

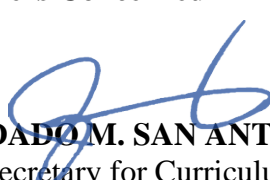


Republic of the Philippines
Department of Education
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

BCD-CSDD-O-2021-2583

MEMORANDUM
DM-OUCI-2021-**347**

TO : **Bureau and Service Directors**
Minister, MBHTE-BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

FROM : **DIOSDADO M. SAN ANTONIO** 
Undersecretary for Curriculum and Instruction

SUBJECT : **Career Guidance Program (CGP) for S.Y. 2021-2022**

DATE : **August 25, 2021**

1. The Department of Education (DepEd) issues the enclosed Career Guidance Program (CGP) for S.Y. 2021-2022 which aims to establish guidelines and procedures for its implementation.
2. The CGP aims to guide secondary level students in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals as stated in RA 10533 otherwise known as the Basic Education Act of 2013.
3. This document shall guide all stakeholders in planning, implementing, monitoring, and evaluating the CGP for S.Y. 2021-2022.
4. This is issued pursuant to Memorandum No. 00-0520-0030 s. 2020 from the Office of the Undersecretary for Administration (OUA), issued in May 2020, and the Joint Memorandum issued on September 21, 2020 by the OUA, the Office of the Undersecretary for Curriculum and Instruction (OUCI), and the Office of the Undersecretary for Field Operations (OUFO) on the Announcement of the Transfer of Management and Supervision of the Career Guidance Program to Curriculum and Instruction Strand, hence, the issuance of the Career Guidance Program (CGP) for S.Y. 2021-2022.
5. This shall be implemented in all public elementary and secondary schools nationwide for S.Y. 2021-2022.
6. Immediate dissemination of and strict compliance with this Memorandum is directed.



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Enclosure to DM-OUCI-2021- 347

Career Guidance Program for SY 2021-2022

I. Rationale

1. Republic Act No. 11206 otherwise known as the Secondary Career Guidance and Counseling Act of 2019 aims to: a) to institutionalize a career guidance and counseling program for students in all public and private secondary schools nationwide in order to provide them with proper direction in pursuing subsequent tertiary education; (b) to equip secondary education students with the capability to make educated career decisions and expose them to relevant labor markets; and (c) to ensure that graduates of tertiary education meet the requirements of the government, industry, and the economy.
2. Rule V of the Implementing Rules and Regulations of the Basic Education Act of 2013 states that the Department of Education (DepEd) is mandated to properly guide secondary level students in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals, through (a) integration of career concepts in the curriculum and teaching in relevant learning areas; (b) conduct of career assessments; (c) conduct of regular career advocacy activities; (d) conduct of continuous professionalization and capacity building of guidance counselors, career advocates, and peer facilitators; (e) development or accreditation of training programs on career advocacy; (f) establishment of a career advocacy unit and provision of adequate office space in high schools; and (g) designation of guidance supervisors at the division level and career advocates at the school level.
3. In view of the above, this Memorandum aims to establish procedures that will guide all stakeholders in planning, implementation, monitoring, and evaluation of the Career Guidance Program for S.Y. 2021-2022.

II. Scope

This Career Guidance Program shall be applicable in all public elementary and secondary schools for S.Y. 2021-2022.

III. Definition of Terms

- a. **Career Guidance Program** is designed to help learners explore their choices and make responsible decisions relevant to career pathing. These include planning for their track and strand for Senior High School, choosing their curriculum exits



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(Higher Education, Employment, Entrepreneurship, and Middle Level Skills Development), and planning for their future.

- b. **Career Development Domain** pertains to all occupational and world of work-related concerns and issues of learners. This involves the acquisition of skills, attitudes and knowledge that enable them to make a successful transition from school to the world of work, and from job to job across their life span. This includes but is not limited to learners' discovery of their interests, talents and skills, decision-making, problem-solving, planning, and in exploring their career options and opportunities (based on DM 155 s. 2020).
- c. **Homeroom Guidance** is a comprehensive, developmental and proactive program designed to equip K to 12 learners with life skills on three domains: Academic Development, Personal and Social Development and Career Development (based on DM 155 s. 2020).
- d. **Career Guidance Portfolio** is a collection of learner's outputs (in hard or electronic copy) showing his/her progress in career development. This may include a summary of assessment taken, journal entries, activity sheets, and other relevant output.
- e. **Curriculum Exits** refer to higher education, employment, entrepreneurship, and middle level skills development.
- f. **Higher Education** is one of the curriculum exits which SHS learners may opt to pursue after graduation leading to an associate or bachelor's degree. This is also referred to as tertiary education, college degree, or post-secondary education.
- g. **Employment** is one of the curriculum exits which SHS learners may opt to pursue after graduation leading to a paid work or job. This is also referred to as occupation.
- h. **Entrepreneurship** is one of the curriculum exits which SHS learners may opt to pursue after graduation leading to developing, organizing and managing one's own business venture.
- i. **Middle Level Skills Development** is one of the curriculum exits which SHS learners may opt to pursue after graduation leading to further training in technical-vocational education.

