

Technical Vocational Education and Training for Employment and Sustainable Economic Development through Career Development Program

“A Montfortian TVET Experience in the Philippines”

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ABSTRACT

This mixed research determined the contribution of Montfortian TVET schools to economic development in the Philippines, particularly in Region VI and Region IVB. The quantitative study determined the contribution of TVET to economic development in terms of employment, income, skills utilization and workforce readiness of graduates. Significant differences also were determined on selected variables of this study. The qualitative study consisted of documentary analysis and an interview schedule prepared by the researcher and answered by the School Administrators, Instructors and Graduates of MTI and MA. It also evaluated the implementation of Montfortian TVET schools in the Philippines in terms of finances, access and participation, quality, and relevance. Duly validated questionnaires tested for reliability were used to provide the data. Respondents were 271 graduates for quantitative data and two (2) Administrators, four (4) Faculty, Four (4) students were interviewed for the qualitative data. Statistical tools used were frequency, percentage, mean, analysis of variance (ANOVA) and t-tests were used. In terms of employment rate, MTI is having 90.0% which is higher than at MA which has 83.5%. As to type of scholarship on the employment of graduates, the Martirez scholarship has the highest percentage of employment, followed by Montfort scholarship, PESFA and TWSP. Results also reveal that TWSP scholars have the highest percentage of unemployment. In terms of geographical-match the highest percentage of graduates of MTI and MA have their province of origin as their workplace. There were significant differences existed in the income of graduates in terms of Geographical- match and while in terms of Skills-match there is none. Positive correlation existed between the employment status of graduates and workforce readiness in terms of knowledge and skills, respectively. Based on the findings the researcher developed a comprehensive career development program module

INTRODUCTION

The role of Technical Vocational Education and Training (TVET) is vital to the country's Sustainable economic development. According to Maclean, from the Hong Kong institute, there is overwhelming evidence to demonstrate that TVET can play an essential role in promoting economic growth and socio-economic development of countries, with benefits for individuals, their families, local communities and societies in general. Thus improving education for the world of work can help raise the income of poor and empower individuals who would otherwise be marginalised (Maclean, 2011). Furthermore, the UNESCO-UNEVOC (2012) noted in its report on the contemporary role of TVET that this form of education has great prospect for tackling poverty, enhancing employability through skills acquisition and boosting sustainable development in different continents. In the Asia and Pacific region, TVET has become a tool for enhancing social protection for the excluded/disadvantaged members of the society as well as a catalyst for economic development. The global youth unemployment rate stood at 12.6 per cent, equivalent to 73 million young people in 2013 (ILO, 2013). With the aim of addressing this urgent situation, countries in Asia-Pacific region have identified skills development for employment (particularly through TVET) as a priority for educational policy and practice (Maclean, Jagannathan & Sarvi 2013). The role of TVET embraces its governance structure which is largely dependent on institutional arrangement including the respective roles of key stakeholders. Such considerations encourage questions about the roles that governance systems play within the available resources specifically on finances, quality and innovations, access and participation. In terms of finances, TVET should be provided with adequate scholarship programs and funding support to prepare for sufficient number of skilled workers that match with the

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needs of the industry. In this way, TVET could respond rapidly to the changing nature of skills and new technology to achieve quality and innovations.

Furthermore, access and participation should consider the extent to which various types of TVET promote equity and inclusion and the implications on expanding learning opportunities for excluded groups. More so, it focuses on important social arms of TVET; it simultaneously has a strong relation to the relevance dimension as it prioritizes increasing the number of people with viable and effective opportunities to benefit from high quality TVET leading to labour markets.

As to relevance, it should consider the extent to which TVET is responsive to labour market’s needs and requirements. The related policy areas to be considered are labour market links to TVET programs and outcomes of the TVET programs. This reflects the assumption that the primary and key role of TVET is to raise skills levels and to help skills utilization needs at all levels to today’s complex and changing labour markets. Relevance also entails the mechanism and available capacity to understand transition from school; therefore, all types of TVET programs are expected to capture labour market signals and anticipate emerging skills needs.

