



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. **093**, s. 2025

OCT 09 2025

**DISSEMINATION OF IMPLEMENTING RULES AND REGULATIONS OF THE REPUBLIC
ACT NO., 11206 TITLED AN ACT ESTABLISHING A CAREER GUIDANCE
AND COUNSELING PROGRAM FOR ALL SECONDARY SCHOOLS
AND APPROPRIATING FUNDS THEREFOR**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 11206, otherwise known as **An Act Establishing a Career Guidance and Counseling Program for All Secondary Schools and Appropriating Funds Therefor**.
2. In accordance with Section 19¹ of the IRR, these Rules and Regulations shall take effect immediately after its complete publication in the Official Gazette or in a newspaper of general circulation. The IRR was published in the Daily Inquirer on September 8, 2025, Volume 40, No. 272 A7.
3. All regional offices, schools division offices, and public and private schools are directed to implement the provisions of RA 11206, this IRR, and other relevant and subsequent issuances pursuant to the foregoing.
4. For more information regarding this issuance, please contact the **Office of the Undersecretary for Operations**, Department of Education, 16th Floor, TechZone Building, Gil Puyat Avenue, Makati City, through email at ouops@deped.gov.ph or telephone at (02) 8633-5313.
5. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:



ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

¹ Section 19. *Effectivity*. This IRR shall take effect immediately after its complete publication in the Official Gazette or in a newspaper of general circulation.

Encl.:

As stated

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

BASIC EDUCATION
JUNIOR HIGH SCHOOL
LEARNERS
LEGISLATIONS
POLICY
PROGRAMS
RULES AND REGULATIONS
SCHOOLS
SECONDARY EDUCATION
SENIOR HIGH SCHOOL

**IMPLEMENTING RULES AND REGULATIONS OF
THE SECONDARY SCHOOL CAREER GUIDANCE AND COUNSELING ACT
(REPUBLIC ACT NO. 11206)**

Pursuant to Section 8 of Republic Act (RA) No. 11206 titled, “An Act Establishing a Career Guidance and Counseling Program for All Secondary Schools and Appropriating Funds Therefor,” otherwise known as the “Secondary School Career Guidance and Counseling Act,” the Department of Education (DepEd) hereby issues the following rules and regulations to implement the provisions of the Act.

RULE I.

PRELIMINARY PROVISIONS

Section 1. Title. These rules and regulations shall be referred to as the Implementing Rules and Regulations (IRR) of RA No. 11206 otherwise known as the Secondary School Career Guidance and Counseling Act.

Section 2. Scope and Application. The provisions of this IRR shall apply to all public and private secondary schools and institutions including Community Learning Centers (CLCs).

Section 3. Interpretation. This IRR shall be interpreted in light of the Declaration of Policy found in Section 2 of the Act, which reads: “The State recognizes the role of the youth in nation building and in the acceleration of social progress. In this regard, the State shall ensure their total development by promoting relevant education that shall generate human resources to be responsive to the needs of the government, industry, and the economy.”

Section 4. Objectives. Consistent with the provisions of RA No. 11206, DepEd, in coordination with the Commission on Higher Education (CHED), Department of Economy, Planning, and Development (DEPDev), Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Philippine Regulations Commission (PRC), Technical Education and Skills Development Authority (TESDA), other relevant agencies, including local government units and industry stakeholders, shall institutionalize a career guidance and counseling program to ensure that secondary education graduates are equipped with essential knowledge, skills, attitudes, values, and experiences needed for higher education, employment, entrepreneurship, and middle-level skills development to meet the requirements of the government, industry, and the economy, through interventions provided throughout basic education.

Section 5. Definition of Terms. For purposes of this IRR, the following terms shall mean or be understood as:

- a. **Act** refers to RA No. 11206, titled An Act Establishing a Career Guidance and Counseling Program for All Secondary Schools and Appropriating Funds Therefor, or the Secondary School Career Guidance and Counseling Act;

