

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

October 1, 1975

DEPARTMENT ORDER
No. 40, s. 1975

IMPLEMENTING PRESIDENTIAL DIRECTIVE
ON CURRICULAR CHANGES TO EQUIP SECONDARY STUDENTS
WITH SKILLS FOR GAINFUL EMPLOYMENT

To: Bureau Directors
Regional Directors
Superintendents

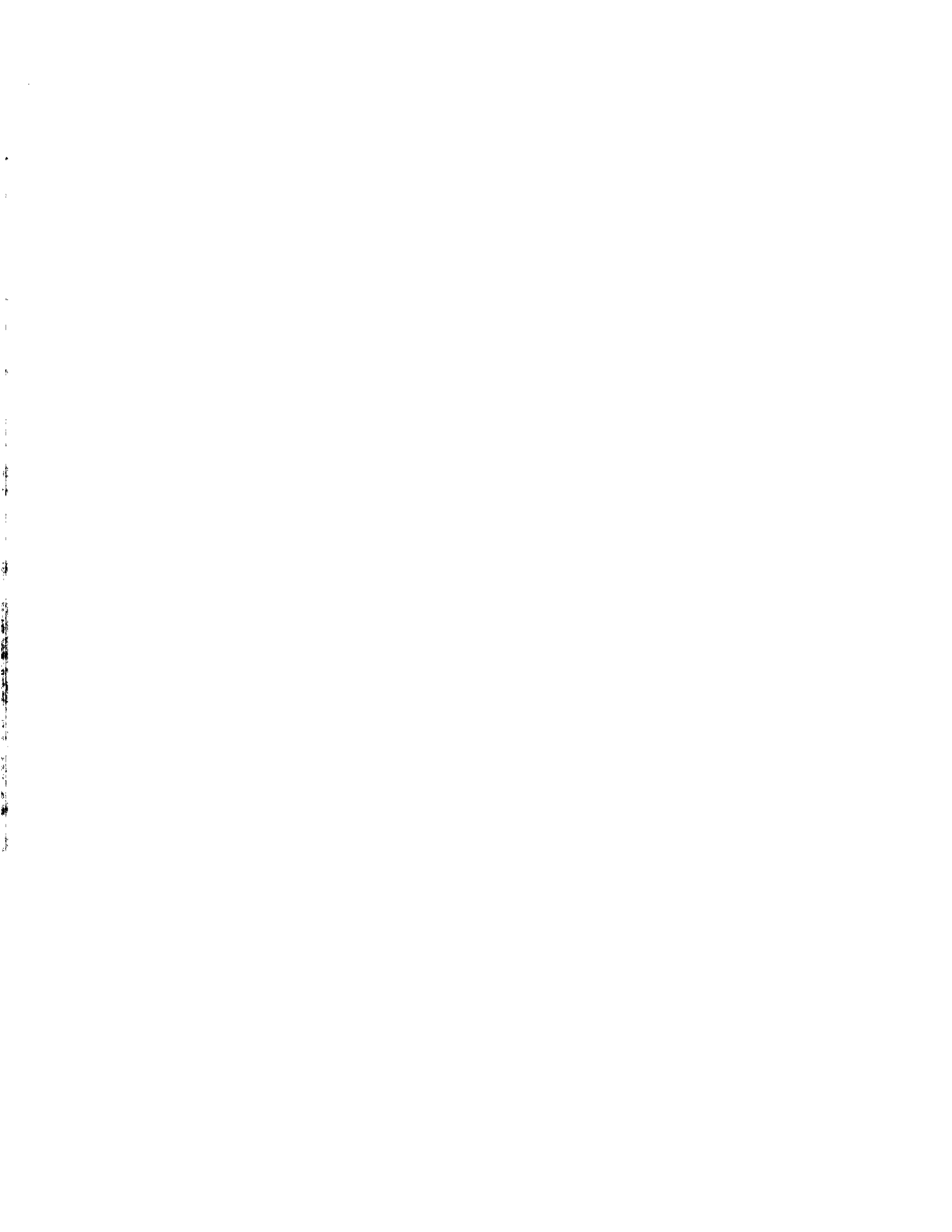
1. Quoted below is the text of a Memorandum from the Office of the President to this Office, dated August 29, 1975:

"In line with the national policy to train the nation's manpower in the skills needed for national development and provide for a development-oriented educational system, the President desires that the Department of Education and Culture introduce changes in the educational curricula in order that a student may be equipped with the necessary skills for gainful employment at least by the end of his secondary education (fourth year high school), and if possible by the end of the students' second year of high school studies."