IV. Policy Statement

DepEd issues this document to ensure the proper implementation of the Career Guidance Program for S.Y. 2021-2022. This aims to:

- a. ensure the continuity of the career development process;



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- b. employ a systematic set of activities and procedures in the implementation of the career guidance program; and
- c. establish support mechanisms that contribute to the attainment of the Department's career guidance program.

V. Guidelines

The Department of Education, with its strong commitment to deliver quality education, hereby presents the following specific components of the Career Guidance Program for S.Y. 2021-2022 which shall be governed and guided by the following:

1. Career Guidance Program

- a. **Career Guidance Orientation** aims to provide relevant information on the procedures and activities related to the Career Guidance Program. This year, all career guidance orientations shall be held online or through other modalities compliant to the health and safety standards of the Inter-Agency Task Force (IATF).

Schedule	Activity	Audience	Platform
September 24, 2021	National Level Orientation on the Implementation of Career Guidance Program	Regional Supervisors in-charge of Career Guidance	Microsoft Teams
September 27-onward	Regional Orientation on the Implementation Career Guidance Program	Division Supervisors and Division Guidance Designates, SDS, ASDS and PSDS, School Heads	Online
October 4-onward	Division Orientation on the Implementation of Career Guidance Program	Guidance Counselors/Guidance Designates/Career Guidance Advocates, Teachers/Class Advisers	Depending on the Division's preferred platform
October 18 – onward	School Orientation on the Implementation of Career Guidance Program	Parents and learners	Depending on the School's preferred platform



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b. Career Guidance Learning Materials

Grade Level	Career Guidance Material	File Location	Suggested Schedule
Kindergarten to Junior High School	Career guidance competencies are included in the Homeroom Guidance self-learning modules.	DepEd Learning Resource Portal	September 2021 to July 2022 (Q1 – Q4)
	Supplementary Material: Learner’s Portfolio Development Video developed by DepEd and UNILAB Foundation	DepEd Learning Resource Portal	September 2021 – January 2022 (Q1-Q2)
Grade 10	Supplementary Materials: 1. Multiple Career Development Pathways (MCDP) Toolkit from SEAMEO Innotech	DepEd Learning Resource Portal	September 2021 – March 2022 (Q1-Q2)
	2. SHS Tracks and Strands Video developed by DepEd-BCD and SEAMEO Innotech	DepEd Learning Resource Portal	September 2021 – March 2022 (Q1-Q2)
Grade 11 and Grade 12	Career guidance learning materials will be adapted from the existing Career Guidance Teacher’s Manual for Senior High School.	DepEd Learning Resource Portal <i>Refer to the Career Guidance Learning Plan (see Annex A) for the specific modules and activity sheets.</i>	November 2021 – July 2022 (Q2 – Q4)
	Supplementary Materials provided by DOLE, DOST, CHED, TESDA and other partner agencies may be included as a supplementary material for S.Y. 2021-2022	To be announced	September 2021- July 2022 (Q1-Q4)

Printing and distribution of Career Guidance learning resources may be charged against local or any available funds/downloaded from the Central Office.



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c. Career Guidance Portfolio

- i. Career Guidance outputs shall be compiled in the Career Guidance Portfolio. This must contain the following:
 - Accomplished activity sheets
 - Copy of academic grades
 - Assessment results
 - Activity outputs relevant to Career Guidance
- ii. Learners may create a physical (hardcopy) portfolio, using durable materials that can withstand common elements (e.g. long folder, fastener, plastic envelope, clear book or other materials available at home) or an electronic (softcopy) portfolio or e-portfolio. This portfolio will be utilized until they finish Senior High School.

d. Career Counseling and Consultation

Career Counseling is the process of assisting learners with their career development by helping them plan, organize, and decide on their life and career goals. A Registered Guidance Counselor (RGC) shall conduct career counseling to learners by following the existing ethical and legal provisions for its practice, and health and safety standards set by the IATF.

Career Consultation is the process of assisting learners by providing relevant information about different curriculum exits, courses, specializations, opportunities, and other information that can guide them in selecting their career path. This may be given preferably by an RGC or a Career Guidance Advocate (Annex B. Procedure in conducting Career Consultation).

e. Curriculum Exit Tracking System

All schools shall ensure to account all their graduates for S.Y. 2021-2022 including their chosen curriculum exit using the link <https://bit.ly/CurrExitTracking>. **The link shall be opened two weeks before the school year ends and shall be closed after a month.** The generated data will be used for policy or curricular reforms.

2. Program Implementers

a. School

- i. The School Head shall:
 - designate Career Guidance Advocates for S.Y. 2021-2022;



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- lead the implementation of the Career Guidance Program including supervision and monitoring of school career guidance activities;
 - conduct orientation for teachers, learners, and parents on Career Guidance Program;
 - allocate budget for the materials and other related expenses for the conduct of the program; and
 - submit the School Career Guidance Program Implementation Report (Annex C) to the Division EsP Supervisor.
- ii. The Guidance Counselor shall:
- assist the School Head in the over-all implementation of the school career guidance activities;
 - provide technical assistance to career advocates on the implementation of school career guidance activities; and
 - provide counseling and referral services when necessary (in accordance to RA 9258, Guidance and Counseling Law of 2004).
- iii. The Career Guidance Advocate shall:
- facilitate the printing and distribution of learning materials and other supplementary materials on career guidance;
 - disseminate information for the learners, such as Senior High School tracks and strands offered in the division, labor market information, schools and courses for college, technical courses for middle level skills development and entrepreneurship-related programs, and materials that the learners may utilize;
 - conduct career consultation as deemed necessary; and
 - facilitate the completion and submission of all documents relevant to the career guidance program.

b. Schools Division Office

The Edukasyon sa Pagpapakatao (EsP) Supervisor of the Curriculum Implementation Division (CID) shall:

- lead the division implementation of Career Guidance Program;
- coordinate with the School Governance and Operations Division for the turnover of Career Guidance Program documents and budget allocation for S.Y. 2021-2022;
- provide schools with relevant and updated information relative to the conduct of career guidance activities, such as tracks and strands offering in the division, labor market information, schools and courses for college education, technical courses for the middle level skills development, certification process/guidelines and entrepreneurship-related programs, and materials that learners may utilize;



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- provide career guidance learning materials and supplementary materials for the schools;
- establish linkages with other government offices, NGOs, and groups relevant to the conduct of career guidance activities;
- support, monitor, and evaluate the conduct of career guidance activities; and submit the Division Career Guidance Implementation Report (Annex D) to the Regional Office.

c. Regional Office

The Curriculum and Learning Management Division (CLMD), through the Edukasyon sa Pagpapakatao (EsP) Supervisor, shall:

- support Career Guidance Program activities;
- ensure proper implementation of the Career Guidance Program through monitoring and evaluation;
- provide technical assistance to Division Supervisors through orientation, training, and capacity-building activities;
- submit the Regional Career Guidance Implementation Report (Annex E) to the National Office.

d. National Office

The Curriculum and Instruction Strand shall lead the implementation of the Career Guidance Program starting S.Y. 2021-2022

- The Bureau of Curriculum Development leads the planning, preparation, implementation, and monitoring of the Career Guidance Program. BCD shall develop Career Guidance learning competencies and learning materials in coordination with the Bureau of Learning Resources.
- The Bureau of Learning Resources shall ensure accessibility and quality of the Career Guidance learning materials and their compliance to the standards of the Department of Education.
- The Bureau of Learning Delivery shall support the planning, preparation, implementation, and monitoring of the Career Guidance Program.

3. Budget Allocation

Schools shall include all expenses relative to Career Guidance in their Annual School Improvement Plan and in accordance to the provisions stipulated in the Joint Memorandum issued on September 21, 2020 (Annex F).



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- 4. Non-implementation or improper implementation of Career Guidance** shall be subject to existing applicable administrative actions.

VI. Monitoring and Evaluation

The Bureau of Curriculum Development, together with the Curriculum and Learning Management Division (CLMD) and Curriculum Implementation Division (CID), shall monitor and evaluate compliance to the provisions stipulated in this issuance. For questions, clarifications and recommendations you may call the Bureau of Curriculum Development office landline at (02) 8632-7746.

VII. Effectivity

This policy shall take effect immediately upon publication on the DepEd website. Immediate dissemination of and strict compliance with this Memorandum is directed.

