

**2017**

**TVET GLOSSARY  
OF TERMS**



Technical Education and Skills Development Authority

# **TECHNICAL EDUCATION and SKILLS DEVELOPMENT AUTHORITY**

## **VISION**

The transformational leader in the technical education and skills development of the Filipino workforce.

## **MISSION**

TESDA sets direction, promulgates relevant standards, and implements programs geared towards a quality-assured and inclusive technical education and skills development and certification system.

## **VALUES STATEMENT**

We believe in demonstrated competence, institutional integrity, personal commitment, culture of innovativeness, and a deep sense of nationalism.

## **GOALS AND OBJECTIVES**

- a) Promote and strengthen the quality of technical education and skills development programs to attain international competitiveness.
- b) Focus technical education and skills development of workers on meeting the changing demands of the labor market.
- c) Encourage critical and creative thinking by disseminating the technical knowledge base of human resources by integrating 21st century skills in the standards to produce world-class workforce.
- d) Recognize and encourage the complementary roles of public and private institutions, enterprises, LGUs and CSO, in technical education and skills development and certification.
- e) Develop the capacities of stakeholders to participate in the planning and delivery of quality technical education and skills development and certification systems.
- f) Inculcate desirable values through the development of moral character with emphasis on work ethic, self-discipline, self-reliance and nationalism.

## **CORE COMPETENCIES**

Technical Education  
Skills Development  
Competency Assessment and Certification


# MESSAGE

The internationalization of TVET and revitalization of TVET globally presents new and innovative approaches to skills development aimed at developing productive and highly skilled workforce for decent and productive employment to achieve sustainable inclusive growth.

TESDA has been in partnership with different private and public sectors both at the international and local levels, to implement provide relevant, efficient, accessible and high quality technical education and skills development to develop middle-level workforce responsive to Philippine development goals.

With the ever changing requirements and context of TVET, key players and stakeholders need to be updated with relevant information, terminologies and concepts to bring common understanding, clarification and consistency. The demands brought about by internationalization of TVET and its critical role in economic and social development both at the international and domestic arena require a heightened understanding of terminologies commonly used and associated in TVET.

The 2017 TVET Glossary of Terms is necessary to introduce new terms in TVET and update the old ones. It is hoped that this will facilitate better understanding of TVET as TESDA endeavors to continuously respond to skills development requirements of the industry and to address the labor market challenges.



**GUILINA "GENE" A. MAMONDIONG**  
Director General / Secretary



## Acronyms

<b>APACC</b>	-	Asia Pacific Accreditation and Certification Commission
<b>APEC</b>	-	Asia Pacific Economic Cooperation
<b>ASEAN</b>	-	Association of Southeast Asian Nations
<b>CATs</b>	-	Competency Assessment Tools
<b>CAV</b>	-	Certification, Authentication and Verification
<b>CBC</b>	-	Competency-Based Curriculum
<b>COC</b>	-	Certificate of Competency
<b>CSO</b>	-	Civil Society Organization
<b>CTPR</b>	-	Certificate of TVET Program Registration
<b>DTP</b>	-	Dualized Training Program
<b>DTS</b>	-	Dual Training System
<b>EO</b>	-	Executive Order
<b>GAD</b>	-	Gender and Development
<b>GASTPE</b>	-	Government Assistance to Students and Teachers in Private Education
<b>HOTS</b>	-	Higher Order Thinking Skills
<b>IACES</b>	-	Inter-Agency Committee on Education Statistics
<b>IGPs</b>	-	Income Generating Projects
<b>ILO</b>	-	International Labour Organization
<b>ISO</b>	-	International Organization for Standardization
<b>IWER</b>	-	Industry Working Experience Required
<b>JoLiNS</b>	-	Job Linkaging and Networking Services
<b>LGU</b>	-	Local Government Unit
<b>LMI</b>	-	Labor Market Information
<b>LOI</b>	-	Letter of Intent
<b>LSI</b>	-	Language Skills Institute
<b>MRA</b>	-	Mutual Recognition Arrangement
<b>NC</b>	-	National Certificate
<b>NGO</b>	-	Non-Government Organization
<b>NTR</b>	-	No Training Regulation
<b>NTRA</b>	-	National TVET Research Agenda
<b>NTTC</b>	-	National TVET Training Certificate
<b>PESFA</b>	-	Private Education Student Financial Assistance

<b>PQF</b>	-	Philippine Qualifications Framework
<b>PSA</b>	-	Philippine Statistics Authority
<b>PSALM</b>	-	Policy-oriented, Sector-focused, Area-based, Labor Market
<b>PTCACS</b>	-	Philippine TVET Competency Assessment and Certification System
<b>QA</b>	-	Quality Assurance
<b>RA</b>	-	Republic Act
<b>RCC</b>	-	Recognition of Current Competency
<b>RPL</b>	-	Recognition of Prior Learning
<b>RSPs</b>	-	Regional Skills Priorities
<b>RTCs</b>	-	Regional Training Centers
<b>SAC</b>	-	State Assistance Council
<b>SETG</b>	-	Study on the Employability of TVET Graduates
<b>SO</b>	-	Special Order
<b>STCW</b>	-	Standards of Training, Certification and Watchkeeping
<b>TDF</b>	-	TESDA Development Fund
<b>TESDA</b>	-	Technical Education and Skills Development Authority
<b>TESDC</b>	-	Technical Education and Skills Development Committee
<b>TMC</b>	-	Trainer's Methodology Certificate
<b>TNA</b>	-	Training Needs Analysis
<b>TR</b>	-	Training Regulation
<b>TRUGA</b>	-	Training for Rural Gainful Activities
<b>TTI</b>	-	TESDA Technology Institutions
<b>TVET</b>	-	Technical-Vocational Education and Training
<b>TVI</b>	-	Techvoc Institutions
<b>TWSP</b>	-	Training for Work Scholarship Program
<b>UNESCO</b>	-	United Nations Educational, Scientific and Cultural Organization
<b>UTPRAS</b>	-	Unified TVET Program Registration and Accreditation System
<b>WHO</b>	-	World Health Organization
<b>WTR</b>	-	With Training Regulation
<b>YP4SC</b>	-	Youth Profiling for Starring Career

## Alphabetical List of Terms

Academic drift  
Accreditation  
Accreditation of Assessors by Endorsement  
Accreditation, Program  
Accreditation, Third Party  
Accredited Competency Assessment Center  
Accredited Competency Assessor  
Accredited Establishment  
Accredited TVET Institution (TVI)  
Administrator  
Adult Education  
Adult Literacy Rate  
Andragogy  
Apprentice  
Apprentice Absorbed  
Apprentice Absorption Rate  
Apprentice Graduate  
Apprenticeable Occupation  
Apprenticeship  
Apprenticeship Agreement  
Apprenticeship Contract  
Articulation  
ASEAN Qualifications Reference Framework (AQRF)  
Asia Pacific Accreditation and Certification Commission (APACC)  
Asia Pacific Economic Cooperation (APEC)  
Assessment and Certification  
Assessment Context  
Assessment Fee  
Assessment Method  
Assessment Moderation  
Assessment Process  
Assessor  
Assessor's Guide  
Assessor's Methodology Course  
Audit  
Audit Criteria  
Audit Evidence  
Audit Findings  
Audit Plan  
Audit Report  
Audit Team  
Auditee

Auditor  
Basic Education  
Benchmarking  
Best practice  
Bipartite Plant Apprenticeship Committee  
Blended Learning Program  
Block Release Scheme  
Blog page  
Blue Desk  
Bridging course  
Bundled Program  
Bundling  
Bundling of Qualifications  
Business Process Outsourcing (BPO)  
Candidate  
Candidate Status  
Career  
Career Coach  
Career Guidance.  
Career Profiling  
Center of Technical Excellence  
Certificate of Compliance to industry Experience (CoCIE)  
Certificate of Competency (COC)  
Certificate of DTS/DTP Accreditation  
Certificate of TVET Program Registration (CTPR)  
Certification  
Certification Rate  
Certification, Authentication and Verification (CAV)  
Class of Worker  
Closed Programs  
Closure Report  
Cluster of units of competency  
Co-Management  
Competency  
Competency Assessment  
Competency Assessment Tool  
Competency Standard  
Competency-based curriculum  
Competency-based training  
Compliance Audit  
Computer-based training  
Containment Policy  
Continuing learning (or Lifelong Learning)  
Corrective Action



Course  
Course Content  
Course Title  
Credit  
Credit Transfer  
Critical Aspects of Competency  
Critical Skills  
Curriculum  
Curriculum Exemplar  
Daily allowance  
Day Release Scheme  
Delivery Mode  
Demand-driven TVET  
Designated Assessment Venue (DAV)  
Documented Migrant Workers  
Dropout  
Dual Training System Accreditation  
Dualized Training Program (DTP)  
Dualized Training Program Accreditation  
Elements of Competency  
Embedded learning and teaching  
Embedded TVET Qualification in a Ladderized Degree Program  
Emerging occupation  
Emerging skills  
Employed  
Employers' Satisfaction Survey  
Employment Rate  
Enhanced Basic Education  
Enrolment  
Entrepreneurship Training  
Equivalence of Industry Experience  
Equivalency  
Establishment  
Evidence  
Evidence Guide  
Evidence Plan  
Face-to-Face  
Findings/Areas Not Complied With  
Flexible learning  
Formal education and training  
Fourth Industrial Revolution (4IR)  
Functional Literacy  
Functional Literacy Rate  
Gender

Gender Analysis  
Gender and Development Mainstreaming in TVET  
Gender Sensitive  
Global Multidimensional Poverty Index (MPI)  
Government Assistance to Students and Teachers in Private Education  
Graduate  
Green Jobs  
Green Skills  
Greening TVET  
Hard skills  
Hazardous Workplace  
Higher Education  
Higher Education Program  
Income Generating Projects  
Indigenous Peoples (IPs)  
Industry Boards  
Industry Immersion  
Industry Working Experience Required (IWER)  
Industry Working Group  
Informal Sector  
Innovation  
In-plant training  
In-school Training  
Institutional Assessment  
Internal Audit  
Internet of things (IoT)  
Invisibly Underemployed  
Job  
Job evaluation  
Job Fair  
Job Linkaging and Networking Services (JoLiNS)  
Job placement  
Job seeker  
Job standard  
Job-out/ Contract-out  
Jobs Bridging  
JobStart Philippine Program  
K to 12  
Labor Force  
Labor Force Participation Rate  
Labor Market  
Labor Market Information (LMI)  
Labor Supply  
Ladderized Education Program

Language Skills Institutes (LSIs)  
Learnable Occupation  
Learners  
Learnership  
Learning  
Learning Activities  
Learning culture  
Letter of Intent (LOI)  
Levy-and-Grant System  
Life-long Learning  
Literacy  
Literacy Rate  
Livelihood Program  
Management Review  
Mentoring  
Middle-level Skilled Manpower  
Migrant Worker or Overseas Filipino Worker (OFW)  
Mobile Training Program (MTP)  
Moderation  
Module of Instruction  
Moratorium  
Multi-dimensional Poverty  
Mutual Recognition Arrangement (MRA)  
National Assessment  
National Assessment and Certification Arrangements  
National Certificate (NC)  
National Qualification  
National TVET Training Certificate (NTTC)  
No Training Regulation (NTR)  
Nominal Duration  
Non-Compliant  
Non-traditional occupation  
Observations  
Occupation  
Online Program  
On-the-Job Training  
Out-of-School  
Overseas Filipinos  
Overseas Worker  
Peer Teaching  
Performance Criteria  
Performance Standard  
Persons In The Labor Force (or Economically Active Population)  
Persons Assessed

Persons Certified  
Persons Not In The Labor Force  
Philippine Qualifications Framework (PQF)  
Philippine Standard Classification on Education (PSCED)  
Philippine Standard Occupational Classification (PSOC)  
Philippine Standard Industrial Classification (PSIC)  
Philippine TVET Competency Assessment and Certification System  
Philippine TVET Trainers Qualifications Framework (PTTQF)  
Polytechnic  
Portfolio Assessment  
Poverty (Absolute)  
Poverty (Relative)  
Poverty Incidence  
Poverty Threshold or Poverty Line  
Pre-service Industry Work Experience  
Prior learning  
Private Education Student Financial Assistance (PESFA)  
Private TVET Provider  
Production-Cum-Training Program  
Productivity  
Program  
Program Accreditation  
Program Migration  
Program Registration  
Program Re-registration  
Programs for Migration  
Progressive Devolution  
Project-based Assessment  
Project-based Instruction  
Provincial/Regional Skills Priorities  
PSALM Approach  
Qualification  
Qualification certification  
Qualification descriptor  
Qualification packaging  
Rating Sheet  
Recognition of Prior Learning (RPL)  
Recognition of Prior Learning and Recognition of Current Competency  
Recreational learning  
Registry of Workers Assessed and Certified (RWAC)  
Retraining  
Secondary Education  
Sectoral Skills Plan  
Self-Assessment Guide

