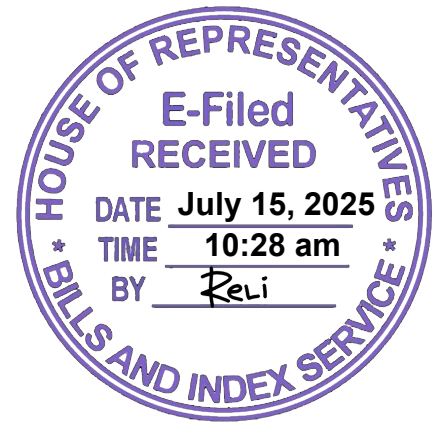




Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

Twentieth Congress
First Regular Session

HOUSE BILL NO. **1900**



Introduced by Representative LORDAN G. SUAN

AN ACT
ESTABLISHING JOB PLACEMENT OFFICES IN PUBLIC HIGH SCHOOLS
TO PROVIDE CAREER SERVICES TO THE YOUTH, APPROPRIATING
FUNDS THEREFOR, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

In 2012, the K-12 program was implemented, the goal of this program is not only to prepare the students for tertiary learning, but it is also to make sure the readiness of K-12 graduates to join the workforce and ensure that their knowledge, trainings, and skills are competent in the global market.

However, K-12 graduates are currently facing two major challenges in the labor market: unemployment and underemployment. In July 2024, newly graduated college and K-12 students accounted for 43 percent of the total unemployed population.

According to the Philippine Statistics Authority, the unemployment rate in March 2025 was 3.9 percent—identical to the rate recorded in March 2024 and slightly higher than the 3.8 percent reported in February 2025. Meanwhile, the underemployment rate in March 2025 rose to 13.4 percent, up from 11.0 percent in the same period last year and 10.1 percent in February 2025.

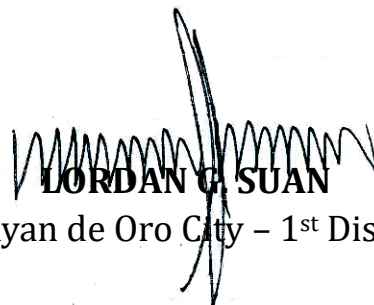
The Trabaho Center in High Schools can help senior highschools students in various ways in addressing unemployment and underemployment. It will provide job linkages and networks to employers with the help of local government and the Public Employment Services Office.

Trabaho Center will have an up-to-date database of job vacancies with local employers and training institutions. This allows senior high school students to get a comprehensive understanding of what types of jobs are available in the local market and what employers are looking for in potential employees. It allows these students to explore different job options and can guide them in choosing a career path that suits their preferences and aptitudes.

Trabaho Center will also provide insights into different industries and careers. Some senior high school students might have doubts about what career path to choose. However, the Trabaho Center can provide them with details and insights about different industries, job outlooks, and labor rates. This will enable students to have better decision-making in choosing their preferred careers, thus avoiding underemployment as they will be fully equipped with the necessary knowledge to flourish in their field of choice.

This bill is an essential tool for senior high school students and graduates to fight unemployment and underemployment during these trying times. It provides students with a wide range of opportunities, from job matching to mentorship programs, which serve as significant personal and professional development. With the help of the Trabaho Center, senior high school students can be equipped with the necessary skills to manage the various challenges that come with seeking meaningful employment.

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



LORDAN G. SUAN

Cagayan de Oro City – 1st District



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

1 **SECTION 1. *Short Title.*** — This Act shall be known as the “Trabaho
2 Center in Schools Act.”

3
4 **SEC. 2. Declaration of Policy.** – It is the policy of the State to promote full
5 employment and equality of employment opportunities for all and to afford
6 full protection to the youth entering the labor force. In line with the current
7 reforms in the education sector, the State recognizes the need to prepare
8 the youth in choosing the career tracks that they intend to pursue and to
9 aid in matching senior high school students with career opportunities after
10 graduation.

