



Republic of the Philippines
Department of Education
REGION VIII
SCHOOLS DIVISION OF BAYBAY CITY

Office of the Schools Division Superintendent

October 12, 2026

DIVISION MEMORANDUM

No. 827, s. 2026

**Suggested Activities in the Implementation of Career Guidance Program for
School Year: 2026- 2027**

To: This Division
Principals In- charge
School Heads
School Counselor Associates and Guidance Advocates
Teaching and Non-Teaching Personnel
Learners and Learner Organizations
All Others Concerned

1. In reference to the implementation of Career Guidance Program (**RA 11206**) and pursuant to **Memorandum DM-OUGOPS-2026-10-02474 dated June 22, 2026** and **RM 1062, s. 2026** reiterates the provisions of Joint Memorandum OUOPS No. 2023-03-8149, entitled "Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program (CGP) for School Year 2023-2024," for the continued implementation of the CGP for School Year 2026-2027.
2. The guidelines establish the framework for the management and implementation of career guidance services and interventions that enable learners to make informed education and career decisions upon completion of the K to 12 Curriculum. They likewise serve as a key reference for school counselors, school counselor associates, career advocates, teachers, homeroom advisers, school heads, and other education stakeholders in supporting the academic, personal-social, emotional, and career development of learners.
3. All schools are hereby directed to exercise due diligence in the conduct and implementation of all CGP-related activities and interventions, ensuring that these are responsive to the developmental needs, interests, and career aspirations of learners and school heads shall ensure the proper supervision, monitoring, documentation, and reporting of CGP implementation within their respective areas of responsibility.

4. Adherence to this provision is essential in achieving the intended outcomes of the program and in ensuring that all learners receive appropriate and timely career guidance support. Particular emphasis shall be placed on the strict observance of the prescribed three-term implementation scheme to ensure the systematic, timely, and continuous delivery of career guidance services and interventions throughout the school year.

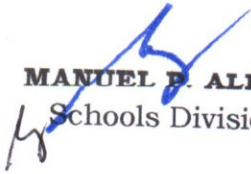
Mandate	RA 11206, RA 10533 (IRR Rule V), RA 9258
Coverage	All public & private secondary schools, Grade 7 onwards
Funding	National → GAA; School → MOOE, SIP, local funds
Responsibility	DepEd Central → Regional → Division → School Head
Non-compliance	Administrative sanctions; private school permit issues; graduation hold; penalties under RA 9258

5. A monitoring team will be deployed from November 2026 through February 2027 to oversee program implementation, provide feedback, and offer technical assistance. The detailed schedule will be issued in a separate memorandum.

6. Recommended activities are provided in the enclosed Division Career Guidance Activity Matrix, please see enclosure 1.

7. Expenses incurred in the conduct of this activity shall be charged against the school's Maintenance and Other Operating Expenses (MOOE), subject to the usual accounting and auditing rules and regulations

6. Immediate dissemination with this memorandum is directed.


MANUEL B. ALBAÑO PhD, CESO V
Schools Division Superintendent

Enclosures: Enclosure 1 & 2

Reference: RA 11206; DM-OUGOPS-2026-10-02474; RM No. 1062, s. 2026
To be indicated in the Perpetual Index under the following subjects:

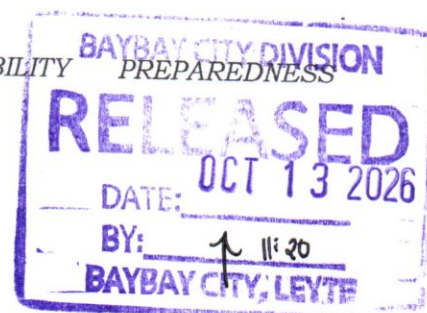
ADVOCACY

CAREER GUIDANCE

EMPLOYABILITY

PREPAREDNESS

GC_MLV



UNIFIED DIVISION CAREER GUIDANCE PROGRAM ACTIVITY MATRIX

Implementation Schedule | November 2026 – March 2027 | School Year 2026–2027

This consolidates the division-wide activities, the eight Career Guidance Program modules, RIASEC profiling, exit interviews, college entrance examination coordination, and SHS enrollment support for easier implementation, monitoring, and reporting.