2. Conformably, certain changes in the secondary curriculum are hereby prescribed, for immediate implementation, within the framework of the Revised Secondary Education Program of 1973.
3. Inclosed are the guidelines for implementing such changes.
4. Prompt compliance with this Department Order is desired.

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

Incl.:
As stated



GUIDELINES ON THE NEW SECONDARY EDUCATION PROGRAM, 1975

General Guidelines

1. A re-scheduling of subjects should be made such that the related subjects may be taken in one shift and the practical arts/vocational education courses in the other shift.

Since Practical Arts and vocational courses may require, in certain projects, that students spend more time than the herein prescribed number of hours, the daily school program should require that students devote one half of the school day to practical arts/vocational courses, and the other half to related subjects. If necessary, Youth Development Training and Citizen Army Training may be offered on Saturdays.

2. Practical Arts courses will be offered only in the first year for a minimum of 600 minutes or two hours daily.
3. Vocational education courses will be required in the Second, Third and Fourth Years.
4. The credits and minimum time allotment for Practical Arts and Vocational Education courses are as follows:

Subjects	1st year		2nd Year		3rd Year		4th Year	
	Min.	Units per Wk	Min.	Units per Wk	Min.	Units per Wk	Min.	Units per Wk
Practical Arts	2	600	-	-	-	-	-	-
Vocational Education	-	-	3	900	3	900	3	900

5. A re-study of the related subject offerings (academic subjects) will be made to possibly reduce the number of academic subjects and to eliminate the system of electives.

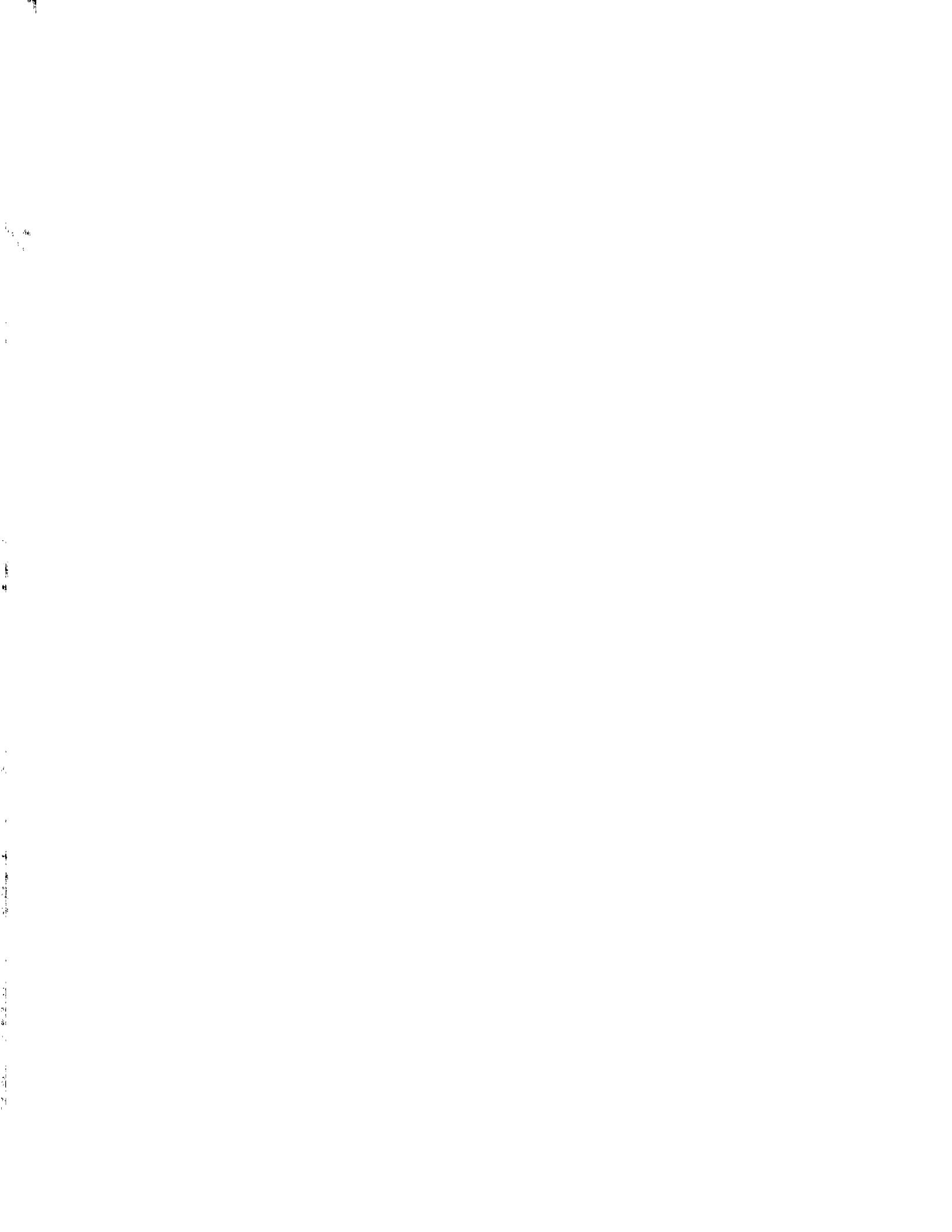
Operational Principles:

