



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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# **The TVET GLOSSARY OF TERMS**

## **Fourth Edition**

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## Message



The context of TVET and the ever changing requirements of TVET stakeholders and clients require the need to review, revise and update TVET terminologies and concepts. This document is useful as we move forward in fostering a single-national TVET language for a more relevant, effective and responsive labor market.

I encourage all institutions, agencies, partners and stakeholders involved in the TVET sector at the national and local levels to make use of this updated Glossary.

I acknowledge the work of the Sectoral TVET Cluster, Planning Office, and the different Executive Offices for their assistance and cooperation in the completion of the Fourth Edition of the TVET Glossary of Terms.

Let's synergize and be a strong national TVET team driven by common language and advocacy.

*Mabuhay!*

  
**HON. EMMANUEL JOEL J. VILLANUEVA**  
Director General



## Foreword



The development of the TVET sector has gone a long way. Steered by the paradigm shift, "**seek+find+train+certify=employability**" (SFTCE) proactive job-skills matching approach, TVET is viewed and advocated as a strategic and viable option for developing human resources.

The complexity of the environment where TVET operates requires regular review and updating of TVET terminologies as systems, standards, processes, policies and programs continue to change. New concepts have been added and some definitions have been updated. The Glossary of Terms, 4<sup>th</sup> edition, provides definitions of TVET terms and terminologies commonly used in education, labor and employment and other TVET related areas. We hope this would facilitate comprehension and better understanding as we move together in making TVET work for our people and country.

Thank you for all the support.

A handwritten signature in black ink, appearing to read 'MDH'.

**MILAGROS DAWA-HERNANDEZ, CESO I**  
Deputy Director General  
Sectoral TVET



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## Acronyms

<b>CBC</b>	- Competency-Based Curriculum	<b>PTTAF</b>	- Policy, Training and Technical Assistance Facility
<b>CGIDD</b>	- Career Guidance and Incentive Development Division	<b>QA</b>	- Quality Assurance
<b>CIDA</b>	- Canadian International Development Agency	<b>QSO</b>	- Qualifications and Standards Office
<b>CSD</b>	- Curriculum Standards Division	<b>RA</b>	- Republic Act
<b>CTAD</b>	- Curriculum Training Aids Division	<b>RCC</b>	- Recognition of Current Competency
<b>DepED</b>	- Department of Education	<b>SAC</b>	- State Assistance Council
<b>EO</b>	- Executive Order	<b>TAFE</b>	- Technical and Further Education
<b>IACES</b>	- Inter-Agency Committee on Education Statistics	<b>TESDA</b>	- Technical Education and Skills Development Authority
<b>IES</b>	- Impact Evaluation Study	<b>TR</b>	- Training Regulation
<b>ILO</b>	- International Labour Organization	<b>TRUGA</b>	- Training for Rural Gainful Activities
<b>ISCO</b>	- International Standards	<b>TSDO</b>	- TVET Systems Development Office
<b>ISO</b>	- International Organization for Standardization	<b>TVET</b>	- Technical-Vocational Education and Training
<b>LGU</b>	- Local Government Unit	<b>UK</b>	- United Kingdom
<b>NGO</b>	- Non-Government Organization	<b>UN</b>	- United Nations
<b>NSCB</b>	- National Statistical Coordination Board	<b>UNESCO</b>	- United Nations Educational, Scientific and Cultural Organization
<b>PTQF</b>	- Philippine TVET Qualifications Framework	<b>WHO</b>	- World Health Organization



**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)*

**APPRENTICE**

a person undergoing training for an approved enterprise-based training occupation within an established period covered by an enterprise-based training agreement. *(EO 111/Labor Code of the Philippines)*

**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)*

**APPRENTICEABLE OCCUPATION**

an occupation officially endorsed by a tripartite body and approved for apprenticeship by TESDA. *(RA 7796/TESDA Law)*

**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)*

**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.

**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. *(Implementing Guidelines on PTQCS)*

**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. *(Implementing Guidelines on PTQCS)*

**ASSESSOR**

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



#### **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. *(Implementing Guidelines on PTQCS)*

#### **AUDIT**

as used in TESDA, this term refers to the process to review the practice against documented procedure *(Omnibus Guidelines on Program Registration)*, also termed as Internal Audit. *(TESDA QA Documentation System Procedure)*

