



Senate

Office of the Secretary

SEVENTEENTH CONGRESS)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)

'16 DEC 12 P5:12

SENATE

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COMMITTEE REPORT NO. 20

Submitted *jointly* by the Committees on Education, Arts and Culture; Labor, Employment and Human Resources Development; *and* Finance DEC 12 2016

Re: Senate Bill No. 1278

Recommending its approval in substitution of Senate Bill Nos. 170 and 790.

Sponsor: Senator Paolo Benigno "BAM" Aquino IV

MR. PRESIDENT:

The Committees on Education, Arts and Culture; Labor, Employment and Human Resources Development; *and* Finance to which were referred, Senate Bill No. 170, introduced by Sen. Aquino IV, entitled:

**AN ACT
AMENDING SECTION 9 OF REPUBLIC ACT NO. 10533, AN ACT ENHANCING THE PHILIPPINES BASIC EDUCATION SYSTEM BY STRENGTHENING ITS CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION, APPROPRIATING FUNDS THEREOF AND FOR OTHER PURPOSES, OTHERWISE KNOWN AS THE ENHANCED BASIC EDUCATION ACT OF 2013**

Senate Bill No. 790, introduced by Sen. Escudero, entitled:

**AN ACT
CREATING A NATIONAL CAREER ASSESSMENT EXAMINATION TO INSTITUTIONALIZE A CAREER DIRECTION PROGRAM FOR SECONDARY GRADUATES, DEFINING ITS SCOPE AND FUNCTIONS AND FOR OTHER PURPOSES**

have considered the same and have the honor to report them back to the Senate with the recommendation that the attached bill, Senate Bill No. 1278, prepared by the Committees, *entitled*:

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

be approved in substitution of Senate Bill Nos. 170 and 790, with Senators Aquino IV and Escudero as authors thereof.

Respectfully Submitted:

Chairpersons

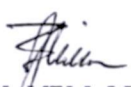


SEN. PAOLO BENIGNO "Bam" AQUINO IV

Chairperson, Committee on Education, Arts and Culture

Vice-Chair, Finance

Member, Labor, Employment and Human Resources Development



SEN. JOEL VILLANUEVA

Chairperson, Committee on Labor, Employment and Human Resources Development,

Vice-Chair, Education, Arts and Culture

Member, Finance

SEN. LOREN B. LEGARDA

Chairperson, Committee on Finance

Member, Education, Arts and Culture,

Labor, Employment and Human,

Resources Development

Vice-Chairpersons



SEN. SONNY ANGARA

Vice-Chair, Education, Arts and Culture, Labor, Employment and Human Resources Development, Finance

Member,



SEN. WIN GATCHALIAN

Vice-Chair, Education, Arts and Culture

Member, Labor, Employment and

Human Resources Development,

Finance



SEN. PANFILO M. LACSON

Vice-Chair, Finance

Member, Labor, Employment and Human Resources Development



SEN. CYNTHIA A. VILLAR

Vice-Chair, Finance

Member, Education, Arts and Culture,

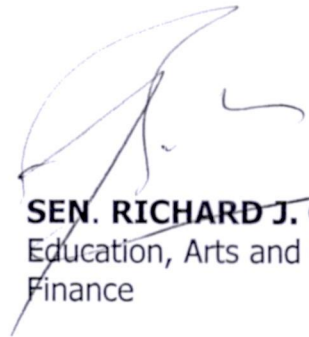
Labor, Employment and Human

Resources Development

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Education, Arts and Culture; Labor, Employment
and Human Resources Development;
Finance



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Education, Arts and Culture;
Finance

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Education, Arts and Culture; Labor,
Employment and Human Resources
Development; Finance



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Education, Arts and Culture;
Finance

SEN. EMMANUEL D. PACQUIAO
Education, Arts and Culture; Labor,
Employment and Human Resources
Development



SEN. RISA HONTIVEROS
Education, Arts and Culture; Labor,
Employment and Human Resources
Development; Finance



SEN. JUAN MIGUEL "MIGZ" F. ZUBIRI
Finance



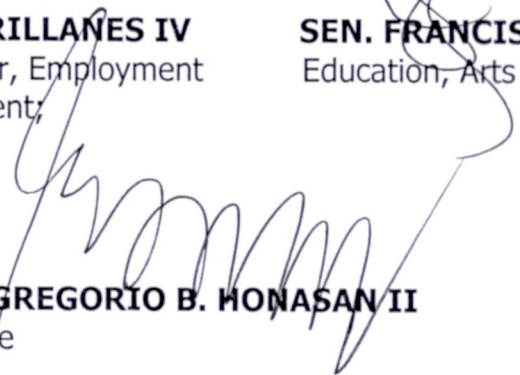
SEN. FRANCIS G. ESCUDERO
Education, Arts and Culture; Labor,
Employment and Human Resources
Development; Finance



SEN. ANTONIO "SONNY" F. TRILLANES IV
Education, Arts and Culture; Labor, Employment
and Human Resources Development;
Finance



SEN. FRANCIS N. PANGILINAN
Education, Arts and Culture; Finance



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SEVENTEENTH CONGRESS OF THE REPUBLIC)
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SENATE
S.B. No. 1278

(In substitution of Senate Bills No. 170 and 790)

Prepared jointly by the Committees on Education, Arts and Culture; Labor, Employment and Human Resources Development and Finance with Senators Aquino IV and Escudero as authors thereof

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

Be it enacted by the Senate and the 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 Act.*”

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

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

10
11 (a) Career Advocacy Activities - series of activities intended to prepare students for
12 productive career decisions that includes but is not limited to career assessment and
13 coaching, trainings and job-matching.

