



Republic of the Philippines
Department of Education

MAY 11 2023

DepEd MEMORANDUM
No. **028**, s. 2023

CREATION OF THE SENIOR HIGH SCHOOL NATIONAL TASK FORCE

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

1. The Department of Education (DepEd) is mandated to create a functional basic education system that will develop productive and responsible citizens who are equipped with the essential competencies, skills, and values for both lifelong learning and employment. As stated in the Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013, the third stage of compulsory Basic Education consists of four years of junior high school (JHS) and two years of senior high school (SHS) education.

2. DepEd Memorandum (DM) No. 4, s. 2014, also known as Guidelines on the Preparation for the National Implementation of the Senior High School Program in Non-DepEd Schools for School Year (SY) 2016–2017 and onwards, provides for the establishment and issuance of permits to operate SHS for non-DepEd schools. A SHS National Task Force (NTF) was created to ensure school readiness in implementing the K to 12 Curriculum by conducting the quality assurance of SHS programs offered by non-DepEd schools prior to the phased implementation of Grade 11 in SY 2016–2017 and Grade 12 in SY 2017–2018, as a prerequisite to the issuance of a provisional permit to operate.

3. DepEd Order (DO) No. 51, s. 2015, with addendum as cited in DO 26, s. 2017, contains the Guidelines on the Implementation of the Senior High School (SHS) Program in Existing Public Junior High School Schools (JHSs) and Integrated Schools (ISs), as well as the Establishment of Stand-Alone Public SHSs, and Conversion of Existing Public Elementary and JHSs Into Stand-Alone SHSs under the approving authority of the regional director.

4. To support the phased implementation of Grade 11 in SY 2016–2017 and Grade 12 in 2017–2018, regional offices (ROs) and schools division offices (SDOs) were deputized as members of the SHS NTF through DM No. 4 s, 2014 to evaluate the facilities and SHS programs that non-DepEd schools sought to offer.

5. While the first batch of 1.3 million SHS learners graduated from their respective tracks/strands at the end of SY 2017–2018, the first cohort of learners that engaged the full cycle of the K to 12 Curriculum since 2011 will graduate by SY 2023–2024. In line with these, the following studies have been conducted in observance of the implementation of the SHS Program:

- a. **The National Tracer Study of the SHS graduates for SY 2017–2018** revealed that about 10% of graduate respondents were employed, 7% of which have completed the Technical-Vocational-Livelihood (TVL)

track while 3% completed the academic track. The study also showed that nearly 83% of the SHS graduates went on to pursue higher education while 1% engaged in entrepreneurship.

- b. **The 2022 Labor Force Survey** conducted by the Philippine Institute of Development Studies (PIDS) showed that only a small proportion of SHS graduates (a little over 20%) were able to enter the labor force with the majority (more than 70%) opting to continue with their education.
- c. **The Philippine Business for Education (PBE)** study indicated that out of the 70 leading companies across all sectors in the Philippines, only 20% were inclined to hire SHS graduates with most companies opting to hire job applicants with at least two years of college education, thereby effectively excluding SHS graduates.
- d. Despite the fact that the **Department of Labor and Employment (DOLE) Study Report** (2019) revealed that employers know little about the SHS Program, they are still open to accepting them. However, their options are limited to rank and file, blue-collar or clerical positions. This is due to their belief that college graduates are more competent and skillful in professional work and careers than SHS graduates.

6. In addition to the initial concerns of the SHS learners, the emergence of the COVID-19 Pandemic has put tremendous pressure on learning outcomes, skills development, employment, and the economy. As the nation strives for economic recovery and growth, it is becoming increasingly important for SHS graduates to have greater access to employment, entrepreneurship, advanced education, and training.

7. A Task Force (TF) is created to address the emerging challenges in the implementation of the SHS program in both DepEd and non-DepEd Schools. The TF will include a Secretariat that will provide administrative support towards the effective implementation of the SHS Program Standards and Support Systems by addressing logistical concerns and convening the members of the SHS NTF when needed. In addition, Focal Persons from the ROs and SDOs shall be appointed to assist in the implementation of the TF's initiatives.