#### **AUDITEE**

- a. the organization being audited. *(ISO)*
- b. as used in TESDA, this term refers to the area/s or person/s to be audited. *(TESDA QA System Documentation Procedure)*

#### **AUDITORS**

as used in TESDA, this term refers to the person qualified and authorized to conduct an audit. *(TESDA QA System Documentation Procedure)*

#### **AUDIT PLAN**

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, whom to see. *(TESDA QA System Documentation Procedure)*

#### **AUDIT REPORT**

as used in TESDA, this term refers to observations and findings during the audit that are meant to assist the auditee to improve the system. *(TESDA QA System Documentation Procedure)*

#### **AUDIT TEAM**

refers to a group of people designated to conduct the audit. *(Procedures Manual on Compliance Audit)*



#### **BENCHMARKING**

is a 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 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)*



### **BLENDED LEARNING PROGRAM**

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”)**



### **CANDIDATE FOR COMPETENCY ASSESSMENT**

as used in TESDA, this term refers to an individual seeking recognition of his/her competencies to acquire a certification. **(Implementing Guidelines on PTQCS)**

### **CAREER**

is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, career includes life roles, leisure activities, learning and work. **(Queensland Department of Education and Training)**

### **CAREER GUIDANCE**

refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector in the private sector. **(Institute of Career Guidance, U.K.)**

### **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 a career self-assessment of their abilities and occupational interests. The result 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. **(CGIDD-TSDO, 2010)**

### **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 COMPETENCY**

a document issued by the authority to individuals who were assessed as competent in a single unit or cluster of related units of competency **(Implementing Guidelines on PTQCS)**

### **CERTIFICATE OF PROGRAM REGISTRATION (CoPR)**

refers to the document issued by the authority to a concerned institution as a manifestation that the TVET program offered complies with the minimum requirements or standards prescribed by the authority. **(TESDA Circular No. 25, s. 2007, “Omnibus Guidelines on Program Registration under UTPRAS”)**



### **CERTIFICATION**

- a. the authoritative act of determining compliance with agreed requirements. *(ILO)*
- b. as used in TESDA, the term refers to a formal process of recognizing that an individual is qualified in terms of particular knowledge, skills and attitudes based on industry standards. *(Implementing Guidelines on PTQCS)*

### **CERTIFICATION AUTHENTICATION AND VERIFICATION (C.A.V.)**

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)*

### **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)*

### **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)*

### **CLOSURE REPORT**

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



### **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)*

### **COMMUNITY-BASED TRAINING**

refers to short-term programs conducted or coordinated by NGOs, LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs are usually conducted in informal settings such as barangay hall, basketball courts and other available venues in a community. *(TRUGA Manual)*

### **COMPETENCY**

as used in TESDA, this term refers to: a) the application of knowledge, skills and attitude required to complete a work activity in a range of context and environment to the standard expected in the workplace *(Procedures Manual on TR Development)*; or b) the possession and application of knowledge, skills and attitudes to the standard of performance required in the workplace. *(Implementing Guidelines on PTQCS)*

### **COMPETENCY ASSESSMENT**

as used in TESDA, the term refers to the process of collecting evidence and making judgments on whether competency has been achieved. *(Implementing Guidelines on PTQCS)*

### **COMPETENCY ASSESSMENT TOOLS**

are the actual instruments that the competency assessor uses to collect evidence. These shall be in the forms of observation/demonstration, oral interview, written test, portfolio or third party report. *(Implementing Guidelines on PTQS)*

### **COMPETENCY-BASED CURRICULUM (CBC)**

the specifications for a course or subject (module) which describes all the learning experiences a student or learner undergoes, generally includes learning outcomes, contents, conditions, methodologies, and assessment methods. It specifies outcomes which are consistent with the requirements of the workplace as agreed through industry or community consultations. *(Quality Procedures Manual – CBC Development)*