VIII. References:

DepEd Order No. 13 s. 2015 Establishment of a Policy Development Process at the Department of Education

DepEd Order No. 30 S. 2020

DepEd Order No. 29 S. 2021 – DepEd School Calendar for S.Y. 2021-2022

Joint Memorandum on the Announcement of Transfer of Management and Supervision of the Career Guidance Program issued on September 21, 2020

Memorandum from the Office of the Undersecretary for Administration (OUA) No. 00-0520-0030 s. 2020 Transfer of Management and Supervision of the Career Guidance Program to the Curriculum and Instruction Strand issued on May 2020.

RA 10533 Enhanced Basic Education Law

RA 11206 Secondary School Career Guidance and Counseling Act.

RA 9258 Guidance and Counseling Act of 2004



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Annex B: Procedure in Conducting Career Consultation

Career Consultation procedure:

1. Guidance Counselors and Career Advocates provide career consultation services.
2. Learners should be informed that the school offers career consultation services. The school should provide procedure, schedule, scope and limitations of this service.
3. Each session may last from 30 minutes to 60 minutes. The session includes:
 - Introduction and building rapport
 - Asking about the learner's career concerns
 - Exploring different aspects of the learner's concern
 - Offering possible sources of information (pamphlet, magazines, brochures or online resources/articles)
 - Assisting in the creation of action plans/outputs
4. Career Consultation aims to assist learners by equipping them with significant information related to career development. Career consultation may include:
 - a. schools,
 - b. scholarships,
 - c. courses / degree programs,
 - d. career development activities,
 - e. Labor Market Information (LMI),
 - f. local employment information,
 - g. organizations,
 - h. trainings,
 - i. skills development and certification,
 - j. processes,
 - k. referrals/linkages,
 - l. requirements for the different curriculum exits, and
 - m. different career assessment tools.
5. The Guidance Counselor and Career Advocate should have proper documentation of all facilitated career consultations.
6. Concerns beyond information on career guidance should be handled by a Registered Guidance Counselor or this may be referred to other professionals for further assistance.



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Annex C: School Career Guidance Implementation Report

SCHOOL CAREER GUIDANCE IMPLEMENTATION REPORT
S.Y. 2021-2022

School:	Name of School Head:
Division:	Region:
Date of Submission:	

Career Guidance Program				
1. Facilitation of Career Guidance Orientation (<i>Attach documentation: photos, videos program matrix, summary of activity evaluation report</i>)				
Activity	Date of Facilitation	Target number of attendees	Actual number of attendees	Outcome
1. Career Guidance Learning Activity Plan				
Task	Actual Accomplishment	Remarks		
A. Provides relevant and updated information to learners (schedule of distribution and retrieval of activity sheets, learning resource link, and other supplementary information)				
B. Prepares and distributes Career Guidance Learning Plan				
C. Prepares and distributes Career Guidance Learning Activity Sheets				
D. Attends to the learner's concerns in different modalities.				
E. Encourages learners to appropriately use tools, ideas, methods, or "ways of knowing" to accomplish the activity and/or solve the problem.				
2. Career Counseling and Consultation				
Task/s	Accomplishment	Remarks		
A. Responds appropriately to learner's questions and comments				



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B. Explains important ideas in a clear and practical way		
C. Provides time and direction for individual counseling / consultation		
D. Attends to the learner's concerns in different modalities		
E. Responds appropriately to learner's questions, clarifications, and comments		
3. Curriculum Exit Tracking System No. of Senior High School Graduates: _____ No. of Responses / Entries in the Curriculum Exit Tracking System: _____		

Recommendations _____

Prepared by:

Name and Signature of School Head



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Annex D: Division Career Guidance Implementation Report

Division Career Guidance Implementation Report

Division: _____ Region: _____

O – Outstanding	<ul style="list-style-type: none"> • 90% - 100% participation of stakeholders • adherence to the guidelines / evident best practices • timeliness and quality delivery of services • outstanding evaluation results after each activity
VS – Very Satisfactory	<ul style="list-style-type: none"> • 80% - 89% participation of stakeholders • adherence to the guidelines / evident best practices • timeliness and quality delivery of services • very satisfactory evaluation results after each activity
S – Satisfactory	<ul style="list-style-type: none"> • 70% -79% participation of stakeholders • adherence to the guidelines • timeliness and quality delivery of services • satisfactory evaluation results after each activity
NI – Needs Improvement	<ul style="list-style-type: none"> • 60% - 69% participation of stakeholders • minimal compliance to the guidelines • timeliness and quality delivery of services • Satisfactory evaluation results after each activity
P – Poor	<ul style="list-style-type: none"> • 59% below participation of stakeholders • non-compliance to the guidelines • timeliness and quality delivery of services • poor evaluation results after each activity

