



TESDA
WOMEN'S CENTER
SINCE 1998

TRAINEE'S HANDBOOK

VISION

“To be the leading Polytechnic Institute for Women in 2028.”

MISSION

“As the lead TVET Institution of excellence in women empowerment, TESDA Women’s Center advocates and provides programs and services geared towards quality-assured, inclusive and gender-fair TVET.”

TRAINEE’S HANDBOOK

TWC TRAINEE'S HANDBOOK

Published by



TESDA WOMEN'S CENTER

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Philippines

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Foreword

The Trainee's Handbook is your helpful companion during your stay at the TESDA Women's Center.

You are here for a most important undertaking - ***to grow and develop to your fullest potential as a human being; to become competent workers in your chosen field and to fulfill in your person the TWC's vision "as a specialized TVET Institution of excellence in empowering Filipino women."***

This handbook will provide you with the information you need to make your training orderly, secure, purposeful, enjoyable, and geared toward attaining your goal.

You can refer to the handbook for matters about your duties and responsibilities, as well as to your rights and privileges as a TWC trainee. It also contains a code of conduct and detailed procedures for action in the conduct of day-to-day affairs in training.

We want your learning at TWC to be interesting and enjoyable.

We hope that we will inspire you to find the success you deserve at work and in life.

The TWC Management and Staff

Message from the Center Chief



Welcome to the Technical Education and Skills Development Authority!

I would like to welcome you to the TESDA Women's Center. We are excited that you have accepted our invitation to experience world-class and quality-assured technical vocational education and training (TVET). I trust that this message finds you mutually excited about your new journey in TESDA.

As a new trainee, you are joining the TESDA Women's Center which is envisioned to be the lead training institution in the empowerment of Filipino women and supportive to the Authority's goal of contributing to gender equality and women empowerment in the TVET sector.

At TESDA, every trainee is important, and we strive to provide in-demand skills and knowledge to our graduates and further supply various post-training assistance such as lifelong learning skills, entrepreneurship, and employment referrals and opportunities.

We hope you will immediately connect with our core values of people, learning, partnerships, relationships, sustainability and stewardship. Your commitment to these values is critical for our mutual success in training quality, trainee's success, research and innovation, and community and economic development.

Again, welcome to TESDA. We look forward to having you all come on board.


MYLENE H. SOMERA
Center Administrator
TESDA Women's Center

Message from the Deputy Director General for Special Concerns



Warm Greetings from the Technical Education and Skills Development Authority!

It is my great pleasure to welcome you to the TESDA Women's Center and to congratulate you on your decision to embark on this transformative journey of skills development and personal growth.

As the Deputy Director General for Special Concerns, I am deeply committed to ensuring that each and every one of you, regardless of your background or circumstances, has the opportunity to acquire the knowledge, skills, and confidence needed to thrive in the 21st-century workforce and beyond.

The TESDA Women's Center was established with the sole purpose of empowering women and providing them with the tools and resources necessary to achieve their fullest potential. Here, you will not only learn valuable technical skills but also develop essential soft skills, such as critical thinking, problem-solving, and effective communication.

I encourage you to embrace the challenges that lie ahead with a spirit of determination and resilience. Remember that your success is not only a testament to your own hard work but also a reflection of the unwavering support and guidance provided by the dedicated instructors and staff at the TESDA Women's Center.

As you navigate this experience, I urge you to take advantage of every opportunity, to ask questions, to seek out mentorship, and to actively participate in the various programs and activities offered. It is through your active engagement and commitment that you will unlock the true power of this transformative experience.

Remember, your success is our success. The TESDA Women's Center family is here to support you every step of the way, and we are deeply invested in your growth and achievement.

Wishing you all the best in your endeavors,

FELIZARDO R. COLAMBO

TESDA Deputy Director General for Special Concerns

CHAPTER

1

General Information

SECTION 1

1.1. TWC HERSTORY

The establishment of the TESDA Women's Center started in 1993 when former Senator Leticia Ramos-Shahani met with some members of the Japanese Diet. Between 1996 and 1997 the Exchange of Notes for the Project was done. A total amount of Japanese Yen 2.620 Billion (USD 23.82M) was granted for the construction of the Center. This development was in sync with TESDA's affirmative action policy of ensuring that women are trained in industrial courses traditionally dominated by men.