### **COMPETENCY-BASED TRAINING**

a system by which the student is trained on the basis of demonstrated ability rather than on that of elapsed time. *(ILO)*

### **COMPETENCY STANDARD**

as used in TESDA, this term refers to industry-determined specification of competencies required for effective work performance. They are expressed as outcomes and they focus on workplace activity rather than training or personal attributes and capture the ability to apply skills in new situations and changing work organization. *(Training Regulations Framework)*



### **COMPLIANCE AUDIT**

a systematic and documented process for obtaining evidence to determine whether implementation of the Philippine TVET Qualification and Certification System (PTQCS) is compliant with the quality standards and procedures manual; and a tool for the independent examination whether a training institution is continuously complying with TESDA's requirements for on-going program. (***Procedures Manual on Compliance Audit***)

### **COURSE CONTENT**

contents 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. (***Procedures Manual on Program Registration***)

### **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 b) 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***) and d) any type of instructional and learning materials to be delivered using a computer and/or internet. (***TESDA Circular No. 37, s. 2009, Implementing Guidelines in the Registration of E-Learning Training Program***)

### **CURRICULUM EXEMPLAR**

a model or sample of competency-based curriculum. (***Briefing Material, CTAD***)



### **DECENTRALIZATION**

the transfer of authority on a geographic basis whether by deconcentration of administrative authority to field units of the same department or level of government or by political decentralization (devolution) of authority to local government units or special statutory bodies. Thus, there are two major forms of decentralization: devolution and deconcentration (or administrative decentralization). (***UN***)



### **DELIVERY MODE**

refers to the venue of training such as: school-based, center-based, enterprise-based, and community-based or the system or the methodology itself such as the traditional or structured type conducted by semester and the competency-based which is self-paced and not time bound.

### **DEREGULATION**

the reduction of legal constraints on private participation in service provisions. It allows competition among private suppliers for services that in the past had been provided by government or regulated by monopolies. **(Models of Governance of Technical Vocational Education and Training)**

### **DIRECT TRAINING COST**

item of costs that are specifically traced to, or caused by the training. Items include, among others, consumables used in the course of the program, training supplies, materials, utilities, venue and equipment.

### **DISTANCE LEARNING**

a method of competency acquisition which employs print, radio, television, computer-based communications, satellite broadcasting, teleconferencing or other educational technologies which allows students to study on their own without having to regularly attend classes in conventional classrooms, or education imparted at a distance through communication media: radio, TV, telephone, correspondence, computer or video. **(ILO)**

### **DISTINCTIVE AREA OF COMPETENCE (DAC)**

core curricular offering with respect to school strength and needs of community.

### **DUALIZED TRAINING PROGRAM**

a transitory phased implementation modality of DTS. It facilitates and leads the partnership arrangements between school and the workplace into DTS (RA 7686) modality overtime. **(RA 7796/ TESDA Law)**

### **DUAL TRAINING SYSTEM (DTS)**

an instructional delivery system of technical and vocational education and training that combines in-plant and in-school training based on a training plan collaboratively designed and implemented by an accredited dual system agricultural, medical, industrial and business establishments. **(DTS Law – Section 4-b of RA 7686)**



### **E-LEARNING**

umbrella term for providing computer instruction (courseware) on-line over the public internet, private distance learning networks or in house via an internet **(TESDA Circular No. 37, s. 2009, “Implementing Guidelines on the Registration of E-learning Training Program”)**

### **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)**





### **EMPLOYED**

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

- a. **at work** - those who do any work even for one hour during the reference period for pay or work without pay on the farm or business enterprise operated by a member of the same or 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 be it temporary or temporary illness/injury, vacation or other reasons. Likewise, persons who expect to return or to start operation of a farm or business enterprise within two weeks from the date of the enumerator's visit, are considered employed. **(NSO)**

### **EMPLOYMENT RATE**

- a. percentage of the total number of employed persons to the total number of persons in the labor force. **(NSO)**
- b. as used in TESDA, the term refers to the ratio (in percent) of employed TVET graduates to the total number of graduates.

