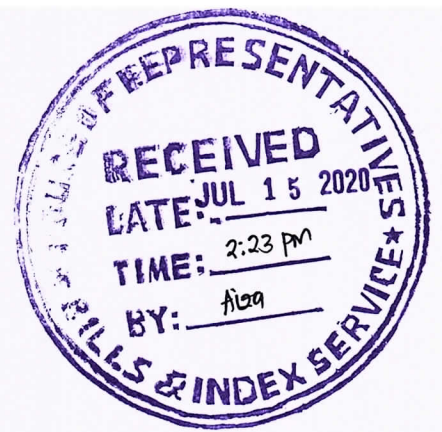


Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

EIGHTEENTH CONGRESS
Second Regular Session

House Bill No. 7106



INTRODUCED BY
REP. ALFRED VARGAS

AN ACT
ESTABLISHING JOB PLACEMENT OFFICES IN PUBLIC HIGH SCHOOLS
TO PROVIDE CAREER SERVICES TO THE YOUTH

EXPLANATORY NOTE

Article XIII Section 3 of the 1987 Philippine Constitution provides that the State shall afford full protection to labor and promote full employment and equality of employment opportunities for all.

One of the promises of the K to 12 Basic Education Program is that our high school graduates will be ready for employment right after they complete Grade 12. At present, unfortunately, even earning a college degree does not guarantee that our young graduates will find a job right away.

As of January 2017, the Philippine Statistics Authority has recorded the country's unemployment rate at 6.6 percent. Thus, there is a need not only to generate employment opportunities, but also address the jobs mismatch in the country.

This bill seeks to establish a Trabaho Center in every public high school in the country and bridge the gap between the demands of the job market and the skills and knowledge of the supply of graduates. Among the functions of these Trabaho Centers shall include linking the industries to our academic institutions for continuous checking of curricula and courses offered, providing career coaching for students, and, eventually, facilitating the employment of students.

In view of the foregoing, the immediate approval of this bill is sought.


ALFRED VARGAS

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Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:

SECTION 1. Short Title – This Act shall be known as the “*Trabaho Centers in Schools Act*”

SECTION 2. Declaration of Policy – It is the policy of the State to promote full employment and equality of employment opportunities for all, and to afford full protection to the youth entering the labor force. In line with the current reforms in the education sector, the State recognizes the need to prepare the youth in choosing the career tracks that they intend to pursue and to aid in matching senior high school students with career opportunities after graduation.

SECTION 3. Definition of Terms – For the purpose of this Act, the following terms shall refer to:

- (a) Career Advocacy Activities – Series of activities intended to prepare students for productive career decisions that includes but is not limited to career assessment and coaching, trainings, and job-matching.
- (b) Career Development Plan- Annual career development tool that outlines the intended outcomes and the strategic management of programs/services to collectively achieve the end goals of the Trabaho Centers.

- (c) Labor-Market Information (LMI)- any information concerning the size, composition, functions, problems or opportunities of the labor market or any part thereof.
- (d) National Career Assessment Examination (NCAE)- system of assessing or evaluating the potential or aptitude of each and every high school student to guide their decisions in pursuing further education or employment.
- (e) Skills Registry System (SRS)- An existing system utilized by the Department of Labor and Employment (DOLE) containing potential applicant and employment information.

SECTION 4. *Establishment of Trabaho Center in Schools.* – Job Placement Offices (JPOs), hereinafter referred to as “Trabaho Centers,” shall be established in all public high schools, Trabaho Centers shall work in coordination with the Provincial, City or Municipal Public Employment Service Offices (PESOs) and shall be supervised by Trabaho Center Coordinators in Department of Education (DepEd) Division Offices. The Trabaho Center Coordinators shall encourage partnership Among Educational Institutions (EIs), Non-Government Organizations (NGOs), Industry Associations and Members, and Local Government Units (LGUs) in the establishment and management of the Trabaho Centers. In applicable areas, existing JPOs in educational institutions shall continue to operate as Trabaho Centers subject to the provisions of this Act. Schools shall explore new and innovative systems to carry out the provisions of this Act, including partnering with the private sector or NGOs for an online platform. The Trabaho Centers shall be responsible for preparing the youth in choosing career tracks fit for their talents, skills, and preferences and in matching these to the needs of the current and future labor market.

