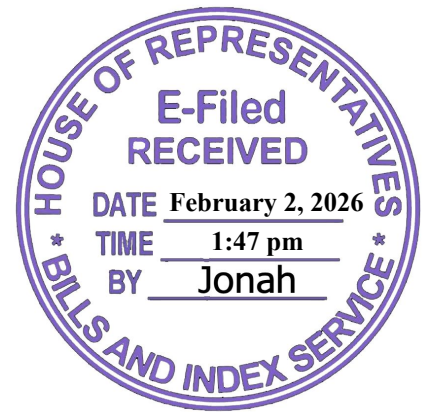


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 7530



Introduced by:

HON. CHRISTOPHERSON “COCO” M. YAP

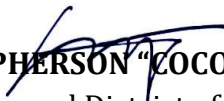
EXPLANATORY NOTE

Helping young Filipinos move confidently from school to decent and meaningful work is vital to their future and to the country’s long-term economic growth. Yet many young Filipinos struggle to find decent jobs because the skills they acquire in school do not match the rapidly changing needs of employers. This persistent disconnect fuels high levels of youth unemployment and underemployment, leaving graduates frustrated and the workforce underutilized.

This measure addresses the problem at its root by establishing *Trabaho* Centers in all public schools. These centers will provide career coaching, skills training, and assessments that help students discover their strengths, interests, and aptitudes early on. With personalized guidance and exposure to labor market realities, students will be better equipped to make informed career choices and develop competencies that are relevant, in demand, and aligned with their goals.

Beyond skills matching, *Trabaho* Centers will promote safe, inclusive, and dignified employment. They will help protect students from discriminatory, indecent, or exploitative job offers, strengthen linkages with reputable employers, and simplify pathways to employment. The centers will also support youth entrepreneurship by offering guidance and resources for innovative and self-sustaining ventures. By embedding career services within the education system, this bill offers a practical and forward-looking solution to reduce youth unemployment, empower young people, and drive inclusive socio-economic growth.

In view of the foregoing, **ug sa ngalan sa SERBISYONG TINUORAY**, the undersigned respectfully requests the immediate passage of this measure.


CHRISTOPHERSON “COCO” M. YAP
Representative, Second District of Southern Leyte

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TWENTIETH CONGRESS
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HOUSE BILL NO. 7530

Introduced by:

HON. CHRISTOPHERSON “COCO” M. YAP

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

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

SECTION 1. Short Title. — This Act shall be known as the “*Trabaho Center 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 intent to pursue and to aid in matching senior high school students with career opportunities after graduation.

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

- (a) ***Career Advocacy Activities*** refers to a series of activities intended to prepare students for productive career decisions that include but is not limited to career assessment and coaching, trainings and job-matching;
- (b) ***Career Development Plan*** refers to an annual career development tool that outlines the intended outcomes and strategic management of programs or services to collectively achieve the end goals of the *Trabaho 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, including but not limited to employment-related intentions or aspirations of the labor market clients;
- (d) **National Career Assessment Examination (NCAE)** refers to the 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.

SECTION 4. Establishment of Trabaho Centers in Schools. — Job Placement Officers (JPO), 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 the *Trabaho Center* Coordinators in Department of Education (DepEd) Division Offices. The *Trabaho Center* coordinators shall encourage partnerships among Educational Institutions (EI), 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 the educational institutions shall continue to operate as *Trabaho Centers* subject to the provisions of this Act, including partnering with the private sector of NGOs for an online platform. The *Trabaho Centers* shall be responsible for preparing the youth in choosing career track for their talents, skills and preferences and in matching these to the needs of the current and future lab or 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 an up-to-date database of job vacancies from employers to facilitate the exchange 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 of coordinate career enhancement trainings of 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 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 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 institution;

- (e) Train Center 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 *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.

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 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 Vocational Institutions (TVIs) 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.

SECTION 9. Information Dissemination. — The Philippine Information agency, in coordination with the Department of Education (DepEd), DOLE, and the Department of Interior and Local Government (DILG), shall ensure proper and adequate information dissemination of the contents and benefits of the 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 as may be necessary for its continued implementation shall be included in the General Appropriations Act.

SECTION 11. Implementing Rules and Regulations. — Within ninety (90) days from the effectivity of this Act, the DepEd, in coordination with the DOLE, 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 provision of this Act is declared unconstitutional or invalid, the other provisions not affected thereby shall remain in full force and effect.

SECTION 13. Repealing Clause. — All laws, decrees, executive orders, rules and regulations, or parts thereof contrary to or inconsistent with the provisions of this Act are amended, repealed or modified accordingly.

SECTION 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,