The Montfortian educational institutions should adhere to these expectations. The Montfort Brothers of St. Gabriel in the Philippines have initiated the establishment of two (2) TVET schools: the Montfort Technical Institute (MTI), Inc. in Aklan and the Montfort Academy (MA) Inc. in Romblon. Both schools offer subject-based and competency-based curricula. These are the first and the only male religious congregations in the Dioceses of Kalibo, Aklan and Romblon. They have been actively involved in TVET, not only in the Philippines but also in Asian countries: Thailand (1900), India(1903), Singapore (1936), Malaysia (1959), and the Philippines (2000). They help the youth especially the poor and the less privileged to discover their full members of the society, particularly those who are left out from the main stream of education and other opportunities (Montfort Education Charter (MEC), 2010). As a result, TVET has become a tool for enhancing social protection for the excluded/disadvantaged members of the society as well as a catalyst for economic development. The Montfortian TVET schools in the Philippines have focus and clear purpose of their core values that tend to emanate from their charism to improved performance, thus, advancing contribution to the country’s economic development.

According to a study on the Montfortian TVET Schools in Asia: Charism and Performance (Rayan, B.A, 2013), some the findings revealed that as a whole, Montfortian TVET Schools in Asia were perceived as “very good’ in the level of charism. The “Best interest of the Child dimension” and “respect for community of life” was perceived as “excellent” in Malaysia and Philippines while “inclusive education”, “innovation and creativity”, and “incarnational methodology” were perceived as “excellent” in Thailand and Philippines. As a whole, by country and by institution, the level of performance was perceived as “very good”. In terms on the criteria: “resources” and “extension, consultancy and linkages”, the “Governance and management” and “teaching and learning” were perceived as “excellent by alumni. “Research and development” was perceived as “good” by students. There were significant differences in the level of performance on all criteria when categorized by country and institution.

Though the Montfortian TVET schools in the Philippines have been contributing to produce relevant, accessible, high quality, and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities, all these were not documented. It is in this premise that the researcher would like to find out the contributions of MTI and MA as TVET schools to the economic development of the country. Specifically, this study attempted to answer the following objectives: a) To determine the contribution of Montfortian TVET schools to economic development in terms of employment, income, skills utilization and workforce readiness of graduates when taken as a whole, sex, type of scholarship programs and course;b) To find out significant differences in the average monthly income of graduates when classified as to geographical match, skills match and type of scholarship programs; c) To evaluate the implementation of Montfortian TVET schools in the Philippines in terms of finances, access and participation, quality, and relevance; and d) To develop a comprehensive career development program module.

Similarly the following hypotheses were tested: a) There are no significant differences in the average monthly income of graduates when classified as to geographical match, skills match and type of scholarship programs. b) There are no significant relationships between the income of graduates and Skills-match, Geographical-match and Government scholarship. c) There is no correlation existed between the employment status of graduates and workforce readiness in terms of knowledge, skills and attitude.

This study is based from the Transformational Learning Theory originally developed by Jack Mezirow in 1991 which is described as “constructivist”, an orientation which holds that the way learners interpret their sense experience is, central to making meaning and hence learning. The theory has two basic kinds of learning: instrumental and communicative learning. Instrumental learning focuses on learning through task-oriented problem solving and determination of cause-and-effect relationships. Communicative learning involves how individuals communicate their feelings, needs and desires.

The theory has two major components called meaning structures (perspectives and schemes). Meaning perspectives are defined as “broad sets of predispositions resulting from psycho-cultural assumptions which determine the horizons of our expectations.” A meaning scheme is “the constellation of concept, belief, judgment, and feelings which shapes a particular interpretation.”

Meaning structures are understood and developed through reflection. Mezirow states that “reflection involves a critique of assumptions to determine whether the belief, often acquired through cultural assimilation in childhood, remains functional for us as adults.” Through this reflection we are able to understand ourselves more and then understand our learning better. Mezirow also proposed four ways of learning: by refining or elaborating our meaning schemes, learning new meaning schemes, transforming meaning schemes, and transforming meaning perspectives.