SECTION 5. *Trabaho Center Career Advocates.* – All Trabaho Centers shall have at least one (1) Trabaho Center Career Advocate with the following functions:

- (a) Keep a up-to-date database of job vacancies from employers to facilitate the exchange of labor market information between young job seekers and employers by providing employment information services specific to Senior High School, both for local and overseas employment;
- (b) Provide job linkages and networks to employers in coordination with the provincial, city or municipal PESOs;
- (c) Develop and administer testing and evaluation instruments for effective job selection, training and coaching specific to young jobseekers currently enrolled in educational institutions. *Provided*, that examinations are administered by qualified professionals;
- (d) Organize or coordinate career enhancement trainings or seminars for young job seekers, as well as those who would like to pursue further education, livelihood or self-employment programs;

- (e) Provide career advocacy and coaching, mass motivation and values development activities integrates in career programs specifically designed for Enhanced Basic Education Curriculum students;
- (f) Connect and partner with concerned NGOs to expand opportunities in improving the quality of employment facilitation programs offered in their school;
- (g) Lead the teachers within their school in the administration of the annual National Career Assessment Examination (NCAE) and assist the students in understanding how to use their test results as guide in choosing their career tracks;
- (h) Prepare and submit to the Trabaho Center Coordinator a school specific annual career development plan and budget, including other regular funding sources and budgetary support; and
- (i) Prepare and submit a quarterly progress report on students assisted and coached to the Trabaho Center Coordinator.

SECTION 6. *Trabaho Center in Division Offices* – Each DepEd Division Office shall appoint a Trabaho Center Coordinator who shall:

- (a) Coordinate with the LGU, PESO, the Local School Board (LSB), and Parent- Teacher Association (PTA) in the creation of the annual key career planning tool for their division, taking into consideration track preferences of students in their respective divisions and the industry most relevant to their area;
- (b) Monitor the planning, implementation and evaluation of career facilitation programs and materials of Trabaho Centers in Schools;
- (c) Convene Career Advocates from the different Trabaho Centers under their respective divisions for the creation of modules or guides contextualized to cover their local industry.
- (d) Share best practices among divisions and other Trabaho Centers in the country in a modality that would be most efficient to the institutions;
- (e) Train Career Advocates in administration of testing and evaluation instruments for effective job selection, counseling, career guidance, mass motivation and values development activities to be implemented for the career programs.
- (f) Utilize the DOLE's Skills Registry System (SRS) to manage the records of transactions in relation to career facilitation and relay information to Trabaho Centers in Schools;
- (g) Consolidate necessary information technology structures and systems to improve the collection, processing, analysis, report development and dissemination youth career preferences and existing labor market information, and;
- (h) Provide linkages to training providers needed by the schools in relation to local industry.

SECTION 7. *Qualifications of Trabaho Center Career Advocates.* –

Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the “Guidance and Counselling Act of 2004”, career and employment advocates, who are not registered and licensed guidance counselors, shall be allowed to conduct career advocacy activities for students of the school where they are currently employed: *Provided, That* they undergo training programs related to career advocacy. Career advocates employed shall hold a non-teaching position and shall focus on activities for youth employability programs in coordination with the DOLE and other relevant agencies and partner institutions, both public and private.

SECTION 8. *Higher Education Institutions (HEIs) and Technical Vocational Institutions (TVIs).* –

Higher Education Institutions (HEIs) and Technical Institutions (TVIs) are encouraged to establish Trabaho Centers in their schools to prepare their students in choosing tracks fit for their talents, skills, and preferences and in matching these to the needs of the current and future labor market, in accordance with the provisions of this Act.

SECTION 9. *Information Dissemination.* – The Philippine Information Agency, in coordination with the DepEd, DOLE and the DILG, shall ensure proper and adequate information dissemination of the contents and benefits of this Act to pertinent entities in all provinces, cities, municipalities and barangays.

SECTION 10. *Appropriations.* – The amount necessary to implement the provisions of this Act shall be charged against the current year’s appropriations of the DepEd. Thereafter, such sums as may be necessary for its continued implementation shall be included in the annual General Appropriations Act.

SECTION 11. *Implementing Rules and Regulations.* – Within ninety (90) days from the effectivity of this Act, the Secretary of Education, in coordination with the Department of Labor and Employment (DOLE), Department of Interior and Local Government (DILG), Commission on Higher Education (CHED), Department of Trade and Industry (DTI) and Technical Education and Skills Development Authority (TESDA) and other relevant agencies shall formulate the necessary rules and regulations to implement the provisions of this Act.

SECTION 12. *Separability Clause.* – If any if this Act is held invalid or unconstitutional, the same shall not affect the validity and effectivity of other provisions hereof.

SECTION 13. *Repealing Clause.* – All laws, decrees, executive order, and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SECTION 14. *Effectivity.* – This Act shall take effect fifteen (15) days from the date of its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved,