

REPUBLIC OF THE PHILIPPINES
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session

House Bill No. 5747



Introduced by **MAGDALO Party-List Representative**
HON. MANUEL DG. CABOCHAN III

EXPLANATORY NOTE


In 2013, Republic Act No. 10533 or the “Enhanced Basic Education Act of 2013” was enacted which established a new educational program veering away from the customary 10 year basic education system. It is more popularly known as the K to 12 program which shifts Philippines’ basic education from 10 years to 12 years, a more recognized standard for students and professionals globally.

The K to 12 program espouses the following: preparedness for tertiary learning as graduates of the K to 12 program are considered young adults hence they are more equipped in dealing with a much higher level of learning in college; skill competency in the global job market as the K to 12’s new curriculum allows students to choose a specific track to master and enhance their skills making them more globally competitive; and lastly, readiness to join the workforce since students are equipped with specific skills that will make them good at specific fields based on their chosen tracks, making them employable even without proper college education.

The promise of employment after high school is perhaps the most enticing part in the K to 12 program. As young adults, graduates who have chosen technical-vocational tracks are expected to acquire the necessary skills to join the workforce. However, there is no arrangement or structure currently available to ensure that Senior High School graduates will be able to find employment.

This proposed measure seeks to fill this gap. This bill seeks to establish a job placement office or Trabaho Centers in public high schools and SUCs to ensure that there are suitable jobs waiting for our graduates. The establishment of Trabaho Centers nationwide will empower our graduates to contribute in our country’s growth and development.

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


MANUEL DG. CABOCHAN III
Representative
Magdalo Para Sa Pilipino Party-List

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

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
2 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 full protection to
6 the youth entering the labor force. In line with the reforms in the education sector, the State
7 recognizes the need to prepare the youth in choosing the career tracks that they intend to pursue
8 and to aid in matching senior high school students with career opportunities after graduation.

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

- 12 (a) *Career Advocacy Activities* – series of activities intended to prepare students for
13 productive career decisions that includes but is not limited to career assessment and
14 coaching, trainings and job-matching.
- 15 (b) *Career Development Plan* – annual career development tool that outlines the intended
16 outcomes and the strategic management of programs/services to collectively achieve
17 the end goals of the Trabaho Centers.
- 18 (c) *Labor Market Information (LMI)* – any information concerning the size, composition,
19 functions, problems or opportunities of the labor market or any part thereof, including
20 but not limited to employment-related intentions or aspirations of the labor market
21 clients.
- 22 (d) *National Career Assessment Examination (NCAE)* – system of assessing or evaluating
23 the potential or aptitude of each and every high school student to guide their decisions
24 in pursuing further education or employment.
- 25 (e) *Skills Registry System (SRS)* – an existing system utilized by the Department of Labor
26 and Employment (DOLE) containing potential applicant and employment information.

SEC. 4. Establishment of Trabaho Center in Schools. – Job Placement Offices (JPOs), 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 Trabaho Center Coordinators in Department of Education (DepEd) Division Offices. The Trabaho Center Coordinators shall encourage partnerships among Educational Institutions (EIs), 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 and 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 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 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 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.

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 (LSB), and Parent-Teacher Association (PTA) in the creation of the annual key career planning tool

- 1 for their division, taking into consideration track preferences of students in their
2 respective divisions and the industry most relevant to their area;
- 3 (b) Monitor the planning, implementation and evaluation of career facilitation
4 programs and materials of Trabaho Centers in Schools;
- 5 (c) Convene Career Advocates from the different Trabaho Centers under their
6 respective divisions for the creation of modules or guides contextualized to cover
7 their local industry;
- 8 (d) Share best practices among divisions and other Trabaho Centers in the country in a
9 modality that would be most efficient to the institution;
- 10 (e) Train Career Advocates in the administration of testing and evaluation instruments
11 for effective job selection, counseling, career guidance, mass motivation and values
12 development activities to be implemented for the career programs.
- 13 (f) Utilize the DOLE'S Skills Registry System (SRS) to manage the records of
14 transactions in relation to career facilitation and relay information to Trabaho
15 Centers in Schools;
- 16 (g) Consolidate necessary information technology structures and systems to improve
17 the collection, processing, analysis, report development and dissemination of youth
18 career preferences and existing labor market information; and,
- 19 (h) Provide linkages to training providers needed by the schools in relation to local
20 industry.

21
22 **SEC. 7. *Qualifications of Trabaho Center Career Advocates.*** – Notwithstanding the
23 provisions of Section 27 of Republic Act No.9258, otherwise known as the "Guidance and
24 Counseling Act of 2004", career and employment advocates, who are not registered and
25 licensed guidance counselors, shall be allowed to conduct career advocacy activities for
26 students of the school where they are currently employed: *Provided, That* they undergo training
27 programs related to career advocacy. Career advocates employed shall hold a non-teaching
28 position and shall focus on activities for youth employability programs in coordination with
29 the DOLE and other relevant agencies and partner institutions, both public and private.

30
31 **SEC. 8. *Higher Education Institutions (HEIs) and Technical Vocational Institutions***
32 ***(TVIs)*** – Higher Education Institutions (HEIs) and Technical Vocational Institutions (TVIs)
33 are encouraged to establish Trabaho Centers in their schools to prepare their students in
34 choosing career tracks fit for their talents, skills and preferences and in matching these to the
35 needs of the current and future labor market, in accordance with the provisions of this Act.

36
37 **SEC. 9. *Information Dissemination.*** – The Philippine Information Agency, in
38 coordination with the DepEd, DOLE and the DILG, shall ensure proper and adequate
39 information dissemination of the contents and benefits of this Act to pertinent entities in all
40 provinces, cities, municipalities and barangays.

41
42 **SEC. 10. *Appropriations.*** – The amount necessary to implement the provisions of this
43 Act shall be charged against the current year's appropriations of the DepEd. Thereafter, such
44 sums as may be necessary for its continued implementation shall be included in the annual
45 General Appropriations Act.

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

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

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

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

Approved,