Technology and Livelihood Education (TLE) in the Philippines’ Basic Education

A presentation prepared and delivered by Owen M. Milambiling, SEPS, SDD-BSE-DepED, Philippines during the EAST Asia TVET Provider Network Workshop held at TAFE Directors, Melbourne, Australia on November 14-16, 2012.
Conceptual Framework of Teaching the TLE
Common Components

- Use of Handtools
- Tools, Equipment & Maintenance
- Basic Estimation & Calculation
- Technical Drafting
- Occupational Health & Safety
- Arts & Crafts
**TLE OFFERING FOR THE K TO 12 BASIC EDUCATION CURRICULUM**

(23 mini-courses)

<table>
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<tr>
<th><strong>AGRI-FISHERY</strong></th>
<th><strong>HOME ECONOMICS</strong></th>
<th><strong>INDUSTRIAL ARTS</strong></th>
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<td>8. Housekeeping</td>
<td>15. Shielded Metal Arc Welding</td>
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<td>10. Handicrafts</td>
<td>17. RAC</td>
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Operational Policies on TLE Exploratory Courses

- Schools shall have the option to choose at least 8 from the 23 TR-aligned-TLE programs to be offered during the exploratory Grades 7 and 8.

- The selection of the eight (8) programs shall be based on--
  - demand from the industry
  - resources
  - capacity and capability of the schools

- The list of TLE subject areas maybe expanded depending on area-based industry demand/requirements
Example:

Grade 7

1st Q - Agri-Fishery (Horticulture)
2nd Q - H. E. (Beauty Care)
3rd Q - IA (Masonry)
4th Q - ICT (Computer Hardware Servicing)
Features of the Curriculum

- Lean - focuses on essential understandings
- Sets high expectations (standards-based)
- Rich and challenging - provides for enrichment programs designed for students’ multiple intelligences
- Develops readiness and passion for work and lifelong learning
Typical Progression of a Cohort of Pupils

(based on cohort of Grade I pupils from SY 1995-1996 to College Graduates SY 2008-2009)

Public and Private

PHILIPPINES
Conceptual Framework

Environment and Personal Scanning

Identifying Business Opportunities

Setting Up a Business

Business Planning and Development
Personal Entrepreneurial Competencies (PECs)

- Assess/evaluate student characteristics, attributes, traits, lifestyles, skills and competencies

- Compare personal qualities to characteristics of actual practitioners
Purposes

- Understand complexities of chosen field
- Comparatively reassess choice
Environment and Market

- Students are exposed to the basics of:
  - Environmental scanning
  - Micro-market analysis
  - Consumer analysis
  - Customer expectation analysis
Purpose

- Give students a more market-oriented and customer-centered mindset rather than just focusing on production
Process and Delivery

- Processes of distinctive and field-related skills are taught to students
- Students are encouraged to appreciate and understand the methods/strategies in delivering the products demanded by customers
- Attitudes in the workplace are internalized
Purpose

- Give students a more market-oriented and customer-centered mindset rather than just focusing on production
Thank you
and
Mabuhay!!!