

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

TWENTIETH CONGRESS
Second Regular Session

House Bill No. 10468



INTRODUCED BY REP. PATRICK MICHAEL “PM” D. VARGAS

AN ACT
ESTABLISHING JOB PLACEMENT OFFICES IN PUBLIC SECONDARY,
TECHNICAL-VOCATIONAL, AND HIGHER EDUCATION INSTITUTIONS
TO PROVIDE CAREER SERVICES TO THE YOUTH, APPROPRIATING
FUNDS THEREFOR, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

The transition from school to work is a critical stage in the lives of young Filipinos. Yet for many, entering the labor market remains difficult because they lack timely information about employment opportunities, adequate career guidance, and a clear understanding of how their education and skills correspond to actual labor-market demand. The proposed “Trabaho Center in Schools Act” seeks to address this gap by establishing Job Placement Offices or “Trabaho Centers” in public secondary, technical-vocational, and higher education institutions.

The need for stronger school-to-work mechanisms is underscored by the country's youth employment situation. Data from the Philippine Statistics Authority (PSA) show that young people continue to experience substantially greater difficulty finding work than the population as a whole. In the 2024 Annual Estimates of the Labor Force Survey, unemployment among Filipinos aged 15–24 remained considerably higher than the national unemployment rate. The concentration of unemployment among younger workers reflects the particular challenges faced by new entrants to the labor market, including limited work experience, skills mismatches, and inadequate access to employment information.¹

The problem extends beyond unemployment. The International Labour Organization (ILO) has emphasized that young people who are not in employment, education, or training (NEET) face heightened risks of prolonged

¹ Philippine Statistics Authority (PSA), 2024 Annual Estimates of Labor Force Survey (LFS), particularly statistics on employment, unemployment, and labor force participation among young Filipinos aged 15–24. Philippine Statistics Authority, 2025, <https://psa.gov.ph/statistics/labor-force-survey>.

disengagement from the labor market and weaker future employment prospects. The ILO has consequently called for policies that facilitate school-to-work transitions, strengthen career guidance, improve access to labor-market information, and ensure that education and training systems respond to evolving labor-market needs.² These concerns are particularly relevant in the Philippines, where the transition from education to productive employment must keep pace with technological change and the changing requirements of industries.

The proposed legislation responds directly to these challenges. It requires Trabaho Centers to provide career advocacy, assessment, coaching, job matching, employment information, and linkages with employers and training providers. It also integrates the National Career Assessment Examination (NCAE) and the Department of Labor and Employment's Skills Registry System (SRS) into career facilitation, while requiring coordination with Public Employment Service Offices (PESOs), local governments, industry, non-government organizations, and other relevant institutions.

Importantly, the measure does not merely seek to help young people find any job. It aims to help students make informed career choices based on their aptitudes, preferences, and the actual needs of local and future labor markets.

A more effective school-to-work transition can contribute to reducing youth unemployment and inactivity, improving skills matching, and ensuring that investments in education translate into productive and meaningful employment. Establishing Trabaho Centers is therefore an investment not only in the employability of young Filipinos, but also in a labor force better prepared to meet the country's evolving economic needs.

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



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² International Labour Organization (ILO), Global Employment Trends for Youth 2024: Decent Work, Brighter Futures, Geneva: ILO, 2024. The report emphasizes the need to strengthen youth transitions from education to employment, improve skills matching, and address the risks faced by young people who are not in employment, education, or training. <https://www.ilo.org/publications/major-publications/global-employment-trends-youth-2024>.

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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.*”

SEC. 2. Declaration of Policy. – It is hereby declared 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. Towards this end, the State shall strengthen the preparation of students for the transition from education to work by providing accessible career guidance, labor market information, skills assessment, employment counselling, and job placement assistance within educational institutions.

The State shall likewise foster stronger linkages among schools, government agencies, employers, industry organizations, local government units, and other stakeholders to ensure that the career aspirations, abilities, and skills of the youth are aligned with emerging employment opportunities and the evolving needs of the labor market.

Through institutionalized career and employment services in schools, the State shall empower young Filipinos to make informed decisions on further education, training, employment, entrepreneurship, and other livelihood opportunities.

SEC. 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, 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/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 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;
- 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), hereinafter referred to as "Trabaho Centers," shall be established in all public secondary, technical-vocational, and higher education institutions.

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 for Secondary Education Institutions, Regional Technical Education and Skills Development Authority (TESDA) Offices for Technical-Vocational Institutions, and the Board of Regents for each public Higher Education Institution (HEI). Trabaho Centers 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 educational institutions shall continue to operate as Trabaho Centers subject to 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 and in matching these to the needs of the current and future labor market.

SEC. 5. Trabaho Centers Coordinators. – Each Trabaho Center shall be headed by a Trabaho Center Coordinator, duly chosen by the applicable supervisory body, who shall:

- a) Coordinate with the LGU, PESO, and other institutions such as the Local School Board (LSB), Parent Teacher Association (PTA), and the student body and their representatives 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 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 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. 6. 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 job seekers and employers by providing employment information services specific to Secondary, Technical-Vocational, and Higher Education Institutions, 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 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 each institution;

- f) Connect and partner with concerned NGOs to expand opportunities in improving the quality of employment facilitation programs offered in their school;
- g) For Secondary Education Institutions, 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.

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

SEC. 9. *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 sums as may be necessary for its continued implementation shall be included in the annual General Appropriations Act.

SEC. 10. *Implementing Rules and Regulations.* – Within ninety (90) days from the effectivity of this Act, the DepEd, in coordination with Department of Labor and Employment (DOLE), Department of the Interior and Local Government (DILG), Commission on Higher Education (CHED), Department of Trade, 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.

SEC. 11. *Separability Clause.* – If any provision of this Act is held invalid or unconstitutional, the same shall not affect the validity and effectivity of other provisions hereof.

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

SEC. 13. *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,