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PARTNERSHIPS



The type and breadth of partnerships implementing schools are able to forge with different stakeholders contribute to the success of the ALS-EST program.

According to the Australian Council for Educational Research (2013), “When partnerships are well-planned, sustainable, collaborative, and based on a mutual sharing of expertise, knowledge, resources and skills, they are effective and are able to make an impact.” When different stakeholders recognize each other’s contributions and learnings and are able to collaborate to create quality and relevant programs, partnership outcomes improve.

Schools and business and industry groups derive mutual benefits by strengthening links with each other. Partnerships pave the way for industry-linked training and genuine employment options for Learners, additional training resources for teachers, and a pool of well-trained workers for industry.

Through these partnerships, businesses and industry groups are able to:

- Share knowledge and expertise with schools
- Offer apprenticeships and traineeships to Learners
- Provide industry and career mentoring to completers
- Deliver skills-specific training and hands-on industry experience to both teachers and Learners

In turn, schools can contextualize and better match their programs and skill trainings to industry needs. They help support adolescent and adult learners to become more productive and more involved in their communities which overall creates a positive impact on industry and the society at large.

Aside from business and industry groups, local Chambers of Commerce, LGUs, and NGAs also play a big role as partners and can help advocate for and mobilize other types of support (EDC, 2017). Among others, they can arrange and manage job fairs and create on-the-job training and employment opportunities for ALS-EST Learners and completers.

Local and National Government as Partners

It is strategic to tap LGUs and NGAs as they not only facilitate partnerships with the business sector, they also offer a range of services and programs that complement the ALS-EST program. These services are seen as areas/themes where partnerships can be explored, known as “Partnership Possibilities,” as shown in Table 10-1.

Table 10-1. Partnership Possibilities Offered by Government Agencies

Government Agency	Programs/Services related to ALS-EST
Department of Social Welfare and Development	Sustainable Livelihood Program, two tracks: <ul style="list-style-type: none"> • Access to funds and training to set up microenterprise through the micro-enterprise development track • Access to locally available jobs through public-private partnerships through the employment facilitation track
Department of Trade and Industry	<ul style="list-style-type: none"> • Creation of jobs and livelihood opportunities and initial capital/loans for micro-enterprises • Marketing of livelihood products produced by Learners • Negosyo Center services such as business registration assistance, business advisory services, business information and advocacy and monitoring and evaluation of business-process improvement • Capacity building program for would-be entrepreneurs and MSMEs (in certain regions) and other SME-development activities (including support to women microentrepreneurs) • Trade fairs • Development and promotion of industry clusters • Provision of machineries, equipment, and training through partner cooperators
Technical Education and Skills Development Authority	<ul style="list-style-type: none"> • Community-based training and follow-on training provided by TESDA Regional and Provincial Training Centers, including the Women’s Center • Quality assurance of training venues • Development of competency standards for middle-level skilled workers • Assessment and certification of the competencies of the middle-level skilled workers
Department of Labor and Employment and Public Employment Service Office of LGUs	<ul style="list-style-type: none"> • Employment facilitation programs for the youth, such as the Special Program for the Employment of Students and JobStart Philippines Program (JobStart) • Public Employment Services and access to Labor Market Information

Possible Areas for ALS-EST Partnerships

Table 10-2 identifies the ALS-EST components that need the most support. This list is not exhaustive, and does not limit the areas that schools and their partners can explore.

Table 10-2. Possible Areas for ALS-EST Partnerships

Resource Type		ALS-EST Components/Partnership Areas
Human Resources	<ul style="list-style-type: none"> • labor • expertise • skills • experience 	<ul style="list-style-type: none"> • Learning Facilitator/s • Skills Trainer/s • Resource person/s • Mapping volunteer/s • Researcher/s • Career counselor/s • Industry and career mentor/s supervising learners' activities and skills-specific training • Teacher trainer/s
Enhancement of Teaching-Learning Process	<ul style="list-style-type: none"> • Curriculum • Learning delivery • Materials development • Assessment 	<ul style="list-style-type: none"> • Curriculum and learning delivery models showing basic education, skills training, and life skills integration • Trainings to meet skills shortages in particular areas • Development, implementation and action research on innovative learning delivery modes/methods • Modules and other materials that already integrate basic education, skills training, and life skills • Training for Learning Facilitators and teachers on integrating basic education, skills training, and life skills • Training for Learning Facilitators and teachers on use of project-based learning and portfolio development and assessment
Material Resources	<ul style="list-style-type: none"> • Financial resources (money) • Physical resources (tools, equipment, facilities) 	<ul style="list-style-type: none"> • Procurement, printing, and distribution of teaching and learning materials • Monetary support (like transportation allowance of learners who live far from the school/learning venue/s) • Donations of equipment and the like
Organizational Resources	<ul style="list-style-type: none"> • Social capital • Support systems • Services • Infrastructure • Information technology 	<ul style="list-style-type: none"> • Learning centers, use of facility, laboratory and other facilities • Advocacy and communications • Support systems (like data management, monitoring and evaluation, and accountability) • Referrals, networks, job fairs, employment referrals, access to scholarships, access to seed capital, continuing professional education (like TVET)