1. The revised secondary school program of 1973 must be restructured to accommodate flexible scheduling and emerging, whenever feasible, of academic and vocational experiences.
2. Specific skills suitable to the age of students at different levels needed for entrance into the occupational opportunities existing in the different regions must be identified. The assistance of industry should be enlisted in the accomplishment of this step.
3. The regional development plans of NEDA, with respect to industrial and agricultural development of the different regions, should be considered in the determination of skills to be developed in the schools in a region.
4. Specific targets in the hierarchy of skills should be clearly indicated to assure that the needed skills and attitudes are achieved at the exit points desired.
5. A committee of job-analysis experts from both the schools and industry should sit down to identify job, self-employment, entrepreneurial and cooperative opportunities in the different regions, short range and long range and should break these down into a hierarchy of skills to be developed in the schools.
6. Such identified skills and job opportunities should constitute the core of experiences to be undertaken by the students in their vocational courses both within the school time and whatever is necessary outside of school.
7. Flexibility of scheduling should solve all problems of time; in other words it is the students' interest and the relevance of the job that should determine the time devoted to the successful acquisition of skills rather than the time limits prescribed in the school program.
8. Lack of teaching personnel and facilities should not be a hindrance to the prosecution of the goals. Industry and agriculture should make available their resources in equipment and personnel to the schools under arrangements that will not necessarily prejudice the former, but rather will enrich industry with information on manpower and economic development needs and give them a chance to contribute more significantly to the effort of manpower and economic development.

9. Skills training in the high schools especially for those who finish the fourth year should be matched directly and specifically with the job and self-employment opportunities in the region. This is to keep the young people from moving to the cities and becoming social liabilities and therefore, ineffective citizens. However, in designing the curriculum from the First to the Fourth Year, practical alternatives should be provided to equip the students with general skills which will enable them to be employed in occupations or trades in the same or other regions in the country.
10. In the rural areas, since the Philippines is still primarily an agriculturally based country, all high school students must have training in the essential elements of agricultural production and in the production of agricultural implements. These should constitute the main activities in the First and Second Years and should be continued either as a specialization or a parallel occupation in the Third and Fourth years should another area be chosen by the student.
11. The academic disciplines, so called, should be taught not as a body of knowledge per se but tools for learning further, as vehicles for the development of knowledges, skills and attitudes that the students need to develop as individual human beings and as vocationally prepared and productive citizens.
12. The center of attention in the vocational portion of the curriculum in the Third and the Fourth Year should be on production and on means of earning a living. These, if done well, should enrich learning in the academic subjects and therefore help prepare those who may want to go to college.

Suggested Steps

1. Identification of job and self-employment opportunities now available in the different regions.
2. Identification of jobs that may be made available by the regional development plans/projects of NEDA.
3. Breakdown of the different jobs into the specific cognitive, affective and psychomotor skills composing them.
4. Grouping of skills into clusters or constellations based on similarity, affinity or sameness.
5. Arranging of skills and jobs into a hierarchy based on complexity and level of maturation characteristics of boys and girls and adolescents.



- 6. Determination of targets skills and/or job competencies to be required of all at the end of the 4th grade; 6th grade; 2nd year and 4th year.
- 7. Determination and construction of measures to find out achievement of targets.