The policy requires that at least 80 percent of the total TESDA annual training graduates are women. The turnover and inauguration of the Center and its Dormitory were held in 1998.

It was originally named the "National Vocational Training and Development Center for Women" but later changed to what is now known as the "TESDA Women's Center".

From 1998 until 2023, TWC has produced 13,373 graduates composed of 10,516 females (78.64%) and 2,857 males (21.36%), equipped with skills and knowledge in their chosen qualification. Some of them have pursued their chosen fields through wage employment and some have established their own businesses and pursued the self-employment scheme. The center has partnered with several known and prestigious establishments, enterprises, and industries to assist the trainees in further developing their skills through their On-the-Job Training. During the early years of its operations, the Center trained not only Filipino women but also from across the Asia Pacific under the Third Country Training Program.

The TWC has contributed a lot in expanding the capabilities of women, not only in developing their skills but also in enhancing the women's expertise and potential to be productive which will help uplift the lives of Filipino families, communities and the nation as well.



The TWC became the first internationally accredited TVET institution awarded silver-level status by the Asia Pacific Accreditation and Certification Commission (APACC) in 2008. It maintained the same status during its reaccreditation in 2012 and 2015.

In June 2018, the TWC was conferred Gold-level Accreditation by APACC. Finally in 2023, The TWC was awarded the prestigious **APACC Platinum Award, the highest recognition granted by the Asia Pacific Accreditation and Certification Commission**. This accolade is a testament to the center's unwavering commitment to quality, innovation, and the continuous improvement of its training programs and services, solidifying its reputation as a leader in technical-vocational education for women in the Asia-Pacific region.

It is also one of the three institutions to be certified for the ISO 9001:2015 pilot expansion program of TESDA.

TESDA through TESDA Women's Center (TWC) was recognized by UNESCO-UNEVOC as one of the ten (10) Pilot Innovation Hubs in the World.

1.2 VISION/ MISSION/ NORM/CAPABILITY STATEMENT

VISION

To be the Leading TESDA Polytechnic Institute for Women in 2028.

MISSION

As the Lead Polytechnic Institute for Women Empowerment, We advocate and provide programs and services geared towards quality-assured, inclusive, and gender-fair TVET.

NORM

We, the TWC Community, guided by our Vision and Mission are

ONE FAMILY... we support each other and work as a team

GENDER-RESPONSIVE... we are sensitive to the needs of men and women

RESULTS-DRIVEN... we are committed to deliver the outputs

CREATIVE... we devise new ways of doing things

QUALITY-CONSCIOUS... we do our best to satisfy our customers

PEOPLE-ORIENTED... we respect the feelings of others and care for their welfare

STEWARDS OF THE EARTH... we support initiatives that would protect and restore the environment

COMPLIANT TO STANDARDS... we adhere to quality principles that would lead to organizational excellence

HONEST AND TRUSTWORTHY... we safeguard the integrity of our work by being true and sincere to our customers.

At TWC, we celebrate LIFE... our challenges and our successes!

