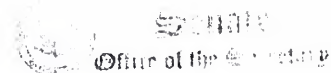



**NINETEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)**



'22 JUL 12 A11 :28

SENATE

S. B. NO. 365

RECEIVED BY: 

Introduced by **SENATOR JOEL VILLANUEVA**

**AN ACT INTEGRATING LABOR EDUCATION
IN THE SENIOR HIGH SCHOOL (SHS) CURRICULUM**

EXPLANATORY NOTE

One of the objectives of the K-12 program is to provide needed preparation to students who intend to work or to engage in business instead of pursuing higher education. According to the Asian Development Bank (ADB) Youth Education Investment and Labor Market Outcomes (YEILMO), 15% of Senior High School (SHS) graduates (or approximately 187,000 graduates) are inclined to look for employment or to engage in business immediately after graduating from SHS.

At present, the Department of Education (DepEd) is working towards this goal of ensuring SHS graduates are employment-ready by providing students opportunities to specialize outside academic-related tracks. However, molding the youth into productive members of the labor force is not limited to skills training alone.

While DepEd currently implements SHS career guidance programs and other career guidance or counseling programs, none of them provides comprehensive focus on labor education. Moreover, most of them are only offered to Grade 10 to Grade 11 students, and are geared towards assisting them with their choice of SHS track, university course and career.

In 2021, the Department of Labor and Employment (DOLE) reported that of the 48,267 establishments inspected covering 2,803,302 workers, the compliance rate after correction for general labor standards is at 89.65%. Despite a high compliance rate, DOLE still received 46,518 cases of violations of labor standards.

In light of the inadequacy of the Filipinos' knowledge of their labor rights and in recognition of the prevalence of Filipinos having only secondary education, the government has to strive to make every Filipino worker aware of his or her labor rights. This bill seeks to address this by mandating the integration of labor education in the SHS curriculum. Under this measure, "labor education" refers to the teaching of theories, concepts, and issues concerning labor, such as, but not limited, to labor rights, dignity, economic welfare, and political participation.

Indeed, the State must bridge information gaps that limit the voice of workers in our society, and empower them to maximize their labor potentials and overall welfare. Thus, the immediate passage of this bill is earnestly sought.



SENATOR JOEL VILLANUEVA, Jr

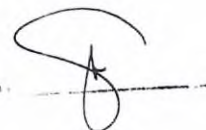
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Introduced by SENATOR JOEL VILLANUEVA

**AN ACT INTEGRATING LABOR EDUCATION
IN THE SENIOR HIGH SCHOOL (SHS) CURRICULUM**

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **SEC. 1. Short Title.** – This Act shall be known as the “Labor Education in Senior High
2 School Act.”
3

4 **SEC. 2. Declaration of Policy.** – The State shall afford protection to labor, promote
5 full employment, ensure equal work opportunities regardless of sex, race or creed,
6 and regulate the relations between workers and employers. The State shall also
7 assure the rights of workers to self-organization, collective bargaining, security of
8 tenure, and just and humane conditions of work.
9

10 The State shall further empower its citizens with crucial information relevant to their
11 rights and labor market participation. For this purpose, the State shall bridge
12 information gaps that limit the voice of workers in our society, and empower them to
13 maximize their labor potentials and overall welfare.
14

15 **SEC. 3. Labor Education.** – As used in this Act, “labor Education” refers to the
16 teaching of theories, concepts, and issues concerning labor, such as, but not limited,
17 to labor rights, dignity, economic welfare, and political participation.
18

19 **SEC. 4. Integration of Labor Education in Senior High School (SHS) Curriculum.**
20 – All public and private senior high schools (SHS) are mandated to integrate Labor
21 Education in the core SHS subject called “Understanding Culture, Society and
22 Politics”; *Provided*, That in the event that there shall be an amendment to the K-12
23 curriculum and the list of core subjects taken up by SHS students, the Department of
24 Education (DepEd) shall ensure that Labor Education is integrated in another core
25 subject.
26

1 **SEC. 5. Curriculum Review.** – The coverage and quality of labor education shall be
2 included in comprehensive curriculum review to be conducted by the DepEd.

3
4 **SEC. 6. Labor Empowerment and Career Guidance Conference.** – As far as
5 practicable, private and public senior high schools (SHS) must also hold a Labor
6 Empowerment and Career Guidance conference, which shall be attended by all
7 graduating students.

8
9 **SEC. 7. Implementing Rules and Regulations.** – Within sixty (60) days from the
10 effectivity of this Act, DepEd, in consultation with appropriate government agencies
11 and other relevant stakeholders, shall formulate the rules and regulations to effectively
12 implement the provisions of this Act.

13
14 **SEC. 8. Separability Clause.** – Any portion or provisions of this Act that may be
15 declared unconstitutional or invalid shall not have the effect of nullifying other portions
16 and provisions hereof as long as such remaining portions or provisions can still subsist
17 and be given effect in their entirety.

18
19 **SEC. 9. Repealing Clause.** – All laws, decrees, executive orders, proclamations and
20 administrative regulations, or any parts thereof inconsistent with the provisions of this
21 Act are hereby revoked, repealed or modified accordingly.

22
23 **SEC. 10. Effectivity Clause.** – This Act shall take effect fifteen (15) days after its
24 publication in the *Official Gazette* or in at least two (2) national papers of general
25 circulation.

26
27 **Approved,**