



# The concept and philosophy of Competence Based Training (CBT)

## 1. Historical background of CBT

- CBT can be traced back to the education of teachers in the USA in the late 1960s, early 1970s.

Poor learning in vocational  
education programs

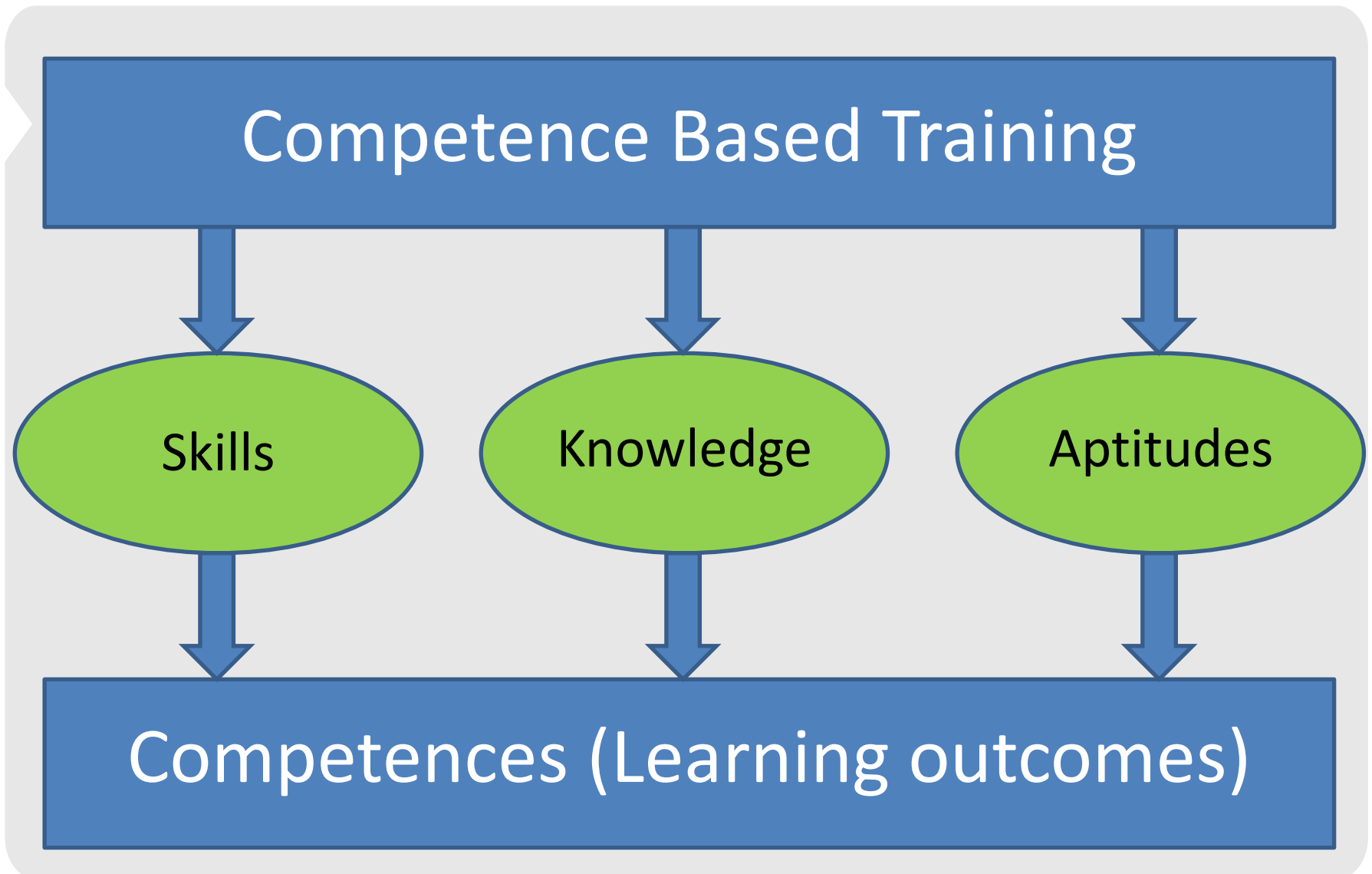


- Research on “Performance-based vocational teacher education” started in 1969 by the National Center for Research in Vocational Education in Ohio/USA.

