	
School	
Gr. ___ Module No.	
Date Conducted	

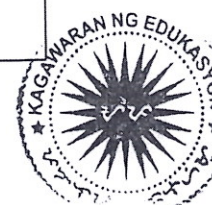
Instructions: Indicate your rating for the following items by putting a check (/) in the box corresponding to your answer. **SA** for **Strongly Agree**, **A** for **Agree**, **D** stands for **Disagree**, **SD** stands for **Strongly Disagree**.

I. Learning Objectives

Items	SA	A	D	SD
1. The objectives of the modules are clearly stated.				
2. The objectives of the modules are specific, achievable and relevant.				
3. The objectives of the modules are achieved at the end of the session.				

II. Learning Content

Items	SA	A	D	SD
4. The content of the modules is suited to the learners' age, gender, and interests that it become relevant to the their lives.				
5. The learning competencies and degrees of difficulty of activities in the modules fits with the learners' skills and abilities.				
6. The expected results/outputs of the module are achieved and manifested.				
7. The activities of the modules considers individual differences and uniqueness.				



Enclosure 1

III. Organization

Items	SA	A	D	SD
8. The module is well – organized in terms of content and flow.				
9. The activities in the module are sequenced in a logical manner.				
10. The time given in conducting the module is sufficient or enough.				

IV. Learning Experience

Items	SA	A	D	SD
11. The activities are completely aligned with the set of objectives.				
12. The activities are responsive to the needs of the learners as they choose their tracks in Senior High School.				
13. The activities are easy to conduct and relevant to their lives.				
14. Provisions of materials makes learning process easy and meaningful for the learners.				

Comments/Suggestions/Recommendations

Instructions: In 3 -5 sentences, answer the given questions below. Write your answers on the blank provided.

1. What are the best features of the **content** of the module? Why?



Enclosure 1

2. Which features of the **content** of the module **needs further improvement?** How could we improve them?

3. Other comments and suggestions



TERMS OF REFERENCE FOR CAREER ADVOCATES

I. Policy Context

1. *Education Act of 1982* stipulates that "students and pupils in all schools shall enjoy ... the right to school guidance and counseling services for decisions and selecting the alternatives in fields of work suited to his potentialities" (Section 9.3). The exercise of this right is supported by the Department of Education (DepEd) through its various guidance and counseling policies and programs.
2. The *Guidance and Counseling Act of 2004* (Republic Act [RA] No. 9258) professionalized the practice of guidance and counseling. The law provides that the profession "involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs. It includes functions such as counseling subjects, particularly subjects given in the licensure examinations, and other human development services" (Section 3-a).
3. In 2013, major educational reforms were introduced through the *Enhanced Basic Education Act of 2013* (RA 10533). One of the salient features of the K to 12 Basic Education Program is the introduction of Career Guidance. The law stipulates that "[t]o properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with the DOLE, the TESDA and the CHED, shall regularly conduct career advocacy activities for secondary level students" (Section 9). Notwithstanding the provisions of Section 27 of RA 9258, the Implementing Rules and Regulations (IRR) of RA 10533 specifies that "career advocates shall be allowed to conduct career advocacy activities for secondary-level students of the schools where they are currently employed; provided, that they undergo appropriate capacity building programs developed and implemented by the DepEd, in coordination with the DOLE, TESDA, CHED, PRC, NYC, student organizations, industry associations, guidance and counseling associations, professional associations, and other relevant stakeholders" (Section 19).
4. The IRR of RA 10533 defines Career Advocates as "career and employment guidance counselors who are not registered and licensed guidance counselors. Career advocates include homeroom advisers and teachers of all learning areas who will implement career advocacy activities" (Section 19); while Career Advocacy Activities refer to "activities that will guide secondary level students in choosing the career tracks that they intend to pursue" and these involve "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" (Section 18).
5. DepEd's Career Guidance Program (CGP) is bolstered by the enactment of RA 11206 or the *Secondary School Career Guidance and Counseling Act*, which seeks to "institutionalize career guidance and counseling program for students in all public and private secondary schools nationwide" and "equip secondary education students with the capability to make educated career decisions and expose them to relevant labor markets" (Section 3).



