

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City
NINETEENTH CONGRESS
First Regular Session



HOUSE BILL NO. 8209

Introduced by HON. GUS S. TAMBUNTING

**AN ACT PROVIDING FOR CAREER OPPORTUNITIES TO THE YOUTH THROUGH
THE ESTABLISHMENT OF JOB PLACEMENT CENTERS IN PUBLIC HIGH
SCHOOLS, AND APPROPRIATING FUNDS THEREOF**

EXPLANATORY NOTE

Sec. 18, Art. II of the 1987 Constitution states that “The State affirms labor as a primary social economic force. It shall protect the rights of workers and promote their welfare.”

The 2013 World Bank Development Report on jobs identified youth unemployment as a key barrier to growth amongst low- and middle-income countries. In the Philippines, approximately 17 percent of youth 15 to 24 years old are unemployed and account for nearly half of the unemployed persons in the labor force. The challenge of finding work is particularly pronounced for individuals who do not graduate high school.¹

With the aforementioned facts in mind, this proposed measure aims to address the dearth of entry-level employment, skill mismatches, and ineffective information systems that prohibit young people from obtaining the career opportunities they urgently need by creating job placement centers in public high schools.

On behalf of the people of Parañaque City’s Second District, and for the common good of the Filipino people, the approval of the said measure is earnestly sought.


REP. GUS S. TAMBUNTING
2nd District, Parañaque City

¹ <https://www.3ieimpact.org/evidence-hub/Evidence-impact-summaries/increasing-opportunities-youth-employment-philippines>

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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 “Youth Job Placement Act”.

SECTION 2. Declaration of Policy. - It is hereby the declared policy of the State to enable the youth to fulfill their essential role in nation-building by ensuring they gain equal access to opportunities and reach their full potential. Towards this end, the State shall enact measures to ensure that the youth is given access to employment opportunities and meet their societal obligations to become productive members of society.

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

(a) Career Advocacy Activities refer to a series of activities intended to prepare students for productive career decisions that include but are not limited to career assessment

and coaching, training, and job matching.

(b) Career Development Plan refer to an annual career development tool that outlines the intended outcomes and the strategic management of programs/services to collectively

achieve the end goals of the Youth Job Placement Centers.

(c) Labor Market Information (LMI) refers to any information concerning the size, composition, functions, problems, or opportunities of the labor market or any part thereof.

(d) National Career Assessment Examination (NCAE) refers to a system of assessing or evaluating the potential or aptitude of each high school student to guide their decisions in pursuing further education or future employment opportunities.

(e) Skills Registry System (SRS) refers to an existing system utilized by the Department of Labor and Employment (DOLE) containing potential applicant and employment information.

SECTION 4. Establishment of Youth Job Placement Centers in Schools. – Job Placement Centers (JPCs), hereinafter referred to as “Youth Job Placement Centers” shall be established in all public high schools.

The Centers shall work in coordination with the Provincial, City or Municipal Public Employment Service Offices (PESOs) and shall be supervised by Center Coordinators in Department of Education (DepEd) Division Offices. The 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 Centers.

In applicable areas, existing JPCs in educational institutions shall continue to operate as Youth Job Placement 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 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. Youth Job Placement Center Career Advocates. – All Youth Job Placement Centers shall have at least one (1) Youth Job Placement Center Career Advocate

with the following functions:

- (a) Keep an 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 the 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 integrated 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 a guide in choosing their career tracks;
- (h) Prepare and submit to the Youth Job Placement 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 Youth Job Placement Center Coordinator.

SECTION 6. Youth Job Placement Center in Division Offices. – Each DepEd Division Office shall appoint a Youth Job Placement 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 Youth Job Placement Center in Schools;
- (c) Convene Career Advocates from the different Youth Job Placement Center 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 Youth Job Placement Center Centers in the country in a modality that would be most efficient to the institution;
- (e) Train Career Advocates in the 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 Youth Job Placement Center in Schools;
- (g) Consolidate necessary information technology structures and systems to improve

the collection, processing, analysis, report development and dissemination of 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 Youth Job Placement Center Career Advocates. – Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the “Guidance and Counseling 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 Youth Job Placement Centers in their schools to prepare their students 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, in accordance with the provisions of this Act.

SECTION 9. Placements in Government Agencies. – In coordination with DOLE, Government Internship Program (GIP) applications shall be offered in Youth Job Placement Centers. The process for applying for the GIP shall also be provided in the Centers.

SECTION 10. Appropriations. – The amount necessary to implement the provisions of this Act shall be charged against the current year’s appropriations of the DOLE. 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 Department of Education, in coordination with the DOLE, the DILG, Commission on Higher Education (CHED), Department of Trade and Industry (DTI) and Technical Education and Skills Development Authority (TESDA), other government agencies and instrumentalities, in consultation with relevant non-government organizations 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,