- b. **Alternative Learning System (ALS) Learners** refer to out-of-school children in special cases, out-of-school youths or adults who do not have access to formal education including indigenous peoples, learners with disabilities, teenage mothers, socioeconomically disadvantaged learners, children in conflict with the law, persons deprived of liberty, rebel returnees, learners in emergency situations, and other marginalized sectors who have not completed basic education and who are enrolled in the ALS Program.
- c. **Career Advocate** refers to teachers, school counselor associates, and other non-teaching personnel who have undergone relevant training and certification, tasked to implement career guidance activities, under the supervision of a School Counselor or a Schools Division Counselor. This includes career and employment guidance counselors who are not registered and licensed guidance counselors, School Counselor Associates, Guidance Advocates, and such other related school-based personnel trained, certified, and designated to support or implement career guidance activities;
- d. **Career Advocacy Activities** refer to activities that will guide secondary level learners in choosing the career tracks that they intend to pursue. These involve, among others, career information and experiences, counseling, coordination and referrals and may include career talks, career and job fairs, parents' orientation, seminar-workshops on career decision-making, digital career advocacy platforms such as virtual fairs, online counseling for learners in remote areas or island schools and other similar activities;
- e. **Care Centers** refer to an office in basic education schools that is equipped with functional facilities, headed by a School Counselor and provides school-based mental health services. These include the career guidance and counseling program centers established in all secondary schools and serves as a resource center for all learners in the implementation of the Career Guidance and Counseling Program.
- f. **Career Guidance and Counseling Program Center** refers to an office established in all secondary schools and serves as a resource center for all learners in the implementation of the career guidance and counseling program.
- g. **Career Guidance and Counseling Instructional Module** refers to the basic instructional material to guide secondary learners in both formal and non-formal education in their pursuit of careers, either in tertiary or technical education, based on their capacity and skills, accessibility of tertiary education institutions, labor market information, and the requirements and expectations of the government, industry, and the economy.

- h. **Career Guidance and Counseling Program** is a comprehensive and developmental program designed to assist learners in making well-informed educational and career choices. The program aims to assist learners in achieving competencies such as self-appraisal, decision-making, goal setting, and career planning. It is to be provided by a school counselor, or school division counselor, or career advocate or certified school counselor associate to help learners explore their choices and make informed decisions in choosing their curriculum exits.
- i. **National Career Assessment Examination** refers to the assessment designed to provide guidance to individual learners regarding their future education and career choices, and to offer a basis for profiling the learners' aptitudes.
- j. **Registered Guidance Counselor** refers to an individual who possesses a license or a valid certificate of registration and a valid professional identification card as a guidance counselor issued by the Professional Regulatory Board of Guidance and Counseling and the PRC and holds at least a Master's Degree in Guidance and Counseling, without prejudice to those registered under the grandfather clause of Republic Act No. 9258, or the "Guidance and Counseling Act of 2004," and is competent to perform guidance and counseling and career guidance.
- k. **School Counselor** refers to a Registered Guidance Counselor or a Registered Psychologist, designated by the school head or administrator of the school, as the head of the care center and ensuring the performance of its functions under the Act and other relevant laws.
- l. **School Counselor Associate** refers to the DepEd personnel tasked to support and assist the School Counselor and Career Advocates in handling CGCP activities. The School Counselor Associate must be a graduate of (1) a Bachelor's Degree in Guidance and Counseling or Psychology; or (2) any Bachelor's Degree with at least eighteen (18) units of courses in Guidance and Counseling or Psychology; or (3) any related Bachelor's Degree and who must have earned a minimum of eighteen (18) units of Behavioral Science courses with two hundred (200) hours of supervised practicum or internship experience on guidance and counseling, preferably in a school or community setting.
- m. **School Division Counselor** refers to a Registered Guidance Counselor or a Registered Psychologist charged with heading the Mental Health and Well-Being Office in the Schools Division Offices and ensuring the performance of its functions under the Act and other relevant laws.

RULE II.
**NATIONAL SECONDARY SCHOOL CAREER GUIDANCE AND
COUNSELING PROGRAM**

Section 6. Creation of a National Secondary School Career Guidance and Counseling Program. The National Secondary Schools Career Guidance and Counseling Program shall be implemented in all public and private secondary education institutions, including Community Learning Centers (CLCs). For formal education, it shall commence at Grade 7 and during the Accreditation and Equivalency (A&E) Junior High School level for ALS.

DepEd, in coordination with CHED, DEPDev, DOLE, DTI DOST, TESDA, Parent-Teacher Associations (PTAs), accredited professional organizations on guidance and counseling and other relevant stakeholders, shall formulate and develop a Career Guidance and Counseling Instructional Module which shall be subject to regular review and updating.

To ensure the effective implementation of the Program, DepEd shall issue the necessary guidelines detailing the components of the National Secondary School Career Guidance and Counseling Program, outline the roles and responsibilities of the different DepEd governance levels, contents of the CGCIM and such other relevant policies to properly execute the program.

Section 7. Components of CGCP. The components of the CGCP shall be guided by a general framework to be formulated by DepEd and shall be anchored on and cognizant of the formal, informal, and non-formal education for life-long learning.

Section 8. Implementers of CGCP Activities. The implementation of Career Guidance Program activities shall be supervised by the School Counselor who shall be supported by a School Counselor Associate or any available Career Advocate in the career guidance and counseling program center or care center. The identified Career Advocate, whether a School Counselor Associate or other qualified personnel, shall lead the implementation of career advocacy activities under the supervision of the School Counselor.

Career advocates, as defined in Section 5 of this IRR, are allowed to conduct career advocacy activities, excluding counseling and assessment, to secondary level learners of the school where they are currently employed. They shall be required to undergo quality assured training programs developed and delivered through the National Educators Academy of the Philippines (NEAP), or other accredited training centers, and the activities undertaken by them shall be supervised by the School Counselor or School Division Counselor.

Section 9. Career Guidance and Counseling Instructional Module (CGCIM). – The CGCIM shall serve as the basic instructional material to

guide learners in their pursuit of holistic and meaningful curriculum exit based on their capacity and skills, the accessibility of higher education institutions, the labor market, the industry, and the economy. The CGCIM must be delivered before the implementation of the program. The DepEd shall set the minimum standards and specify the content, development, distribution and evaluation process of the CGCIM.

Section 10. National Career Assessment Examination. – The National Career Assessment Examination (NCAE) is an annual evaluation given to qualified Junior High School learners to assess and evaluate their aptitude, skills and inclination in a particular occupation, to guide them in choosing their Senior High School track or career options. It shall be administered by the DepEd, through the Bureau of Education Assessments.

The DepEd Secretary, through the Bureau of Education Assessments, shall:

- a. formulate the examiner’s handbook which contains the details for test administration, including time allotment and the designated grade level of examinees;
- b. regularly review and revise, as may be deemed necessary, the NCAE to maintain the relevance, validity, and integrity of the examination;
- c. issue an interpretation manual to help guidance counselors and career advocates effectively use NCAE results and offer personalized support to learners exploring academic and career paths.

The DepEd shall issue the guidelines necessary for the effective implementation of the NCAE.

Section 11. Monitoring and Evaluation of the CGCP. – There shall be an annual monitoring and evaluation of the CGCP and its program components to ensure that the quality of career guidance provided to the learners remains consistent, evidence-based and responsive as mandated by the Act and this IRR.

RULE III. ESTABLISHMENT OF CAREER GUIDANCE AND COUNSELING PROGRAM (CGCP) CENTERS

Section 12. Career Guidance and Counseling Program Centers (CGCP Centers). – CGCP Centers shall be established in all secondary schools to be headed by the school administrator or school head who shall be assisted by trained career and employment guidance counselors. The school administrator may delegate his functions as head of the CGCP Centers to SCs and SDCs in accordance with Section 9 of RA No. 10533 or the "Enhanced Basic Education Act of 2013", and notwithstanding the provisions of Section 27 of RA No. 9258, or the "Guidance and Counseling Act of 2004" and RA No. 10029 known as the "Psychology Act of 2009." The CGCP Center shall serve as a resource center for the implementation of the

Career Guidance and Counseling Program, providing guidance and counseling services in accordance with the Career Guidance and Counseling Implementation Manual (CGCIM).

Following the provisions of Republic Act No. 12080 or the Basic Education Mental Health and Well-Being Promotion Act, CGCP Centers may also be utilized as Care Centers without prejudice to the needs of the learners for guidance and counseling and career guidance services.