Self-Evaluation Guide  
Skill mismatch  
Skill recognition  
Skills  
Skills anticipation  
Skills Competition  
Skills development  
Skills passport  
Skills Priorities  
Skills Utilization Rate  
Special Order (S.O.)  
Stakeholder  
Star Level Award  
Star Rating System  
State Assistance Council (SAC)  
STCW Convention  
Study on the Employability of TVET Graduates (SETG)  
Sub-State Assistance Council (Sub-SAC)  
Supervised Industry Training (SIT) / On-the-Job (OJT)  
Sustainable Development Goals (SDGs)  
Task  
Task Analysis  
Tax Incentives  
Technical Consulting  
Technical Education  
Technical Education and Skills Development Committees (TESDCs)  
Technical Expert  
Technical Vocational Institution (TVI)  
Technical-Vocational Education and Training (TVET)  
Technician  
Technology-Based Community Program  
Tendering System  
Tertiary Education  
TESDA Development Fund (TDF)  
TESDA Technology Institutions  
Trainees  
Trainee's Record Book (TRB)  
Trainers Development Program  
Trainers Methodology Certificate (TMC)  
Trainers Methodology Certificate I (TMC I)  
Trainers Methodology Certificate II (TMC II)  
Trainers Methodology Level I  
Trainers Methodology Level II  
Training Allowance

Training culture  
Training needs analysis  
Training Plan  
Training Regulations  
Training Standards  
Training Voucher  
Trainers/trainers  
Transcript of Competency  
Transferability  
Transition Program  
Trifocalized Education and Training  
TVET Exit Points  
Underemployed  
Unemployed  
Unemployment rate  
Unified TVET Program Registration and Accreditation System (UTPRAS)  
Unit of Competency  
User-led or Market-driven Strategy  
Validation  
Validators  
Visibly Underemployed  
Wage  
With Training Regulation (WTR)  
Women Empowerment  
Youth  
Youth literacy rate  
Youth Profiling for Starring Career (YP4SC or Career Profiling)

# TVET Glossary of Terms

## **ACADEMIC DRIFT**

the term 'academic drift' describes the influence of the attractiveness of the university status on non-university institutions that strive to acquire the same standing. It also describes a tendency of making vocational education more academic (Neave, 1996). Similarly, VET providers, especially those at the borderline of VET and HE sectors, are offering short-term tertiary cycles or are entering into cooperation with polytechnics, thus stepping into the HE field. This all forms part of the academic drift (*CEDEFOP 2009, Europe*)

## **ACCREDITATION**

the process of recognizing and/or empowering an entity to perform certain roles or responsibilities on behalf of the TESDA organization. (*TESDA Circular No. 15, s. 2015*)

## **ACCREDITATION OF ASSESSORS BY ENDORSEMENT**

accreditation given to qualified person for the purpose of acquiring or mobilizing new assessors in occupation qualifications and/or skills categories where there are no existing assessors. (*TESDA Procedures Manual on Program Registration*)

## **ACCREDITATION, PROGRAM**

a voluntary process of demonstrating quality assurance to programs and institutional processes that shall lead to the recognition and conferment awards at various levels for exemplary performance. (*TESDA Circular No. 15, s. 2015*)

## **ACCREDITATION, THIRD PARTY**

a process wherein an external body uses their own prescribed criteria and processes in assessing the institution application for accreditation. (*TESDA Procedures Manual on Program Registration*)

## **ACCREDITED COMPETENCY ASSESSMENT CENTER**

an establishment officially authorized by TESDA to manage the assessment of candidates for national certification. (*TESDA Circular No. 15 s. 2015*)

## **ACCREDITED COMPETENCY ASSESSOR**

An individual authorized by TESDA to assess the competencies of a candidate for national certification. (*TESDA Circular No. 15, s. 2015*)

## **ACCREDITED ESTABLISHMENT**

a private firm duly recognized and authorized by TESDA to implement the DTS Program/DTP together with a partner technical vocational institution. (*TESDA Circular No. 31 s. 2012*)

## **ACCREDITED TVET INSTITUTION (TVI)**

as used in TESDA, it refers to a public or private institution duly recognized and authorized by TESDA to implement the DTS Program/Dualized Training Program (DTP) together with a partner establishment. (*TESDA Circular No. 31 s. 2012*)

## **ADMINISTRATOR**

the person who is appointed or designated to be the overall manager of a TESDA Technology Institution.

**ADULT EDUCATION**

denotes the entire body of organized educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities, as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitudes and behavior in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. *(UNESCO)*

**ADULT LITERACY RATE**

the proportion (in percent) of adult population (15 years old and above) who can read and write to total adult population. *(NSO)*

**ANDRAGOGY**

- the art and science of helping adults to learn. *(AVETRA 2002, Australia)*.
- A set of adult learning principles, including: (i) the learner's need to know; (ii) self-concept of the learner; (iii) prior experience of the learner; (iv) readiness to learn; (v) orientation to learning; and (vi) motivation to learn. *(OECD 2013, Chile)*

**APPRENTICE**

a person undergoing training for an approved apprenticeable occupation during an established period assured by an apprenticeship agreement. *(RA 7796/TESDA Law)*

**APPRENTICE ABSORBED**

an apprentice who becomes a member of the regular work force of the establishment after the apprentice period.

**APPRENTICE ABSORPTION RATE**

the proportion (in percent) of the total number of apprentices absorbed into employment to the total number of apprentices graduated. *(EO 111/Labor Code of the Philippines)*

**APPRENTICE GRADUATE**

an apprentice who completes the terms and conditions of his/her apprenticeship contract or agreement.

**APPRENTICEABLE OCCUPATION**

an occupation officially endorsed by a tripartite body and approved for apprenticeship by TESDA. *(EO 111/Labor Code of the Philippines)*

**APPRENTICESHIP**

training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. *(RA 7796/TESDA Law)*

**APPRENTICESHIP AGREEMENT**

a contract wherein a prospective employer binds himself to train the apprentice who, in turn, accepts the terms/conditions of training for a recognized apprenticeable



occupation emphasizing the rights, duties and responsibilities of each party. (*RA 7796/TESDA Law*)

#### **APPRENTICESHIP CONTRACT**

an agreement wherein an enterprise binds itself to train the apprentice who in turn accepts the terms of training for the recognized apprenticeable qualifications and emphasizing the rights, duties and responsibilities of each party. (*Guidelines in the Implementation of Reformed Apprenticeship Program*)

#### **ARTICULATION**

the mechanism by which programs are linked to enable students to progress through levels of qualifications, between providers or sectors. Articulated programs provide multiple entry and exit points and a staircase or ladders of learning opportunities. (*RA No. 10647, IRR of the Ladderized Education Act of 2014*)

#### **ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)**

a common reference framework that enables comparisons of education qualifications across participating ASEAN Member States. Engagement in AQRF does not require changes to national qualifications systems (NQS). AQRF respects the specific structures and processes of participating AMS to maintain their responsiveness to national priorities. (*www.asean.org*)

#### **ASIA PACIFIC ACCREDITATION AND CERTIFICATION COMMISSION (APACC)**

is an accreditation and certification of TVET institutions for higher technical and non-degree technical education, and vocational training in Asia and the Pacific region. It accomplishes its program and activities through a secretariat, APACC accreditors, in-country units headed by NCAs-NABs and TVET institutions in member-countries. (*APACC Manual*)

#### **ASIA PACIFIC ECONOMIC COOPERATION (APEC)**

the Asia-Pacific Economic Cooperation (APEC) forum was established in 1989. This Cooperation is based on three pillars: trade and investment liberalization, business facilitation, and economic and technical cooperation. Its membership comprises Australia; Brunei Darussalam; Canada; Chile; People's Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; Philippines; Russia; Singapore; Chinese Taipei; Thailand; United States; and Viet Nam. It became the pre-eminent economic forum in the Asia-Pacific region with its primary purpose is to facilitate economic growth and prosperity in the region, with the vision of creating a seamless regional economy. APEC pursues these objectives through trade and investment liberalization, business facilitation and economic and technical cooperation. APEC aims to strengthen regional economic integration by removing impediments to trade and investment "at the border", enhancing supply chain connectivity "across the border" and improving the business environment "behind the border"

#### **ASSESSMENT AND CERTIFICATION**

a program that aims at assessing and certifying the competencies of the middle-level skilled workers through Philippine TVET Competency Assessment and Certification System (PTCACS). (*TESDA Quality Manual*)

### **ASSESSMENT CONTEXT**

the environment or setting in which the assessment activity takes place. This includes physical setting, tools, equipment, materials, facilities, purpose of assessment and access to support personnel. *(TESDA Circular No. 23, s. 2008)*

### **ASSESSMENT FEE**

as used in TESDA, this term means the amount charged to the examinees/candidates for the administration of competency assessment. It shall be based on the cost of supplies and materials as well as other administrative and technical expenses. *(TESDA Implementing Guidelines on PTQCS)*

### **ASSESSMENT METHOD**

as used in TESDA, this term refers to a particular technique used to gather different types of evidence when assessing a candidate of a particular qualification. This may include methods or techniques such as demonstration, interviews, portfolios, etc. *(TESDA-SOP-CACO-13 dated December 17, 2012)*

### **ASSESSMENT MODERATION**

the process of establishing comparability of judgments of standards of candidate's performance across different assessors, assessment center and venues, in order to ensure that assessment is valid, reliable and fair. *(TESDA Implementing Guidelines on PTQCS)*

### **ASSESSMENT PROCESS**

the assessment process is based on gathered evidence or information to prove possession of competence. The process may be applied to an employable single unit of competency, or a cluster of relevant units of competency or to all units of competency in a Full National Qualification. Evidence are gathered through a range of evidence-gathering methods. *(TESDA Circular No. 15, s. 2015)*

### **ASSESSOR**

accredited individual authorized to evaluate or assess competencies of a candidate (person) applying for certification. *(TESDA Implementing Guidelines on PTQCS)*

### **ASSESSOR'S GUIDE**

a set of documents which contains information that will assist the assessor in the evidence gathering process.

### **ASSESSOR'S METHODOLOGY COURSE**

a course or training program designed to equip participants with the knowledge, values and skills in the administration, evaluation and interpretation of competencies assessment. *(TESDA Implementing Guidelines on PTQCS)*

### **AUDIT**

systematic, independent and documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled. *(ISO 19011:2011)*

**AUDIT CRITERIA**

set of policies, procedures or requirements used as a reference against which audit evidence is compared. *(ISO 19011:2011)*

**AUDIT EVIDENCE**

records, statements of fact or other information which are relevant to the audit criteria and verifiable. *(ISO 19011:2011)*

**AUDIT FINDINGS**

results of the evaluation of the collected audit evidence against audit criteria. *(ISO 19011:2011)*

**AUDIT PLAN**

- description of the activities and arrangements for an audit *(ISO 19011:2011)*
- refers to a written plan prepared prior to the conduct of audit which details activities such as where to go, what to do, when to do it and whom to see/interview. *(Operating Procedures for Compliance Audit)*

**AUDIT REPORT**

refers to a report that contains observations and findings during the Audit that are meant to assist the Auditee to improve systems. *(Operating Procedures for Compliance Audit)*

**AUDIT TEAM**

- one or more auditors conducting an audit, supported if needed by technical experts. *(ISO 19011:2011)*
- Refers to a group of people qualified designated/authorized to conduct an audit. composed of a Lead Auditor and team members. *(Operating Procedures for Compliance Audit)*

**AUDITEE**

organization being audited *(ISO 19011:2011)*

**AUDITOR**

person who conducts an audit *(ISO 19011:2011)*

**BASIC EDUCATION**

provides the foundation on which subsequent learning can be based. It encompasses kindergarten, elementary and secondary education as well as alternative learning systems for out-of-school learners and those with special needs. *(Sec. 3, RA 10533)*

**BENCHMARKING**

process of comparing an organization's or company's best practices to that of other organizations or companies using objective and subjective criteria. The process compares programs and strategic positions of competitors of exemplary organizations to those in the company reviewing its status for use as reference points in the formation of organization decisions and objectives. Comparing how an organization or company performs a specific activity with methods of a competitor or some other organization

