

Republika ng Pilipinas
(Republic of the Philippines)
KAGANAPAN NG EDUKASYON AT KULTURA
(DEPARTMENT OF EDUCATION AND CULTURE)
Maynila

November 7, 1975

DEPARTMENT MEMORANDUM
No. 192, s. 1975

ADDITIONAL GUIDELINES ON CANONS IN
SECONDARY SCHOOL CURRICULUM

To the:

Bureau Directors
Regional Directors
Superintendents of Schools

1. Inclosed are additional guidelines on the implementation of curricular changes in the secondary school as specified in Department Order No. 40, s. 1975. The additional guidelines have to do with diversified cooperative training programs and strategy of implementing training agreements, and work education at the elementary level.
2. It may be stressed, in this connection, that although the directive and the guidelines make particular reference to the secondary curriculum, it is necessary that the foundations for citizenship and personal development laid down in the elementary grades reflect the same areas of concern as those given emphasis in the secondary level. The inclosed paragon which includes a diagram and projection to the first six years of schooling in terms of practical skills suited to children at the first level, may be useful as guide.
3. It is desired that these additional guidelines be brought to the attention of all teachers.

(SGD.) JUAN L. MANUEL
Secretary of Education and Culture

Incls.:

As stated

(Inclosure to Department Memorandum No. 192, s. 1975)

ADDITIONAL GUIDELINES ON CHANGES IN
SECONDARY SCHOOL CURRICULUM

Operational Principles:

a. The in-school-out-of-school approach seems to lend itself well to the utilization of community and home resources in the practical arts and vocational courses. Its adoption in the secondary school, whenever possible, is encouraged.

b. The academic and vocational subjects combined in a more or less 50-50 basis, closely interrelated one with the other, should give any student aspiring for a college education enough preparation for the NCEE, considering that the examination is not an achievement test but rather a scholastic aptitude test.

The Diversified Cooperative Training Program

In urban centers and rural communities where there are available industrial, agricultural and other business establishments, vocational instruction may be complemented through a diversified cooperative training program. This is a work and study arrangement which allows a student-learner to divide his time between school and part-time paid job, spending approximately half his time in each. The in-school program is made up of a combination of subjects required for high school graduation and subjects related to his job activities. Job time is devoted to performing tasks which are planned in advance by a written agreement between the school, represented by a coordinator, the parent, and the employer. The DCT makes use of the employing establishment as a school laboratory and the experienced employer or foreman becomes the on-the-job instructor. The coordinator assumes the multiple role of teacher, coordinator, and supervisor of school and work experiences.

The DCT program should operate only in the third and fourth years. To determine whether a DCT may be undertaken, it is necessary for the school principal to ascertain student interest and also the availability of job training opportunities in the community.

a. Student Interest

Since the DCI programs are designed to meet the occupational, educational, and experiential needs of students not provided in the school curriculum, an explanation of the program to the student body should be the first consideration. Students eligible for enrollment should fill out an application form for possible admission to the program. A qualified coordinator should be assigned to handle the program.

b. Availability of On-the-Job Situations

To establish the program, the superintendent and the school principal should arrange a meeting with a selected group of business and industrial leaders in the community to discuss the need for cooperation in providing vocational opportunities for the youth. The purposes and objectives of the DCI program should be explained. It should be pointed out that it is a joint responsibility of both the school and the community to prepare the youth for employment while in school. Any legitimate occupation that affords a sufficiently long training period and full-time employment possibilities after graduation may be included in the program. Some typical occupational training opportunities that may be found in a small community may have to do with the following:

Automechanic	Laundryman
House Painter	Cabinet Maker
Drugstore Clerk	Plumber
Butcher	Photographer
Fisherman	Printer
Tractor Operator	Welder
Electrician	Baker
Jewelry Repairman	Poultry Caretaker
Watch Repairman	Piggery Caretaker
Radio Mechanic	Agricultural Salesman
	Etc.

The appointment of a coordinator who will supervise the program, teach, and correlate the related instruction and work experiences of the student-learner is necessary.