Table 1. Master schedule of division-wide career guidance activities

Date/Period	Activity/Program	Target Participants	Key Activities/Implementation	Persons Responsible	Expected Output
November 9, 2026 (2nd Monday)	Parade of Professions during Flag Ceremony	ELEM, JHS and SHS learners, teachers, school personnel	Present different professions through professional attire, props, career introductions, and brief descriptions of qualifications and opportunities.	School Head, Guidance Advocate, School Counselor Associate, advisers, learner leaders	Career awareness activity conducted; attendance and documentation
November 16–20, 2026 (3rd week)	Career Orientation and Career Mapping	Grades 6, 10, 11, and 12	Discuss educational pathways, SHS track/strand options, college courses, technical-vocational education, employment, entrepreneurship, and career planning.	Guidance Advocate, School Counselor Associate, SHS Coordinator, class advisers	Career mapping worksheets and learner action plans
November 23–27, 2026 (4th week)	Career Guidance Module 1	Grades 10–12, using grade-appropriate materials	Begin the module cascade and orient learners on the objectives, activities, and expected outputs.	School Career Guidance Team, advisers	Completed Module 1 activities and documentation

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November 30, 2026–February 19, 2027	Career Guidance Modules 2–8	Grades 10–12	Implement the succeeding modules according to the approved sequence and appropriate materials for each grade level.	Guidance Advocate, School Counselor Associate, advisers	Completed module outputs and learner portfolios
January 2027	JHS Exit Interviews	Grade 10 learners	Determine preferred SHS track, career interests, readiness for transition, concerns, and support needs.	Guidance Advocate, School Counselor Associate, Grade 10 advisers	Completed exit interview forms and transition referrals
January 2027	SHS Exit Interviews	Grade 12 graduating learners	Determine post-SHS plans, including college, technical-vocational training, employment, entrepreneurship, and other pathways.	SHS Coordinator, Guidance Advocate, Grade 12 advisers	Post-school transition profiles and referral records
January– March 2027	College Entrance Examination Coordination	Grade 12 learners	Monitor examination schedules, application deadlines, requirements, scholarship opportunities, and announcements from colleges and universities.	SHS Coordinator, Guidance Advocate, Grade 12 advisers	Updated college entrance examination calendar
February 2027	Career Profiling and RIASEC Results Consolidation	Grade 10–12 learners, as appropriate to the approved profiling process	Consolidate personality-interest profiles, RIASEC results, preferred pathways, and career mapping outputs; arrange follow-up for learners not yet profiled.	School Counselor Associate, Guidance Advocate, authorized assessment personnel	Consolidated and confidential career profiling report
February 22– 26, 2027 (proposed)	Career Guidance Culmination	JHS and SHS learners, teachers, partners	Present learner career maps, portfolio outputs, career exhibits, and reflections;	School Head, Guidance Team,	Culmination report, learner outputs, and evaluation results

			recognize school and community participation.	SHS Coordinator, partner institutions	
March 2027	Career Guidance Recollection and Reflection	Grades 10–12	Facilitate reflection, values clarification, goal-setting, career commitments, and revision of individual career plans.	Guidance Advocate, School Counselor Associate, class advisers	Reflection outputs and updated career action plans
March 2027	Program Evaluation and Accomplishment Reporting	School Career Guidance Teams	Review implementation, module completion, learner participation, profiling status, challenges, and recommendations.	School Heads, Guidance Advocates, Division Career Guidance Coordinator	Consolidated accomplishment report and recommendations

Scheduling note: The dates above are proposed. Activities should be adjusted to the official school calendar, class schedules, and approved school/division issuances.