This theory is related to this study in the sense that the focus is on adult learning, particularly in the context of post-secondary education. Applying this theory to this study, one looks for evidence of critical reflection in terms of content, process and premise. Content reflection consists of curricular mapping from student and faculty perspectives (well-guided students and skilled faculty); process reflection focuses on best practices (as exhibited by TVET schools); literature-based indicators (finances, access and participation, quality and innovations, and relevance) and self-efficacy measures; and premise reflection that considers both content and process reflections to develop recommendations for the improvement of quality skilled adults (graduates).

METHODOLOGY

This study used the mixed research methods. The quantitative data included the profile of graduates and important variables contributing to economic development and significant differences on selected variables of this study. The data were gathered through a researcher-made questionnaire for this purpose. The qualitative data consisted of documentary analysis and an interview schedule prepared by the researcher to be answered by the School Administrators, Instructors and Graduates of MTI and MA.

There were 271 graduates who were selected at random to answer the questionnaire. Two school administrators, 4 Instructors and 4 graduates were interviewed. The objective of the interview is to validate the data gathered through documentary analysis and the responses in the questionnaire.

The questionnaire consisted of 20 items. The first 9 items gathered information on the personal profile, course, and type of scholarships of the graduates while items 10-17 gathered employment details of the graduates and 18-20 rated the workforce readiness of the graduates in terms of knowledge, skills and attitudes. The ratings were as follows: 5- very high level of readiness; 4- high level of readiness; 3- moderate level of readiness; 2- low level of readiness and 1- very low level of readiness. The scores were further converted to mean scores as follows: 4.20-5.00 for very high level of readiness, 3.40-4.19 for high level of readiness, 2.60-3.39 for moderate level of readiness, 1.80-2.59 for low level of readiness, 1-1.79 for very low level of readiness. In the qualitative aspect, the researcher utilized the school financial statements, enrolment reports, research papers, performance reports etc. Further, the researcher also made observations during onsite visits to both Montfortian TVET schools.

Based on the results of the study, the researcher crafted a comprehensive Career Development Module. Both the data gathering instruments and the module were submitted for validation to two school administrators and a retired Dean of a College who are experts in the field of education and research and statistics. Their suggestions were integrated in the finalization of the research instruments and the module.

RESULTS AND DISCUSSION

There are higher percentages of male graduates, 88.0% and 65.3% than female graduates, 12.0% and 34.7% in both schools: MTI and MA, respectively. This may be due to the fact that the courses offered in Montfortian TVET schools are more suitable for males than females.

The female graduates have higher percentage of employment, having 91.7% than the males who have 85.8%. Though males are more in number taking technical vocational courses than females, yet data show that higher percentage among the females were employed.

In terms of employment rate, MTI is having 90.0% which is higher than at MA which has 83.5%. The lower employment rate in MA, may be due to inadequate employment opportunities in the economy, limited labour force market information and inadequate academic preparations. A big number of MTI graduates are employed in the tourism sector especially in maintenance and repair services in BoracaytourimIsland, Aklan.

As to type of scholarship on the employment of graduates, the Martirez scholarship grants has the highest percentage of 93.3% employment, followed by the regular, 90.9%; Montfort scholarship grants, 90.7%; PESFA, 85.1%; TWSP, 81.0%. Results also reveal that TWSP scholars have the highest percentage of unemployment and PESFA scholars have highest percentage of further studies.

This is due to the fact that the Martirez scholarship grant has strict screening procedures and cost sharing mechanism according to the financial conditions of the students. The TWSP was introduced to directly intervene in provision of training for highly critical skills, and to encourage private TVET providers like Montfortian TEVT schools to redirect their training programs to critical skills that are most needed by the economy. The higher unemployment of TWSP scholarship shows that there are not many industries to absorb the graduates in the economy. This is supported by An Assessment of TESDA Scholarship programs (2011) which revealed that the TESDA scholarships, in general, were found to significantly increase the probability of employment. But this is found to be only true for PESFA scholars but not for TWSP scholars. This is puzzling because TWSP is supposed to address frictional unemployment problem, particularly, the so called hard-to-fill jobs implying these are readily available jobs waiting for persons with the right skills to come along.

As regards to the status of employment by course, the GTT graduates have the highest percentage of employment, 94.1% followed by ELO, 87.2%; CHS, 86.5% and ATO, 86.4%. This is due to the fact that industries in tourism and hospitality sectors are in great need of technicians in consumer electronics services and computer maintenance especially in Boracay Island and in the cities. In spite the absence of big garments factories in the province Aklan, the graduates of dressmaking could easily find jobs in small scale dressmaking shops in wage employment or self-employment.