CAPABILITY STATEMENT

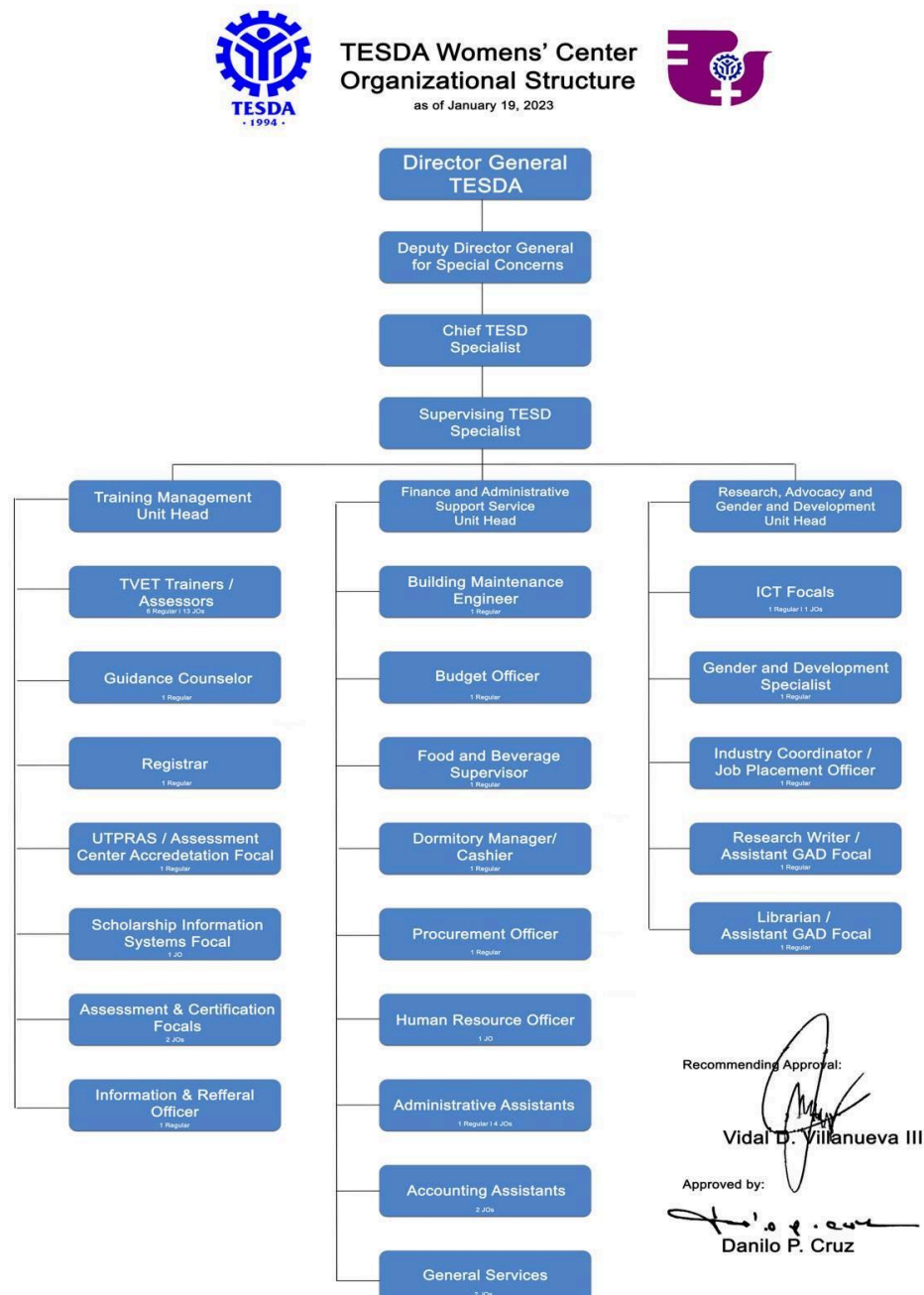
The TESDA Women's Center (TWC) trains and educates women for life. Its inclusive and holistic approach to training combines the best features of a competency-based training (CBT) delivery that is both learner-centered and industry-driven, and a life-skills program that emphasizes values like self-reliance, an entrepreneurial and pioneering spirit, strong work ethics, etc. More than providing women with employable and marketable skills that build their capacities for wage and self-employment, its value-added training gives equal attention to the development of one's character, such that the positive contributions of women to society are greatly enhanced.

Beyond being a model training center on competency-based training delivery, the TESDA Women's Center aspires to be the Champion of mainstreaming gender and development (GAD) in the technical-vocational education and training (TVET) sector in the Philippines. It upholds adherence to continuous improvement and quality-assured technical education and skills development (TESD) such that it will continue to be the frontrunner and model in training, research, and advocacy for women's economic empowerment.