### *Best Practice - Blue Desk*

doing the same thing is a way to identify the best practice and to learn how to lower costs, reduce defects, increase quality, or improve outcomes linked to organization or company excellence. (*Business Encyclopedia*)

### **BEST PRACTICE**

management practices and work processes that lead to outstanding or top-class performance and provide examples for others. (*UNEVOC/NCVER 2009*)

### **BIPARTITE PLANT APPRENTICESHIP COMMITTEE**

refers to a group of within the enterprise composed of the labor and management responsible for monitoring the program implementation, settling differences between management and apprentices and recommending measures for effective implementation. (*Guidelines in the Implementation of Reformed Apprenticeship Program*)

### **BLENDED LEARNING PROGRAM**

- a. refers to the combination of online and supervised workshop training where the knowledge theories are conducted through the internet and the supervised workshop training are conducted face to face. (*TESDA Circular No. 37, s. 2009, "Implementing Guidelines in the Registration of E-Learning Training Program"*)
- b. learning or training event or activity where e-learning, in its various forms, is combined with more traditional forms of training such as classroom training. (*TESDA Manual of Operations on TVET Programs*)

### **BLOCK RELEASE SCHEME**

refers to the schedule wherein the student/trainee spends full time in the TVI to finish the forty (40%) percent of the training and then deployed full time in the establishment to complete the sixty (60%) percent in-plant training (*TESDA Circular NO. 31 s. 2012*)

### **BLOG PAGE**

website that allows collaborative and interactive learning between learners and with their teachers affiliated (or not) to the same educational institution through uploads of texts, documents, images or videos... on specific subject(s) of pedagogical interest. From a statistical perspective, only educational institutions that have a clear policy to host such blog page are to be counted. (*UNESCO Institute for Statistics, uis.information@unesco.org*)

### **BLUE DESK**

is one of the structures of the TESDA's Job Linkaging and Networking Services which provides frontline service such as: 1) client inquiries on the job vacancies/opportunities, scholarships and TVET programs; 2) disseminate Labor Market Information (LMI) using digital and printed materials using IECs; 3) establish linkages with government such as PESO, DOLE or public employment office and private organizations for LMI and employment services and others; 4) establish and maintain database of client served and profiled; 5) provide Post-training Career Advising and other similar activities; and 6) refer and/or link TVET graduates to government and non-government organizations for business development support. (*TESDA Circular No. 38, s. 2016*)

**BRIDGING COURSE**

a course designed to equip students to take up a new subject or course by covering the gaps between the students' existing knowledge and skills and the subject or course prerequisites and assumed knowledge. *(NCVER 2013, Australia)*

**BUNDLED PROGRAM**

refers to the combination of several WTR qualifications offered as a program to produce multi-skilled graduates. *(TESDA Circular No. 7 s. 2016)*

**BUNDLING**

refers to the grouping or clustering of qualifications that result in multi-qualification program and, consequently, in multi-skilled graduates. Bundling can be done either through vertical articulation (under the qualification with different national certification levels) and horizontal or lateral progression (under different qualifications within the same sector and same national qualification levels. *(TESDA Circular No. 7 s. 2016)*

**BUNDLING OF QUALIFICATIONS**

a multi-qualification program intended to produce multi-skilled graduates; registered on a per qualification basis which is: (a) composed of same qualifications with different NC levels; or (b) qualifications within the same sector

**BUSINESS PROCESS OUTSOURCING (BPO)**

the delegation of one or more IT-intensive business processes to an external provider that, in turn, owns, administers, and manages the selected process or processes based on defined and measurable performance metrics. *(PSA)*

**CANDIDATE**

an individual seeking recognition of his/her competencies to acquire a certification. *(TESDA Circular No. 15 s. 2015)*

**CANDIDATE STATUS**

a program that has been categorized as not yet eligible for the STAR Level Award due to the need to strengthen areas where weaknesses have been identified in the criteria. The total weighted scores of the program, which is categorized as candidate status ranges from 300 to 374 points. *(TESDA Circular No. 18 s. 2016)*

**CAREER**

personal engagement with the world of work characterized by exercise of choice and identification of personal suitability requiring preparation and specialization for ongoing lifelong development *(G. Arulmani, 2014)*

**CAREER COACH**

a person who has been trained in helping other people develop their career goals. *(“Get on the Right Career Path with a Career Coach” by Ralph King)*

**CAREER GUIDANCE.**

the provision of services such as career information, career education, guidance and counseling intended to assist people at any age and at any point in their lives, to make education, training and occupational choices and manage their careers *(European Union Council, 2004, 2008, OECD,2004)*

**CAREER PROFILING**

as used in TESDA, refers to that career guidance service geared towards helping students, out-of-school youth and unemployed adults decide intelligently on what career to pursue by having them undergo self-assessment of their abilities and occupational interests. The results are processed into an individual profile which shall serve as the basis for the individual to decide on what particular program to undergo in pursuit of that job best suited to his/her strengths. (*Career Profiling Handbook, 2012*)

**CENTER OF TECHNICAL EXCELLENCE**

a TVET institution whether public or private, that has acquired the highest level of award of accreditation under UTPRAS.

**CERTIFICATE OF COMPLIANCE TO INDUSTRY EXPERIENCE (CoCIE)**

is an official document issued by TESDA Regional Director; specifying the credit assigned per specific qualification; as the acceptable evidence of in-service Industry Experience of trainers. (*TESDA Circular No. 33 s. 2017*)

**CERTIFICATE OF COMPETENCY (COC)**

a document issued by TESDA to individuals who were assessed as competent in a single unit or cluster of related units of competency as defined in Section 4 of the Training Regulations. (*TESDA Circular No. 7 s. 2016*)

**CERTIFICATE OF DTS/DTP ACCREDITATION**

as used in TESDA, it refers to a document issued by TESDA granting an authority to a TVI and as its partner establishment to implement the DTS Program/DTP. (*TESDA Circular No. 31 s. 2012*)

**CERTIFICATE OF TVET PROGRAM REGISTRATION (CTPR)**

refers to a document issued by TESDA to a concerned institution as a manifestation that the TVET program offered complies with the minimum requirements or standards prescribed by TESDA. (*TESDA Circular No. 7 s, 2016*)

**CERTIFICATION**

a formal process of recognizing that an individual is qualified in terms of particular knowledge, skills and attitudes based on industry standards. (*TESDA Circular No. 15 s. 2015*)

**CERTIFICATION RATE**

the proportion (in percent) of persons who passed the national competency assessment to the total who took competency assessment for or within a given period. (*2005 IACES*)

**CERTIFICATION, AUTHENTICATION AND VERIFICATION (CAV)**

a procedure wherein documents are authenticated and certified as authentic by TESDA and conforms to the service standards set by the authentication process of the Office of Consular Affairs, Department of Foreign Affairs (DFA). (*Memorandum of Agreement on Issuance of CAV*)

## CLASS OF WORKER

classified to seven categories, namely:

- a. **work for private household** – these are employed persons working in a private household for pay, in cash or in kind;
- b. **work for private establishment** – these are persons working in a private establishment for pay, in cash or in kind. This category includes not only **persons** working for a private industry but also those working for a religious group, missionary, unions, and non-profit organizations. Examples of persons working for a private establishment are public transport drivers who do not own the vehicle but drive them on boundary basis, persons working in public works projects on private contractors, dock hands or stevedores, cargo handlers in railroad station or piers, etc.;
- c. **work for government/government corporation** – these are persons working for the government or a government corporation or any of its instrumentalities. This category of worker includes the following workers: chaplains in the Armed Forces of the Philippines, Filipinos working in embassies, legation, chancelleries or consulates of foreign government in the Philippines and those working in international organizations of Sovereign States of Governments like the United Nations (UN), World health Organization (WHO), etc.;
- d. **self-employed** – these are persons who operate their own businesses or **trades** and do not employ paid workers in the conduct of their economic activities. This category includes workers who worked purely on commission basis and who may not have regular working hours;
- e. **employers** – these are persons who employ one or more paid employees in the operation of their businesses or trades. Thus, domestic helpers, family drivers and other household helpers who assist in the family-operated business, regardless of time spent in this activity, are not hired employees in the enterprise/business. A farm or business proprietor who is assisted purely by such domestic help is not also considered an employer;
- f. **worked with pay on own-family operated farm or business** – members of the family who receive cash or fixed share of the produce as payment for their services in a farm or business operated by another member living in the same household; and
- g. **worked without pay on own-family farm or business** – members of the family who assist another member in the operation of the family farm or business enterprise and who do not receive any wage or salary for their work. (NSO)

## CLOSED PROGRAMS

refers to program(s) that were closed/delisted due to closure of TVIs, non-compliance with deficiency(ies) after the prescribed period, or non-migration within the prescribed period. The program shall be reported closed after completion of closure proceedings. (*Operating Procedures for Compliance Audit*)

## CLOSURE REPORT

a report submitted to the National Quality Management Committee (NQMC) regarding the status of actions taken by the Auditee as per compliance of audit findings. (*TESDA Procedures Manual on Compliance Audit*)

### **CLUSTER OF UNITS OF COMPETENCY**

refers to a group of competencies as defined in the Training Regulations that corresponds to a Certificate of Competency. A cluster of units of competency includes the basic, common and core competencies addressing a Certificate of Competency that can be offered as a registered program. *(TESDA Circular No. 7 s. 2016)*

### **CO-MANAGEMENT**

a partnership of two or more organizations that agreed to manage training facilities by adhering to distinct and shared responsibilities under a formal agreement for the implementation of training and training-related functions. *(TESDA Memorandum dated 11/03/2001)*

### **COMPETENCY**

refers to the specification of the knowledge, skills and attitude and the application of that knowledge, skills and attitude to the standard of performance required in the workplace. *(TESDA Circular No, 7 s. 2016)*

### **COMPETENCY ASSESSMENT**

refers to a process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in the competency standards defined in TR. The assessment process is based on evidence or information gathered to prove possession of competencies. The process may be applied to an employable unit or units of competency in partial fulfillment of the requirements of the national qualification. The competency assessment leads to the issuance of a National Certificate (NC) or a Certificate of Competency (CoC). *(TESDA Circular No. 7 s. 2016)*

### **COMPETENCY ASSESSMENT TOOL**

contains both the instructions and the instrument, i.e., Rating Sheet for gathering and interpreting evidence developed from the selected assessment method(s) to be used for assessment. For example, if the evidence gathering method is demonstration followed by a, brief interview, then the CAT must consist of:

- Instructions identifying the activities to be undertaken by the candidate, the key points to be observed/evidence requirements and the performance issues to be considered by the assessor, and
- A proforma which includes a checklist for the key observation points and performance standards, and a series of questions on underpinning knowledge for the interview

### **COMPETENCY STANDARD**

defines the knowledge, skills and attitudes/values required for competent performance in the workplace. *(TESDA Circular No. 15 s. 2015)*

### **COMPETENCY-BASED CURRICULUM**

refers to the specifications for a program or module, which describes all the learning experiences a learner undergoes. It generally includes learning outcomes, contents, conditions, methodologies, and assessment methods. It specifies outcomes, which are consistent with the requirements of the workplace as defined in the TRs or based on industry or community consultations and/or supported by a demand or employability study for NTR. *(TESDA Circular No. 7 s. 2016)*



### **COMPETENCY-BASED TRAINING**

refers to a system by which the learner acquires a competency or a qualification based on demonstrated ability rather than on the time spent on training. (TESDA Circular No. 7 s. 2016)

### **COMPLIANCE AUDIT**

- a. a systematic and documented process for obtaining evidence to determine whether implementation of the Philippine TVET Qualification and Certification System (PTQCS) is compliant to quality standards. (TESDA Circular No. 15 s. 2015)
- b. refers to a process to check compliance of whether a training institution is continuously complying with UTPRAS requirements and guidelines for its registered TVET program/s. (Operating Procedures for Compliance Audit)

### **COMPUTER-BASED TRAINING**

an educational method in which a computer is the primary medium for instruction and learning. (Ministry of Labour 2005, Jordan)

### **CONTAINMENT POLICY**

as used in TESDA, it refers to the policy that does not allow a technical vocational institution to partner with establishments outside their area of jurisdiction. (TESDA Circular NO. 31 s. 2012)

### **CONTINUING LEARNING (OR LIFELONG LEARNING)**

the process in which different craftsmen and adults take part to acquire and / or learn new awareness, knowledge, skills or attitude competencies throughout life via all organized, systematic education, training, work and general life experiences in order to improve their opportunities for advancement and promotion. Continuing Learning or Lifelong Learning programs are educational programs usually offered to adults as part-time or short courses in professional fields, personal, academic or occupational subject areas to update and improve occupational skills. (Wahba 2013)

### **CORRECTIVE ACTION**

refers to a step that is taken to remove the cause of an existing non-conformity or undesirable situation. The corrective action process is designed to prevent the recurrence of non-conformity or undesirable situation by eliminating cause/s. It tries to make sure that existing nonconformity and situation does not happen again. Corrective action addresses actual problems. Because of this, the corrective action process can be thought of as a problem-solving process. (Operating Procedures for Compliance Audit)

### **COURSE**

structured and integrated program of education or training, usually consisting of a number of modules (subjects) or shorter programs, and leading to the award of a qualification.