### **ENROLMENT**

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

### **ENTERPRISE**

a participating establishment that directly engages an apprentice based on an approved Apprenticeship/Learnership Program. **(Revised Guidelines in the Implementation of Apprenticeship and Learnership Programs)**

### **ENTERPRISE-BASED PROGRAM**

training program being implemented within companies/firms. These programs can be any of the following: **(Revised Guidelines in the Implementation of Apprenticeship and Learnership Programs)**

- a. Apprenticeship Program;
- b. Learnership Program; and
- c. Dual Training System.

### **ENTREPRENEURSHIP TRAINING**

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

### **ENTRY QUALIFICATIONS (REQUIREMENTS)**

refers to the minimum and “must” qualifications of a trainee to a training program that will ensure effective and efficient training.

### **EQUIVALENCY**

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





### **EVIDENCE**

as used in TESDA, this term refers to information gathered and matched against a unit of competency to provide proof of competency. (***TESDA Board Resolution No. 2004-13, Training Regulations Framework***)

### **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. (***Training Regulations Framework***)

### **EXTENSION PROGRAM**

an intervention focused on training and other related support services to people needing assistance, with the primary aim of building their capabilities for gainful and productive economic activities.

### **EXTERNAL EFFICIENCY**

the relationship between the resource invested (e.g. personnel salary, equipment, maintenance and other operating expenses) and the resulting benefits accruing later to the learners and the society (e.g. employment, earnings, productivity and contribution to economic growth).



### **FRANCHISE SCHOOLS**

as used in TESDA, this term refers to schools established under a franchise contract which Certificate of Program Registration is awarded in the name of the franchisee operating under the name of the franchisor. (***Memorandum dated June 6, 2006: "Policy on Franchisee Schools"***)

### **FUNCTIONAL ANALYSIS**

a methodology or technique for developing occupational specifications, particularly the competencies inherent in a productive function which may be a broad function, an occupation, or an specific job. (***F. Vargas Zuniga – 40 Questions on Labor Competency, Cinterfor/ILO, 2004***)

### **FUNCTIONAL LITERACY**

the ability to communicate effectively, to solve problems scientifically, to think critically and creatively, to use resources sustainability 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***)



### **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)*

### **GOVERNANCE**

the exercise of economic, political and administrative authority to manage a country's affairs at all levels and the means by which States promote social cohesion, integration, and ensure the well-being of their population. It embraces all methods used to distribute power and manage public resources and the organizations that shape government and the execution of policy. It encompasses the mechanisms, processes, and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and resolve their differences. *(Engendering Economic Governance, Social Research Center, United Nations Fund for Women)*

### **GOVERNANCE IN TVET**

explicit designation of authority and powers as well as responsibilities and accountabilities. Governance statements regulate and enable decision-making and actions for the partners and participants who work within the TVET sector. *(TESDA-PTTAF/CIDA Project Output Documents)*

### **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)*



### **HIGHER EDUCATION**

the stage of formal education following the secondary education covering the programs on: a) all courses of study leading to bachelor's degree, and b) all degree courses of study beyond bachelor's degree level.

### **HIGHER EDUCATION INSTITUTION**

a legal entity that offers at least one program leading to a higher education credential.

### **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.

**HUMAN DEVELOPMENT INDEX (HDI)**

measure of how well a country has performed, not only in terms of real income growths, but also in terms of social indicators of people's ability to lead a long and healthy life, to acquire knowledge and skills and to have access to the resources needed to afford a decent standard of living. **(NSCB Glossary of Terms on Population)**

**INCOME GENERATING PROJECTS**

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.

**IN-COMPANY TRAINING**

the portion of the DTS program where students/trainees receive practical learning by being integrated in the regular work system of an establishment.

**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 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)**

**IN-PLANT TRAINING**

any training (including apprenticeship) provided on the premises of an undertaking in which the trainee is employed; may be given on the job or off the job or in a combination of the two. **(ILO)**

**IN-SCHOOL TRAINING**

portion of the Dual Training System (DTS) program where students/trainees receive technology based theoretical instruction on a lecture area and hands-on exercises in a laboratory and/or a workshop within the premises of a Technical Vocational Institute.

**IN-SERVICE TRAINING**

training and professional development of staff, often sponsored by the employer, and usually provided during normal working hours.