1.3 ORGANIZATIONAL STRUCTURE





The TWC is presently under the supervision of the TESDA Central Office – Office of the Deputy Director General for Special Concerns (ODDG-SC). Since 2012, the Center also serves as Secretariat to the TESDA Gender and Development Focal Point System (GFPS) Executive Committee and Technical Working Group of the TESDA Central Office.

The TWC is composed of 3 units: Training Management (TMU), Research, Advocacy, Systems Development and Gender and Development Unit (RAGADU), and Finance and Administrative Support Services (FASSU).








1.4 TWC MANAGEMENT AND STAFF

1.4.1 Office of the Center Chief (OCC)

	MYLENE H. SOMERA Chief TESD Specialist/Administrator
	KIMBERLY G. BAUTISTA Acting Supervising TESD Specialist
	JANET A. MORALES Human Resource Officer
	KRISTINE AGUELO Records Officer

1.4.2 Training Management Unit (TMU)

	<p>GERRELEN D. BALBIN</p> <p>Senior TESD Specialist Unit Head</p>
	<p>JENNIFER O. CAOILE</p> <p>Senior TESD Specialist Assistant Unit Head Trainer, Electronic Products Assembly and Servicing NC II</p>
	<p>KIMBERLY G. BAUTISTA</p> <p>Trainer, Trainers Methodology (TM) Level I Trainer, Facilitate eLearning Session (FeLS)</p>
	<p>MARIA REGINA C. ANSAY</p> <p>Senior TESD Specialist Trainer, Food and Beverage Services NC II</p>
	<p>MINDY LEE S. VILLEGAS</p> <p>Senior TESD Specialist Registrar</p>

	<p>CLACYN L. ARICAYA</p> <p>Scholar Information System (SIS) Focal Assistant Registrar</p>
	<p>MAYLA JUNE I. HULIPAS</p> <p>TESD Specialist II Unified TVET Program Registration and Accreditation System (UTPRAS) Focal Assessment Center Registration (ACR) Focal</p>
	<p>AURA KRIZ R. ABELLA</p> <p>TESD Specialist II Guidance Counselor</p>
	<p>SHARLENE C. CELI</p> <p>Information Referral Officer Assessment and Certification Focal</p>
	<p>JOVITA DANE C. RENOMERON</p> <p>Information Referral Officer Assessment and Certification Focal</p>

	<p>MARIBEL M. DUMALAGAN</p> <p>Senior TESD Specialist II Trainer, Barista NC II</p>
	<p>RHIA MELODY GRACE L. DE GUZMAN</p> <p>Trainer, Events Management Services NC III Trainer, Barista NC II</p>
	<p>SHELLA D. BAWAR</p> <p>Trainer, Bartending NC II</p>
	<p>ALICIA G. BAÑAS</p> <p>Trainer, Bookkeeping NC III</p>
	<p>ASCENCION A. DE LA CUESTA</p> <p>Trainer, Bookkeeping NC III</p>

	<p>JENNY ANGELA J. MADULID</p> <p>Trainer, Bread and Pastry Production NC II</p>
	<p>IRENE B. MORTEL</p> <p>Senior TESD Specialist Trainer, Dressmaking NC II</p>
	<p>MARY MARGARET B. TADAY</p> <p>Trainer, Food Processing NC II</p>
	<p>IRENE F. MENDOZA</p> <p>Trainer, Gas Metal Arc Welding (GMAW) NC II</p>
	<p>MELANIE M. DAJAN</p> <p>Trainer, Housekeeping NC II</p>

	<p>RYAN M. LLANTO</p> <p>Senior TESD Specialist Trainer, Plumbing NC I and II Building Maintenance Engineer</p>
	<p>MA. KATRINA C. ROSALEJOS</p> <p>Trainer, Shielded Metal Arc Welding NC I and II</p>
	<p>JOHN CEDRICK G. CALALANG</p> <p>Trainer, Virtual Assistant Level II</p>
	<p>EDWARD G. BACTOL</p> <p>Trainer, Cookery NC II</p>