### **COURSE CONTENT**

content of a course, specifically the underpinning knowledge, attitudes and skills that directly contribute to achieving the learning outcomes of a course and its modules. (TESDA Procedures Manual on Developing a CBC)

**COURSE TITLE**

refers to the name of the program to be offered. It is usually derived from the qualification title of the training regulations or it takes the qualification title of the training regulations if the program is designed to cover the entire qualification. *(TESDA Procedures Manual on Program Registration)*

**CREDIT**

the acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competency either through previous study or recognition of prior learning.

**CREDIT TRANSFER**

recognition and carrying forward of overlapping learning from a TVET modular, stand-alone program to a higher education program with unit credits given in the appropriate degree course subject(s) for learners that will go to the college course. *(CHED Memo Order No. 43, s. 2008)*

**CRITICAL ASPECTS OF COMPETENCY**

tells the assessor what evidence is needed to prove that a person is competent. *(TESDA Procedures Manual on Competency Assessment and Certification Program)*

**CRITICAL SKILLS**

skills that are essential and/or indispensable in the operations of a firm or group of firms within an industry as identified by industry experts. *(Philippine TVET Outlook: 2005-2010)*

**CURRICULUM**

systematic group of courses or sequences of subjects required for a graduation or certification in a major field of study; or a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification of entrance into a professional or vocational field; or c) a body of prescribed educational experience under school supervision, designed to provide an individual with the best possible training and experience to fit him for a trade or profession. *(Manual of Policies and Guidelines on the Establishment and Operation of Public and Private TVET Institutions, First Ed., 2001)*

**CURRICULUM EXEMPLAR**

a model or sample of competency-based curriculum

**DAILY ALLOWANCE**

as used in TESDA, it refers to the amount which the trainee receives from the TVI to defray part of his/her daily expenses. This amount in no way shall be below thirty (30) percent of the trainee's allowance that the establishment pays directly to the accredited TVI. *(TESDA Circular NO. 31 s. 2012)*

**DAY RELEASE SCHEME**

refers to the schedule where the student/trainee spends two (2) days weekly in the school and the remaining working days of the week in the establishment *(TESDA Circular NO. 31 s. 2012)*.

## DELIVERY MODE

refers to any of the following:

- **Community-based** – short term programs conducted by non-government Organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific **needs** of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be Mobile Training Program (MTP)
- **Dual Training System (DTS)/Dualized Training Program (DTP)** – training is conducted in two venues, the institution and establishment;
- **E-Learning** – an umbrella term providing computer instruction online over the public internet, private distance learning networks or in house via an internet;
- **Enterprise-based** - training program being implemented within companies/firms. These programs can be apprenticeship or learnership;
- **Institution-based** – TVET program in Technical Vocational Institutions (TVIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), Higher Education Institutions (HEIs), TESDA Technology Institutions (TTIs), and in training centers such as Local Government Unit (LGU)-manpower centers, Regional Training Centers (RTCs), and Provincial Training Centers (PTCs).
- **Mobile Training Program** - registered program that is transportable bringing with it all the necessary tools, equipment, consumables including the trainer

## DEMAND-DRIVEN TVET

responsive to the workforce challenges and needs defined by employers. (*ETA 2008, USA*)

## DESIGNATED ASSESSMENT VENUE (DAV)

a facility appropriately equipped and designated by the assessment center where actual assessment may take place. (*TESDA Circular No. 15 s. 2015*)

## DOCUMENTED MIGRANT WORKERS

- whose contracts of employment have been processed by the POEA if required by law or regulation; and
- those registered by the Migrant-Workers and Other Overseas Filipinos Resource Center or by the Embassy. Those who do not fall under the preceding paragraph are considered undocumented migrant workers. (*RA No. 8042*)

## DROPOUT

a person who discontinues a program of education and training.

## DUAL TRAINING SYSTEM ACCREDITATION

as used in TESDA, it refers to the granting of qualified and approved status to a TVI and its partner establishment to implement the DTS Program that meets all the requirements of the DTS Law, particularly on the prescribed payment of the training allowance to the student/trainee. (*TESDA Circular No. 31 s. 2012*)

## DUALIZED TRAINING PROGRAM (DTP)

TVET program that combines in-plant and in-school training based on a training plan collaboratively designed and implemented by a TVI and its partner establishment that

#### *Dualized Training Program Accreditation - Employed*

have DTS Accreditation. The duration of the in-school and in-plant training under this system shall not be more than the duration of the registered program of the TVI. The program meets all the requirements provided for under the DTS Law, except for the prescribed payment of the training allowance to the student/trainee. (*TESDA Circular No. 31, s. 2012*)

#### **DUALIZED TRAINING PROGRAM ACCREDITATION**

the granting of qualified and approved status to a TVI and its partner establishment to implement the Dualized Training Program that meets all the requirements provided for under the DTS Law, except for the prescribed payment of the training allowance to the student/trainee. (*TESDA Circular NO. 31 s. 2012*)

#### **DUAL TRAINING SYSTEM ACCREDITATION**

as used in TESDA, it refers to the granting of qualified and approved status to a TVI and its partner establishment to implement the DTS Program that meets all the requirements of the DTS Law, particularly on the prescribed payment of the training allowance to the student/trainee. (*TESDA Circular No. 31 s. 2012*)

#### **ELEMENTS OF COMPETENCY**

the skills described in outcome terms, that a person must be able to perform in order to complete the work activity as indicated by the unit of competency. (*TESDA Board Resolution No. 2004-13*)

#### **EMBEDDED LEARNING AND TEACHING**

Teaching and learning of literacy and numeracy which is integrated with the teaching of vocational or academic skills. (*EU Commission AL 2010*)

#### **EMBEDDED TVET QUALIFICATION IN A LADDERIZED DEGREE PROGRAM**

a scheme by which the TVET content in the relevant higher education or bachelor degree program are mapped or identified and the curriculum is restructured to provide TVET exit points. The units of competencies in the TVET qualification are usually clustered together to allow for early attainment of a TVET qualification. (*CHED Memo Order No. 43, s. 2008*)

#### **EMERGING OCCUPATION**

a new occupation or one that consists of a new combination of existing skills and knowledge for which there is considerable existing or projected demand. (*NCVER 2013, Australia*)

#### **EMERGING SKILLS**

abilities for which demand is increasing in existing or new occupations. (*CEDEFOP 2014*)

#### **EMPLOYED**

include all persons 15 years old and over as of their last birthday and during the basic survey reference period are reported as either:

- a. **at work** - those who do any work even for one hour during the reference period for pay or profit, or work without pay on the farm or business enterprise operated by a member of the same household related by blood, marriage, or adoption; or

- b. **with a job but not at work** – Those who have a job or business but are not at work because of temporary illness/injury, vacation, or other reasons. Likewise, persons who expect to report for work or to start operation of a farm or business enterprise within two weeks from the date of the enumerator's visit, are considered employed. (PSA)

**EMPLOYERS' SATISFACTION SURVEY**

a survey which aims to evaluate the levels of satisfaction of the employers on the competencies and performance of TVET graduates in the workplace.

**EMPLOYMENT RATE**

percentage of the total number of employed persons to the total number of persons in the labor force. (PSA)

**ENHANCED BASIC EDUCATION**

encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. (Sec. 4, RA 10533)

**ENROLMENT**

the total number of students or trainees who have registered in a given course or program. (2005 IACES)

**ENTREPRENEURSHIP TRAINING**

a training scheme to develop persons for self-employment or for organizing, financing and/or managing an enterprise.

**EQUIVALENCE OF INDUSTRY EXPERIENCE**

the condition of being the same or comparable in value, worth, function, etc. to time served/employed in an industry. (TESDA Circular No. 33 s. 2017)

**EQUIVALENCY**

the process of recognizing present competencies and giving credit towards additional qualification.

**ESTABLISHMENT**

refers to enterprises and/or services of agricultural, industrial or business establishments. (TESDA Circular No. 31, s. 2012)

**EVIDENCE**

Information gathered which when matched against the competency standard, provides proof of competence. (TESDA-OP-QSO-02 dated 01 March 2017)

**EVIDENCE GUIDE**

as used in TESDA, this term refers to a component of the unit of competency that defines or identifies the evidences required to determine the competence of the individual. It provides information on critical aspects of competency, underpinning

knowledge, underpinning skills, resource implications, assessment method and context of assessment. *(TESDA Training Regulations Framework)*

#### **EVIDENCE PLAN**

a document that identifies evidence requirements and assessment methods to be used in assessing the candidate of a particular qualification. *(TESDA Procedures Manual on Competency Assessment and Certification Program)*

#### **FACE-TO-FACE**

is an instructor-led training in a traditional classroom setting. *(TESDA Circular No. 37, s. 2009)*

#### **FINDINGS/AREAS NOT COMPLIED WITH**

refers to the absence, breakdown or failure of a procedure / process to meet the program registration requirements. *(Operating Procedures for Compliance Audit)*

#### **FLEXIBLE LEARNING**

The provision of a range of learning modes or methods giving learners greater choice of when, where and how they learn. *(NCVER 2013, Australia)*

#### **FORMAL EDUCATION AND TRAINING**

education or training provided in educational institutions, such as schools, universities, colleges, or off-the-job in a workplace, usually involving direction from a teacher or instructor. *(UNEVOC/NCVER 2009)*

#### **FOURTH INDUSTRIAL REVOLUTION (4IR)**

characterized by a range of new technologies that are fusing the physical, digital and biological worlds, impacting all disciplines, economies and industries *(Klaus Schwab, www.weforum.org)*

#### **FUNCTIONAL LITERACY**

- the ability to communicate effectively, to solve problems scientifically, to think critically and creatively, to use resources sustainably and be productive, to develop one's sense of community and to expand one's world view. *(Literacy Coordinating Council (LCC) Resolution No. 1, s. 2008 – DepED)*
- the ability to read, write and compute *(NSO)*

#### **FUNCTIONAL LITERACY RATE**

the proportion (in percent) of the population who has acquired higher level of literacy that includes not only reading and writing skills but also numeracy skills and ability to participate fully and effectively in community activities.

