

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



Senate
Office of the Secretary

23 JAN 17 P5:06

SENATE
Senate Bill No. 1689

RECEIVED BY: _____

Introduced by: **Senator Raffy T. Tulfo**

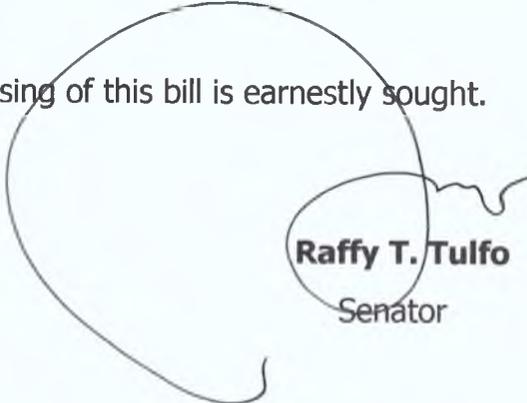
"AN ACT ESTABLISHING JOB PLACEMENT OFFICES IN PUBLIC HIGH SCHOOLS TO PROVIDE CAREER SERVICES TO THE YOUTH"

Explanatory Note

The comprehensive reform of the Philippine education system in 2012 led to the introduction of the K-12 program, which sought to enhance the capability and employability of Filipinos even without the pursuit of vocational courses or a college degree. Recent years have seen increasing concerns about the employment of senior high school graduates.

With the lack of access to job opportunities, this bill seeks to assist K-12 graduates through the establishment of Job Placement Offices, referred to as "Trabaho Centers", in all public high schools. These offices shall work in coordination with the provincial, city, or municipal public employment services offices with the supervision of the Department of Education (DepEd). The Trabaho Centers shall be responsible for preparing senior high school graduates in choosing a career path that fits their respective skills and preferences. This office shall keep an up-to-date database of job vacancies, provide job linkages and networking opportunities, administer testing evaluation instruments, organize career enhancement training and coaching, and help assist students in understanding the results of their National Career Assessment Examination (NCAE).

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



Raffy T. Tulfo
Senator

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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 the House of Representatives of the Philippines in Congress assembled:

1 *Section 1. Short Title.* — This Act shall be known as the "*Trabaho Centers in*
2 *Schools Act*".

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

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

11 (a) *Career Advocacy Activities* - a series of activities intended to
12 prepare students for productive career decisions that include but are
13 not limited to career assessment and coaching, training, and job-
14 matching.

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

1 (c) *Labor Market Information (LMI)* - any information concerning the size,
2 composition, functions, problems, or opportunities of the labor market or
3 any part thereof, including but not limited to employment-related intentions
4 or aspirations of the labor market clients.

5 (d) *National Career Assessment Examination (NCAE)* - a system of
6 assessing or evaluating the potential or aptitude of each and every high
7 school student to guide their decisions in pursuing further education or
8 employment.

9 (e) *Skills Registry System (SRS)* - an existing system utilized by the
10 Department of Labor and Employment (DOLE) containing potential
11 applicant and employment information.

12 *Sec 4. Establishment of Trabaho Centers in Schools.* — Job Placement Offices
13 (JPOs), referred to as "Trabaho Centers," shall be established in all public high
14 schools.

15 Trabaho Centers shall work in coordination with the Provincial, City, or
16 Municipal Public Employment Service Offices (PESOs) and shall be supervised by
17 Trabaho Center Coordinators in Department of Education (DepEd) Division Offices.
18 The Trabaho Center Coordinators shall encourage partnerships among Educational
19 Institutions (EIs), Non- Government Organizations (NGOs), Industry Associations
20 and Members, and Local Government Units (LGUs) in the establishment and
21 management of the Trabaho Centers. In applicable areas, existing JPOs in
22 educational institutions shall continue to operate as Trabaho Centers subject to
23 the provisions of this Act. Schools shall explore new and innovative systems to
24 carry out the provisions of this Act, including partnering with the private sector or
25 NGOs for an online platform. The Trabaho Centers shall be responsible for
26 preparing the youth in choosing career tracks fit for their talents, skills and
27 preferences and in matching these to the needs of the current and future labor
28 market.

29 *Sec 5. Trabaho Center Career Advocates.* — All Trabaho Centers shall have at
30 least one (1) Trabaho Center Career Advocate with the following functions:

31 (a) Keep an up-to-date database of job vacancies from employers to
32 facilitate the exchange of labor market information between young job

1 seekers and employers by providing employment information services
2 specific to Senior High School, both for local and overseas employment;
3 (b) Provide job linkages and networks to employers in coordination with
4 the provincial, city, or municipal PESOs;
5 (c) Develop and administer testing and evaluation instruments for
6 effective job selection, training, and coaching specific to young job
7 seekers currently enrolled in educational institutions. Provided, those
8 examinations are administered by qualified professionals;
9 (d) Organize or coordinate career enhancement training or seminars for
10 young job seekers, as well as those who would like to pursue further
11 education, livelihood or self-employment programs;
12 (e) Provide career advocacy and coaching, mass motivation and values
13 development activities integrated in career programs specifically
14 designed for Enhanced Basic Education Curriculum students;
15 (f) Connect and partner with concerned NGOs to expand opportunities in
16 improving the quality of employment facilitation programs offered in their
17 school;
18 (g) Lead the teachers within their school in the administration of the annual
19 National Career Assessment Examination (NCAE) and assist the students in
20 understanding how to use their test results as a guide in choosing their
21 career tracks;
22 (h) Prepare and submit to the Trabaho Center Coordinator a school-
23 specific annual career development plan and budget, including other
24 regular funding sources and budgetary support; and
25 (i) Prepare and submit a quarterly progress report on students assisted
26 and coached to the Trabaho Center Coordinator.

27 *Sec 6. Trabaho Center in Division Offices.* — Each DepEd Division
28 Office shall appoint a Trabaho Center Coordinator who shall:

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

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

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

1 *Sec 8. Higher Education Institutions (HEIs) and Technical Vocational*
2 *Institutions (TVIs)* — Higher Education Institutions (HEIs) and Technical
3 Vocational Institutions (TVIs) are encouraged to establish Trabaho Centers in their
4 schools to prepare their students in choosing career tracks fit for their talents,
5 skills, and preferences and in matching these to the needs of the current and
6 future labor market, in accordance with the provisions of this Act.

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

11 *Sec 10. Appropriations.* — The amount necessary to carry out the provisions
12 of this Act shall be included in the annual General Appropriations Act.

13 *Sec 11. Implementing Rules and Regulations.* — Within sixty (60) days after
14 the effectivity of this Act, the DOLE, the Department of Trade and Industry (DTI),
15 the concerned LGU, and such other relevant agencies, shall formulate and issue
16 the necessary rules and regulations for the implementation of this Act.

17 *Sec 12. Separability Clause.* — If for any reason, any part or provision of
18 this Act is declared invalid or unconstitutional, the remaining parts or provisions
19 not affected thereby shall remain in full force and effect.

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

23 *Sec 14. Effectivity.* — This Act shall take effect upon its approval fifteen (15)
24 days after its publication in the Official Gazette or in at least two (2)
25 newspapers of general circulation.

Approved,