RULE IV. INTER-AGENCY COORDINATION

Section 13. Roles and Responsibilities of Other Agencies. For purposes of this IRR and to support the implementation of CGCP, the following agencies shall have the following roles:

- a. **CHED** shall:
 - i. provide accurate and updated information on various academic programs of different colleges and universities, scholarship grants, and financial aids offered by CHED.
 - ii. furnish DepEd with data pertaining to the performance of colleges and universities in Board Examinations, along with statistics regarding the popularity of undergraduate programs, both most and least favored.
- b. **DEPDev** shall provide relevant information pertaining to economic development as one of the bases in the planning and implementation of the career guidance programs.
- c. **DOLE** shall:
 - i. develop and disseminate labor market information publications (e.g., labor market profile, updates and trends; career guides; etc.).
 - ii. provide an employment platform that can be utilized by students/learners in exploring job opportunities.
 - iii. provide capacity building specifically on labor market information to partner agencies including career advocates, on the implementation of the Career Guidance Program through a forum and other similar activities.
 - iv. facilitate the provision of Career Development Support (CDS) advocacy particularly labor market information including applicable DOLE youth employability programs and services, through the PESOs, to students/learners in secondary schools.
 - v. facilitate the conduct of job fairs, through the PESOs, in secondary schools.
- d. **DOST** through the Science Education Institute shall provide relevant information pertaining to Science, Technology, Engineering, and Mathematics (STEM) Education and Career & Scholarship opportunities for learners pursuing STEM Track.

- e. **DTI** through the Philippine Trade Training Center shall:
 - i. capacitate Guidance Counselors and Career Advocates about the Philippine Skills Framework particularly on sector-specific and cross-sectoral skills. This may include but not limited to: career map, skills map, functional and enabling skills and competencies.

- f. **PRC** shall provide speakers from the various regulated professions on the conduct of career guidance and employment coaching activities to aid learners and job seekers make an informed career choice.
 - i. provide support in aligning career maps and pathways with the Philippine Skills Framework to meet industry demands, enhancing the employability of Filipinos in local and global labor markets.
 - ii. develop and deliver industry-specific training, webinars, and workshops tailored to secondary schools and community learning centers, offering industry insights, training resources, and pathways for student exposure to trade and industry professions.
 - iii. foster collaboration between industry stakeholders, government agencies, and training institutions to develop tailored training programs, certifications, and apprenticeships aligned with the Philippine Skills Framework, ensuring a skilled workforce that meets industry needs and promotes economic growth.
 - iv. facilitate partnerships between schools and local businesses for job shadowing and experiential learning or internship opportunities.
 - v. engage parents through informational sessions and workshops to educate them about the evolving job market and the importance of supporting their children in exploring diverse career paths.

- g. **TESDA** shall:
 - i. provide information and encourage participation in Technical Vocational Education and Training (TVET) activities.
 - ii. conduct advocacy on Training for Work Scholarship Program (TWSP), Dual Training System (DTS), Apprenticeship Program, and Private Education Student Fund Assistance (PESFA); and
 - iii. endorse its other programs and training.

- h. **TEC** shall:
 - i. offer relevant information on Teacher Education programs to prospective learners.
 - ii. provide scholarship opportunities to attract and support learners pursuing a career in Teacher Education.

Additional responsibilities for all concerned agencies may be incorporated in an issuance following consultations and mutual agreement between DepEd and the respective agency.

**RULE V
MISCELLANEOUS PROVISIONS**

Section 14. Appropriations. – The implementation of this IRR shall be incorporated into the DepEd’s program, and its funding shall be included in the annual General Appropriations Act (GAA).

Section 15. Issuance of Policies and Guidelines. – DepEd, in consultation with concerned government agencies and other education stakeholders, may issue the appropriate policies and guidelines, as may be necessary, to further implement this IRR.

Section 16. Amendments. – Amendments to this IRR shall be issued by DepEd, in consultation with concerned government agencies and other education stakeholders.

Section 17. Separability Clause. – If any provision of this IRR is declared unconstitutional or invalid, the same shall not affect the validity and effectivity of this IRR or any provision not affected thereby.

Section 18. Repealing Clause. – All provisions of existing rules and regulations, circulars, department issuances, and procedures inconsistent with this Act and this IRR are hereby repealed, amended or modified accordingly.

Section 19. Effectivity. – This IRR shall take effect immediately after its complete publication in the Official Gazette or in a newspaper of general circulation.

This IRR shall be registered with the Office of the National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

Done this 2nd day of September, 2025.


SONNY ANGARA

Secretary 