In terms of skills utilization by school, it was found that 85.9% of graduates of MTI have utilized their skills while 14.1% have not utilized. The same trend of results can be seen at MA where 70.3% of its graduates have utilized their skills while 29.7% have not. The higher percentage of skills utilization among the MTI graduates is due to the fact that the MTI has included on-the-job training in its curriculum and adequate number of relevant industries for OJT are found in Aklan, while MA has not included on-the -job training in its curriculum and not many industries are available in Romblon especially related to automotive and computer hardware servicing. The significant per cent of unutilized skills may be because of the absence of career guidance programs in Montfortian TVET Schools.

In terms of geographical-match the highest percentage of graduates of MTI and MA respectively, 77.1% and 64.4% have their province of origin as their workplace. Results show further that both schools have low percentage working abroad. The higher percentage of employment with in the province for MTI is due to fact that the province of Aklan has more industries than the province of

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Romblon. The tourism industry in Boracay Island, Aklan absorbs the graduates of Montfort in automotive repair, electronics and refrigeration maintenance service sector.

As to the type of employment, the graduates of both the schools, MTI and MA have highest percentage of wage or salary employment, 87.1% and 80.0%, respectively, while smaller percentage of graduates are self-employed. The graduates have limited access to loan or capital for entrepreneurial activities. TVET attainment among the Montfortian graduates appears to have positive influence on wage or salary employment in private sector. TVET trained Montfortian workforce are much more likely to be in wage employment and much less likely to be in unpaid work or self-employment. Moreover, Province of Romblon also does not have many financial institutions and business opportunities for auto industry and computer maintenance services. A study conducted by (Hailu, 2012) suggests that the TVET graduate's self-employment is influenced by existing government policies and proceedings, personality character attribute's socio-cultural aspects, overall support services within the TVET institute, MSE and micro credit institutions.

As to workforce readiness, the overall mean in terms of knowledge is 3.6; skills, 3.8; and attitude, 3.7 which means that the graduates of both schools are highly ready to work in their respective fields of specialization. The graduates are most of the time ready as to their knowledge, skills and attitudes. The MTI curriculum included the 200 hours of On-the-Job Training which might have contributed to the high level of readiness of its graduates. These results are in support to the 2013 survey that the teaching and learning was found to be “very good” at MTI. On the other hand, although, On-the-Job Training is not included as parts of the curriculum at MA, yet, its graduates are highly ready in the workforce. Per observation, the faculty members in both schools are committed and talented.

There are significant differences existed in the income of graduates in terms of Geographical- match and Skills-match while there is none. This may be due to the fact that those graduates who are employed in better industries within the province were receiving higher income and those who were employed outside of the province were receiving income higher than those in the province.

The income of the graduates of Montfortian TVET schools, working within the province of origin significantly vary compare to the income of the graduates, working outside the province of origin.

Findings also revealed significant relationship in average monthly income of the graduates with Geographical-match when categorized as to the place of work within the province and outside of the province. This is due to the fact that the minimum wages for graduates working outside of the province, especially in the cities and national capital regions were higher than in the provinces.

There is a positive correlation existed between the employment status of graduates and workforce readiness in terms of knowledge and skills, respectively, while no correlation existed in terms of attitude. Perhaps, in hiring them, the employers' primary focus is on the knowledge and skills of the graduates. But according to the World Bank, nowadays employers in many economies are seeking workers who possess behavioural skills such as teamwork, diligence, creativity, and entrepreneurship. In addition workers need personal attributes, like work ethics and problem- solving skills. It emphasizes that focusing only on technical and vocational skills in TVET will not guarantee employability for graduates. TVET systems will have to ensure that behavioural skills valued by employers are in place (World Bank, 2010).

It was also found that a minimum of five (5) months required for the graduates to find their first employment.

