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**THE RELEVANCE OF SCHOOL-BASED TECHNICAL VOCATIONAL
EDUCATION AND TRAINING (TVET)
TO THE DEVELOPMENT OF SIKUIJOR**

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Abstract:

Technical vocational education and training (TVET) is among the tools used to facilitate employment through the development of skills. The TVET system in the Philippines and its various modalities has been undergoing reforms through the years. Given this background, the relevance of school-based TVET in the context of decentralization and development is examined, with the island province of Siquijor as a case in point. In particular, this study is designed to assess the relevance of school-based TVET in Siquijor to its graduates and to the enterprises in the province as well as to the possible interventions needed to make the program more responsive to its stakeholders and to the locality.

Information from the main TVET stakeholders were obtained through surveys, key informant interviews, and field visits. The results showed that there is a weak linkage between the various stakeholders in the province especially between the graduates and the enterprises and between the enterprises and the schools. The government has also been lax in the implementation of TESD policies particularly in terms of regulation of TVET providers. There is also a need for the dissemination of information as regards to technical education and skills development programs and demands from the labor market. These have led to the low relevance of TVET to its graduates, to the industries in the province and to the TVET providers --- a fact that is attested by the low absorption and employment rate of graduates, low passing rate for skills assessments, lack of regard of enterprises to TVET graduates, fluctuating demand for TVET and monopoly of schools-based TVET provision, and high percentage of graduates who would immigrate out of the province given the chance. Recommendations to address these problems as well as to improve the relevance of TVET to development in general, and to the growth of Siquijor, in particular are presented. These include improvement of linkages among stakeholders through the provincial technical education and skills development committee and networking with other government agencies and partners, focus on the quality of school-based TVET delivery through stringent implementation of rules and regulations and capability build-up of partners, integration of both local and external demand for middle-level manpower in TVET planning and consideration of effective and appropriate TVET modalities in implementing TVET interventions.