

TECHNOLOGY AND LIVELIHOOD EDUCATION AND GENDER ROLES: ENCOURAGING INCLUSIVITY IN ALL LIVELIHOOD TRACKS

by:

Joaldean M. Apostol

Teacher III, Orani National High School Parang-Parang

Technology and Livelihood Education (TLE) is an integral component of the secondary education curriculum in the Philippines, designed to equip students with practical skills that can be applied in real-life situations. Nevertheless, the classical manner of TLE teaching, as well as perception, not always promotes choice and opportunity to students, creating the gender stereotype. In an effort to achieve an inclusive society that is equal, it should be able to redefine the presentation and teaching of TLE subjects so that all students, regardless of their gender, should be made to consider all livelihood tracks. Males are usually compelled to choose technical and mechanical skills like automobile services, electronics and carpentry. While females are channeled to the fields of cookery, beauty care, dress-making and such other domestic-oriented directions. These are divisions that were long held in the society which relates some skills and professions to gender. Being outdated is not the only problem of such stereotypes because they disrupt the students ability to explore unique interests and develop their talents and passions. Research conducted by Curan (2023) showed that gender does not have any statistically significant effect on how a student considers developing a particular TLE competency. What this implies is that the preferences that students have are not predetermined by their gender, but rather are predesigned by the society and the school settings.

Schools can fight against gender-based societal principles by incorporating gender sensitivity in the TLE curriculum and encourage inclusivity in the traditional gender roles. Sarmiento said that Gender and Development (GAD) principles should also be rooted to subjects under TLE to break stereotypes and allow students to follow what they wanted. The Department of Education (DepEd) has already identified the need to take GAD into the whole aspects of learning. Teachers have already been obliged to apply gender-fair language and have inclusive learning environments respecting students with any sexual orientation, gender identity, and expression (SOGIE). There is, nevertheless, no consistent implementation. The inability to assimilate gender sensitive mechanisms is still experienced by many educators because of lack of training, materials or awareness. Talon, Carreon, and Diragen (2020) is a phenomenological study on the attempts made by the teachers of TLE and TVL to create gender equity by applying among other things, inclusive language, localized learning materials, and favorable imagery. They discovered in their study that students are better placed more to pursue non-traditional livelihood tracks when teachers take proactive initiatives in breaking gender discrimination and gender-responsive classrooms. Gender equality rooted in teachers should be embraced, and the students should be challenged to explore all sorts of career paths, and this will go a long way in shaping the self-concept of who they want to be and what they want to do.

In their study, Emfimo, Silor, and Silor (2024) have presented effective approaches toward the development of gender equality in Philippine. In their study, teacher training, inclusive curricula and school-wide activities such as celebration of diversity were identified as key. They discovered that student feels more accepted and can take the risk of choosing an unconventional career whenever schools strongly embrace gender equality. Potent methods that could be employed entail using inclusive language in the teaching content and classroom conversations, promoting the admission of mixed genders in all tracks of the TLE, promoting the exposure of students to role models of gender diversity across the various sectors in society, and creating safe and non-pressuring environments by allowing students to explore their interests without any fear

of judgments. Such forms of inclusivity do not only contribute to the development of an individual learner but lead to a more conscious and egalitarian society. When the students are nurtured to explore their real interests, such students will have great chances of prospering and offering great contributions to their communities. In addition, gender-inclusive TLE education is not limited to personal development alone, but with significant economic advantages attached to it. The competencies covered in the TLE courses may be used to land jobs in different sectors. When students have their gender norms limited, they might be disadvantaged and lose prospects where they are likely to shine. A female student who is gifted in electronics may be forced not to venture into the field because the society does not allow girls to do so and a male student who loves baking may be forced not to venture into the culinary arts field. Through eliminating such obstacles the schools will be able to assist students to achieve their full potential. This creates a different workforce and encourages creativity in all industries. In addition, it makes available economic opportunities to everyone irrespective of gender.

The unconscious propagation of stereotypes may come in the remarks made by teachers or their expectations. DepEd ought to constantly investigate TLE curricula to make sure it is both gender delicate and all inclusive. There is a priority and continuous teacher training for gender stereotype. There is an implementation of better monitoring and evaluation structures. The schools evaluate the enforcement of gender-inclusive practices and their effects on student interest and achievement. The community members and parents used to integrate gender equality and should aid in strengthening the inclusive values even outside the classrooms. TLE can enable students with skills that would change their lives. Nevertheless, TLE should be taught in the manner that breaks gender stereotypes and inclusivity to live up to its potential. Through curriculum inclusion of gender sensitivity, training of teachers and provision of conducive learning conditions, schools can guarantee that every student devoid of gender will be motivated to explore his/her hobbies and talents. This way, we do not only make the education system fairer but also establish the basis of distributing the chances of success to

everyone. As the Philippines holds strong the idea of gender equality, the classroom should always be the certain area, where all learners can feel powerful and able to dream, experiment and achieve success.

References:

Sarmiento, J. F. (2025). Opportunities in Integrating Gender and Development in TLE Curriculum. DepEd Bataan. <https://depedbataan.com>

Talon, R. B., Carreon, J. R., & Diragen, G. T. (2020). A Phenomenological Inquiry of Gender and Development in the Classroom Program. ResearchGate. <https://www.researchgate.net>

Emfimo, J. M., Silor, R. J., & Silor, R. M. (2024). Best Practices in Promoting Gender Equality in Philippine Education. Philippine Journal of Education and Development Studies.