The Implementation of Montfortian TVET Schools in the Philippines in Terms of Finances, Access and Participation, Quality and Innovations, and Relevance

Finance. The multiple sources of evidences on the implementation of Montfortian TVET suggest that MTI generates income completely from tuition fees, scholarships from TESDA and Private Foundations, and Income Generating Projects (IGP) which include the Garments manufacturing, Embroidery services, School Furniture manufacturing, Printing and Lay- outting services and assessment centres for National Certificate Level II, while MA is partly subsidized by Montfort Brothers of St. Gabriel for its operation. MTI has taken at least 10 year to attain financial sustainability for its operation. Further, both schools largely depend on funding agencies and Montfort Brothers to

upgrade their tools and equipment and workshop facilities. The Montfortian TVET schools are not anymore subsidized by European funding agencies and the cost of equipping vocational classrooms and workshops and the training facilities is very high. It is important for Montfortian TVET schools to distinguish between sources of funds and how these funds are allocated and to which programmes and then they used. In other words, the distinction should be made between resource mobilization, resource allocation and resource utilization. They must carefully plan, implement and evaluate these three areas of resources for better financial management.

Access and Participation. It was also found out that the Montfortian TVET schools provide greater access to deserving, poor and marginalized in the Provinces of Aklan and Romblon, and in some cases, access is extended to neighbouring provinces with the coordination of religious groups and educators. They also have established partnership with Maritirez Scholarship Foundation and TESDA-scholarship programs: the Private Education Students Financial Assistance Program (PESFA) and the Training for Work Scholarship Program (TWSP). Thus, they have improved access and participation in TVET and made it available to all in the Provinces of Aklan and Romblon in terms of gender equity, geographical equity and economic equity, including the special clientele groups as women, differently-abled persons, and indigenous people. Also, they focus on important social aims of TVET and simultaneously have a strong relation to relevance dimension as they prioritize increasing the number of people with viable and effective opportunities to benefit from high quality TVET leading to labour market outcomes. Moreover, it is important to increase the enrolment in technical vocational education and training (TVET) and raise the overall training quality of since TVET has become crucial in the recent years of industries and the economy as a whole (Ismail and Abiddin, 2014)

Quality. The Montfortian TVET programs were registered under the Unified TVET Program Registration and Accreditation System (UTPRAS) of Technical Education and Skills Development Authority (TESDA) of the Philippines. It is the system that ensures compliance of Technical Vocational Institutions (TVIs) with the minimum requirements as prescribed under the promulgated training regulations to include among others, curricular programs, faculty and staff qualifications, physical sites and facilities, tools, equipment prior to the issuance of the government authority to offer or undertake vocational education programs. The training programs also go through compliance audit every year. The interview results also revealed that both the schools need to upgrade their tools and equipment. Further, the instructors need industry exposure and training. Moreover, TVET is rather an expensive form of training in comparison with academic education and thus it is generally affected by the high cost that is attached to it and this may probably explain why Montfortian TVET schools are not able to upgrade their tools, equipment and training facilities. Further, the adoption of Quality Management System (QMS) in the TVET institutions as well as pursuing accreditation is necessary measures to raise the bar of education and training in the country. This necessitates improving the quality of all aspects of education and training-teachers/trainers/faculty, curriculum, learning materials and resources, facilities and equipment- as well as management and governance. Benchmarking of programs and competencies with international standards and seeking international recognition needs to be pursued, including licencing and certification of competencies (NTESDP, 2011). This requires improving the quality assurance of Montfortian TVET. The essence of Quality assurance is to enhance the effectiveness of education system towards achieving set standards (Onyesom and Ashibogwu, 2013).

Relevance. The responsiveness of Montfortian TVET programs are measured in terms of employment rate, skills utilization rate, geographical match, workforce readiness and income of Montfortian TVET graduates. The Montfortian TVET graduates have employment rate of 87%, skill utilization rate of 79.6% and a geographical match rate of 71.9%. The workforce readiness in terms of knowledge, skills and attitudes were rated as “very good”. The average duration to find the first job for the graduates was 5 months. Career guidance is missing in the Montfortian TVET Schools. The MTI-Aklan does not have strong links with the relevant industries, while MA-Romblon has no linkage with industries for on the Job training. According to Khandu, Y. (2014) based on her research findings, on-the-job training is considered a major source for trainees to get experience, since they could practice their technical skills as well as nurture some generic/employability skills like self-confidence and teamwork. Building bridges between the world of work and training provides in order to match skills provision to the needs of enterprise is essential. The means and mechanisms put in place to ensure a