#### **GENDER**

- the socially learned behavior and expectations associated with the two sexes. It also refers to the socially differentiated roles and characteristics attributed by a given culture to women and men. *(PSA)*
- refers to the roles and responsibilities of men and women that are created in the family, society and culture. *(UNESCO Gender Mainstreaming Implementation Framework 2003)*

### **GENDER ANALYSIS**

refers to a framework to compare the relative advantages and disadvantages faced by women and men in various sphere of life, including the family, workplace, school, community and political system. *(PCW Memorandum Circular 2011-01)*

### **GENDER AND DEVELOPMENT MAINSTREAMING IN TVET**

integration of GAD perspective into the analyses, formulation, monitoring and evaluation of TVET policies, programs and projects in the development agenda, with the ultimate goal to achieve gender equality. *(UN)*

### **GENDER SENSITIVE**

means being able to appreciate the differences between men and women; understand how gender shape their roles in the society, and how it affects relationship between them. It means becoming aware of gender concerns in order to respond to gender issues. *(Philippine Commission on Women)*

### **GLOBAL MULTIDIMENSIONAL POVERTY INDEX (MPI)**

is an international measure of acute poverty covering over 100 developing countries. It complements traditional income-based poverty measures by capturing the severe deprivations that each person faces at the same time with respect to education, health and living standards. The MPI assesses poverty at the individual level. *(Oxford Poverty and Human Development Initiative)*

### **GOVERNMENT ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION (GASTPE)**

financial assistance to further the goal of improving quality and accessibility in private education particularly in the secondary, post-secondary (TVET) and higher education levels. DepED, TESDA and CHED supervise the administration and implementation at the different education levels, respectively. *(RA 8545/GASTPE Law)*

### **GRADUATE**

a student or trainee who was enrolled in a particular course and has completed the requirements set for that course/program. *(2006 IACES)*

### **GREEN JOBS**

- a. refer to employment that contributes to preserving or restoring the quality of the environment, be it in the agriculture, industry or services sector. Specifically, but not exclusively, this include jobs that help to protect ecosystems and biodiversity, reduce energy, materials and water consumption through high efficiency strategies, decarbonize the economy, and minimize or altogether avoid generation of all forms of waste and pollution *(RA 10771- Philippine Green Jobs Act of 2016)*.
- b. are defined as jobs that reduce the environmental impact of enterprises and economic sectors, ultimately to levels that are sustainable. This definition covers work in agriculture, industry, services and administration that contributes to preserving or restoring the quality of the environment while also meeting the criteria for decent work - adequate wages, safe conditions, workers' right, social dialog and social protection. It also covers activities related to both mitigation and adaption to climate change. *(ILO/CEDEFOP 2011)*

### **GREEN SKILLS**

technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community. *(NCVER 2013, Australia)*

### **GREENING TVET**

an essential and cross-cutting theme for sustainable development. It refers to the efforts to reorient and reinforce existing TVET institutions and policies in order to reinforce achievement of sustainable development. Thus, greening TVET acknowledges the relationship between sustainable development and green development and clarifies different definitions of green jobs and green skills as well. *(Majumdar 2010)*

### **HARD SKILLS**

the technical and analytical competencies and know-how that allow the worker to perform the mechanical aspects of a job. *(OECD/KRIVET 2012, South Korea)*

### **HAZARDOUS WORKPLACE**

refers to an authorized venue for apprenticeship which relatively exposes the apprentice to dangerous environmental elements, contaminants or in other highly vulnerable working conditions such as construction manufacturing or handling of explosives, or that which requires engagement with too-heavy or power-driven equipment, tools or machineries *(Guidelines in the Implementation of Reformed Apprenticeship Program)*

### **HIGHER EDUCATION**

Post-secondary education offered by a university or other recognized higher education institution, or through Open Learning, leading to the award of a degree or higher level qualification. *(Wahba, 2013)*

### **HIGHER EDUCATION PROGRAM**

a course of study leading to an initial or higher bachelor's degree, as well as formal graduate studies leading to master's, doctoral or similar degree.

### **HIGHER ORDER THINKING SKILLS (HOTS)**

refer to skills that are introduced to advocate critical thinking, analysis and problem solving to augment and enhance learning outcomes in TVET. They have also become common feature of standards-based education reforms. *(TVET in the 21st Century: Challenges and Opportunities)*

### **INCOME GENERATING PROJECTS**

refer to entrepreneurial business activities of whatever scale that takes place in or by the learning institutions managed by the students and supervised by technical instructors with revolving capital provided by the institution established for the purpose of providing the students the opportunity of learning business acumen and to generate income for the improvement of the institutions.

### **INDIGENOUS PEOPLES (IPs)**

a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally



bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed customs, tradition and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and culture, become historically differentiated from the majority of Filipinos (*PSA*)

### **INDUSTRY BOARDS**

are tripartite bodies established in priority industries to provide assistance to the NMYC in the establishment of manpower development schemes, trades and skills standards and other functions as will provide the direction participation of employers and workers in fulfillment of the council's objectives. (*PD 442, Labor Code of the Philippines*)

### **INDUSTRY IMMERSION**

the process of deploying TVET trainers to industries/companies to enhance their skills, knowledge and attitudes in their area of specialization to be applied to their training centers for quality TVET training.

### **INDUSTRY WORKING EXPERIENCE REQUIRED (IWER)**

- industry work experience acquired during employment as TVET trainer gained through the different modalities (*TESDA Circular No. 33 s. 2017*)
- the related working experience of TVET trainers in the industry, indicated by industry practitioners/experts during the development of Training Regulations, as a requirement for accreditation (*TESDA Circular No. 29, s. 2017*)

### **INDUSTRY WORKING GROUP**

a group composed of representatives of industry associations, organizations, TVET institutions, labor groups and concerned government agencies who are working directly with TESDA in skills planning, standards development, assessment and certification, and promotion of TVET.

### **INFORMAL SECTOR**

consists of units engaged in the production of goods and services with the primary objective of generating employment and income to the persons concerned in order to earn a living. (*NSCB Resolution No. 15, s. 2002*)

### **INNOVATION**

refers to making meaningful change to improve the delivery and/or effectiveness of the program to create new value to the students and other stakeholders or change to improve the management of any part of the school system that have impact on the students. Innovation involves the adoption of an idea, process, technology, and product that is new to the previous application to the program. The outcome of program innovation is breakthrough change in results, products or process. (*TESDA Circular No. 18 s. 2016*)

### **IN-PLANT TRAINING**

the portion of a DTS Program/DTP where student/trainee receives practical learning by being integrated in the regular work system of an establishment. (*TESDA Circular No. 31, s. 2012*)

### **IN-SCHOOL TRAINING**

the portion of a DTS Program/DTP where student/trainee receives technology-based theoretical instruction in a lecture area and hands-on exercises in a laboratory and/or a workshop within the premises of a TVI (*TESDA Circular No. 31, s. 2012*).

### **INSTITUTIONAL ASSESSMENT**

an assessment undertaken by the institution for its students to determine their achievement of the learning outcomes in the module of instructions in given unit of competency or clusters of competencies. This applies to both WTR and NTR registered programs. (*TESDA Board Resolution No. 2004-13, "Training Regulations Framework"/ TESDA Circular No. 33 s. 2017*)

### **INTERNAL AUDIT**

- a process to review the practice against documented procedures, usually carried out by auditors within the organization. (*TESDA Quality Manual dated 1/15/2010*)
- sometimes called first-party audits, are conducted by, or on behalf of, the organization itself for management review and other internal purposes, and can form the basis for an organization's declaration of conformity. Independence can be demonstrated by the freedom from responsibility for the activity being audited (*Note from ISO 19011:2011*)

### **INTERNET OF THINGS (IoT)**

is the inter-networking of physical devices, vehicles (also referred to as "connected devices" and "smart devices"), buildings, and other items embedded with electronics, software, sensors, actuators, and network connectivity which enable these objects to collect and exchange data (*Brown, Eric (13 September 2016). "Who Needs the Internet of Things?". Linux.com*)

### **INVISIBLY UNDEREMPLOYED**

includes employed persons who worked for 40 hours or more during the basic survey reference period and still want additional hours of work in their present job or an additional job, or to have a new job with longer working hours. (*PSA*)

### **JOB**

a set of tasks and duties executed, or meant to be executed, by one person; a regular activity performed in exchange for payment, especially as part of one's trade, occupation, or profession.

### **JOB EVALUATION**

a systematic way to gather and analyze information about the content and human requirements of the job, and the context in which the job is performed. This process identifies the existing tasks, duties and responsibilities of the job and what awareness, knowledge, skills, abilities and attitudes are needed to do the job. (*Wahba 2013*)

### **JOB FAIR**

a career fair (also known as job fair) is a recruiting event where job seekers meet with multiple employers.

**JOB LINKAGING AND NETWORKING SERVICES (JOLINS)**

a four-platform delivery service by TESDA to provide job seekers relevant Labor Market Information (LMI), strategies, approaches and techniques in looking for job opportunities in the easiest and most systematic manner. *(TESDA Circular No. 38, s. 2016)*

**JOB PLACEMENT**

process of supporting individuals to find jobs matching their skills. *(CEDEFOP 2014)*

**JOB SEEKER**

a TVET graduate and alumni who is actively looking for employment *(TESDA Circular No. 38, s. 2016)*

**JOB STANDARD**

the level of achievement that an individual is expected to reach by reference to specified rating levels (standards) and criteria that have been decided for each task / activity within a job/job title. *(Wahba 2013)*

**JOB-OUT/ CONTRACT-OUT**

a mode of development of CS/TRs, CATs, and other training/learning materials thru Service Contract (SC) with industry associations or technical experts formally endorsed by the relevant industry association/group and for the academe, from TVIs or HEIs or preferably member of the relevant CHED technical panel. *(TESDA-OP-QSO-01 dated 01 March 2017)*

**JOBS BRIDGING**

a major employment facilitation event to assist the TVET graduates which shall be initiated by the Regional/Provincial/District Offices (ROPODOs). *(TESDA Circular No. 26, s. 2009)*

**JOBSTART PHILIPPINE PROGRAM**

is an employment facilitation initiative of the DOLE with funding support from the Government of Canada and technical assistance from the Asian Development Bank (ADB). The program seeks to assist young Filipinos start their careers and find meaningful paid employment. *(DOLE DO No. 148-16 s. 2016)*

**K TO 12**

covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. *(<http://www.gov.ph/k-12/>)*

**LABOR FORCE**

the population 15 years old and over, whether employed or unemployed, who contribute to the production of goods and services in the country. *(PSA)*

**LABOR FORCE PARTICIPATION RATE**

the proportion (in percent) of the total number of persons in the labor force to the total population 15 years old and over. *(PSA)*

### **LABOR MARKET**

a system consisting of employers as buyers and workers as sellers, the purpose of which is to match job vacancies with job applicants and to set wages. *(ILO)*

### **LABOR MARKET INFORMATION (LMI)**

includes all quantitative or qualitative data and analysis related to employment and the workforce. The goal of LMI is to help customers make informed plans, choices and decisions for a variety of purposes, including business investment decision making, career planning and preparation, education and training offerings, job search opportunities, hiring and public or private workforce investments. *(TESDA Circular No. 38, s. 2016)*

### **LABOR SUPPLY**

refers to the supply of workers, hours or effort for the production of goods and services, and is determined by the size of the population, the proportion able and willing to work and the number of hours worked by each individual. *(ILO)*

### **LADDERIZED EDUCATION PROGRAM**

- refers to all education and training mechanisms that allow students and workers progression between Technical Vocational Education and Training (TVET) and Higher Education (HE) or college and vice-versa; and
- opens opportunities for career and educational advancement to students and workers. Specifically, it intends to create a seamless and borderless education and training system that will allow mobility in terms of flexible entry and exit into the educational system. *(EO 358)*

### **LANGUAGE SKILLS INSTITUTES (LSIs)**

established to provide workplace language training to add value to the worldwide recognition of the Overseas Filipino Workers (OFWs) as skilled workers.

### **LEARNABLE OCCUPATION**

any trade or occupation which requires not more than three (3) months of practical training on the job which may or may not be supplemented by theoretical instruction and approved by TESDA for learnership. *(EO 111/Labor Code of the Philippines)*

### **LEARNERS**

as used in TESDA, the term refers to persons hired as trainees in semi-skilled and other industrial occupations which are non-apprenticeable. *(Revised Guidelines in the of implementation Apprenticeship and Learnership Programs)*

### **LEARNERSHIP**

means any practical training on a learnable occupation which may or may not be supplemented by a related instruction. *(EO 111/Labor Code of the Philippines)*

### **LEARNING**

the process of acquiring knowledge, attitudes, or skills from study, instruction, or experience.

**LEARNING ACTIVITIES**

major activities the student will perform to accomplish the learning outcomes of a training program.

**LEARNING CULTURE**

an environment in which opportunities for learning are openly valued and supported and are built, where possible, into all activities. (*Wahba 2013*)

**LETTER OF INTENT (LOI)**

a formal application filed by a TVET institution or a business establishment declaring its intention to offer TVET program.