**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. (**TESDA Board Resolution No. 2004-13, "Training Regulations Framework"**)

**INSTITUTIONAL DEVELOPMENT PLAN**

a document which serves as an institutional roadmap to development within a specific period of time which provides strategic analysis and recommendations for organizations to grow in their educational programs, enrolment, marketing and financial development.

**INTERNAL EFFICIENCY**

the relationship between utilization of educational resources and results.

**INTERNAL QUALITY 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**)

**INVISIBLY UNDEREMPLOYED**

include 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. (**NSO**)

**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. (**ISCO – 88, <http://www.answers.com/topic/job>**)

**JOB ANALYSIS**

the process of examining a job in detail to identify its component tasks; the detail and approach may vary according to the purpose for which the job is being analyzed, e.g., training, equipment design, work layout. (**The Glossary of Training Terms, United States Department of Employment, 1978**)

**KEY COMPETENCIES**

any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. Seven key competencies have been identified: collecting, analyzing and organizing information; communicating ideas and information; planning and organizing activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. (**National Training System Glossary, Australia [http://www.dest.gov.au/sectors/training\\_training\\_skills/policy\\_issues\\_reviews/key\\_issues/nts/glo/](http://www.dest.gov.au/sectors/training_training_skills/policy_issues_reviews/key_issues/nts/glo/)**)



### **KEY PERFORMANCE MEASURE**

one of a set of measures used to monitor or evaluate the efficiency or effectiveness of a system, which may be used to demonstrate accountability and to identify areas for improvement.



### **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. **(NSO)**

### **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. **(NSO)**

### **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 MOBILITY**

refers to the movement of members of the labor force between areas or industries. Not to be confused with the geographical mobility of peoples guaranteed by the civil and political right FREEDOM OF MOVEMENT. **(ILO)**

### **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)**

### **LADDERIZATION**

the mechanism by which programs are linked to enable students to progress through levels of qualifications, between providers or sectors.

### **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)*

**LEARNERSHIP PROGRAM**

refers to a program of learning, which takes place in the enterprises or in the workplace.

**LEARNING ELEMENT**

a component of modular training programs, in particular the ILO Modules of Employable Skill (MES), comprising detailed instructions on techniques needed for the performance of one or more specific tasks; corresponds to "learning module" in other modular programs. *(ILO Thesaurus, 2005 <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/index.htm>)*

**LEARNING OUTCOMES**

the set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. *(Terminology of European Education and Training Policy, Cedefop, 2008)*

**LEVY GRANT SCHEME**

a legal contribution from participating employers who would be beneficiaries of the program (often as a percentage of the payroll), which is subsequently turned over or rebated to enterprises offering employee-training programs.

**LIFE-LONG LEARNING**

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

**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 (IACES))*

**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. *(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)*

## **MODULAR TRAINING**

a system where training content is divided into independent units or modules which can be combined to form a program suited to individual needs, technical developments, or occupational structure, etc., permitting continuous adaptation of the program. *(ILO Thesaurus, 2005 <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/index.htm>)*



## **NATIONAL ASSESSMENT**

this 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 CERTIFICATE**

a certification issued to individuals who achieved all the required units of competency for a national qualification as defined under the Training Regulations. NCs are aligned to specific levels within the PTQF. *(TESDA Board Resolution No. 2004-13, Training Regulations Framework)*

## **NATIONAL CERTIFICATE LEVEL**

refers to the four (4) qualification levels defined in the PTQF. Where the worker in:

- a. **NC I** performs a routine and predictable tasks; has little judgment; and, works under supervision;
- b. **NC II** performs prescribe range of functions involving known routines and procedures; has limited choice and complexity of functions, and has little accountability;
- c. **NC III** performs a wide range of skills; works with some complexity and choice; contributes to problem solving and work processes; and, shows responsibility for self and others; and
- d. **NC IV** performs a wide range of applications; have responsibilities that are complex and non-routine; provides some leadership and guidance of others; and, performs evaluation and analysis of work practices and the development of new criteria and procedures. *(TESDA Circular No.23, s. 2008 – Implementing Guidelines on PTQCS)*

## **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 qualifications framework, in this case PTQF. *(Training Regulations Framework)*

**NOMINAL DURATION**

refers to the estimated minimum training hours usually expressed in hours wherein the learner is expected to complete a particular training module of program. (*Procedures Manual on Program Registration*)

**NON-FORMAL EDUCATION**

any organized educational activity and training outside the established formal system, that is, intended for specific objectives and to serve identifiable clientele.

