

## PARTNERSHIP AND TVL GROWTH

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Employability is one of the most evident exit portals for learners taking Technical-Vocational-Livelihood (TVL) courses. With the combined hands-on experiences and theoretical-practical learning, graduates are expected to be employment-ready with sufficient skills gained from their respective programs. Of the more than 10% of graduates from senior high school, 9.7% came from the TVL track, according to the report of the Bureau of Curriculum Development (2019). Considering this information, employability remains a barely chosen exit portal, and one of the main reasons is the lack of industry support for curriculum graduates. The school-industry partnership is essential as it provides learners with a clear view of how employment could work after graduation.

Partnership with various industries related to the strands in the educational institution means a wider world of opportunities to learn and explore. Industries may offer expert seminars providing the students with the background of what jobs await them and the necessary skills required to qualify. Learning will also not be limited to school as tours and facility visits may develop a sense of a fulfilled educational experience. Industry partnerships provide students access to real-world experiences, industry-standard equipment, and mentorship opportunities that enhance their learning outcomes and employability. Such partnerships also enable educators to explore what industries need in contemporary times and how they can adjust their teaching approaches.

In Lamao National High School (LNHS), one of the most effective partnerships between the school and another institution is with Maritime Academy of Asia and the Pacific (MAAP), a prime school for ship aspiring ship officers in the country, wherein the students are provided with instructions relevant to their program, enjoy tours and invitations during seminars and workshops, as well as have their immersion inside the academy. These activities enable the students to grasp what their future will look like as simulated. In return, the higher education institution may obtain prospective cadets who may be potential students in the future. These are among the mutual benefits included in their Memorandum of Agreement (MOA), further enhancing the link between the institutions (Balasooriya & Kulathunga, 2020).

Building effective industry partnerships requires various strategies, and according to Grandshake (2023), starting from the locality may spearhead the pursuit of linkages. Schools should establish effective communication channels targeting partners with similar goals and objectives. Partners should at least have the potential to house future employees or provide career opportunities for graduate students. Moreover, schools should invest time in finding partners to contribute to curriculum development and program evaluation. Through these premises, educational institutions are assured that the partners will benefit from the agreement while providing the necessary learning opportunities for the learners themselves. Partnerships will always be among the most important aspects of seeking a high-quality education. Students need a whole study experience and be provided with wider avenues to find skills development worth the time and effort. Linkages can bridge the gap between the present and the future by taking care of what the government may not be able to provide at all.

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