14 (b) Career Development Plan - annual career development tool that outlines the
15 intended outcomes and the strategic management of programs/services to collectively
16 achieve the end goals of the Trabaho Centers.

17 (c) Labor Market Information (LMI) - any information concerning the size, composition,
18 functions, problems or opportunities of the labor market or any part thereof, including
19 but not limited to employment-related intentions or aspirations of the labor market
20 clients.

21 (d) National Career Assessment Examination (NCAE) - system of assessing or evaluating
22 the potential or aptitude of each and every high school student to guide their decisions
23 in pursuing further education or employment.

24 (e) Skills Registry System (SRS) – an existing system utilized by the Department of Labor
25 and Employment (DOLE) containing potential applicant and employment information.

1 **SEC. 4. Establishment of Trabaho Center in Schools.** – Job Placement Offices (JPOs),
2 hereinafter referred to as “Trabaho Centers,” shall be established in all public high schools.
3 Trabaho Centers shall work in coordination with the Provincial, City, or Municipal *Public*
4 *Employment Service Offices (PESOs)* and shall be supervised by Trabaho Center Coordinators in
5 Department of Education (DepEd) Division Offices. The Trabaho Center Coordinators shall
6 encourage partnerships among Educational Institutions (EIs), Non-Government Organizations
7 (NGOs), Industry Associations and Members, and Local Government Units (LGUs) in the
8 establishment and management of the Trabaho Centers. In applicable areas, existing JPOs in
9 educational institutions shall continue to operate as Trabaho Centers subject to the provisions
10 of this Act. Schools shall explore new and innovative systems to carry out the provisions of this
11 Act, including partnering with the private sector or NGOs for an online platform. The Trabaho
12 Centers shall be responsible for preparing the youth in choosing career tracks fit for their
13 talents, skills and preferences and in matching these to the needs of the current and future
14 labor market.

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

17 (a) Keep an up-to-date database of job vacancies from employers to facilitate the
18 exchange of labor market information between young job seekers and employers by
19 providing employment information services specific to Senior High School, both for local
20 and overseas employment;

21 (b) Provide job linkages and networks to employers in coordination with the provincial,
22 city or municipal PESOs;

23 (c) Develop and administer testing and evaluation instruments for effective job
24 selection, training and coaching specific to young jobseekers currently enrolled in
25 educational institutions. *Provided,* That examinations are administered by qualified
26 professionals;

27 (d) Organize or coordinate career enhancement trainings or seminars for young job
28 seekers, as well as those who would like to pursue further education, livelihood or self-
29 employment programs;

30 (e) Provide career advocacy and coaching, mass motivation and values development
31 activities integrated in career programs specifically designed for Enhanced Basic
32 Education Curriculum students;

33 (f) Connect and partner with concerned NGOs to expand opportunities in improving the
34 quality of employment facilitation programs offered in their school;

35 (g) Lead the teachers within their school in the administration of the annual National
36 Career Assessment Examination (NCAE) and assist the students in understanding how to
37 use their test results as guide in choosing their career tracks;

38 (h) Prepare and submit to the Trabaho Center Coordinator a school specific annual
39 career development plan and budget, including other regular funding sources and
40 budgetary support; and
41

42 (i) Prepare and submit a quarterly progress report on students assisted and coached to
43 the Trabaho Center Coordinator.

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

3 (a) Coordinate with the LGU, PESO, the Local School Board (LSB), and Parent-Teacher
4 Association (PTA) in the creation of the annual key career planning tool for their
5 division, taking into consideration track preferences of students in their respective
6 divisions and the industry most relevant to their area;

7 (b) Monitor the planning, implementation and evaluation of career facilitation programs
8 and materials of Trabaho Centers in Schools;

9 (c) Convene Career Advocates from the different Trabaho Centers under their respective
10 divisions for the creation of modules or guides contextualized to cover their local
11 industry;

12 (d) Share best practices among divisions and other Trabaho Centers in the country in a
13 modality that would be most efficient to the institution;
14

15 (e) Train Career Advocates in the administration of testing and evaluation instruments
16 for effective job selection, counseling, career guidance, mass motivation and values
17 development activities to be implemented for the career programs.

18 (f) Utilize the DOLE's Skills Registry System (SRS) to manage the records of transactions
19 in relation to career facilitation and relay information to Trabaho Centers in Schools;

20 (g) Consolidate necessary information technology structures and systems to improve the
21 collection, processing, analysis, report development and dissemination of youth career
22 preferences and existing labor market information; and

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

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

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

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

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

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

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

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

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

18 Approved,