Table 2. Career Guidance Module Cascade Schedule

The module titles below are the eight titles previously identified for the DepEd SHS Career Guidance Program. Confirm the titles, activities, and sequence against the official materials adopted by the Division before issuing the final memorandum.

Module	Official Module Title	Proposed Schedule	Target Learners	Suggested Implementation Focus	Expected Output
1	Road to the Right Choice	November 23–27, 2026	Grades 10–12, using grade-appropriate materials	Introduction to career guidance and informed career choices	Initial career reflection worksheet
2	Releasing the Power Within	November 30–December 4, 2026	Grades 10–12	Self-awareness, strengths, values, and interests	Personal strengths and interests worksheet

3	Reaffirming the Chosen Track	December 7–11, 2026	Primarily Grades 11–12, with adapted activities where appropriate	Reviewing educational and career choices	Track/strand reflection sheet
4	Fit Me Right	December 14–18, 2026	Grades 10–12	Exploring the fit between interests, abilities, and possible pathways	Career-interest reflection
5	Rising Toward the Reality of My Dreams	January 4–8, 2027	Grades 10–12	Connecting aspirations with realistic educational and career opportunities	Career pathway worksheet
6	Up, Up in the Ladder of My Career	January 11–15, 2027	Grades 10–12	Understanding progression in education, training, and occupations	Career progression plan
7	Beginning the Journey Where I Am	January 18–22, 2027	Grades 10–12	Identifying available resources, opportunities, and immediate next steps	Personal next-steps plan
8	I Plan to Succeed	February 15–19, 2027	Grades 10–12	Consolidating goals and preparing an actionable career plan	Individual career action plan and portfolio

Proposed catch-up and consolidation period: February 22–26, 2027, alongside the culmination, for learners who missed sessions or need to complete outputs.

Table 3. Grade-Level Implementation Matrix

Career Guidance Component	Grade 10 – Junior High School	Grade 11 – Senior High School	Grade 12 – Senior High School
Parade of Professions	Participate in career awareness activities	Participate and explore professions	Participate and share career interests
Career orientation	Focus on choosing an SHS pathway	Focus on validating the selected track/strand and exploring pathways	Focus on post-SHS transition and career readiness

Career mapping	Identify preferred SHS track and possible future occupations	Connect track/strand with college, TVET, or employment options	Develop a post-graduation education or employment plan
RIASEC profiling	Use approved age-appropriate profiling to support pathway exploration	Review interests and possible career pathways	Use results to support informed post-SHS planning
Exit interviews	Conduct in January 2027	As appropriate for school transition monitoring	Conduct in January 2027
College entrance examination preparation	Introduce long-term college planning	Begin researching possible colleges and requirements	Monitor actual examination dates, applications, and deadlines
Career action plan	Identify preferred SHS pathway and next steps	Review educational and career goals	Finalize immediate post-SHS steps
Recollection	Reflect on interests and choices	Review goals and career direction	Reflect on transition, readiness, and future commitments

Table 4. RIASEC Profiling and SHS Enrollment Support

Stage	Proposed Timing	Required Action	Responsible Personnel	Documentation/Output
Profiling preparation	Before SHS enrollment for SY 2027–2028	Prepare the approved interest inventory, learner instructions, consent/privacy procedures where applicable, and interpretation arrangements.	School Head, Guidance Advocate, authorized assessment personnel	Profiling plan and materials
Learner profiling	During the approved profiling and enrollment support period	Administer or facilitate the approved RIASEC interest assessment according to its instructions.	Qualified/authorized personnel	Individual results and completion status