1.4.3 Finance and Administrative Support Services (FASSU)

	<p>RITCHIE U. BRIAGAS</p> <p>Senior TESD Specialist Unit Head</p>
	<p>VICENTE D. AYALA II</p> <p>Food Service Supervisor III Assistant Unit Head</p>
	<p>JERRYCHO A. CASTAÑEDA</p> <p>TESD Specialist II Procurement Officer</p>
	<p>MELANIE M. DAJAN</p> <p>Dormitory Manager II Trainer, Housekeeping NC II</p>
	<p>JOCELYN O. JOCSON</p> <p>Day Care Worker II</p>

	<p>DANA CHRISTINE T. MANUBAG</p> <p>TESD Specialist I Cashier</p>
	<p>JOSE V. PANTALEON</p> <p>Administrative Aide IV Driver</p>
	<p>JOSELITO T. TULIAO</p> <p>Administrative Aide III Baker</p>
	<p>ARIAN D. ACEBO</p> <p>Purchaser Officer Marketer</p>
	<p>KRISTIVE V. AGUELO</p> <p>Records Officer</p>

	<p>MA. RICHELL R. BENITEZ</p> <p>Food and Beverage Attendant</p>
	<p>HAZEL B. BLANCADA</p> <p>Maintenance Personnel Liaison</p>
	<p>ARON GUILLER E. CALZADO</p> <p>Barista</p>
	<p>JASPER GIDEON V. CASTILLO</p> <p>Carpenter</p>
	<p>MA. RHOSELYN A. DACILLO</p> <p>Food and Beverage Attendant</p>




	<p>JESSA E. EJARA</p> <p>FBS Attendant</p>
	<p>JOSEPH F. FAMADICO</p> <p>Head Chef</p>
	<p>ROBERT V. FERNANDEZ</p> <p>Administrative Support Staff (Accounting Officer III)</p>
	<p>MARIA AURORA P. GAPUZ</p> <p>Baker</p>
	<p>MA. REGINE B. GERALDEZ</p> <p>Food and Beverage Attendant</p>

	<p>EDILBERTO L. JOCSON JR.</p> <p>Maintenance Personnel</p>
	<p>CRIZEL F. LAMAN</p> <p>Barista</p>
	<p>MAYONNAR T. MICALLER</p> <p>Painter</p>
	<p>ERIC F. MINIMO</p> <p>Cook</p>
	<p>JANET A. MORALES</p> <p>Human Resource Officer</p>

	<p>RICA MAE P. NAVARRO</p> <p>Administrative Support Staff (Accounting Officer III)</p>
	<p>GINA J. REBAMONTE</p> <p>Assistant Cook</p>
	<p>HOMER T. ROBLES</p> <p>Construction and Electrician General Foreman</p>
	<p>SHIELA N. SEMILLER</p> <p>Administrative Support Staff (Administrative Assistant III)</p>
	<p>JOSE MARI FRANCISCO R. SUAREZ III</p> <p>Assistant Cook</p>

1.4.3 Research, Advocacy, Gender and Development Unit (RAGADU)

	<p>KIMBERLY G. BAUTISTA</p> <p>Acting Supervising TESD Specialist Unit Head</p>
	<p>ARIES GLENN L. MONTESINES</p> <p>Senior TESD Specialist Assistant Unit Head Information and Communication Technology Administrator</p>
	<p>JOENNA P. TABU-TATTAO</p> <p>Senior TESD Specialist Gender and Development Specialist Research Writer</p>
	<p>MELINA FAITH E. DEINLA</p> <p>TESD Specialist II Industry Coordinator Cashier</p>
	<p>HANNAH ZITAH LOUISSE D. DELA CRUZ</p> <p>TESD Specialist II Librarian Assistant GAD Focal</p>