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smooth and rapid transition of TVET graduates to world of work or other forms and levels of education and training are important. Industry participation is one key driver for the success of TVET in general, and for learning and evaluating generic/employability skills in particular. Career Guidance (CG) is an important element in making the TVET more relevant, effective and efficient. Moreover CG reduces mismatch between demand and supply. Addresses skills shortages, improves labour adaptability: geographical and occupational mobility, reduces extent and duration of unemployment and encourages entrepreneurship (Sultana, 2012).

Career Development Program for Montfortian TVET Schools in the Philippines

Program	Objectives	Strategies	Activities	Time	Personnel/human resource	budget	Performance Indicators
A. Career guidance	1 To provide career guidance and job facilitation	1.1 Career guidance in Secondary schools 1.2. Career assessment 1.3. Individual Career counselling 1.4 Group Counselling 1.5 Career planning	1.1 Career orientation 1.2 Provide Career assessment or (assist students in Interpreting NCAE / YP4SC results) 1.3. Individual career guidance and counselling 1.4 Group career counselling 1.5 Develop Individual career planning (ICP)	1.1 January -March 1.2. April-May 1.3. June and September 1.4 June and September v) June	1.1 Career Guidance Personnel, Instructors 1.2. Career Guidance office 1.3 Career guidance office 1.4 Career guidance office 1.5 Career guidance office	Php25,000	1.1 Career guidance campaign is conducted in All Secondary schools in the locality. 1.2 Each student has NCAE or YP4SC result 1.3 All the students have attended at least once Individual Career counselling with the counsellor 1.4 Group counselling is given to students twice during the training period 1.5 Each student has Individual Career Plan
2. School Based TVET Training	2.1 To provide the youth vocational skills training in a school set up according to the guidelines of Technical Skills Development Authority (TESDA)	2.1 Competency based training 2.2 Subject based training	2.1 Competency based teaching learning activities 2.2 Skills competencies are taught along with academic subjects	2.1 Five months 2.2 Two semesters / One year	2.1 Training Program coordinator, Registrar, Trainers 2.2 Training Program coordinator, Registrar, Trainers		2.1 Students have mastered the key skills competencies 2.2 Students have masters the skills competencies along with other academics subjects
3. Soft Skills Training	3.1. To equip the students with soft skills needed by industries	3.1 Language training	3.1 Spoken English training	3.1 Sixty hours	3.1 Program coordinator and Language teacher		3.1 Students are able to communicate in English

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4. Values and spiritual formation	4.1 To mould students with good values and ethics 4.2 Spiritual formation	4.1. Moral Education 4.2. Religious Instruction	4.1 Values education classes 4.2 Religion Classes	4.1 Two hours/ week 4.2.1 Two hours / week 4.2.2.	4.1 Values Education Instructor 4.2.1 Religious Education Instructor		4.1 Each student grows in values formation 4.2.1 Each student grows in religious formation
5. Access and Participation in TVET	5. To provide the youth access to TVET in terms of 5.1 Gender equity, 5.2 Economic equity 5.3 geographical equity	5.1. courses more suitable women 5.2 Increase the scholarship 5.3 Dormitory facilities/ financial help for boarding house	5.1 offer TVET courses more suitable women 5.2 Provide more scholarship grants for poor youth 5.3 Provide Dormitory facilities and assist students with financial help for students who come from faraway places	 5.2 May and November 5.3 May and November	School Director, DSWD, Guidance Counsellor, PRO	Php300,000 Php150,000	5.1 Increase in the number of enrolment of Women 5.2 Increase in the number of enrolment of poor youth 5.3 Increase in enrolment of students from far away municipalities
6. Linkage With Industry and Local economy	6.1 To provide linkage with industry and local economy to increase the rate of employment and economic development of the provinces 6.2 To involve government agencies in training and development of TVET students	6.1.1 On-the-job training, 6.1.2 Memorandum of Agreement in the use of training facilities. 6.1.3 Utilization of Industry expertise 6.1.4 Linkage Chamber of commerce	6.1. On-the-job training 6.1.2 Use Industry facilities for skills training 6.1.3 Invite Experts from Industries for demonstration of particular skills 6.1.4 Industry exposure 6.1.5 6.2.1 Training Induction Program- TESDA 6.2.2 Job placement seminars- DOLE 6.2.3 Entrepreneurship workshop- DTI 6.2.4 Investment and Promotion – Provincial Economic Investment office	280 hours	 6.2.1 Career guidance office and TESDA 6.2.2 Career guidance office and DOLE 6.2.3 Career guidance office and DTI 6.2.4 Career guidance office and Provincial Economic Investment officer	Php25,000	6.1 All students have undergone on the job training
7. Faculty developm		7.1 Industry experience	7.1 Work in Industry as	Academic year	School Director and Program	Php60,000	