8. The Chair of the TF shall be the **Assistant Secretary for Curriculum and Teaching, Curriculum Development, Learning Delivery, and Learning Resources (CDLDR)** and the Co-Chair shall be the **Assistant Secretary for Operations**. The work of the TF will include, but are not limited to the following:

- a. conduct a program review on the SHS Program implementation;
- b. review existing program policies to ensure consistency, responsiveness, and relevance to the needs of the learners and stakeholders;
- c. gather and consolidate relevant data to the SHS program implementation;
- d. develop policies and plans based on the program implementation review (PIR) results and in anticipation of its future needs;
- e. coordinate with relevant offices such as state universities and colleges (SUCs), public and private schools, ROs, and SDOs, in developing a SHS database that includes policies, program offerings, and private school data;
- f. strengthen engagement with private sectors and various industries at the national and regional levels to improve SHS employability by determining industry demands and strengthening work immersion;
- g. collaborate with partners in conducting studies relevant to the improvement of the SHS program, including labor market demands and job skills mismatch;

- h. leverage the support of Local Government Units (LGUs), government agencies, and external stakeholders to ensure the success of the SHS program;
- i. conduct advocacy work including Information, Education, and Communication (IEC) plans to promote the SHS program;
- j. create Technical Working Groups (TWGs) as may be necessary to assist the TF in the delivery of its functions; and
- k. Submit a report on the accomplishments and outputs of the TF to the Secretary through the Undersecretaries of the Curriculum and Teaching and Operation Strands on or before May 12, 2024.

9. The following shall be the members of the TF and the Secretariat:

SHS NTF	SHS NTF Secretariat
<ol style="list-style-type: none"> 1. Assistant Secretary for Curriculum and Teaching-Alternative Education, Education Assessment 2. Director IV, Bureau of Curriculum Development (BCD) 3. Director IV, Bureau of Learning Delivery (BLD) 4. Director IV, Bureau of Learning Resources (BLR) 5. Director IV, Bureau of Education Assessment (BEA) 6. Director IV, Bureau of Human Resource and Organizational Development (BHROD) 7. Director IV, External Partnerships Service (EPS) 8. Director IV, Planning Service (PS) 9. Director IV, Public Affairs Service (PAS) 10. Director IV, Finance Service 11. Director IV, Legal Service 12. Director IV, National Educators Academy of the Philippines (NEAP) 13. Regional Director (National Capital Region [NCR], Region VII, and Region XII) 14. Head, Literacy Coordinating Council (LCC) Secretariat 	<ol style="list-style-type: none"> 1. Director IV, Bureau of Alternative Education (Secretariat Head) 2. Director III, BCD 3. Director III, BLD 4. Director III, BLR-Cebu 5. Executive Assistant III, Offices of the Assistant Secretaries for Curriculum and Teaching 6. Supervising Education Program Specialists, BCD
SHS Focal Persons	
<p>A. Regional Office:</p> <ul style="list-style-type: none"> • Chief, Curriculum and Learning Management Division (CLMD) • Chief, Quality Assurance Division (QAD) • Chief, Policy, Planning and Research Division (PPRD) <p>B. Schools Division Office:</p> <ul style="list-style-type: none"> • Chief, School Governance and Operations Division (SGOD) • Chief, Curriculum and Implementation Division (CID) 	

10. All Executive Committee Members shall make themselves available for consultations. The TF may invite DepEd Partners, stakeholders, and known experts in the field of education, including those that come from educational organizations/committees/agencies, and Centers of Excellence in Education.

11. The work of the TF shall commence immediately and shall be completed within **one year**. A report shall be submitted to the Secretary through the Undersecretary of CT and Operations for decision and determination of the next steps.
12. The TF is directed to convene for an inception meeting upon the approval of this Memorandum.
13. For inquiries, please contact the **Office of the Assistant Secretary for Curriculum and Teaching**, 1st floor Bonifacio Building, DepEd Central Office, DepEd Complex Meralco Avenue, Pasig City through email at ocasct@deped.gov.ph or at telephone number (02) 8633-7258.
14. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


GINA O. GONONG
Undersecretary

References:

- DepEd Memorandum (No. 4, s. 2014)
- DepEd Order (Nos. 51, s. 2015 and 26, s. 2017)

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

BUREAUS AND OFFICES
COMMITTEE
OFFICIALS
PROGRAMS
SCHOOLS
SECONDARY EDUCATION