	<p>MAYLA JUNE I. HULIPAS</p> <p>TESD Specialist II Assistant GAD Focal</p>
	<p>WESLEY E. TATTAO</p> <p>Technical Support Staff Assistant ICT Focal</p>
	<p>MIKAELA D. BAUTISTA</p> <p>Photographer Social Media Officer</p>

Training Programs

SECTION 2 | Competency-Based Training (CBT) Programs

Automotive Servicing NC I

Nominal Duration: 490/ 62 days



This course is designed to enhance the knowledge, skills and attitudes of an individual in the field of automotive servicing in accordance with the industry standards. It covers core competencies such as; perform basic engine servicing through removal and reinstallation of components for gas and diesel engines.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the learner is competent to be a pre-delivery inspector / checklister, periodic maintenance personnel/staff, periodic maintenance associate, Junior technician, maintenance technician, and auto-service personnel.

Barista NC II

Nominal Duration: 202 hrs / 26 days



This course is designed to enhance the knowledge, skills and attitude in accordance with industry standards.

It covers core competencies on preparing espresso, texturing milk, preparing and serving coffee beverages, performing basic maintenance of machines and equipment and performing basic cashiering and general control procedures.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Barista.

Bartending NC II

Nominal Duration: 462 hrs / 58 days



This course is designed to enhance the knowledge, skills and attitude in cleaning bar areas, operating the bar, preparing and mixing cock-tails and non-alcoholic concoctions, hot drinks and providing wine service in accordance with industry standards. It also covers the basic, common and core competencies.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Bartender/Barkeeper
- Bar Utility

Bread and Pastry Production NC II

Nominal Duration: 182 hrs / 23 days



This course is designed to enhance the knowledge, skills and attitude in cleaning equipment, tools and utensils and preparing, portion and plate pastries, bread and other dessert items to guests in hotels, motels, restaurants, clubs, canteens, resorts and luxury lines/cruises and other related operations.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Commis - Pastry Chef
- Baker

Cookery NC II

Nominal Duration: 366 hrs / 46 days



This course is designed to enhance the knowledge, skills and attitude in preparing and cooking hot meals, cold meals, sauces/dressings and desserts. It also includes basic competencies such as workplace communication, teamwork, personal hygiene, safety in the use of hand tools and equipment, and housekeeping. It covers the basic, common and core competencies.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Commis - Pastry
- Cook
- Hot-Kitchen Cook
- Pantry Worker/Cold-Kitchen Cook

Dressmaking NC II

Nominal Duration: 299 hrs / 38 days



This course is designed to enhance the knowledge, skills and attitudes in drafting and cutting patterns, preparing and cutting materials; sewing casual apparel; and applying finishing touches on casual apparels. It includes basic competencies in communication, teamwork; career professionalism; and occupational health and safety. Common competencies in measurement and calculations; machine operation; basic maintenance; and quality standards are also included.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Patternmaker
- Dressmaker
- Garment Sewer

Driving NC II

Nominal Duration: 142 hrs / 18 days



This course consists of competencies that a person must achieve to operate light motor vehicles classified under LTO Restriction code 1 and 2; transport passengers and loads over specified routes to local or district location and collect fare duly authorized by the relevant government agency; comply with local traffic rules and regulations and perform minor vehicle repairs and other minor servicing.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Professional Driver or Light Vehicle Driver.

