

THE NEED FOR LIVELIHOOD-FOCUSED EDUCATION APPROACH

by:

Rodel A. Magat, MAEd

Teacher III, E.C Bernabe National High School

The Philippines is a country of abundance. It is known for being an archipelago and its thousands of islands. It is replete with seas, rivers, lakes, mountains, forests, flora, and fauna. Through these bodies of water, land, and natural resources, Filipinos can create a means of living. They have learned how to live with nature and to learn from it. They have learned to be creative and resourceful. Filipino learners, in return, grew up knowing their families' livelihoods.

In this changing world, it is essential to recognize and remember these truths. The nature of our country and the educational sector should know by now the importance of focusing on the livelihood that provides and protects Filipino families. The majority of Filipino children were able to see their mothers and fathers work from sunrise to sunset, flourishing in whatever form of livelihood they were able to create and prosper.

In a research conducted by Jacolbia, R. B. (2016), the significant role of TLE school factors such as instructional methods, faculty competence, curriculum content, and adequacy of facilities in the development of the student's work skills was confirmed in the study. The goal of this research is to find out how well students are getting better at working and what the status of the learning program is.

It is also advised school administrators to ensure that instructional facilities are fully utilized, to provide more up-to-date instructional facilities for the subject to conduct systematic periodic evaluation and review, and to enrich curriculum content to strengthen learners' life-long learning skills and work attitude. School leaders can also find ways to increase funds for the improvement of the school's facilities, such as

equipment, buildings, tools, and learning resources. Also, they can give teachers and facilitators scholarships and incentives in the form of training and seminars to give them the skills they need to do well in an environment that is constantly changing.

Aside from all of these recommendations, teachers should have a variety of teaching and instructional methods, approaches, and strategies that they use in the teaching-learning process.

On the other hand, incorporating social media into education is another way to create a livelihood-focused education. In research conducted by Carreon (2018), it was found that despite limited access to the internet, the experience of learners in blended instruction was efficient and exemplary, showing that Facebook was an effective teaching-learning integration and supplementary instruction in redefining educational classrooms. Such blended instruction furthers the learners' confidence and motivation in collaborating and integrating with other learners. It was also revealed that Facebook, as a blended learning integration, is another example of an effective teaching tool for teaching TLE exploration. It allows millennial learners to study according to their place, time, and pace.

Teaching livelihoods should not be restricted by merely defining and showing those livelihoods. Teachers should make an inventory of families' means of livelihood if there are any, so they can create a curriculum that is in the context of these families' social and economic backgrounds. Knowing the realities of Filipinos is a powerful tool.

References:

Albarico, H. S., Tagura, M. O., Visitacion, L. R., Zabala, V. B., Magnetico, J. A., & Ramayan, A. J. R. (2014, January). Adequacy of instructional materials used by teachers in teaching

Technology and Livelihood Education. In International Conference on Law Education and Humanities.

Asio, J. M. R., & Jimenez, E. (2020). Effect of remediation activities on grade 5 pupils' academic performance in Technology and Livelihood Education (TLE).

Carreon, J. R. (2018). Facebook as an integrated blended learning tool in Technology and Livelihood Education. *International Journal of Educational Technology*, 5(2), 19-25.

Jacolbia, R. B. (2016). Future educators' perceptions on Technology and Livelihood Education status and development of work skills. *Journal of Advances in Humanities and Social Sciences*, 2(2), 85-91.