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ent		7.2Bench marking seminars	consultant 7.2 Visits to centres of excellence invocational education	Semester break (October)	Coordinator School Director and Program Coordinator		
		7.3 Skills enhancement and advanced training	7.3.1 Advance d training in higher qualifications 7.3.2 Skills enhancement program in Industries	7.3.1 April and May 7.3.2April and May	7.3.1 School Director and Program Coordinator 7.3.2 School Director and Program Coordinator		
8. Tools and equipment	8.1 To improve the quality of training tools and equipment	8.1 upgrading tools and equipment	8.1 Purchase new tools and equipment	8.1 April and May	School Director and Treasurer	Php 300,000	Montfortian Schools have purchased latest tools and equipments

CONCLUSIONS

Based from the findings of this study, the following conclusions were formulated:

- Montfortion TVET Schools offer training programs more suitable for males than the females.
- Female graduates have more employment opportunities than the male graduates of Montfortian TVET Schools.
- The graduates of MTI-Aklan have more employment opportunities in the province of Aklan than the graduates of MA-Romblon.
- MartirezScholarship program is very effective in helping the youth with training for employment.
- Not many hard to fill jobs are readily available for TWSP scholars of in the province of origin of Montfortian TVET schools.
- Jobs are readily available for graduates of Dressmaking, Consumer Electronics Servicing, Computer Hardware Servicing and Automotive Servicing courses.
- A significant percentage of the graduates of Montfortian TVET Schools are utilizing their skills in their current employment.
- A majority of the Montfortian TVET graduates are working with in the province of origin while significant percentage of Montfortian TVET graduates are able to find employment outside the province of origin.
- Most of the graduates of Montfortian TVET schools are employed in wage or salary employment while very small number of graduates are engaged in Self-employment or entrepreneurial activities.
- In terms of workforce readiness, the Graduates of Montfortian TVET schools most of the time possess the necessary knowledge, skills and attitudes needed in the workplace
- Montfortian TVET Graduates who work outside the province of origin earn higher average monthly income than those graduates who work within the province
- Montfortian TVET graduates who work outside the province of origin in bigger industries are well-paid than those graduates who work within the province of origin.
- Graduates who possessed the necessary knowledge, skills and attitudes most of the time were able to find employment more easily than the graduates who seldom possessed these necessary skills.

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- In terms of financial operation of Montfortian TVET schools, MTI-Aklan generates revenues through multiple sources of income for sustainable operation while MA-Romblon is in need of additional sources of income.
- In terms of access and participation, the Montfortian Schools are increasing the participation in TVET training. Geographical access for TVET training to students who come from faraway places remain as a major concern.
- Montfortian TVET programs are based on the minimum industry standards only. There is a great need to improve faculty development, training facilities tools and equipment for the implementation of quality TVET program
- The employers seem to prioritize the Knowledge and Skills of the graduates in hiring than the attitudes of graduates.
- Career Guidance services are not integrated in the TVET curriculum.
- The Weak link between Montfort TVET schools, industry and local economy leads to low income, unemployment and less economic development in the provinces of origin.

ACKNOWLEDGMENT

The researcher is grateful to the Montfort Brothers of St.Gabriel for their generous support and Montfortian TVET schools in the Philippines for their cooperation and support. The researcher also expresses special appreciation and profound gratitude to Dr.Elenita Andrade and Dr.Ruby D Catalan for their guidance and unstinting support.

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