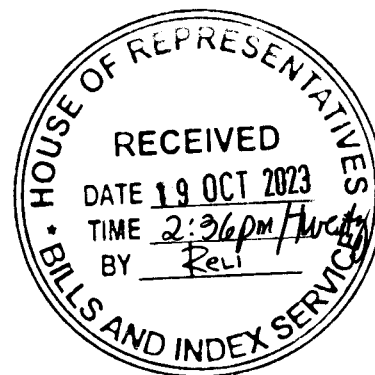


Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City, Metro Manila

**NINETEENTH CONGRESS**  
*Second Regular Session*

**9417**  
House Bill No. \_\_\_\_\_



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**INTRODUCED BY REPRESENTATIVES RALPH WENDEL P. TULFO,  
JOCELYN P. TULFO, ERWIN T. TULFO, EDVIC G. YAP, AND ERIC GO YAP**

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

**EXPLANATORY NOTE**

The K-12 curriculum has been developed to assist high school students with career development planning. The Technical-Vocational-Livelihood (TVL) Track in the K-12 education system specifically seeks to address the skills gap in the labor market, and intends to generate graduates who are well-prepared for work and have talents that are immediately applicable to numerous industries. The TVL Track also provides options for entrepreneurship and self-employment.

However, it had been reported in the 2022 Labor Force Survey conducted by the Philippine Institute of Development Studies that only a small proportion (a little over 20 percent) of Senior High School (SHS) graduates were able to enter the labor force. Likewise, only about 10 percent of SHS graduates for School Year 2017-2018 were employed, seven percent of which completed the TVL track while three percent completed the academic track.

In a rapidly evolving global economy, ensuring that our youth are equipped with the skills, knowledge, and opportunities to successfully transition into the workforce is paramount. This bill seeks to establish job placement offices or "Trabaho Centers" in public high schools all over the country to provide vital career counseling services to our young citizens, enabling them to make informed decisions about their future employment and contributing to the overall economic growth and stability of our nation.

Salient provisions of this proposed measure include the installation of a Trabaho Center Career Advocate in every Trabaho Center who will provide personalized guidance and career counseling services to students, and the appointment of a Trabaho Center Coordinator in each Division Office of the

government organizations for employment facilitation purposes.

In view of the foregoing, the urgent passing of this bill is earnestly sought.



**RALPH WENDEL P. TULFO**  
*Representative*  
2<sup>nd</sup> District of Quezon City



**JOCELYN P. TULFO**  
*Representative*  
ACT-CIS Partylist



**ERWIN T. TULFO**  
*Representative*  
ACT-CIS Partylist



**EDVIC G. YAP**  
*Representative*  
ACT-CIS Partylist



**ERIC GO YAP**  
*Representative*  
Lone District of Benguet

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City, Metro Manila

NINETEENTH CONGRESS  
Second Regular Session

House Bill No. 9417

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INTRODUCED BY REPRESENTATIVES RALPH WENDEL P. TULFO,  
JOCELYN P. TULFO, ERWIN T. TULFO, EDVIC G. YAP, AND ERIC GO YAP

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

3  
4        *Be it enacted by the Senate and the House of Representatives of the Philippines in Congress*  
5        *assembled:*  
6

7        **SECTION 1. *Short Title.*** – This Act shall be known as the “Trabaho Centers in  
8        Schools Act”.  
9

10       **SEC. 2. *Declaration of Policy.*** – It is the policy of the State to promote full  
11       employment and equality of employment opportunities for all and to afford full  
12       protection to the youth entering the labor force. In line with the current reforms in the  
13       education sector, the State recognizes the need to prepare the youth in choosing the  
14       career tracks that they intend to pursue and to aid in matching senior high school  
15       students with career opportunities after graduation.  
16

17       **SEC. 3. *Definition of Terms.*** – For the purpose of this Act, the following terms shall  
18       refer to:  
19

- 20       (a) *Career Advocacy Activities* refer to a series of activities intended to prepare students  
21       for productive career decisions that include but are not limited to career  
22       assessment and coaching, training, and job-matching;  
23

(b) *Career Development Plan* refers 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 Trabaho Centers;

(c) *Labor Market Information* refers to any information concerning the size, composition, functions, problems, or opportunities of the labor market or any part thereof, including but not limited to employment-related intentions or aspirations of the labor market clients;

(d) *National Career Assessment Examination (NCAE)* refers to a 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; and

(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.

**SEC. 4. Establishment of Trabaho Centers in Schools.** – Job Placement Offices (JPOs), 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 partnerships among educational institutions, 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 in matching these to the needs of the current and future labor market.

**SEC. 5. Trabaho Center Career Advocates.** – All Trabaho Centers shall have at least one (1) Trabaho 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 jobseekers 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* those examinations are administered by qualified professionals;
- (d) Organize or coordinate career enhancement training or seminars for young jobseekers, 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 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 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.

**SEC. 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, and Parent-Teacher Association 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 for 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 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 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.

**SEC. 7. *Qualifications of Trabaho Center Career Advocates.*** – Notwithstanding the provisions of Section 27 of Republic Act No. 9528, 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. Employed advocates 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.

**SEC. 8. *Higher Education Institutions (HEIs) and Technical Vocational Institutions (TVIs).*** – Higher Education Institutions and Technical Vocational Institutions are encouraged to establish Trabaho 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.

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

**SEC. 10. Appropriations.** – The amount necessary to carry out the provisions of this Act shall be included in the annual General Appropriations Act.

**SEC. 11. Implementing Rules and Regulations.** – Within sixty (60) days from the effectivity of this Act, the DOLE, Department of Trade and Industry (DTI), concerned LGUs, and such other relevant agencies, shall formulate and issue the necessary rules and regulations for the implementation of this Act.

**SEC. 12. Separability Clause.** – If any provision of this Act is held unconstitutional or invalid, the remaining provisions that are not affected thereby shall continue to be in full force and effect.

**SEC. 13. Repealing Clause.** – All other laws, decrees, executive orders, rules and regulations, and other issuances, or parts thereof, contrary to or inconsistent with this Act, are hereby modified, amended, or repealed accordingly.

**SEC. 14. Effectivity.** – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

*Approved,*