STUDENTS’ DEVELOPMENT THROUGH COMPETENCY-BASED TRAINING PROGRAM

by:
Jenny M. Necesito
TESDA Dress Making Trainer, TESDA Regional Center – Mariveles, Bataan

The social development of the learners plays a vital role in the process of securing competencies like knowledge and skills as well as values. One of the goals of the K to 12 Basic Education Program is to provide learning experiences in order to hold knowledge and develop skills necessary to earn decent living. It also aims at improving the social aspect of the individuals through inclusive education. Certainly, students need activities like social interaction and skills training to gain lifelong learning opportunities.

As a response, the Technical Education and Skills Development Authority (TESDA) Articulated Competency – Based Learning Materials (CBLM) to achieve the competencies essential for the social and skills development of the learners. It requires students to go through series of trainings and activities in order to complete the learning outcomes of the module. It means that students have to undergo different undertakings to fully develop their skills and become competent in their area of concentration while maintain social communication with their peers and teacher.

An example of it would be seen in completing one of the core competencies in Dressmaking NC II. The module prepared individual activities such as Draft and Cut Pattern of Casual Apparel, Prepare and Cut Materials of Casual Apparel, Sew Casual Apparel, and Apply Finishing Touches on Casual Apparel. These operations will surely improve students’ competencies and their social relations. Even though these are all individual tasks, students can ask question from their teacher to clarify a concept or ask
assistance from their classmates to complete the jobs. In this way, competencies are mastered and the social skills are improved.

Another example that will promote social development through competency-based training program is the use of collaborative work. Sometimes, students need someone who can finish the task on time that is why they have to team up for a project. Take for instance in drafting block pattern. Since this is the first step to be done, they need someone who can assist them in making pattern properly. They also need a person who can collaborate with them to identify the cause/s of the fault and to find ways on how to correct it. In this manner, students are continuously connecting with their partner while drafting block pattern. This means that students can draft and cut pattern and at the same time can build open communication that leads to development of social skills.

Similarly, the Department of Education included the community immersion on their curriculum. Senior High School program, specifically on technical-vocational courses, students have to undergo training or community immersion. This is done to enable students to experience the real world of their chosen track. It is the time to put into practice what they have learned in the laboratory of learning, which is the school. It is the moment to meet people in the field so they can experience how to deal with customers and the community. With this, students can get valuable experiences from the field that can be used when they decide to pursue their career as dressmakers or sewist. In addition, students can develop the ability to get along well with clienteles and the people in the community.

These experiences allow each student to develop not only the psychomotor skills, but also the social skills.
References:

Technical Education and Skills Development Authority (2011). Competency – Based Learning Materials. TESDA Regional Training Center, Mariveles, Bataan

K to 12 Basic Education Program