Practical Arts

The controlling objectives of practical arts education in the secondary level includes helping the learner to understand the world of work and to determine his interest, or lack of it, in certain broad occupational areas that are sampled or studied. It aims to develop certain skills and understandings that will help the learner to choose his vocations wisely and possibly to enter it with a certain amount of knowledge and skill that will prove helpful when the choice of work is made. More specifically, the objectives of practical arts education are as follows:

- 1. To afford an opportunity to explore, develop, and evaluate special interests which may serve to influence a student's choice of further education.
- 2. To contribute to industrial intelligence and understanding through information, observation, and study of working conditions in representative occupations.
- 3. To satisfy the normal urge to manipulate, to create, to beautify, and to express through purposeful activity one's ideas of how to meet felt needs.
- 4. To inculcate worthy personal traits and attitudes such as industriousness, initiative, resourcefulness, independence, accuracy, economy, and cooperativeness.
- 5. To develop consumer knowledge relating to the selection, care, and effective use of products purchased to meet felt needs.
- 6. To develop interest and ability in worthy home membership and maintenance.
- 7. To afford practice in safety related to the home, school, and industry.
- 8. To develop hobby and handy-man interests and abilities.
- 9. To lay a foundation in practical work experience that will enable those who must go to work to enter occupations with some preparation for the conditions they are to meet.

Practical arts education includes the following five fields of instruction:

1. Agricultural Arts - Horticulture, Agronomy, Animal Husbandry, etc.
2. Fishery Arts - Fish Culture, Fish Capture, Fish Preservation, etc.
3. Industrial Arts - Woodworking, Metal Working, Electricity and Electronics, Graphic Arts, Home Mechanics, Ceramics, Handicrafts, etc.
4. Business and Distributive Arts - Secretarial Work, Retail Merchandising, Bookkeeping, etc.
5. Homemaking Arts* - Foods, Clothing, Textiles, Cosmetology, Family Life, etc.

At the end of the first year, the student should have acquired the basic fundamental skills depending on the resources and facilities of the high school and the economic needs of the community. Rural communities may stress on agricultural and fishery arts while urban communities may emphasize industrial arts and business and distributive arts. While girls are expected to take Homemaking Arts, those who have the aptitude and the interest should be permitted to take the other areas of practical arts.

Vocational Education

During the Second year, the student is expected to master basic skills and knowledge in the particular area of his choice, sufficiently that should he quit schooling at the end of the school year, he can enter into gainful employment.

In the Third and Fourth years, the student may continue improving on his skills and knowledge in the vocational area of his choice. In order that students who may drop out at anytime will be equipped with essential skills and knowledge for employment, the teaching of vocational courses at these levels should be by block of the trade or occupation. A block is a distinct occupation in which a learner can be trained and become a wage earner even without knowing much about the other blocks. Depending on community needs and availability of employment opportunities, the following vocational courses may be offered:**

*The Council of Deans and Heads of Home Economics in the Philippines request that this be called "Home Economics".

**This listing is only a sampling. Courses that may be offered should depend upon the resources of the community and other capabilities of the school.

1. Agricultural Arts

- (a) Horticulture - Vegetable raising, fruit growing, flower growing, landscape and ornamental gardening, etc.
- (b) Agronomy - Raising grains, legumes, and root crops.
- (c) Animal Husbandry - Poultry raising, swine raising, rabbit raising, cattle raising, dairying, goat raising, duck raising, etc.

2. Fishery Arts

- (a) Fish culture
- (b) Fish capture
- (c) Fish preservation

3. Industrial Arts

- (a) Woodworking - Furniture and Cabinet Making, Building Construction, Boat Building, etc.
- (b) Metalworking - Sheet Metal Work, Machine Shop Practice, Foundry and Pattern Making, Forging and Smithing, Art Metal Work, Auto-mechanics, Diesel Mechanics, Welding, Tractor Operation, etc.
- (d) Printing, Photography, Plumber, etc.
- (e) Handicrafts - Bamboo Craft, Weaving, etc.

4. Business and Distributive Arts - General Secretarial Course, Typewriting and Stenography, Bookkeeping, Retail Merchandising, etc.

5. Homemaking - Food Trades, Garment Trades, Cosmetology, etc.

Placement and Follow-Up of Graduates and Dropouts

All secondary schools should operate a placement and follow-up service that assists students, graduates, and dropouts to obtain employment. These should be one of the services of the guidance organization of the school. The effectiveness of the school program will be gauged by the findings of the placement and follow-up service. This should be included in the annual reports of the regional directors and provincial superintendents.