**LEVY-AND-GRANT SYSTEM**

a legal contribution (often a percentage of the payroll) from participating employers who would be beneficiaries of a vocational or technical education or training program which is subsequently turned over or rebated to enterprises offering employee training programs. (*RA 7796/TESDA Law*)

**LIFE-LONG LEARNING**

the process of acquiring knowledge or skills throughout life via education, training, work and general life experience. (*Glossary – TAFE Queensland*)

**LITERACY**

defined as the ability to read and write. (*NSO*)

**LITERACY RATE**

percentage of the population who can read and write and understand simple messages in any language or dialect. (*2006 Inter-Agency Committee on Education Statistics*)

**LIVELIHOOD PROGRAM**

a socio-economic project that seeks to motivate, prepare and train workers to embark on income-generating and service-oriented activities geared towards promoting self-sufficiency and initiative among the workers. (*Investment in Technical Vocational Education and Training in the Philippines*)

**MANAGEMENT REVIEW**

a formal evaluation by the management of the status and adequacy of the Quality System. (*TESDA Procedures Manual on Program Registration*)

**MENTORING**

teaching and training personnel. (*ILO*)

**MIDDLE-LEVEL SKILLED MANPOWER**

those who have acquired practical skills and knowledge through formal, non-formal and informal education and training to at least a secondary education but preferably a post-secondary education with a corresponding degree or diploma; or skilled workers who have become highly competent in their trade or craft as attested by industry. (*RA 7796/TESDA Law*)

**MIGRANT WORKER OR OVERSEAS FILIPINO WORKER (OFW)**

a person who is to be engaged, is engaged, or has been engaged in a remunerated activity in a state which he or she is not a legal resident. A person to be engaged in a remunerated activity” refers to an applicant worker who has been promised or assured employment overseas and acting on such promise or assurance sustains damage and/or injury. *(RA No. 8042)*

**MOBILE TRAINING PROGRAM (MTP)**

refers to a registered program that is transportable bringing with it all the necessary tools, equipment, and consumables including the qualified trainer. *(TESDA Circular No. 7 s. 2016)*

**MODERATION**

a process which enables assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific training packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.

**MODULE OF INSTRUCTION**

refers to a self-contained instruction material that include one or more units of competency with learning outcomes, appropriate learning materials and methods, and associated criterion reference measures with valid institutional assessment and method. *(TESDA Circular No. 33 s. 2017)*

**MORATORIUM**

as used in TESDA, this term refers to a suspension in the processing of new program registration applications for a given Qualification due to oversubscription or no employment opportunities for the graduates as revealed in the Labor Market Intelligence Reports or any other similar issuances; or due to the undergoing review status of its Training Regulations. *(TESDA Circular No. 7 s. 2016)*

**MULTI-DIMENSIONAL POVERTY**

is made up of several factors that constitute poor people's experience of deprivation – such as poor health, lack of education, inadequate living standard, lack of income (as one of several factors considered), disempowerment, poor quality of work and threat from violence. *(www.ophi.org.uk)*

**MUTUAL RECOGNITION ARRANGEMENT (MRA)**

an international agreement by which two or more countries agree to recognize one another's conformity assessments. If the products identified according to the MRA have been examined and assessed conformity before export, they will be directly imported by countries signing the agreement, instead of having to go through the examining and assessing process of the importing country. Hence, MRA is an important instrument in facilitating international trade. *(www.apec.org)*

**NATIONAL ASSESSMENT**

refers to the assessment of an individual's competence that leads to the issuance of a

National Certificate (NC) or a Certificate of Competency (COC). (*TESDA Board Resolution No. 2004-13, Training Regulations Framework*)

**NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

describes the policies governing assessment and certification procedure. (*Section IV of TR, TESDA-OP-QSO-02 dated 01 March 2017*)

**NATIONAL CERTIFICATE (NC)**

- a document issued by TESDA to individuals who have achieved all the required units of competency of a national qualification defined under the promulgated Training Regulations. (*TESDA Circular No. 15 s. 2015*)
- a document issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations (*TESDA Board Resolution No. 2014-04*)

**NATIONAL QUALIFICATION**

a qualification that is defined by nationally promulgated Training Regulations and is created by combining units of competency into groups that correspond to meaningful job roles in the workplace and aligning these with a national qualification framework. (*TESDA Circular No. 15 s. 2015*)

**NATIONAL TVET TRAINING CERTIFICATE (NTTC)**

a document issued to a trainer who is a holder of a National Certificate (NC), a Trainer Methodology Certificate (TMC) and Industry Work Experience as may be provided in Section 3 of the respective Training Regulation. (*TESDA Circular No. 33 s. 2017*)

**NO TRAINING REGULATION (NTR)**

refers to programs registered under UTPRAS not covered yet by any appropriate training regulations. NTR is a transitory mechanism of quality assuring TVET programs. (*TESDA Circular No. 45, s. 2007*)

**NOMINAL DURATION**

refers to the estimated learning hours, which indicate the time for an average person to achieve the learning outcomes of the units of competency, inclusive of classroom contact time, laboratory/field work/practicum and other methods of study/assignments as defined in the TR. It is an indicative duration per qualification based on experts' consensus or advice that will also serve as a guide to the TVET providers in the delivery of the Qualification depending on specific guidelines to be issued by the TESDA Director General. (*TESDA Circular No. 33 s. 2017*)

**NON-COMPLIANT**

refers to the non-fulfillment of any one of the program registration requirements (*Operating Procedures for Compliance Audit*).

**NON-TRADITIONAL OCCUPATIONS**

occupations in which certain groups are under-represented; usually applies to so-called male or female occupations. (*NCVER 2013, Australia*)

**OBSERVATIONS**

refer to the statement of facts concerning practices and behaviors that are being

*Occupation - Persons In The Labor Force (or Economically Active Population)*

adopted by the institution/area that are outside the program registration requirements. *(TESDA Procedures Manual on Program Registration)*

**OCCUPATION**

type of work a person does to earn his/her living. *(PSA)*

**ONLINE PROGRAM**

refers to a WET program that can be accessed primarily or entirely through the use of an internet-connected computer or mobile device. *(TESDA Circular No. 33 s. 2017)*

**ON-THE-JOB TRAINING**

training within the enterprise given at the work station and using jobs of commercial value for instruction and practice purposes. *(ILO)*

**OUT-OF-SCHOOL**

refers to boys and girls who belong to any of the categories: i) 7-14 years old who are not enrolled; ii) 15-24 years old, not enrolled, not employed and not a tertiary level graduate. *(NSCB)*

**OVERSEAS FILIPINOS**

are migrant workers, other Filipino nationals and their dependents abroad. *(RA No. 8042)*

**OVERSEAS WORKER**

a household member who is currently out of the country due to overseas employment. He/she may or may not have a specific work contract or may be presently at home on vacation but has an existing overseas employment to return to. Undocumented overseas workers, are considered as overseas workers for as long as they are still considered members of the household and had been away for less than five years. *(PSA)*

**PEER TEACHING**

a training modality wherein fast learners are given the opportunity to assist slow learners. *(Training Regulations Framework)*

**PERFORMANCE CRITERIA**

are evaluative statements that specify what is to be assessed and the required level of performance. *(TESDA Training Regulations Framework)*

**PERFORMANCE STANDARD**

a performance descriptor for the element of competency. It is an evaluative statement which specifies what is to be assessed and states the required level of performance. *(TESDA Board Resolution No. 2004-13 – Adopting the TRs Framework)*

**PERSONS IN THE LABOR FORCE (OR ECONOMICALLY ACTIVE POPULATION)**

include all persons 15 years old and over as of their last birthday who are either employed or unemployed. *(PSA)*



**PERSONS ASSESSED**

individuals e.g., industry workers/graduating TVET students, etc. who have undergone the assessment process to determine whether they can perform to the standards expected in the workplace as defined under the promulgated training regulations.

**PERSONS CERTIFIED**

successful individuals, e.g., industry workers/graduating TVET students, etc. who were assessed as competent in all the required units of competency of a national qualification defined under the promulgated training regulations.

**PERSONS NOT IN THE LABOR FORCE**

include all persons 15 years old and over as of their last birthday who are neither employed nor unemployed. (PSA)

**PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF)**

a national policy which describes the levels of educational qualifications and set the standards for qualification outcome\*. It is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country (*IRR of EO No. 83, s. 2012*)

**PHILIPPINE STANDARD CLASSIFICATION OF EDUCATION (PSCED)**

a detailed classification of all educational levels in the Philippine educational system. It aims to integrate the different classification schemes being used by the various agencies, for the purpose of standardizing and facilitating the compilation of education statistics as basis for educational planning, manpower training, labor market studies and other related activities. (PSA)

**PHILIPPINE STANDARD CLASSIFICATION OF INDUSTRY (PSIC)**

a detailed classification of industries prevailing in the country according to the kind of productive activities undertaken by establishments. It serves as a guide in the classification of establishments according to their economic activity useful for economic analysis. (PSA)

**PHILIPPINE STANDARD OCCUPATIONAL CLASSIFICATION (PSOC)**

a statistical classification of the different occupational groups of the working population, including the military work force in the country. It is primarily used as basis for manpower and educational planning, program formulation, policy decision-making and serves as useful guide for statistical operations and activities, such as censuses and surveys. (PSA)

**PHILIPPINE TVET COMPETENCY ASSESSMENT AND CERTIFICATION SYSTEM**

defines a national, comprehensive and flexible certification system for Technical - Vocational Education and Training (TVET) (*TESDA Circular No. 15, s. 2015*)

**PHILIPPINE TVET TRAINERS QUALIFICATIONS FRAMEWORK (PTTQF)**

a system that provides competency standards for TVET trainers and assessors involved in the training delivery, competency assessment, training design/development and training supervision. The framework also defines the

*Polytechnic - Private Education Student Financial Assistance (PESFA)*

competencies of TVET trainers at different roles and levels of technical training. (*TESDA Circular No. 33 s. 2017*)

**POLYTECHNIC**

a school specializing in the teaching of industrial arts and applied sciences (*American Heritage® Dictionary of the English Language, Fifth Edition, 2016*)

**PORTFOLIO ASSESSMENT**

is an evidence gathering method wherein competence is determined based on accumulated pieces of evidence demonstrating work outputs that have been collected by an individual over a period of time and may come from different sources. (*TESDA Circular No. 20 s. 2014*)

**POVERTY (ABSOLUTE)**

measures poverty in relation to the amount of money necessary to meet basic needs such as food, clothing, and shelter. (*UNESCO*)

**POVERTY (RELATIVE)**

defines poverty in relation to the economic status of other members of the society: people are poor if they fall below prevailing standards of living in a given societal context. (*UNESCO*)

**POVERTY INCIDENCE**

refers to the proportion of families (or population) with per capita income less than the per capita poverty threshold to the total number of families(population). (*1997 Philippine Poverty Statistics, NSCB*)

**POVERTY THRESHOLD OR POVERTY LINE**

refers to the cost of the basic food and non-food requirements (valued in peso). The basic non-food requirements cover the non-food expenditure items of the Total Basic Expenditures. In the Philippine official methodology, the poverty line may be viewed as the minimum income required to meet the food requirements and other non-food basic needs. (*1997 Philippine Poverty Statistics, NSCB*); *2000 FIES, NSO*)

**PRE-SERVICE INDUSTRY WORK EXPERIENCE**

industry work experience acquired whether permanent or contractual status, including industry experience gained during in-plant phase of the On-the-Job-Training (OJT), DTS/DTP and apprenticeship programs prior to employment as TVET trainer. (*TESDA Circular No. 33 s. 2017*)

**PRIOR LEARNING**

awareness, knowledge skills and attitude competencies acquired from previous study, work or life experiences. (*Wahba 2013*)

**PRIVATE EDUCATION STUDENT FINANCIAL ASSISTANCE (PESFA)**

the program that will afford education grants to deserving students in private post-secondary non-degree TVET coursed in line with the skills requirements of the priority sectors identified in the National Technical Education and Skills Development Plan; a financial assistance program for incoming freshmen enrolled in private schools in priority courses deemed necessary for national development. (*RA 8545*)

### **PRIVATE TVET PROVIDER**

a non-government training organization managed and funded by a private person or organization. This includes the following: a) Commercial Providers – institutions providing training to any individual for profit; b) Non-governmental Organizations (NGOs) or People's Organization – non-profit private organizations providing training; and c) Enterprise / Industry Providers – companies / firms providing training to their own employees or to employees of other enterprises across an industry.

### **PRODUCTION-CUM-TRAINING PROGRAM**

refers to school or center-based market-oriented production activities, which provide opportunities for the acquisition of entrepreneurial skills and competencies.

### **PRODUCTIVITY**

a relationship between outputs and inputs. It rises when an increase in output occurs with a less than proportionate increase in inputs, or when the same output is produced with fewer inputs (*ILO*)

### **PROGRAM**

(education program) A coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an education program, educational activities may also be grouped into sub-components variously described in national contexts as 'courses', 'modules', 'units' and/or 'subjects'. A program may have major components nor normally characterized as courses, units or modules -for example, play-based activities, periods of work experience, research projects and the preparation of dissertations.