**NOT IN THE LABOR FORCE**

persons who are neither employed nor unemployed and who during the reference period are not looking for work because of reasons such as housekeeping, schooling, etc. (*NSO*)

**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, Omnibus Guidelines on Program Registration Under UTPRAS*)

**OBSERVATIONS**

refers to the statement of facts concerning practices and behaviors that are being adopted by the institution/area that are outside the program registration requirements. (*Procedures Manual on Program Registration*)

**OCCUPATION**

a set of jobs whose main tasks and duties are characterized by a high degree of similarity. (*ISCO – 88, <http://www.answers.com/topic/job>*)

**OCCUPATIONAL ANALYSIS**

process or method for identifying the activities and requirements of workers and the technical and environmental factors of the occupation through observation, interview and study. It comprises identifying the tasks involved in the occupation together with the skills, knowledge, aptitudes and responsibilities that are required from the worker for the correct performance of the occupation, which facilitates its differentiation among the rest. (*ILO-Cinterfor [www.cinterfor.org.uy](http://www.cinterfor.org.uy)*)

**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*)



**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. *(Training Regulations Framework)*

**PHILIPPINE TVET QUALIFICATION FRAMEWORK**

a quality-assured framework meant to serve as comprehensive, nationally consistent yet flexible system for giving recognition to the attainment of competence along the middle level occupations. *(Procedures Manual on TR Development)*

**PORTABILITY OF CREDITS**

the process where competencies learned is considered for academic credit toward a higher educational qualification.

**PORTFOLIO ASSESSMENT**

refers to the process of determining whether an applicant is competent through evaluation of his/her records of achievement. *(TESDA Circular No.23, s. 2008 - Implementing Guidelines on PTQCS)*

**PREVENTIVE ACTION**

an action taken to prevent a possible non-conformity to occur. *(Procedures Manual on Program Registration)*

**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/GASTPE Law)*

**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.

**PROGRAM ADVISORY COMMITTEE**

committee of leading employers capable of employing the graduates of a program. They are called together to provide direction, assist in OJT and graduate's employment, and help advance the quality of the program.

**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**

PSALM is an acronym for a planning approach developed and adopted by TESDA which stands for Policy-oriented, Sector-focused, Area-based, Labor Market driven approach. It is used in generating labor market information on priority sectors and critical skills, vital for TESD planning and decision making.

**QUALIFICATION**

a group of competencies packaged from the supermarket of competency. It represents a clear meaningful set-up in the workplace and is aligned with the Phil. TVET Qualifications Framework Descriptor. Depending on the breadth, depth and scope of competency, a qualification may fall under national certificate level I, II, III, or IV. **(Procedures Manual on TR Development)**

**QUALITY ASSURANCE**

a planned and systematic pattern of all actions necessary to provide adequate confidence that the product, its components, packaging and labeling are acceptable for their intended use. **(ISO)**

**QUALITY AUDIT**

refers to methodical examination of an organization's quality management system, in whole or in part, to assure conformance to a specific quality standard (e.g., ISO 9001). Quality audits may be conducted by external (third) parties or they may be done internally. "Certification audits" must be conducted by third-party auditors. **(ISO)**

**QUALITY AUDITOR**

one who conducts quality audit; must be qualified to conduct quality audits. **(ISO)**

**QUALITY CONTROL**

part of quality management focused in fulfilling quality requirements.