Name of School	Career Guidance Orientation	Career Guidance Learning Activity Plan	Career Consultation and Career Counseling	Curriculum Exit Tracking	Recommendations

Prepared by:

Verified by:

Name and Signature of EsP Supervisor

Noted by:

Schools Division Superintendent



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Annex E: Regional Career Guidance Implementation Report

Regional Career Guidance Implementation Report

Region: _____

O – Outstanding	<ul style="list-style-type: none"> • 90% - 100% participation of stakeholders • adherence to the guidelines / evident best practices • timeliness and quality delivery of services • outstanding evaluation results after each activity
VS – Very Satisfactory	<ul style="list-style-type: none"> • 80 % - 89% participation of stakeholders • adherence to the guidelines / evident best practices • timeliness and quality delivery of services • very satisfactory evaluation results after each activity
S – Satisfactory	<ul style="list-style-type: none"> • 70% -79% participation of stakeholders • adherence to the guidelines • timeliness and quality delivery of services • satisfactory evaluation results after each activity
NI – Needs Improvement	<ul style="list-style-type: none"> • 60% - 69% participation of stakeholders • minimal compliance to the guidelines • timeliness and quality delivery of services • Satisfactory evaluation results after each activity
P – Poor	<ul style="list-style-type: none"> • 59% below participation of stakeholders • non-compliance to the guidelines • timeliness and quality delivery of services • poor evaluation results after each activity

Division	Career Guidance Orientation	Career Guidance Learning Activity Plan	Career Consultation and Career Counseling	Curriculum Exit Tracking	Recommendations

Prepared by:

Name and Signature of Regional EsP Supervisor

Noted by:

Regional Director



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BCD-CSDD-O-2021-2583

Annex F: Announcement of Transfer of Management and Supervision of the Career Guidance Program




Republika ng Pilipinas
Kagawaran ng Edukasyon
 Tagapangal ng Pangunahing Kalihim

JOINT MEMORANDUM
 21 September 2020

To: Undersecretaries
 Assistant Secretaries
 Bureau and Service Directors
 Regional Directors and BARMM Education Minister
 School Division Superintendents
 Heads, Public and Private Elementary and
 Secondary Schools
 All Other Concerned

From: 
ALAIN DEL S. PASCUA
 Undersecretary for Administration


DIOSDADO M. SAN ANTONIO
 Undersecretary for Curriculum and Instruction


Arny REYSEE A. ESCOBEDO
 Undersecretary for Field Operations

Subject: ANNOUNCEMENT OF TRANSFER OF MANAGEMENT AND SUPERVISION OF THE CAREER GUIDANCE PROGRAM

This is to inform your offices that pursuant to the Office of the Undersecretary for Administration Memo No. 00-0520-0033, titled **Transfer of Management and Supervision of the Career Guidance Program**, and accord to the inter-phasing between the Curriculum and Instruction and Administration strands, the management and supervision of the Career Guidance Program from the Bureau of Learner Support Services-Youth Formation Division (BLSS-YFD) is hereby transferred to the Curriculum and Instruction (CI) Strand.

Office of the Undersecretary for Administration (OIA)
 Administration Center (AC), Information and Communications Technology Service (ITS), Division Staff Activities and Management Services (DSAMS), Bureau of Career Studies Services (BCSS), Bureau Workers Camp (BWC), Central Records & Library (PRA) 03000
 Department of Education, Central Office, Meralco Avenue, Pasig City
 P.O. Box 100, Manila, Philippines. Tel: (02) 8636-1074; Tel. (02) 8636-292; (02) 8636-6601
 Email: oia@deped.gov.ph; Facebook/Twitter: [depedgovph](https://www.facebook.com/depedgovph)

In order to strengthen the necessary structures and processes for effective program implementation of the transfer, the following are to be undertaken immediately:

1. Current Program Coordinators shall turn over the necessary documents and other pertinent information to the new assigned managing division under the CI Strand. All other programs and activities relative to Career Guidance shall be handled/implemented by the new assigned managing division after the completion of the turnover of materials.
2. Each division shall continue with the conduct of the activities related to Career Guidance planned under their 2020 work plans. Budgetary requirements are to be looked into and transferred to the new assigned managing division under the CI Strand for inclusion in their act and plans for 2021.

For immediate dissemination and appropriate action.