

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Manila

January 11, 1989

DECS O R D E R
No. d. s. 1989

COMPETENCY-BASED INSTRUCTION (CBI) IN TECHNICAL
AND VOCATIONAL EDUCATION

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Vocational School Superintendents/Administrators

1. In line with the policy of DECS to promote and develop technical vocational education as a potent force in the development of middle level manpower equipped with the knowledge, skills and competence needed for gainful employment and economic recovery, each institution offering technical vocational programs should adopt Competency-Based Instruction (CBI) as a means of improving its operation towards meeting the diverse needs of the students, the community and the country.
2. Two basic philosophies underlie the concept of competency-based instruction. One is the notion that "human competence" is fitness or ability to perform. Knowledge, values, attitudes, and efforts are inputs to competence. The other is the philosophy on mastery learning which holds that "most anyone can learn most anything well if given quality instruction and sufficient time", the rationale of CBI is inclosed.
3. The desirability of competency-based instruction hinges on the following:
 - a. It spells out exactly what it is that trainees or students should learn;
 - b. It provides high quality education;
 - c. It helps students learn one thing well before going on to the next; and
 - d. It requires each trainee or student to demonstrate competence.
4. For systematic implementation of CBI, a series of orientation seminars and workshops shall be conducted by this Office through the Bureau of Technical and Vocational Education

with the National Center for Technical Education and Staff Development and the Regional Centers for Technical Education and Staff Development as lead institutions.

5. It is desired that this Order be widely disseminated.

(SGD.) LOURDES R. QUISUMBING
Secretary

Incl.:

As stated

Reference:

None

Allotment: 1-2-3--(M.O. 1-67)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS & OFFICES
STUDENTS
VOCATIONAL EDUCATION

THE TECHNICIAN COMPETENCY SUB-PROFESSIONAL TEST

Basic Concept. The Technician Competency Sub-professional Test (TCST) as envisioned in the New technician education is an output evaluation similar to, but an improvement upon the existing licensure examinations such as the Master Electrician Board examination (4th Class Electrical Engineer) and the Certified Plant Mechanic (4th Class Mechanical Engineer) all administered by the Professional Regulation Commission. These examinations are pencil-and-paper type only.

The TCST is viewed as an improvement because it is composed of theoretical questions (pencil-and-paper) and manual problem solving or manual skill component supported by the theoretical test.

This is further an improvement over the NEMC testing and certification system if done in cooperation or with the sanction of the Civil Service Commission. Should this plan materialize the technician education is not only sub-professionalized but professionalized.

Recommended Action. The Technician Competency Sub-professional Test presupposes the possession of specific skills and technology by the subject to be tested. This requires that the technician curriculum should be delivered by means of a program that is competency or performance-based. Specific blocks of an occupation need to be arranged and grouped as jobs and these should be split into tasks. Tasks then shall be divided into learning steps and so on until the final or evaluation stage.

For a clear, graphic representation of the process in the adoption of a competency-based instruction, the following paradigm are reproduced from William Blank in his Handbook for Developing Competency-Based Training Programs:

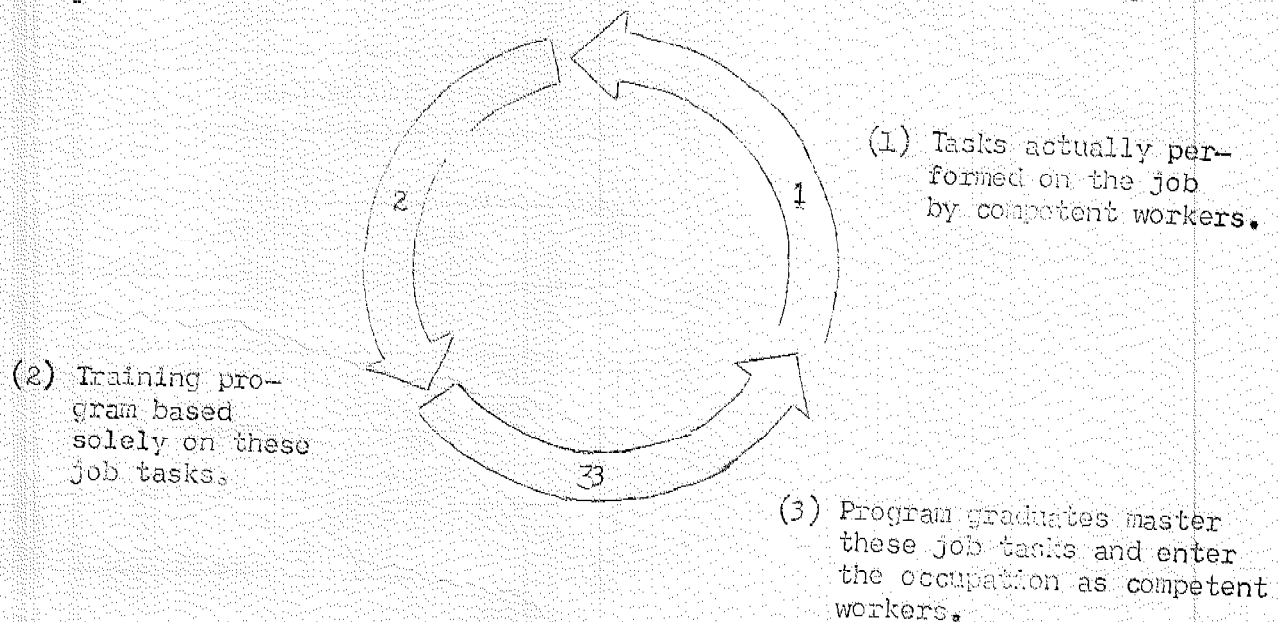
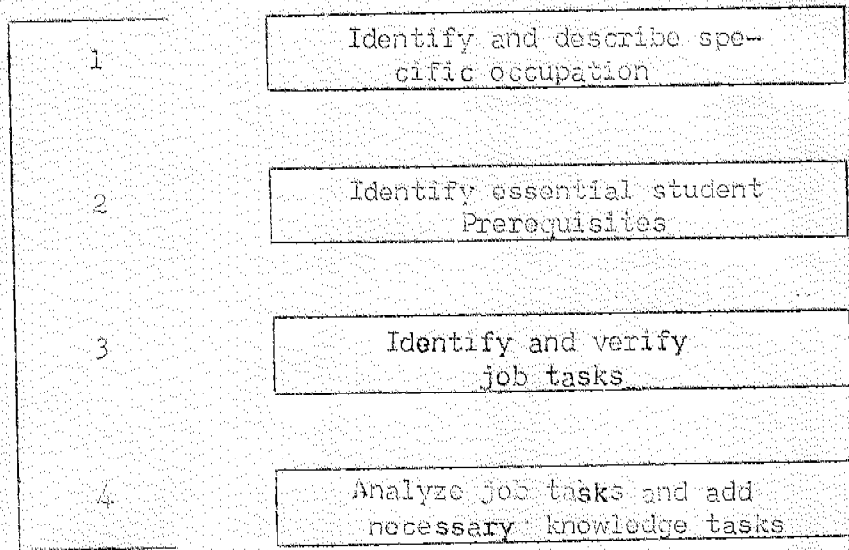