**QUALITY DOCUMENT**

a document that contains requirements for quality system elements for products or services. The results of activities such as inspections or quality audits. **(ISO)**



### **QUALITY IMPROVEMENT**

the actions taken to increase the value to the customer by improving the effectiveness and efficiency of processes and activities throughout the organizational structure. **(ISO)**

### **QUALITY MANAGEMENT PRINCIPLES**

used by management as a guide towards improving performance. The Quality Management Principles were derived from the experience of experts on the technical committees and represent the main elements that a good quality system must have. The eight principles are: Customer Focus, Leadership, Involvement of People, Process Approach, Systems Approach to Management, Continual Improvement, Factual Approach to Decision-making, and Mutually Beneficial Supplier Relationship. **(ISO)**

### **QUALITY MANAGEMENT SYSTEMS**

the totality of an organization's management processes designed to meet identified quality standards.



### **RECOGNITION OF CURRENT COMPETENCY**

the process in which the competency/ies currently possessed by an individual can be assessed against the relevant unit of competency and may be given recognition through the issuance of appropriate certificate.

### **RECOGNITION OF PRIOR LEARNING (RPL)**

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 of competency and given recognition through the issuance of appropriate certificate.

### **REGISTRY OF CERTIFIED WORKERS**

serves as depository of data of individuals who have undertaken TESDA competency assessment. It provides information on the pool of certified workers for various qualifications nationwide and facilitate verification of the certificate status of workers. **(TESDA Circular No.23, s. 2008 - Implementing Guidelines on PTQCS)**

### **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.

### **REVENUE GENERATION**

generation of revenue for an institution from the vending of products and services, rentals, part-time or full-time and/or non-formal delivery of training on institutional premises or by institutional personnel outreaching into community. The process entails costing system allowing for direct costs, overhead and a margin for surplus contribution to advance the institution.

**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- PACED LEARNING**

learning undertaken at an individual's or group's own pace or ability to absorb/acquire skills and knowledge.

**SHORT-TERM PROGRAM**

programs offered in-campus, be it in-school or in-center, by unit of competency or cluster of competencies leading to a qualification eligible for a Certificate of Competency. Comprises the basic, common and a unit/cluster of units of core competencies.

**SKILLED WORKER**

a person who has acquired the full qualifications required in performing a recognized trade, craft or other occupation.

**SKILLS**

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

**SKILLS CERTIFICATION**

formal recognition of workers' skill qualifications, independent of the manner in which they were acquired. **(ILO)**

**SKILLS DEVELOPMENT**

the process through which learners and workers are systematically provided with learning required as qualifications for a job or range of jobs in a given occupation area.

**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. **(IES)**

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

the authority granted to the school to graduate a particular student from a specified school course on a certain date provided he/she has satisfied the requirements therefore. **(Education Law and the Private Schools, Atty. Ulpiano "Ulan" Sarmiento III)**

**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.

**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)**

**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**

also known as On-the-Job Training, is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the Training Regulations.

**SURVEY INSTRUMENT**

formal set of questions or statements designed to gather the information from respondents to accomplish the goals of the study.

**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/training centers.

**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)**

refers 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-VOCATIONAL EDUCATION AND TRAINING**

the education or training process where it 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 life and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches. **(UNESCO)**

### **TECHNICIAN**

a person who has acquired knowledge and skills of a more practical nature than those required of the qualified scientist, engineer on one hand, and more theoretical nature than those required of the skilled worker or craftsman, on the other. A technician's education and training are likely to have taken him up at least up to a level equivalent to the end of secondary education in a general or technical stream, but usually to a post-secondary with a corresponding degree or diploma. (Note: a technician is the link between the skilled workers and the scientists or engineers.)

### **TECHNOLOGY**

a systematic method of devising, applying and assessing the whole process of technology and learning by taking into account both technical and human resources, inter-actions between these, so as to obtain a more effective form of education and training.

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

a program covering a full qualification or clusters of units of competencies conducted in the community by public or private TVET institution or sponsored by local government units, non-government organizations, and other government agencies. **(Omnibus Guidelines on Program Registration)**

### **TENDERING SYSTEM**

a packaged training thru an invitation to at least three training providers of the concerned industry to present a project proposal based from the training schedule for the completion of the intended clients unit of competencies.

### **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)**

**TRADE**

any group of interrelated jobs or any occupation which is traditionally or officially recognized as craft or artisan in nature requiring specific qualifications that can be acquired through work experience and/or training.