11
12 **SEC. 3. Definition of Terms.** – For the purpose of this Act the following,
13 terms shall refer to:

- 14 a) Trabaho Center – Job Placement Office.
15 b) Career Advocacy Activities – a series of activities intended to prepare
16 students for productive career decisions that include but are not
17 limited to career assessment and coaching, trainings, and job-
18 matching.
19 c) Career Development Plan – annual career development tool that
20 outlines the intended outcomes and strategic management of

1 programs or services to collectively achieve the end goalsof the
2 Trabaho Centers.

- 3 d) Labor Market Information (LMI) – any information concerning the
4 size, composition, functions,problems, or opportunities of the labor
5 market or any part thereof, including but not limited to employment-
6 related intentions or aspirations of the labor market clients.
- 7 e) National Career Assessment Examination (NCAE) – the system of
8 assessing or evaluating the potential or aptitude of each and every
9 high school student to guide their decisions in pursuingfurther
10 education or employment.
- 11 f) Skills Registry System (SRS) – An existing system utilized by the
12 Department of Labor and Employment (DOLE) containing potential
13 applicant and employment information.

14
15 **SEC. 4. Establishment of Trabaho Centers in Schools.** – Trabaho Centers
16 shall be established in all public high schools. Trabaho Centers shall workin
17 coordination with the Provincial, City, or Municipal Public Employment
18 Service Offices (PESOs) and shall be supervised by the Trabaho Center
19 Coordinators in Department of Education (DepEd) Division Offices. The
20 Trabaho Center coordinators shall encourage partnerships among
21 Educational Institutions (EI), Non- Government Organizations (NGOs),
22 Industry Associations and Members, and Local Government Units (LGUs) in
23 the establishment and management of the Trabaho Centers. In applicable
24 areas, existing JPOs in educational institutions shall continue to operate as
25 Trabaho Centers subject to the provisions of this Act, including partnering
26 with the private sector of NGOs for an online platform. The Trabaho Centers
27 shall be responsible for preparing the youth in choosing career track for
28 their talents, skills, and preferences and in matching these to the needs of
29 the current and future labor market.

30
31 **SEC. 5. Trabaho Center Career Advocates.** – All Trabaho Centers shall
32 have at least one (1) Trabaho Center Career Advocate with the following
33 functions:

- 34 a) Keep an up-to-date database of job vacancies from employers to
35 facilitate the exchange of labor market information between young
36 job seekers and employers by providing employment information
37 services specific to Senior High School, both for local and overseas
38 employment;
- 39 b) Provide job linkages and networks to employers in coordination with
40 the provincial, city, or municipal PESOs;
- 41 c) Develop and administer testing and evaluation instruments for
42 effective job selection, training, and coaching specific to young job

- 1 seekers currently enrolled in educational institutions. Provided,
2 Examinations are administered by qualified professionals;
- 3 d) Organize of coordinate career enhancement trainings of seminars for
4 young job seekers, as well as those who would like to pursue further
5 education, livelihood, or self-employment programs;
- 6 e) Provide career advocacy and coaching, mass motivation, and values
7 development activities integrated with career programs specifically
8 designed for Enhanced Basic Education Curriculum students;
- 9 f) Connect and partner with concerned NGOs to expand opportunities
10 in improving the quality of employment facilitation programs offered
11 in their school;
- 12 g) Lead the teachers within their school in the administration of the
13 annual National Career Assessment Examination (NCAE) and assist
14 the students in understanding how to use their test results as a guide
15 in choosing their career tracks;
- 16 h) Prepare and submit to the Trabaho Center Coordinator a school-
17 specific annual career development plan and budget, including other
18 regular funding sources and budgetary support; and
- 19 i) Prepare and submit a quarterly progress report on students assisted
20 and coached to the Trabaho Center Coordinator.