Fig. 1. Relationship Among Job Competencies, Training Program and Competent Trainees.

Describing
the Competent
Worker on-the-
job

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A
S
E
1



Developing
Training
Program to
Help Trainees

P
H
A
S
E
2

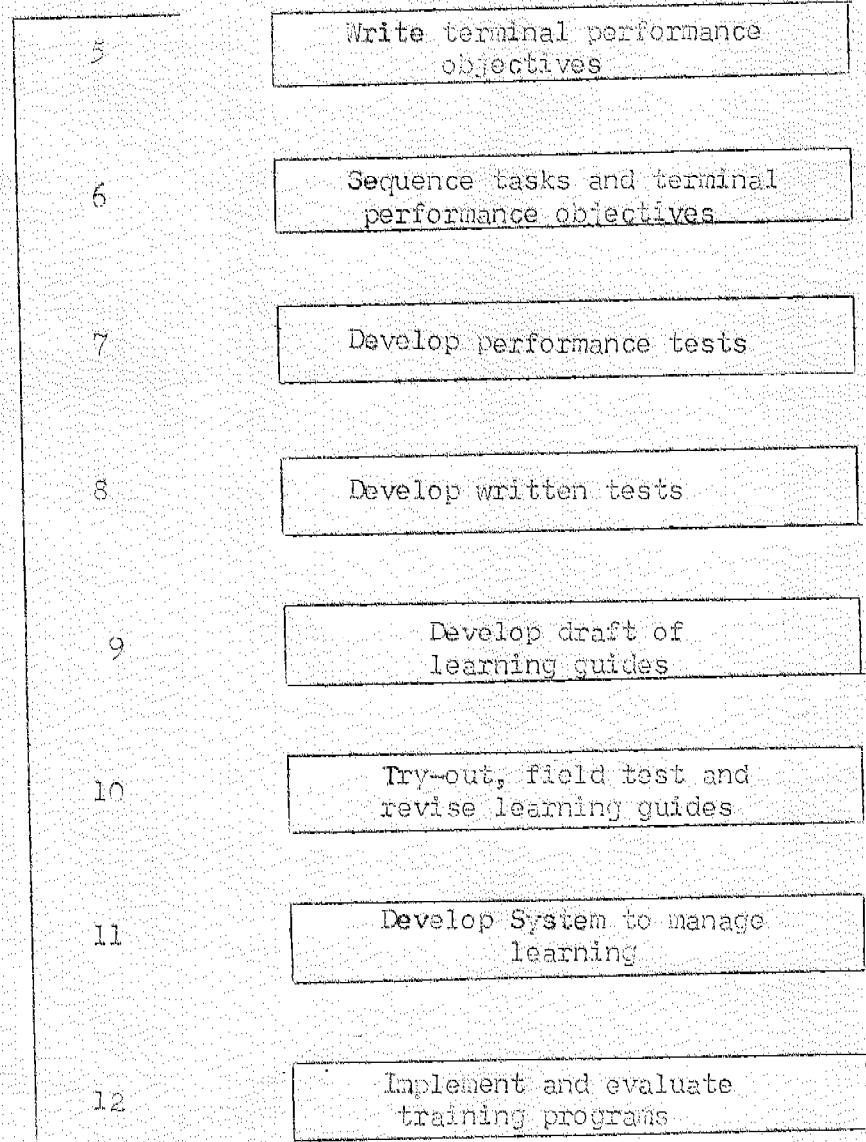


Fig. 2. Two phases in developing A Competency-Based Training Program

To articulate the process presented above, a series of national workshops have to be conducted to undertake:

1. Establishment of competency profile for each occupation (Technology area)
2. Task analysis for each job under each occupational area.
3. Writing of curriculum documents such as:
 - 3.1 performance objectives
 - 3.2 task sequencing
 - 3.3 development of performance tasks
 - 3.4 development of written tests
 - 3.5 development of learning guides/learning modules
 - 3.6 development of a delivery/management and implementation system
 - 3.7 evaluation of the program

Following the issuance of this DECS Order is the holding of a series of workshops to implement the plan. After this whole process, a Technician Competency Sub-professional Test (a. pencil-and-paper, b. manual or skills test) can be designed by competent specialists and to be implemented by the Civil Service Commission.