

CHARACTERISTICS AND IMPORTANCE OF TECHNOLOGY AND LIVELIHOOD EDUCATION

by:

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Technology and Livelihood Education is one of the Philippines Secondary Education Curriculum learning areas. Home Economics, Agri-Fishery Arts, Industrial Arts, and Information and Communication Technology are its component areas as a high school subject (Pili, 2018).

TLE is also known as CP-TLE, that further stands for Career Options in Technology and Livelihood Education. The 2010 Secondary Education Curriculum allots 240 minutes per week for CP-TLE, or 1.2 units. However, CP-TLE is required to include community work experience which may extend beyond the specified school hours (Pili, 2018).

The Technical-Vocational Education-based focuses on the development of technical skills in any field. The exploratory phase (Grades 7 and 8) covers five common competencies based on the Technical Education and Skills Development Authority (TESDA) training regulations: mensuration and calculation, technical drafting, proper knowledge in different tools, equipment, equipment, its maintenance and most importantly the occupational health and safety. Grades 9 to 10 are in the specialization phase.

Every quarter, the Entrepreneurship Education-based focuses on learning some livelihood skills so that the student is prepared to start a small household enterprise with family members. Personal Entrepreneurial Competencies, Market and Environment, and Process and Delivery are the three domains covered. The Process incorporates the five TESDA common competencies.

The CP-TLE was expanded to include additional special curricular programs in the 2010 Secondary Education Curriculum. This brings the overall number of programs to six: the Special Program in the Arts (SPA), the Special Program in Sports (SPS), the Science and Technology, Engineering, and Mathematics Program (STEM Program, which used to be known as ESEP), the Special Program in Journalism (SPJ), the Technical-Vocational-Livelihood Education (TVE), and the Special Program in Foreign Language (SPFL).

Teaching Technology and Livelihood Education, has remarkable characteristics to consider. These aspects should be recognized by students and the entire community in order to give this subject more importance and value (Acordon, 2016). This subject strives to meet the community's socioeconomic goals. This subject's various knowledge and skills may be crucial in encouraging socioeconomic development. It also meets the needs of a wide range of learners. because this subject has different components, teachers can address the needs of students. Furthermore, the skill may be tailored to the type of student who needs it and his/her inclination. This subject prepares students for life in the real world and establishes the foundation for students' knowledge and skills. Students are very fortunate to have this subject as part of the curriculum because it teaches a lot of fundamental knowledge, particularly skills that are useful in actual field work.

In addition, it promotes technological literacy. It teaches technological advancements in machineries, particularly computers and introduces the child to important information via the internet. Thus, it encourages collaboration and industry. This subject not only develops students' skills but also their values. It is worthwhile to teach them cooperation and industry.

The subject contributes to the learner's overall development. Technology and Livelihood Education as a whole is a complete package for nurturing every learner. This subject also provides a variety of opportunities for the learner's development and advancement and exposes students to the real world of work. The laboratories,

workshops, computer I-hubs, and other similar facilities are extremely beneficial to students' actual work. These are the characteristics of the subjects that have been proven over time.

References:

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