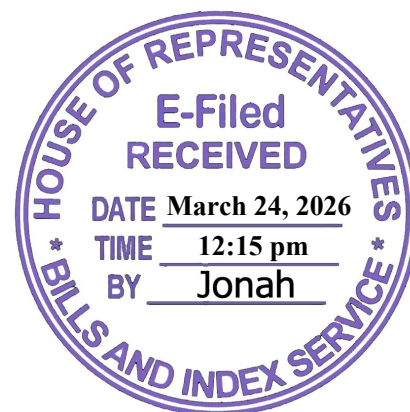


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. **8750**



Introduced by **REP. NATHANIEL “Atty. Nat” M. ODUCAO**

EXPLANATORY NOTE

The Senior High School (SHS) program under the Enhanced Basic Education Act of 2013 (K-12) provides specialized academic tracks that are designed to prepare students either for higher education or for direct entry into the workforce. However, recent data indicate gaps in outcome and readiness, which this bill aims to address through the establishment of Trabaho Centers.

According to the Philippine Statistics Authority, the youth unemployment rate (ages 15-24) for 2024 was about 6.59%, down from 6.99% in 2023, yet still revealing challenges for young people entering the labor force.¹

Among SHS graduates who sought employment, the employment rate stood at 78.3%, which is lower than the 84.5% recorded for graduates of Grade 10. Underemployment among SHS graduates was 15.5%, compared to 13.4% for Grade 10 completers.²

Senior high school graduates tend to receive higher wages than those who only completed junior high. A study by the Philippine Institute for Development Studies (PIDS) found that SHS graduates earn approximately 19% more than those who completed only junior high, likely because they are more often employed in medium-skill occupations requiring advanced literacy, numeracy, and interpersonal skills.³

Despite these gains, there are significant unmet needs: around 32% of Filipinos aged 16 to 18 were not enrolled in senior high school during the 2022-2023 school year (approximately 1.9 million out of an eligible 6 million).⁴ This indicates both a participation gap in senior high and a lost opportunity to shape students' skills and employability earlier. Moreover, employers still tend to prefer college-degree holders over SHS graduates for many entry-level jobs; most opportunities open to SHS graduates are concentrated in service, sales, and other lower-entry sectors.⁵

¹ <https://www.macrotrends.net/global-metrics/countries/phl/philippines/youth-unemployment-rate>

² <https://businessmirror.com.ph/2025/07/28/majority-of-shs-graduates-still-choose-college-over-work-pids/>

³ <https://www.philstar.com/headlines/2023/07/12/2280536/senior-high-graduates-more-likely-earn-higher-wages-junior-high-graduates-study>

⁴ <https://www.philstar.com/headlines/2023/04/25/2261559/less-ideal-more-quarter-senior-high-age-students-not-school>

⁵ <https://www.philstar.com/headlines/2024/07/15/2370370/more-firms-open-hiring-k-12-grads-most-still-prefer-college-degree-holders>

The State recognizes the need to strengthen the transition of senior high school graduates into gainful employment. This bill establishes Trabaho Centers as institutional mechanisms for employment facilitation, capacity building, and career guidance, ensuring access to job databases, employer linkages, and training opportunities to enhance both technical and soft skills.

Through these Trabaho Centers, graduates will be better prepared for productive work, reducing youth unemployment and underemployment while improving earning potential and enabling greater contribution to national development.

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

A handwritten signature in black ink, appearing to read 'N. Oducado', with a blue circular stamp containing a number '1' and a date '2019' partially visible on the right side.