Results interpretation	Before or during enrollment guidance, as feasible	Explain interest themes and their relationship to educational and occupational options.	Authorized assessment personnel, Guidance Advocate as appropriate	Learner consultation notes, as appropriate
Track/strand consultation	During SHS enrollment	Discuss the learner's preferred pathway, interests, academic readiness, available offerings, and other relevant considerations.	Enrollment Team, SHS Coordinator, Guidance Advocate	Documented guidance and pathway preference
Incomplete profiling	During enrollment and orientation follow-up	Schedule profiling and consultation for learners without results; do not automatically exclude them from enrollment because a result is pending.	Enrollment Team, Guidance Advocate	Follow-up list and completion record
Consolidation	February 2027 or the applicable enrollment planning period	Prepare aggregate, privacy-protected reports for planning and program improvement.	School Career Guidance Team Consolidated profiling report	

Important policy safeguard: RIASEC results should inform career exploration and guidance, not determine or restrict a learner's enrollment eligibility. Use an approved, age-appropriate instrument, provide appropriate interpretation, and protect individual results in accordance with applicable DepEd and data privacy requirements.

Table 5. College Entrance Examination Monitoring

Monitoring Item	Details to Be Collected	Responsible Person	Reporting Schedule
College/university name	Institution and campus	SHS Coordinator	Update as announcements become available
Entrance examination date	Official examination date and time	SHS Coordinator / Grade 12 advisers	Immediately upon confirmation

Application deadline	Online or on-site application deadline	SHS Coordinator	Regularly updated
Application requirements	Grades, identification, forms, and supporting documents required by the institution	Grade 12 advisers	Before each deadline
Scholarship opportunities	Scholarship names, eligibility, and deadlines	Guidance Advocate / SHS Coordinator	During career guidance sessions
Application status	Interested, applied, scheduled, completed, or awaiting results	Grade 12 advisers, subject to privacy safeguards	Monthly or as required
Learner support	Referrals for application assistance, career consultation, or access-related concerns	Guidance Advocate / school support team	As needed

Table 6. Monitoring and Evaluation Tool for Schools

No. Indicator		Target/Standard	Means of Verification	Reporting Responsibility
1	Parade of Professions conducted	All participating schools, subject to approved scheduling	Program, attendance, photos/documentation	School Career Guidance Team
2	Grade 10–12 career orientation conducted	All participating grade levels	Attendance sheets, program, worksheets	Guidance Advocate
3	Modules 1–8 completed	Completion of the adopted module sequence by February 2027	Module completion tracker, learner outputs	Guidance Advocate / advisers
4	JHS exit interviews conducted	Grade 10 learners scheduled for interviews	Completed interview forms	Grade 10 advisers / Guidance Team
5	SHS exit interviews conducted	Grade 12 learners scheduled for interviews	Completed interview forms	SHS Coordinator / Guidance Team

6	RIASEC profiling status monitored	Learners covered by the approved profiling plan	Profiling completion tracker	Authorized assessment personnel
7	College entrance information disseminated	Grade 12 learners receive applicable, verified announcements	Examination calendar, advisories	SHS Coordinator
8	Culmination conducted	February 2027, subject to approval	Program, attendance, evaluation	School Head / Guidance Team
9	Recollection conducted	March 2027	Reflection outputs and activity report	Guidance Advocate
10	Accomplishment report submitted	Within the deadline set by the Division	Consolidated school report	School Head / designated coordinator

Table 7. Reporting Template

School Name	Parade of Professions	Career Orientation	Modules Completed	JHS Exit Interviews	SHS Exit Interviews	RIASEC Profiling Status	College Exam Information Disseminated	Culmination	Recollection (Optional)	Remarks/Support Needed
_____	☐ Done ☐ Pending	☐ Done ☐ Pending	___ / 8	___ learners	___ learners	___ profiled / ___ pending	☐ Done ☐ Pending	☐ Done ☐ Pending	☐ Done ☐ Pending	_____
_____	☐ Done ☐ Pending	☐ Done ☐ Pending	___ / 8	___ learners	___ learners	___ profiled / ___ pending	☐ Done ☐ Pending	☐ Done ☐ Pending	☐ Done ☐ Pending	_____
_____	☐ Done ☐ Pending	☐ Done ☐ Pending	___ / 8	___ learners	___ learners	___ profiled / ___ pending	☐ Done ☐ Pending	☐ Done ☐ Pending	☐ Done ☐ Pending	_____

Privacy reminder: Report aggregate profiling figures to the Division. Do not include individual RIASEC results or identifiable learner assessment information in a general monitoring spreadsheet.