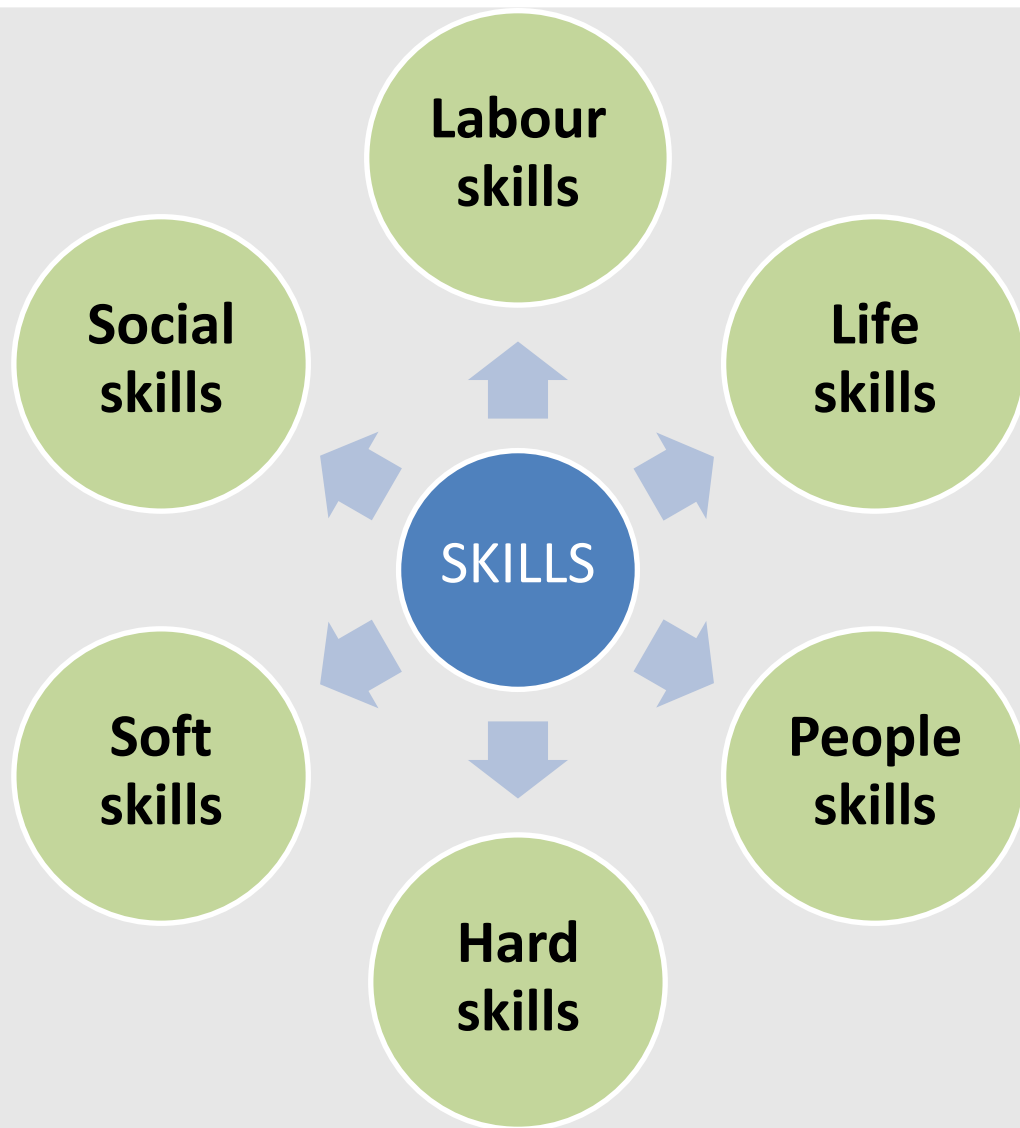
# 1. Historical background of CBT

- Until 1977 more than 100 modules for performance-based vocational teacher education implemented in 23 states in the USA.
- First countries to follow the concept of CBT were the UK, Australia and New Zealand.
- Currently many other countries are “re-inventing” or reforming their VET systems based on the concept of CBT.

## 2. Definition of CBT



# SKILLS



# KNOWLEDGE

Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject

# APTITUDES

the individual skills and characteristics needed for excellent performance of the jobs comprised in a specific profession/job role.

## 2. Definition of CBT

- Competence based training is based on national standards. Standards are set by the industry.
- Standards describe what competences/learning outcomes (skills, knowledge, aptitudes) individuals need to achieve in order to carry out particular occupational roles or functions.





# Realisation and implementation of Competence Based Training (CBT)

ToT training workshop, Delhi, November 2015

# Requirements for implementation

- Need to understand that CBT is different from traditional course-based training.
- Trainers must understand the concept of CBT.
- Assessment plays a major role in CBT.

## **Knowledge**

1. How well do we understand the context of the current VET system and the role of CBT in furthering the system?
2. How confidently can we explain CBT's key characteristics, advantages and limitations, components and potential alternatives?

## Skills

3. How well can we perform the following functions?

- Orient others to CBT
- Design a CBT program
- Obtain /deliver learning materials and resources
- Establish appropriate facilities
- Develop procedures for managing CBT
- Foster partnerships between education and industry

## **Attitudes**

4. How enthusiastic are we about CBT, about applying the principles in practice and overcoming the barriers and solving the problems that are bound to emerge with a new program?
5. How comfortable are we with the philosophy of CBT?
6. How strongly do we believe in the potential of the CBT system?
7. How open-minded are we about pushing ahead into the relative unknown that lies ahead?