Learners as Partners

The ALS-EST program is designed such that Learners are seen as not mere beneficiaries, but as genuine partners in their learning and development.

For Learners to act as partners and for any equivalency and adolescent/adult program to work, it “must necessarily gain the trust and confidence of the community” (Lim, 2002), and the first step in doing that is by making sure that the Learners have program ownership and buy-in.

The central role of Learners is enhanced by:

- Strengthening and focusing on their work readiness and life skills
- Deploying learner-centered feedback mechanisms within the schools, the Divisions, and the Project Management Team (Chapter 12, Governance)
- Emphasizing their responsibilities (for example, attending classes regularly, reading certain modules on their own, seeking assistance when needed, staying motivated and completing agreed learning plans/activities, and respecting their fellow Learners and their Learning Facilitators).

Partnership Framework

ALS-EST shares common partnership-building rationale and potential partnership areas with the SHS program.

- D.O. 40, s. 2015 (Guidelines on K to 12 Partnerships) outlines partnership-building efforts needed to achieve the goal of “developing students who have relevant knowledge, competencies, and values to pursue further education and training or to enter the world of work through employment or entrepreneurship.”
- The Senior High School Manual of Operations Volume One (SHS ManOp v.1) identifies several Partnership-Building Activities (PBAs) like “work immersion

OTHER PARTNERS

Complementing the roles of NGAs and LGUs, the following are the potential partners in the ALS-EST program: cooperatives, socio-civic organizations, NGOs/CSOs, corporate foundations, public and private schools, faith-based organizations, professional associations, trade unions, media groups, HEIs, technical vocational training institutions (TVTIs), technical vocational institutions (TVIs), TESDA training institutions (TTIs) and other training organizations, entrepreneurs, private individuals, and others.

opportunities, hands-on expertise, additional resources, and livelihood opportunities.” These “partnerships are meant to aid the school in developing students’ skills and competencies that are relevant to the needs of the job market in the locality.”

Partnership-Building Activities

Schools and ALS-EST implementers can take the lead in forging partnerships through activities like:

- Research and needs analysis
- Identification of potential partners

Box 10-1. Steps for Doing PBAs

1. Conduct Internal and External Assessments (EA).

- This will help schools to determine which skill and track offerings match with the needs of the local community. The EA identifies existing local businesses and available jobs in the community, and helps schools become familiar with local development plan (SHS ManOp v.1, 2015).
- A sample EA tool is found in D.O. 40, s. 2015.

2. Identify, qualify, and prioritize potential partners that meet the minimum requirements for partnership.

- Analyze the various components of the ALS-EST program and decide which partners can bring in relevant opportunities and expertise. (See Chapter 2, The ALS-EST Program, Chapter 4, Curriculum, Chapter 5, Learning Resources, Chapter 6, Learning Delivery.)
- D.O. 40, s. 2015 provides a sample Qualification Tool.

3. Engage potential partners.

- Set appointments with potential partners. Visit their sites.
- Orient potential partners and make sure they understand the ALS-EST program. Make sure each party has its objectives and expectations articulated clearly.
- Collaborate with partners to make the school and other learning venues safe and conducive for instruction and training.

4. Prepare a Memorandum of Agreement (MOA).

- The School Head is the official signatory of all partnership agreements entered into by the school.
- Before signing any MOA, have DepEd’s legal officers review the draft MOA.
- The relevant office should approve the MOA.
- See D.O. 40, s. 2015 for sample MOA templates

- Meeting with potential partners
- Designing and finalizing the formal agreements
- Managing, monitoring, and evaluating the partnerships

These PBAs are discussed thoroughly in both D.O. 40, s. 2015 and the SHS ManOp v.1. Figure 10-1 outlines the main steps for these PBAs, and the tasks for each step.

ALS-EST implementing schools entering into partnerships sign a MOA with each partner. Table 10-3 shows the existing laws and DepEd issuances (especially those related to child protection) that serve as guides in the preparation of MOAs.