Table 8. Roles and Responsibilities

Office/Personnel	Major Responsibilities
Schools Division Office	Issue guidance/memo, establish reporting timelines, monitor implementation, consolidate division-level reports, and provide technical assistance.
School Head	Approve the school implementation schedule, designate personnel, ensure resources are available, and monitor compliance.
School Counselor Associate / Guidance Advocate	Coordinate career guidance activities, facilitate or arrange profiling and consultation within authorized roles, monitor modules, and maintain appropriate records.
SHS Coordinator	Coordinate Grade 11–12 activities, maintain college entrance examination information, and support Grade 12 transition planning.
Grade 10–12 Class Advisers	Assist in module implementation, monitor learner participation, facilitate career mapping, and refer learners requiring further support.
Enrollment Personnel	Coordinate enrollment-related guidance and direct learners to authorized personnel for profiling and consultation.
Partner Colleges, Universities, and Training Institutions	Provide verified information on programs, admission requirements, entrance examinations, scholarships, and training opportunities.
Learners and Parents/Guardians	Participate in appropriate guidance activities, discuss pathway options, and support informed educational and career decisions.

The implementation of the **Career Guidance Program (CGP) for School Year 2026–2027** is strictly mandated across public and private secondary schools. Under Memorandum DM-OUGOPS-2026-10-02474 and regional counterparts (such as RM No. 1062, s. 2026), DepEd enforces definitive rules regarding fund utilization, monitoring, and compliance.

Fund Utilization Guidelines. Funds allocated for the Career Guidance Program—primarily authorized through the **General Appropriations Act (GAA)** following Republic Act No. 11206 (Secondary School Career Guidance and Counseling Act)—must be strictly utilized for authorized activities:

- **Allowed Expenditures:** Implementation of Senior High School CGP modules, capacity building/school-based training for designated career advocates, the rollout of the Curriculum Exit Tracking System (CETS), and organizing local or national career expos.
- **Local School Funds:** Schools may also supplement these activities using their **Maintenance and Other Operating Expenses (MOOE)**, subject to standard government accounting and auditing procedures.
- **Prohibited Use:** Program funds cannot be diverted to projects unrelated to the academic, personal-social, and career development of the learners.

Non-Compliance and Sanctions

Because the Career Guidance Program is a legal requirement under **RA 11206**, institutional or individual failure to implement the program can result in formal administrative sanctions.

- **Mandatory Requirements:** School heads/principals serve as the lead implementers. They are legally obligated to establish **CGP Centers**, designate qualified Career Advocates with Spe, and ensure all graduating Senior High School learners participate in the **Curriculum Exit Tracking Survey**.
- **Strict Monitoring:** The School Governance and Operations Division (SGOD) Youth Formation/Guidance Units strictly monitor compliance. Complete quarterly status reports must be submitted.
- **Administrative Sanctions:** Non-compliance—including the failure to implement required career modules, misutilization of program funds, or failure to submit mandatory monitoring tracking data—subjects responsible school heads, coordinators, or personnel to **administrative disciplinary actions** under existing DepEd administrative rules and civil service regulations.
- **Legal Boundaries (RA 9258):** Only Registered Guidance Counselors (RGCs) may conduct clinical counseling. Designated teachers/certified career advocates are limited to *career advocacy activities*, *career portfolio*, *career consultation*, *career fair*, *profiling*, *etc and programs only*. Doing otherwise constitutes illegal practice of a profession and is punishable under the Guidance and Counseling Act of 2004.



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