**TRAINEE**

a person qualified to undergo the training system for the purpose of acquiring and developing job qualifications.

**TRAINING CAPACITY**

refers to the capacity of the training or education provider to absorb in terms of number of enrollees in a particular program and in terms of physical facilities.

**TRAINING MODALITY**

a distinct system by which training is delivered. *(Investment in TVET in the Philippines)*

**TRAINING REGULATION**

a TESDA promulgated document that serves as basis for which the competency-based curriculum and instructional materials and competency assessment tools are developed. This document represents specific qualification. How the competencies in this qualification can be gained, assessed and be given recognition is detailed in this promulgated document. *(TESDA Board Resolution No.2004-13 and Procedures Manual on TR Development)*

**TRAINING STANDARDS**

refers to the sections of the Training Regulations that gives 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.

**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.

**TUITION FEES**

money charged by private and public schools on instruction, excluding laboratory fees, medical fees and other fees.

**TVET STUDENTS**

persons who are participants in a vocational, administrative or technical training program for the program of acquiring and developing job competencies.



### **UNDEREMPLOYED**

include 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. **(NSO)**

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

Two-stage process of quality assurance which is composed of the following:

- a. Program Registration - refers to the first stage of the Unified TVET Program Registration and Accreditation System (UTPRAS). It is the process by which TVET courses are registered with TESDA. Course of registration describes the intent of the institution offering TVET Programs. The registration process tests the capacity of the TVI to deliver its stated curricula to students against the minimum standards prescribed in the Training Regulations (TRs) or as determined by an expert panel in the absence of such. Registration begins with all documentation submitted to TESDA and continues compliance to the requirements for programs granted Certificate of Program Registration (CoPR). **(Program Registration Procedures Manual)**
- b. Accreditation – means the process leading to the issuance of a certificate of accredited status attesting to the quality or standards of a public or private TVET school or to any of its TVET programs or courses and to the effectiveness of the management and operations of the TVET school offering the program as exceeding the minimum standards or criteria prescribed by the Authority as provided for in the Manual of Policies and Guidelines on the Establishment of Public and Private TVET Institution. Accreditation shall be voluntary in nature. **(Manual of Policies and Guidelines on the Establishment of Public and Private TVET Institution, First Edition)**

### **UNEMPLOYED**

include 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; and
- 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. and **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)**

### **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. **(PSALM Approach)**



**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. **(NSO)**

**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 PROFILING FOR STARRING CAREER**

a complete guidance delivery system to help young Filipinos make the right career choices, based on an objective assessment of their abilities and occupational interests. **(YP4SC Publication)**



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## SFTCE PARADIGM

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**S** *Seek the jobs +*  
**F** *ind the people +*  
**T** *rain based on the standards +*  
**C** *ertify the workers =*  
**E** *mployability enhanced*

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### TVET Support System

- ***Social Marketing and Advocacy*** for TVET
- ***Trainee Profiling*** for TVET career guidance
- ***Labor Market Intelligence*** (LMI) gathering
- ***Jobs Bridging and Referral***
- ***TVET Scholarships***
- TVET Providers -Trainers ***Capability Building***

### TVET Delivery System

- ***Institution-based*** TVET delivered by:
  - 126 TESDA Technology Institutions (TTIs)
  - Network of 4,585 Public and Private Schools, and Training Centers
- ***Enterprise-based*** training of the Apprenticeship type programs
- ***Community-based*** training delivered by LGUs, NGOs and NGAs

### TVET Quality Assurance

- ***Registration and Accreditation*** of TVET programs, providers & competency assessors
- ***Assessment*** of TVET graduates' competencies
- ***Certification*** of workers according to PTQF qualification levels: NCI – NC IV

### TVET Financing

- TESDA GAA Budget Share
- TESDA Development Fund
- Scholarship Funds (PESFA, TWSP)
- Foreign Assisted Projects (FAPs)
- Funds generated from I-CARE partnerships (Senate, Congress, LGU Executives)
- Other externally-sourced resources

The **S**eek + **F**ind + **T**rain + **C**ertify = **E**mployability Paradigm

