


SENATE

'19 JUL 15 A8:59

Senate Bill No. 420

RECEIVED BY: 

Introduced by Senator FRANCIS N. PANGILINAN

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

By adding two years of secondary schooling, the Enhanced Basic Education Act of 2013 has provided specialized academic tracks to prepare students for post-secondary education, or alternatively, has equipped them for employment directly after senior high school. This bill seeks to create a job placement office called the Trabaho Center to facilitate the employment of senior high school graduates who choose to enter the work force. Trabaho Centers shall provide the following career services:

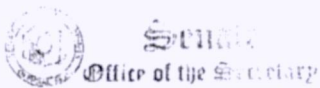
Employment Facilitation. Trabaho Centers shall keep an up-to-date database of job vacancies, both for local and overseas employment, to facilitate the exchange of labor market information between senior high school graduates and employers. In addition, Trabaho Centers shall provide job linkages and networks to employers in coordination with local government units, non-government organizations, and industry associations and members.

Capacity Building. In order for senior high school graduates to be more employable, Trabaho Centers shall conduct career enhancement training sessions and seminars to build their skills and prepare them for employment.

Career Advocacy and Coaching. Trabaho Centers shall also guide senior high school students in understanding and choosing career tracks. The motivation and values development of senior high school students and graduates shall also be focus areas of Trabaho Centers.

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



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Be it enacted by the Senate and the 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 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 intend to pursue and to aid in matching senior high school students with
career opportunities after graduation.

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

- a) Career Advocacy Activities- 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- 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.

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

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

25 **SEC. 5. *Trabaho Center Career Advocates.*** – All Trabaho Centers shall have at least one (1)
26 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

- 1 i) Prepare and submit a quarterly progress report on students assisted and
2 coached to the Trabaho Center Coordinator.

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

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

h) Provide linkages to training providers needed by the schools in relation to local industry.

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 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.

SEC. 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.

SEC. 9. *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. 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 sums as may be necessary for its continued implementation shall be included in the annual 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
3 Employment (DOLE), Department of Interior and Local Government (DILG),
4 Commission on Higher Education (CHED), Department of Trade and Industry (DTI) and
5 Technical Education and Skills Development Authority (TESDA) and other relevant
6 agencies shall formulate the necessary rules and regulations to implement the provisions
7 of this Act.

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

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
13 or modified accordingly.

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

Approved,