REP. NATHANIEL “ATTY. NAT” M. ODOCADO
1 Tahanan Party List

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HOUSE BILL NO. **8750**

Introduced by **REP. NATHANIEL “ATTY. NAT” M. ODUCAO**

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

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 Center in Schools*
2 *Act.*”

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

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

- 10 a) *Career Advocacy Activities* refer to a series of activities intended to prepare
11 students for productive career decisions that include, but are not limited to,
12 career assessment, coaching, trainings and job-matching;
13 b) *Career Development Plan* refers to an annual career development tool that
14 outlines the intended outcomes and strategic management of
15 programs/services to collectively achieve the end goals of the Trabaho Centers;
16 c) *Labor Market Information (LMI)* refers to any information concerning the size,
17 composition, functions, problems or opportunities of the labor market or any
18 part thereof, including but not limited to employment-related intentions or
19 aspirations of the labor market clients;
20 d) *National Career Assessment Examination (NCAE)* refers to a system of
21 assessing or evaluating the potential or aptitude of each and every high school
22 student to guide their decisions in pursuing further education or employment;

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

4 **SEC. 4. *Establishment of Trabaho Centers in Schools.*** – Job Placement Offices (JPOs),
5 hereinafter referred to as "Trabaho Centers," shall be established in all public high schools.

6 Trabaho Centers shall work in coordination with the Provincial, City, or Municipal Public
7 Employment Service Offices (PESOs) and shall be supervised by the Trabaho Center Coordinators
8 in Department of Education (DepEd) Division Offices. The Trabaho Center coordinators shall
9 encourage partnerships among Educational Institutions (EI), Non-Government Organizations
10 (NGOs), Industry Associations and Members, and Local Government Units (LGUs) in the
11 establishment and management of the Trabaho Centers.

12 In applicable areas, existing JPOs in educational institutions shall continue to operate as
13 Trabaho Centers subject to the provisions of this Act, including partnering with the private sector
14 or NGOs for an online platform. The Trabaho Centers shall be responsible for preparing the youth
15 in choosing career tracks fit for their talents, skills and preferences and in matching these to the
16 needs of the current and future labor market.

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

- 19 a) Keep an up-to-date database of job vacancies from employers to facilitate the
20 exchange of labor market information between young job seekers and
21 employers by providing employment information services specific to Senior
22 High School, both for local and overseas employment;
23 b) Provide job linkages and networks to employers in coordination with the
24 provincial, city or municipal PESOs;
25 c) Develop and administer testing and evaluation instruments for effective job
26 selection, training, and coaching specific to young jobseekers currently enrolled
27 in educational institutions. Provided, That examinations are administered by
28 qualified professionals;
29 d) Organize or coordinate career enhancement trainings or seminars for young job
30 seekers, as well as those who would like to pursue further education, livelihood
31 or self-employment programs;
32 e) Provide career advocacy and coaching, mass motivation and values
33 development activities integrated in career programs specifically designed for
34 Enhanced Basic Education Curriculum students;
35 f) Connect and partner with concerned NGOs to expand opportunities in
36 improving the quality of employment facilitation programs offered in their
37 school;
38 g) Lead the teachers within their school in the administration of the annual
39 National Career Assessment Examination (NCAE) and assist the students in
40 understanding how to use their test results as guide in choosing their career
41 tracks;

- 1 h) Prepare and submit to the Trabaho Center Coordinator a school specific annual
2 career development plan and budget, including other regular funding sources
3 and budgetary support; and
4 i) Prepare and submit a quarterly progress report on students assisted and coached
5 to the Trabaho Center Coordinator.

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

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

32 **SEC. 7. *Qualifications of Trabaho Center Career Advocates.*** – Notwithstanding the
33 provisions of Section 27 of Republic Act No. 9258, otherwise known as the "Guidance and
34 Counseling Act of 2004", career and employment advocates, who are not registered and licensed
35 guidance counselors, shall be allowed to conduct career advocacy activities for students of the
36 school where they are currently employed: Provided, That they undergo training programs related
37 to career advocacy.

38 Career advocates shall hold a non-teaching position and shall focus on activities for youth
39 employability programs in coordination with the DOLE and other relevant agencies and partner
40 institutions, both public and private.

41 **SEC. 8. *Higher Education Institutions (HEIs) and Technical Vocational Institutions***
42 **(TVIs).** – Higher Education Institutions (HEIs) and Technical Vocational Institutions (TVIs) are

1 encouraged to establish Trabaho Centers in their schools to prepare their students in choosing career
2 tracks suited for their talents, skills and preferences and in matching these to the needs of the current
3 and future labor market, in accordance with the provisions of this Act.

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

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

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

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

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

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

25 *Approved,*