II. Roles and Responsibilities of Career Advocates

6. The IRR of RA 10533 (Section 20-g) mandates DepEd to designate Career Advocates at the school level. To guide the implementation of the Career Guidance Program (CGP) and ensure the smooth coordination of the program across governance levels, the roles and responsibilities of Career Advocates are defined as follows:

- a) Assist the Guidance Counselor in planning and implementing the CGP, which includes the following:
 - Career orientation
 - Career assessment/evaluation of learners
 - Research
 - Training activities
- b) Coordinate with and support the Guidance Counselor in the delivery of career guidance advocacy activities for all learners, which includes the following:
 - Utilization of Career Guidance Modules for Senior High School (SHS)
 - Career Coaching among SHS students
 - Orientation for Grade 10 learners on SHS tracks/strands and exits
 - National Career Assessment Examination (NCAE) testing orientation for Grade 9 learners
 - NCAE results discussion and referral as needed
 - Dissemination and distribution of information, education, and communication (IEC) materials
- c) Assist the Guidance Counselor in providing up-to-date labor market information, job and business opportunities, and scholarships in coordination with the Department of Labor and Employment (DOLE), Public Employment Service Office (PESO), Technical Education and Skills Development Authority (TESDA), Commission on Higher Education (CHED), industries, and other stakeholders
- d) Support the organization of conferences for parents and/or learners, together with the Guidance Counselor, which includes but not limited to communicating NCAE results, helping parents exercise their role in the career development of their children and appreciate the importance of life skills in career choice decisions
- e) Support the Guidance Counselor in the monitoring and evaluation of the implementation of the CGP.

III. Qualifications and Attributes of Career Advocates

7. The Career Advocate-designate should be a regular-permanent DepEd employee with the following basic qualifications and attributes:

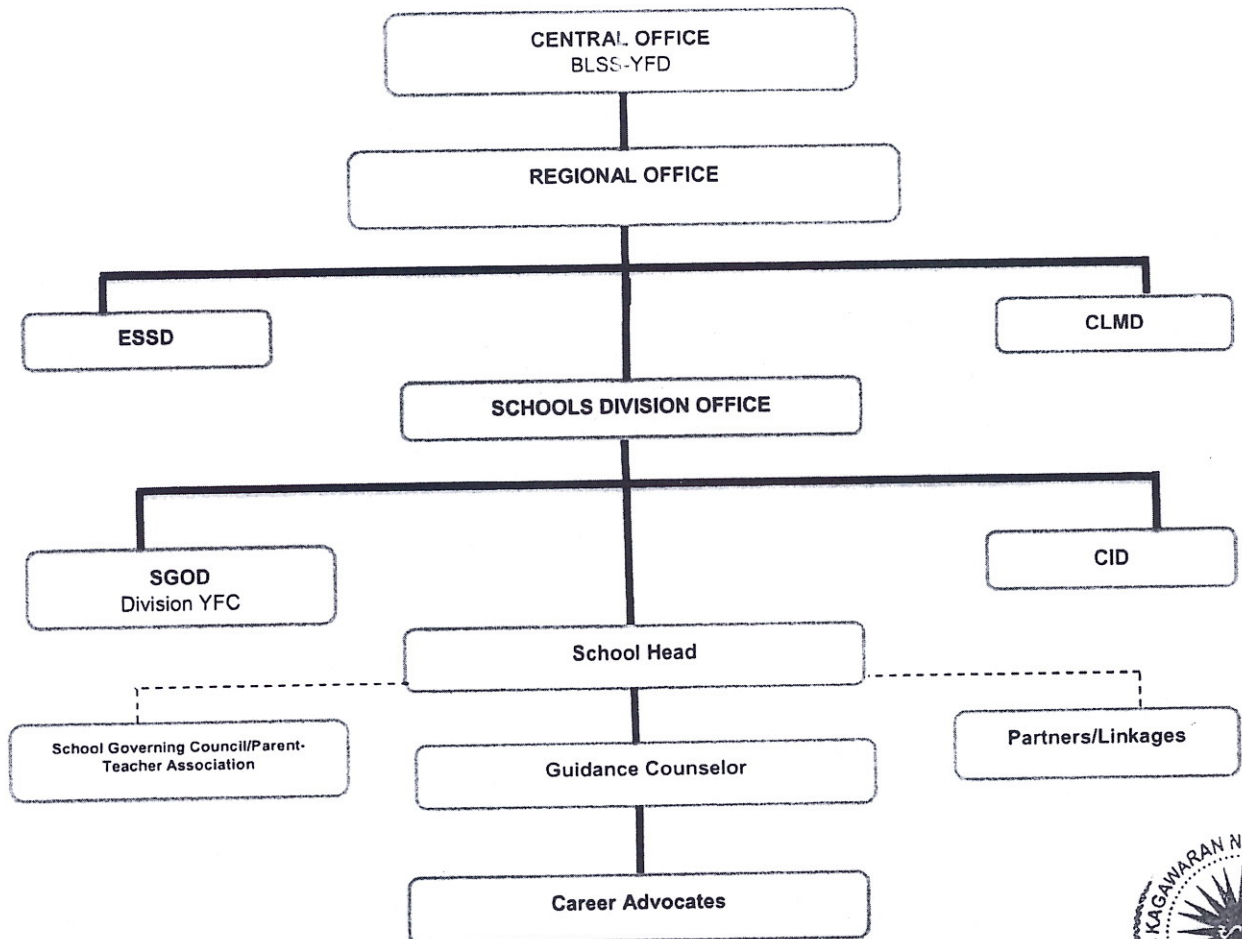


- a) with basic orientation and professional training on the Career Guidance Program (CGP) provided by DepEd and/or other government agencies that support the program such as DOLE and CHED
- b) preferably previously designated as guidance teacher, with experience in handling career advocacy-related activities
- c) flexible and can get along well with adolescents
- d) with awareness of relevant industry trends
- e) manifest good interpersonal/soft skills
- f) has good oral and written communication skills
- g) has basic skills in career coaching, coordination, and program development implementation, and evaluation
- h) preferably with previous experience in advocacy and/or volunteer activities