### **PROGRAM ACCREDITATION**

refers to the process leading to a formal recognition granted by an authorized accrediting agency to an institution's program as possessing certain standards of quality as defined by the accreditation agency. (*TESDA Circular No. 7 s. 2016*)

### **PROGRAM MIGRATION**

refers to the process of re-registering a With Training Regulation (WTR) program to conform to the requirements of an amended Training Regulations. It also covers the registration of a previously registered No Training Regulations (NTR) program to the appropriate Training Regulations that covers it. (*TESDA Circular No. 7 s. 2016*)

### **PROGRAM REGISTRATION**

refers to the process by which TVET programs are registered with TESDA. It is the first stage of the Unified TVET Program Registration and Accreditation System (UTPRAS). Applying for program registration indicates the intent of the institution to offer TVET programs. The registration process attests to the capacity of the Technical Vocational Education and Training Institution (TVI) to deliver its stated curricula to learners against the minimum standards prescribed in the Training Regulations (TR); or in the case of NTR program, as determined by an expert panel in the absence of such. Registration begins with the program registration documentation submitted to TESDA by the applicant TVI. It also includes the conduct of periodic compliance audits to ensure continuing compliance to the requirements for programs granted Certificate of TVET Program Registration (CTPR). (*TESDA Circular No. 7 s. 2016*)

### **PROGRAM RE-REGISTRATION**

refers to a process wherein a registered program is re-evaluated against the registration requirements for re-issuance of a new CTPR due to any of the following conditions: Program Migration; and Transfer of location/address of the TVI. (*TESDA Circular No. 7 s. 2016*)

### **PROGRAMS FOR MIGRATION**

refers to program/s that are still existing/active within the migration period. These are also programs that were voluntarily closed/ with surrendered CTPRs and with submitted application for migration to provincial offices. (*Operating Procedures for Compliance Audit*)

### **PROGRESSIVE DEVOLUTION**

a process of systematically and rationally transferring the management of TESD programs from TESDA to equally capable entities in the TVET sector like the LGUs, industry associations, NGOs and the like within the period of 25 years. This is being done in four (4) stages: decentralization, program devolution, stabilization and evaluation. (*TESDA Board Resolution No. 2004-07 dated May 6, 2004*)

### **PROJECT-BASED ASSESSMENT**

assessing student performance on project work. This is different from assessing traditional class work because students are working in different project with different timelines. The teacher's task of assessing students is more complex than for typical classroom teacher's instruction where everyone is evaluated together.

### **PROJECT-BASED INSTRUCTION**

an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications. (*TESDA Board Resolution No. 2004-13, "Training Regulations Framework"*)

### **PROVINCIAL/REGIONAL SKILLS PRIORITIES**

list of critical skills in identified priority sectors classified by province/region.

### **PSALM APPROACH**

an acronym for a planning approach developed and adopted by TESDA which stands for **P**olicy-oriented, **S**ector-focused, **A**rea-based, **L**abor **M**arket driven approach. It is used in generating labor market information on priority sectors and critical skills, vital for TESD planning and decision making.

### **QUALIFICATION**

refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job. Depending on the breadth, depth and scope of competency, a qualification may fall under National Certificate level I, II, III, IV or Diploma. A National Certificate is a full qualification while a Certificate of Competency is leading to a qualification. (*TESDA Circular No. 7 s. 2016*)

**QUALIFICATION CERTIFICATION**

certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies. (*UNEVOC/NCVER 2009*)

**QUALIFICATION DESCRIPTOR**

a unique descriptor stating the purpose of the qualification and how it relates to other qualification types; it enables comparisons with other qualifications and provides a basis for designing, evaluating, approving and reviewing qualifications and their associated curricula. (*SAQA 2013, South Africa*)

**QUALIFICATION PACKAGING**

the process of combining units of competency into groups which meet job roles and are meaningful in the workplace. (*TESDA Board Resolution No. 2014-04 dated April 30, 2014*)

**RATING SHEET**

contains specific questions or activity(ies) developed from the selected assessment methods to be used for assessment. It includes a checklist for the key observation points and performance standard, and series of questions. It describes measures and records outcomes or evidence for each assessment event or activity.

**RECOGNITION OF PRIOR LEARNING (RPL)**

refers to the process in which the individual's previous learning outside the formal system, which contributes to the achievement of current competency/ies, can be assessed against the relevant unit or units of competency and given recognition through the issuance of the appropriate National Certificate or Certificate of Competency. (*TESDA Circular No. 7 s. 2016*)

**RECOGNITION OF PRIOR LEARNING (RPL) AND RECOGNITION OF CURRENT COMPETENCY (RCC)**

the acknowledgement of an individual's currently possessed skills, knowledge and attitudes acquired through previous training, work and experiences (*TESDA Circular No. 15 s. 2015*)

**RECREATIONAL LEARNING**

learning which is for personal development purposes, recreation and leisure, undertaken to improve quality of life. Recreational learning can lead to vocational learning if the goals of learners in their chosen subject become work oriented. (*EU Commission AL 2010, Europe*)

**REGISTRY OF WORKERS ASSESSED AND CERTIFIED (RWAC)**

refers to a record that contains the documentation of the results of assessment and as a basis for national certification. (*TESDA Circular No. 15 s. 2015*)

**RETRAINING**

training for acquisition of skills and knowledge required in practicing an occupation other than the one for which the person was originally trained. It may require training specialization.

### **SECONDARY EDUCATION**

refers to the third stage of compulsory basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively. (Sec. 4, RA 10533)

### **SECTORAL SKILLS PLAN**

a document which contains the trends and prospects of a particular industry demand and supply, goals, strategies, policies and programs and serves as a planning tool for addressing industry skill needs and a decision making framework for both government and private sector.

### **SELF-ASSESSMENT GUIDE**

a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This document can a) identify the candidate's skills and knowledge; b) highlight gaps in the candidate's skills and knowledge; c) provide critical guidance to the assessor and the evidence that needs to be presented; d) provide guidance to the candidate on the evidence that needs to be presented; and e) assist the candidate to identify key areas in which practice is needed or additional information or skills should be gained prior to the assessment.

### **SELF-EVALUATION GUIDE**

the checklist, which the applicant TVI shall accomplish to determine their relative scores against the indicators provided. The required evidence is also provided. This will help the applicant TVIs determine if the program being applied for the STAR Rating will meet the required points for STAR Level. (TESDA Circular No. 18 s. 2016)

### **SKILL MISMATCH**

situation of imbalance in which the level or type of skills available does not correspond to Labor market needs. (CEDEFOP 2014, Europe)

### **SKILL RECOGNITION**

the recognition, acknowledgement or verification of skills and qualifications by educational institutions, professional bodies, employers, registration authorities and other organizations. (NCVER 2013, Australia)

### **SKILLS**

the acquired and practiced ability to carry out a task or job. (RA 7796/TESDA Law)

### **SKILLS ANTICIPATION**

use of Labor market and skills information to predict and develop policy responses to future skills needs (EU Commission (Skills panorama) 2015)

### **SKILLS COMPETITION**

serves as venue to recognize the skills excellence of young industry skilled workers and graduates of TVET institutions.

**SKILLS DEVELOPMENT**

the process through which learners and workers are systematically provided with learning opportunities to acquire upgrade, or both, their ability, knowledge and behavior pattern required as qualifications for a job or range of jobs in a given occupational area. *(RA 7796/TESDA Law)*

**SKILLS PASSPORT**

a record of the competencies possessed by a person and recognized through formal assessment. *(NCVER 2013, Australia)*

**SKILLS PRIORITIES**

list of skills considered critical to the growth of priority sectors and industries at national, regional and provincial levels.

**SKILLS UTILIZATION RATE**

the proportion (in percent) of employed graduates at time of survey whose jobs are related to skills acquired to total employed graduates. *(TESDA Study on the Employability of TVET Graduates)*

**SPECIAL ORDER (S.O.)**

refers to the authority granted to the TVI by the TESDA Provincial Director to graduate a particular learner from a specified registered program on a certain date, provided the learner has satisfied the training requirements. *(TESDA Circular No. 7 s. 2016)*

**STAKEHOLDER**

a person or organization with an interest or concern in something. In vocational education and training stakeholders include government, providers of training, industry, clients and the community.

**STAR LEVEL AWARD**

refers to the STAR Award based on the range scores. *(TESDA Circular No. 18 s. 2016)*

**STAR RATING SYSTEM**

a system recognizing TVET programs beyond the program registration minimum requirements. The system shall be evidence-based criteria, which are translated into numerical points that will correspond to the STAR Level Award of the program. *(TESDA Circular No. 18 s. 2016)*

**STATE ASSISTANCE COUNCIL (SAC)**

the organized body tasked for policy guidance and direction, monitoring and evaluation of new and existing programs and the promulgation of the rules and regulations governing GASTPE. *(RA 8545/GASTPE Law)*

**STCW CONVENTION**

International Convention on Standards of Training, Certification and Watchkeeping for Seafarers prescribes minimum standards relating to training, certification, and watchkeeping which signatory countries are obliged to meet or exceed. *(International Maritime Organization)*

**STUDY ON THE EMPLOYABILITY OF TVET GRADUATES**

a survey which aims to measure the relevance and effectiveness of TVET programs in terms of employment and other employment-related indicators of TVET graduates.

**SUB-STATE ASSISTANCE COUNCIL (SUB-SAC)**

a sub-unit of the SAC to assist in each of the three levels of private education, i.e. secondary education, post-secondary vocational and technical education and higher education. It shall provide support and technical assistance particularly in the formulation of guidelines and criteria within the framework of GASTPE Law. (RA 8545/GASTPE Law)

**SUPERVISED INDUSTRY TRAINING (SIT) / ON-THE-JOB TRAINING (OJT)**

an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies

**SUSTAINABLE DEVELOPMENT GOALS (OR GLOBAL GOALS)**

a set of 17 “Global Goals” with 169 targets between that call for action by all countries to end poverty with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection. ([www.un.org](http://www.un.org))

**TASK**

a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

**TASK ANALYSIS**

the process of analyzing each task to determine the steps involved, performance standards, tools, and equipment needed, related knowledge, safety, attitudes, and decisions expected of workers performing it.

**TAX INCENTIVES**

a host of tax benefits given to participating schools and companies in the Dual Training System. These are tax deductions from taxable income for dual training expenses, donations and contributions granted to participating establishments and tax-free importation of equipment, apparatus and materials to participating schools or training centers.

**TECHNICAL CONSULTING**

a service provided by TVET trainer in a particular area for Micro, Small and Medium Enterprises (TESDA Circular No. 33 s. 2017)

**TECHNICAL EDUCATION**

refers to the education process designed at post-secondary and lower tertiary levels, officially recognized as non-degree programs aimed at preparing technicians, paraprofessionals and other categories of middle-level workers by providing them with a broad range of general education, theoretical, scientific, artistic and technological studies, social services and related job skills training. (RA 7796/TESDA Law)



### **TECHNICAL EDUCATION AND SKILLS DEVELOPMENT COMMITTEES (TESDCs)**

refer to the Regional and Provincial Technical Education and Skills Development Committees established by the Authority at the Regional and local levels to coordinate and monitor the delivery of Skills development activities by the public and private sectors. (RA 7796/TESDA Law)

### **TECHNICAL EXPERT**

- a person qualified and authorized to form part of the STAR Regional Review Committee (SRRC). Expert should be a National Certificate (NC) holder on the qualification where he/she is designated expert and/or involved in the development of Training Regulations (TRs) and with at least two (2) years industry experience and trainings relative to the program to be star-rated. (TESDA Circular No. 18 s. 2016)
- refers to the person/s qualified and authorized to develop competency standards/training regulations, competency assessment tools, curriculum and other training materials such as session plans and competency-based learning materials. (DACUM Handbook, 1999)

### **TECHNICAL VOCATIONAL INSTITUTION (TVI)**

refers to an institution whether public or private offering TVET program(s). This shall include TESDA Technology Institutions, Public and Private Technical Vocational Institutes, and Higher Education Institutions (HEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LGUs), Training Centers and enterprises offering TVET programs. (TESDA Circular No. 7 s. 2016)

### **TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET)**

- refers to the education or training process which involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in various sectors of economic and social life. (TESDA Circular No. 7 s. 2016)
- a comprehensive term that includes all educational and training processes concerned with the study of technologies and related sciences and directed toward the acquisition of occupational competencies that are essential for gainful participation in economic and social activities. (TESDA Circular No. 31 s. 2012)

### **TECHNICIAN**

a person whose work involves knowledge and skills that are theoretical and/or abstract with significant depth, contributing to technical solution of non-routine issues or contingency nature which are addressed on interpretations and adaptation and guidelines or procedure. The work mainly involves analysis of current practices and the development of new criteria and procedures

### **TECHNOLOGY-BASED COMMUNITY PROGRAM**

refers to a program conducted in the community by public or private TVI or by local government units, non-government organizations, and other government agencies that involves the application of technology. Programs conducted under this modality must address specific skills leading to a unit or units of competency needed by the community and promote employment opportunities. TESDA shall register these programs for public and safety concerns based on TRs, for WTR and industry or community requirements, for NTR. (TESDA Circular No. 7 s. 2016)

**TENDERING SYSTEM**

is a process of selecting training providers for the scholarship availment (*TESDA Circular Number 55, s. 2016*)

**TERTIARY EDUCATION**

formal education beyond secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training; sometimes used to refer only to higher education or training.