21
22 **SEC. 6. Trabaho Center in Division Offices.** – Each DepEd Division Office
23 shall appoint a Trabaho Center Coordinator who shall:

- 24 a) Coordinate with the LGU, PESO, the Local School Board (LSB), and
25 Parent- Teacher Association (PTA) in the creation of the annual key
26 career planning tool for their division, taking into consideration track
27 preferences of students in their respective divisions and the industry
28 most relevant to their area;
- 29 b) Monitor the planning, implementation, and evaluation of career
30 facilitation programs and materials of Trabaho Centers in Schools;
- 31 c) Convene Career Advocates from the different Trabaho Centers under
32 their respective divisions for the creation of modules or guides
33 contextualized to cover their local industry;
- 34 d) Share best practices among divisions and other Trabaho Centers in
35 the country in a modality that would be most efficient to the
36 institution;
- 37 e) Train Career Advocates in the administration of testing and
38 evaluation instruments for effective job selection, counseling, career
39 guidance, mass motivation, and values development activities to be
40 implemented for the career programs.
- 41 f) Utilize the DOLE's Skills Registry System (SRS) to manage the records
42 of transactions in relation to career facilitation and relay information

1 to Trabaho Center in Schools;
2 g) Consolidate necessary information technology structures and
3 systems to improve the collection, processing, analysis, report
4 development, and dissemination of youth career preferences and
5 existing labor market information; and
6

7 **SEC. 7. Qualifications of Trabaho Center Career Advocates.** –
8 Notwithstanding the provisions of Section 27 of Republic Act No. 9258,
9 otherwise known as the “Guidance and Counseling Act of 2004”, career and
10 employment advocates, who are not registered and licensed guidance
11 counselors, shall be allowed to conduct career advocacy activities for
12 students of the school where they are currently employed: Provided, That
13 they undergo training programs related to career advocacy. Career
14 advocates employed shall hold a non-teaching position and shall focus on
15 activities for youth employability programs in coordination with the DOLE
16 and other relevant agencies and partner institutions, both public and
17 private.
18

19 **SEC. 8. Higher Education Institutions (HEIs) and Technical Vocational**
20 **Institutions (TVIs).** – Higher Education Institutions (HEIs) and Technical
21 Vocational Institutions (TVIs) are encouraged to establish Trabaho Centers
22 in their schools to prepare their students in choosing career tracks fit for
23 their talents, skills, and preferences and in matching these to the needs of
24 the current and future labor market, in accordance with the provisions of
25 this Act.
26

27 **SEC. 9. Information Dissemination.** – The Philippine Information Agency,
28 in coordination with the DepEd, DOLE, and the DILG, shall ensure proper
29 and adequate information dissemination of the contents and benefits of the
30 Act to pertinent entities in all provinces, cities, municipalities, and
31 barangays.
32

33 **SEC. 10. Appropriations.** – The Amount necessary to implement the
34 provisions of this Act shall be charged against the current year’s
35 appropriations of the DepEd. Thereafter, such as may be necessary for its
36 continued implementation shall be included in the annual General
37 Appropriations Act.
38

39 **SEC. 11 Implementing Rules and Regulations.** – Within ninety (90) days
40 from the effectivity of this Act, the DepEd, in coordination with the
41 Department of Labor and Employment (DOLE), Department of Interior and
42 Local Government (DILG), Commission on Higher Education (CHED),

1 Department of Trade and Industry (DTI) and Technical Education and Skills
2 Development Authority (TESDA) and other relevant agencies
3 shall formulate the necessary rules and regulations to implement the
4 provisions of this Act.

5
6 **SEC. 12. Separability Clause.** – If any provision of this Act is held invalid
7 or unconstitutional, the same shall not affect the validity and effectivity of
8 other provisions hereof.

9
10 **SEC. 13. Repealing Clause.** – All laws, decrees, executive orders, and rules
11 and regulations contrary to or inconsistent with the provisions of this Act
12 are hereby repealed or modified accordingly.

13
14 **SEC. 14. Effectively.** – This Act shall take effect fifteen days from the date
15 of its publication in the Official Gazette or in at least two (2) newspapers of
16 general circulation.

Approved,