Table 10-3. Policy Issuances Relevant to Partnerships

Policy Issuances/ Legal Bases	Description
DepEd Order No. 40, s. 2012	Child Protection Policy (Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying, and other forms of Abuse)
DepEd Memorandum No. 197, s. 2017	Reiteration of the Policies on Protection Against Tobacco Industry Interference in the Department pursuant to DepEd Order No. 48, s. 2016 (Policy and Guidelines on Comprehensive Tobacco Control) and DepEd Order No. 6, s. 2012 (Guidelines on the Adoption and Implementation of Public Health Policies on Tobacco Control and Protection Against Tobacco Industry Interference), and CSC-DOH JMC 2010-01 (including enclosure on “Provision on No Tobacco Industry Interests by Partners and Donors”)
DepEd Order No. 80, s. 2012	An order that discourages school officials from partnering with companies manufacturing milk and infant formula products
DepEd Order No. 39, s. 2009	An order on the commercialization of schools which prohibits the appearance of any form of institutional endorsement by DepEd for any commercial product or service within school premises in exchange for any school-industry partnership
Articles 218 and 219 of the Family Code	Provisions giving Special Parental Authority and responsibility to schools, administrators, and teachers
Republic Act 8525	The Adopt-A-School Act of 1998
DepEd Order No. 24, s. 2016	Guidelines for Accepting Donations and Processing Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program
Republic Act 7877	An Act Declaring Sexual Harassment Unlawful in the Employment, Education or Training Environment, and for Other Purposes

All tasks on partnership-building are assigned to the SHS Partnership Focal Persons (PFP, the School Head), the ALS Mobile Teachers, and teachers designated to assist (D.O. 40, s. 2015). Together they are considered the ‘Social Mobilization and Networking Coordinators.’

Box 10-2. Examples of ALS-EST Partnerships

Davao City National High School

Based on a survey of ALS-EST implementing schools, most partnerships were established to address the training and assessment needs of different skills.

An example is the Davao City National High School which has a couple of partners, one for each skill set.

- Beauty Care program partner: Arlyn L. Basquez Academy of Beauty (ALBAB)
- Electronic Product Assembly Servicing partner: Samson Polytechnic College

Both partners were chosen after the school held a stakeholders’ forum for all potential partners, from which it later selected institutions that had the appropriate equipment and materials necessary for both training and assessment.

ALBAB is the only Beauty Care Assessment Center in Davao City. Both organizations have the capacity to give the school advice in terms of TESDA standards and orienting Learners about the different machines (used in the skills training) that are not available in the school.

Inocencio V. Ferrer Memorial School of Fisheries

The Innocencio V. Ferrer Memorial School of Fisheries in Talisay City, Negros Occidental provides a good example in terms of managing and evaluating partnerships. The school built strong partnerships by holding regular (at least once a week) “problems met”-sessions. During these sessions, progress, issues, and concerns of both Learners and industry partners are discussed.

In addition to these face-to-face meetings, partners maintained constant and open feedback with the school and the Learners through phone calls and site visits, which all contributed to an efficient partnership management.

The school added the ALS-EST program to its existing SHS MOAs. The partnerships under the SHS MOA were fruitful, as industry partners provided employment to Learners, while other partners assured Learners of jobs if they complete NC2.

Former School Head and now Public Schools District Supervisor, Division of Negros Occidental, Dency Grace Padillon, said “Given that the partnerships have been established already, it is just a matter of sustaining them.” The benefits from the successful SHS MOA were extended to ALS-EST Learners. ALS-EST teachers were given the opportunity to participate in immersion sessions, particularly in Shielded Metal Arc Welding. The school also has a SHS recognition activity where they give out certificates of recognition and appreciation to partners. The school also intends to hold an *ALS-EST Partners’ Summit*.



The PFP have the following responsibilities:

- Managing the situational analysis on K to 12 partnership resources
- Helping mobilize resources
- Establishing/pursuing partnerships based on internal and external assessments
- Coordinating with the immersion teachers (on how ALS-EST and SHS can share partnerships and resources like equipment and immersion opportunities)
- Nurturing partnerships based on the results of the monitoring
- Facilitating the evaluation of partnerships for policy actions, sustainability, and partnership coordination

Schools can review DepEd policies specific to their potential partner/s. For example, D.O. 44, s. 2016 (Guidelines on the School-to-School Partnerships for Fiscal Year 2016) outlines how schools can create and cultivate partnerships with nearby schools. While the policy is only about funding for leader schools for 2016, it is still useful as a framework for sharing best practices, and for engaging in partnership activities with nearby schools.

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