**TESDA DEVELOPMENT FUND (TDF)**

a development fund established, to be managed/administered by TESDA, the income from which shall be utilized exclusively in awarding of grants and providing assistance to schools, training institutions, industries, local government units for upgrading their capabilities, and to develop and implement technical education and skills development programs. (*RA 7796/TESDA Law*)

**TESDA TECHNOLOGY INSTITUTIONS (TTIs)**

schools and centers under the administrative management of TESDA and which programs offered are registered under the UTPRAS. (*NTTA*)

**TRAINEES**

shall mean persons who are participants in a vocational, administrative or technical training programs for the purpose of acquiring and developing job-related skills. (*RA 7796/TESDA Act of 1994*)

**TRAINEE'S RECORD BOOK (TRB)**

a record of all accomplishments/ tasks/ activities of the trainees while undergoing training in the industry (*Plan Training Session, Trainers Methodology 1/ TESDA Circular No. 33 s. 2017*)

**TRAINERS DEVELOPMENT PROGRAM**

a continuing training to trainers, administrators, supervisors and non-teaching personnel to improve and upgrade the delivery of technology-based instruction within the TVET sector.

**TRAINERS METHODOLOGY CERTIFICATE (TMC)**

a document issued to trainers who have achieved all the required units of competency identified in each qualification level under the PTTQF. (*TESDA Circular No. 13, s. 2011*)

**TRAINERS METHODOLOGY CERTIFICATE I (TMC I)**

a document issued to trainers who have achieved all the required units of competency identified in Level I (Trainer/Assessor) under the PTTQF. (*TESDA Circular No. 13, s. 2011*)

**TRAINERS METHODOLOGY CERTIFICATE II (TMC II)**

a document issued to trainers who have achieved all the required units of competency identified in Level II (Training Designer/Developer the PTTQF. (*TESDA Circular No. 13, s. 2011*)

### **TRAINERS METHODOLOGY LEVEL I**

consists of competencies a TVET trainer performing functions of trainer and assessor must achieve. (*Training Regulation for TM I*)

### **TRAINERS METHODOLOGY LEVEL II**

consists of competencies a TVET trainer or technical trainer performing functions as training designer/developer must achieve. (*Training Regulation for TM II*)

### **TRAINING ALLOWANCE**

refers to the DTS accredited establishment's contribution for training expenses paid directly to the TVI. It shall, in no way, start below seventy-five percent (75%) of the applicable minimum daily wage for the number of days actually spent by the student/trainee in the establishment for in-plant training. (*TESDA Circular NO. 31 s. 2012*)

### **TRAINING CULTURE**

an environment in which training is seen as important and is closely linked with business strategy, particularly in creating competitive advantage for an enterprise. Opportunities are given to all employees to participate in training to develop their skills and competencies. (*NCVER 2013, Australia*)

### **TRAINING NEEDS ANALYSIS**

a systematic analysis of present and future skills needs against the skills available to implement an efficient training strategy. (*CEDEFOP 2008*)

### **TRAINING PLAN**

a synchronized schedule of knowledge and skill to be learned by the student/trainee in the TVI and the actual work exercises in the establishment. This can utilize either the block release scheme or the day release scheme (*TESDA Circular NO. 31 s. 2012*).

### **TRAINING REGULATIONS**

refer to the package of qualifications, competency standards, training standards, assessment and certification arrangements in a specific sector promulgated by TESDA Board for nationwide application. They serve as the basis for the development of the curricula, registration and delivery of training programs. (*TESDA Board Resolution No. 2004-13, August 5, 2004*)

### **TRAINING STANDARDS**

refer to the sections of the Training Regulations that give information and important requirements for TVET providers to consider when designing training programs corresponding to a national qualification (see definition of qualification); this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications. (*Training Regulations Framework*)

### **TRAINING VOUCHER**

an entitlement to education or training issued to a learner or trainee and redeemable for the course and provider of the student's choice.

### **TRAINORS/TRAINERS**

shall mean persons who provide training aimed at developing the latter's capacities for imparting attitudes, knowledge, skills and behavior patterns required for specific jobs, tasks, occupations or group of related occupations. *(RA 7796/TESDA Act of 1994)*

### **TRANSCRIPT OF COMPETENCY**

a document attesting to the examinee's successful completion of certain competencies within an occupational level.

### **TRANSFERABILITY**

refers to the property of a unit of competency to be used in a range of different contexts within an industry in across industries or across industries.

### **TRANSITION PROGRAM**

a program, class or course designed to prepare people for the transfer from one level of education to the next, or from education to the workforce. *(Wahba 2013)*

### **TRIFOCALIZED EDUCATION AND TRAINING**

refers to the three levels of Philippine education system: basic education, technical-vocational education and training, and higher education. *(IRR of E.O. No. 83, s. 2012)*

### **TVET EXIT POINTS**

refer to a level in a ladderized program wherein a student can earn a TVET qualification (e.g. NC I, NC II) and may opt to exit and work. *(CHED Memo Order No. 43, s. 2008)*

### **UNDEREMPLOYED**

includes all employed persons who express the desire to have additional hours of work in their present job or an additional job, or to have a new job with longer working hours. *(PSA)*

### **UNEMPLOYED**

includes all those who, during the reference period are 15 years old and over as of their last birthday, are:

- a. without work**, or had no job/business during the basic survey reference period;
- b. seeking work**, i.e., had taken specific steps to look for a job or establish a business during the basic survey reference period; or not seeking **work** due to the following reasons:
  - believe no work available;
  - awaiting the results of previous job application;
  - temporary illness/disability;
  - bad weather; and
  - waiting for rehire job/recall
- c. currently available for work**, i.e., were available and willing to take up work in paid employment or self-employment during the basic reference period, and/or would be available and willing to take up work in paid employment or self-employment within two weeks after the interview date. *(ILO)*

### **UNEMPLOYMENT RATE**

The number of unemployed persons expressed as a percentage of the labor force in the same group. (*Wahba 2013*)

### **UNIFIED TVET PROGRAM REGISTRATION AND ACCREDITATION SYSTEM (UTPRAS)**

covers :

- a. **Program Registration (Compulsory)** – is a compulsory compliance with minimum requirements prescribed in the Training Regulations (TRs) and anchored on competency-based system; Program registration prescribes full compliance with prevailing training standards, correction of sub-standard ones and denial of registration for those who fail to comply. An integral part of program registration is the monitoring of registered programs for continuous compliance to standards.
  
- b. **Program Accreditation** – is a voluntary process of demonstrating quality assurance to programs and institutional processes that **shall** lead to the recognition and conferment awards at various levels for exemplary performance. The four (4) levels are Bronze Award (Commitment Level), Silver Award (Proficiency Level), Gold Award (Mastery Level) and Platinum Award (International Center for Program Excellence) (*TESDA Compendium of Programs Registered under UTPRAS, Vol. V*)

### **UNIT OF COMPETENCY**

a component of the competency standard stating a specific key function or role in a particular job or occupation serving as a basis for training an individual to gain specific knowledge, skills and attitude needed to satisfy the special demands or requirements of a particular situation. (*Training Regulations Framework*)

### **USER-LED OR MARKET-DRIVEN STRATEGY**

a strategy that promotes strengthened linkages between educational/training institutions and industry to ensure that appropriate skills and knowledge are provided by the educational center. (*RA 7796/TESDA Act of 1994*)

### **VALIDATION**

involves reviewing, comparing and evaluating assessment processes, marking criteria, evidence requirements, performance standards, tools, supplies, materials, and equipment contributing to judgments to be made by a range of assessors against the same standards. (*TESDA-OP-QSO-02 dated 01 March 2017*)

### **VALIDATORS**

are technical experts who represent their respective sectors for the qualification being validated. The validators are not involved in the development of TRs and CATs. (*TESDA-OP-QSO-01 dated 01 March 2017*)

### **VISIBLY UNDEREMPLOYED**

include employed persons who worked for less than 40 hours during the basic survey reference period and still want additional hours of work in their present job or an additional job, or to have a new job with longer working hours. (*PSA*)

*Wage - Youth Profiling for Starring Career (YP4SC or Career Profiling)*

**WAGE**

payment for work done based on the hour or day. (*Guidelines in the Implementation of Reformed Apprenticeship Program*)

**WITH TRAINING REGULATION (WTR)**

refers to the programs registered under the UTPRAS with the appropriate promulgated Training Regulations as basis for its registration. (*TESDA Circular No.4, s. 2007 – Omnibus Guidelines on Program Registration*)

**WOMEN EMPOWERMENT**

a goal to enable women to overcome gender discrimination and achieve equality to full participation in socio-economic development; the process and condition by which women gain greater access to acquire competencies for greater employability and productivity.

**YOUTH**

portion of the population between 15 – 30 years of age. (*RA 8044/Youth in Nation-Building Act*)

**YOUTH LITERACY RATE**

percentage of people aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life. Generally, 'literacy' also encompasses numeracy', the ability to make simple arithmetic calculations. (*UNESCO UIS 2013*)

**YOUTH PROFILING FOR STARRING CAREER (YP4SC OR CAREER PROFILING)**

an electronically delivered guidance program designed to help career seekers choose intelligently what course to pursue based on their abilities and occupational interests. The two (2) instruments are: Computer Interest Profile (CIP) and Computer Ability Profile (CAP). (*Compendium of Programs Registered under UTPRAS, Vol. V*)



# **PANGASIWAAN sa EDUKASYONG TEKNIKAL at PAGPAPAUNLAD ng mga KASANAYAN**

## **BISYON**

Ang nangunguna sa mapagbagong edukasyong teknikal at pagpapaunlad ng kasanayan ng lakas sa paggawang Filipino.

## **MISYON**

Ang TESDA ay nagtatakda ng direksiyon, nagpapahayag ng mga kaugnay na pamantayan, at nagsasakatuparan ng mga programa tungo sa edukasyong teknikal at pagpapaunlad ng mga kasanayan at sistema ng sertipikasyong inklusibo at may tiyak na kalidad.

## **PAHAYAG NG MGA HALAGAHAN**

Naniniwala kami sa pagpapamalas ng kahusayan, integridad pang-institusyon, pag-uukol ng sarili, kulturang malikhain, at malalim na diwa ng nasyonalismo.

## **MGA HANGARIN at LAYUNIN**

- a) Itaguyod at palakasin ang kalidad ng mga programang edukasyong teknikal at pagpapaunlad ng mga kasanayan upang matamo ang pandaigdigang pamantayan sa kahusayan.
- b) Ituon ang edukasyong teknikal at pagpapaunlad ng mga kasanayan ng mga manggagawa sa pagtugon sa mga nagbabagong kahingian ng pamilihan ng paggawa.
- c) Hikayatin ang kritikal at malikhaing pagiisip sa pamamagitan ng pagpapalaganap ng batayang kaalamang teknikal ng mga yamang tao sa pamamagitan ng paglalahok ng mga kasanayang pangsiglo 21 dantaon sa mga pamantayan para makalikha ng mga pandaigdigang uri na manggagawa.
- d) Kilalanin at hikayatin ang mga komplementaryong gampanin ng mga publiko at pribadong institusyon, mga negosyo, mga LGU at CSO, sa edukasyong teknikal at pagpapaunlad ng mga kasanayan at pagpapatunay.
- e) Paunlarin ang mga kakayahan ng mga stakeholder upang makibahagi sa pagpapalano at paghahatid ng de-kalidad na edukasyong teknikal at pagpapaunlad ng mga kasanayan at mga sistema sa pagsesertipika.
- f) Itanim sa isip ang mga kanais-nais na halagahan sa pamamagitan ng paglinang sa pag-uugali na binibigyang-diin ang etika sa trabaho, disiplina sa sarili.

## **CORE COMPETENCIES**

Edukasyong Teknikal  
Pagpapaunlad ng mga Kasanayan  
Pagtatasa at Pagpapatunay ng Kahusayan





2017

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