V. Selection of Career Advocates

- 8. School personnel considered for designation, as career advocates shall be assessed based on the above-mentioned basic qualifications and attributes. Following a judicious selection process, the School Head then designates the career advocate.
- 9. The Schools Division Office (SDO) may set its own procedures for designating career advocates provided that the provisions of this Terms of Reference are observed.

V. Governance Structure



10. The Bureau of Learner Support Services – Youth Formation Division (BLSS-YFD) serves as the national focal unit in the planning, coordination, and implementation of the Career Guidance Program (CGP).
11. At the regional level, the Career Guidance Program is coordinated by the Education Support Services Division (ESSD) (Regional Youth Formation Coordinator [YFC]), which works closely with the Curriculum and Learning Management Division (CLMD).

At the division level, the School Governance and Operations Division (SGOD) (Division YFC) serves as the focal unit and works closely with the Curriculum Implementation Division (CID).

12. The SGOD (Division YFC), working closely and collaboratively with the CID, coordinates with and provides technical assistance to the Career Advocates thru the School Head in the implementation of the CGP.

VI. Career Advocacy Coordination with Different Government Agencies

13. The Career Advocates shall assist the Guidance Counselors in coordinating with the different government agencies in the implementation of the Career Guidance Program (CGP) guided by the following objectives:
 - a) coordinate with core partner agencies (DOLE, TESDA, CHED, PRC, DOST) to address job-skills mismatch and equip the learners with life skills and values;
 - b) establish linkages and engage with external partners and stakeholders (government agencies [GAs], non-government organizations [NGOs] and local government units [LGUs]) in providing information on career pathways for students and organizations, as well as in supporting learners in transition to senior high school education, entrepreneurship, middle level skills development and employment; and
 - c) Facilitate the conduct of career advocacy activities, but not limited to massive campaign on career orientation and exploration.
14. The **Department of Education** is a member-agency of the *Career Guidance Advocacy Program – Working Group* (CGAP-WG) established in 2012 under the Human Development and Poverty Reduction Cluster of the Office of the President. The Network of Guidance Counselors and Career Advocates (NGCCA) and Federation of Career Guidance Advocates Network of the Philippines (FCGNAP) are involved in this convergence.
15. The CGAP-WG involves the participation of the following core stakeholders with their corresponding functions:

Department of Labor and Employment (DOLE)

- Strengthen the capacity of the Public Employment Service Offices (PESOs) to deliver career guidance and employment coaching (CGEC) to its clients
- Develop and disseminate Labor Market Information (LMI) publications (e.g., career information pamphlets, industry career guides, etc.)
- Maximize utilization and promotion of *PhilJobNet* in career guidance activities



Commission on Higher Education (CHED)

- Promote the Guidance Counseling profession, including other courses that are in-demand and market-responsive, through the mainstream and other forms of media
- Conduct *Career Blitz* (massive information dissemination campaign/caravan)
- Promote CHED scholarship programs in priority courses

Technical Education and Skills Development Authority (TESDA)

- Promote the advantages of technical and vocational education and training (TVET) and its various training programs
- Develop qualification standards for career advocates in obtaining a National Certification (NC)
- Conduct advocacy on Training for Apprenticeship Program
- Establish *Career Nooks* in all technical vocational institutions (TVIs) and other operating units

Professional Regulation Commission (PRC)

- Implement a communication plan on up-to-date and accurate information on over-supplied and under-supplied professions
- Undertake Assessment of Professions for Competitiveness including supply and demand of each profession
- Coordinate the professional regulatory boards (PRBs) in providing speakers on the current regulatory professions on the conduct of CGEC activities to aid students and jobseekers make an informed career choice
- Monitor the implementation of *Continuing Professional Development* (CPD)

Department of Science and Technology (DOST)

- Conduct activities in line with the advocacy campaign
- Implement scholarship programs in priority science and technology (S&T) courses
- Support the establishment of LMI corner with Job Search Kiosks provided by the DOLE

Other Partner and Resource Organizations

- Parent-Teacher Associations (PTAs)
- Local government units (LGUs)
- Business and industry partners
- Alumni
- Mass Media Entities
- Professional Organizations
- Philippine Information Agency (PIA)
- National Youth Commission (NYC)