Electronic Products Assembly and Servicing NC II

Nominal Duration: 264 hrs / 33 days



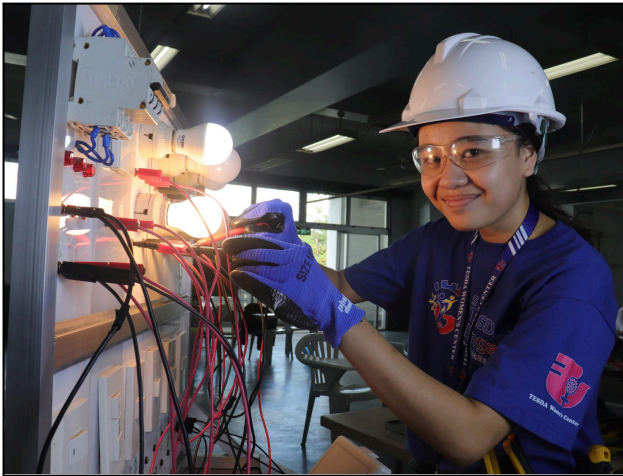
This course is designed to develop and enhance the knowledge, skills and attitude of an Electronic Products technician in accordance with industry standards. It covers the basic and common competencies in addition to the core competencies such as assembling electronic products, fabricating PCB modules and installing and servicing consumer and industrial electronic products and systems.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Electronic Products Assembler
- Domestic Appliance Service Technician
- Audio-Video Service Technician
- Industrial Electronic Technician
- Electronic Production Line Assembler
- Factory Production Worker

Electrical Installation and Maintenance (EIM) NC II

Nominal Duration: 220 hrs / 28 days



This course consists of competencies that a person must achieve to enable him/her to install and maintain electrical wiring, lighting and related equipment and systems where the voltage does not exceed 600 volts in residential houses/buildings.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Building-Wiring Electrician
- Residential/Commercial-Wiring Electrician
- Maintenance Electrician

Events Management Services NC III

Nominal Duration: 208 hrs / 26 days



This course is designed to enhance the knowledge, skills, behavior and motivations in accordance with industry standards. It covers the basic, common and core competencies required for the NC III level in coordinating events. The competencies for event planning include planning and developing an event proposal, bid, concept, and program, selecting event venue and site, and developing and updating event industry knowledge. The competencies for onsite management include providing onsite management services, managing contractors for indoor events, and developing and updating knowledge on protocol. It also includes competencies on leading workplace communication and small teams, controlling and ordering stock, and establishing business relationships.

A person who has achieved this Qualification is competent to be a:

- Events Coordinator
- Conference Coordinator
- Function Coordinator

Food and Beverage Services NC II

Nominal Duration: 378 hrs / 47 days



The FOOD AND BEVERAGE SERVICES NC II Qualification consists of competencies that a person must achieve to prepare the dining room/restaurant for service, welcome guests and take food and beverage orders, promote food and beverage product, provide food and beverage services to guests, provide room service, and receive and handle the guest concern.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Waiter
- Food and Beverage Attendant

Gas Metal Arc Welding (GMAW) NC II

Nominal Duration: 292 hrs / 37 days



This course is designed to enhance the knowledge, desirable attitudes, and skills of a GMAW welder in accordance with industry standards. It covers core competencies such as welding carbon steel pipe using GMAW. It includes common competencies in applying safety practices, interpreting drawings and sketches, performing industry calculations, contributing to quality systems, using hand tools, preparing weld materials, setting up welding equipment, fitting- weld materials and repairing welds. It also includes basic competencies such as participating in workplace communication, working in a team environment, practicing career professionalism, and practicing occupational health and safety procedures.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Plate Welder (GMAW)
- Pipe Welder (GMAW)

Housekeeping NC II

Nominal Duration: 460 hrs / 58 days



This course is designed to enhance the knowledge, skills and attitude of housekeeping staff in housekeeping services, preparing guest's rooms, providing valet/butler service, laundering linen and guest's clothes, cleaning premises and equipment in accordance with industry standards.

It covers the basic competencies such as participating in workplace communication, working in a team environment, practicing career professionalism, and practicing occupational health and safety procedures. After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be any of the following:

- Room/Cabin Attendant
- Houseman/Public Area Attendant/Janitor
- Valet Runner
- Dry cleaner
- Washer
- Presser/Ironer
- Marker-Sorter
- Butler

Plumbing NC I

Duration: 189 hrs / 24 days



This course is designed to equip individuals with operational skills in Plumbing, such as preparing plumbing layout, making piping joints and connections, performing minor construction works and installing and assembling a single plumbing unit.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Plumber.

Plumbing NC II

Duration: 226 hrs / 29 days



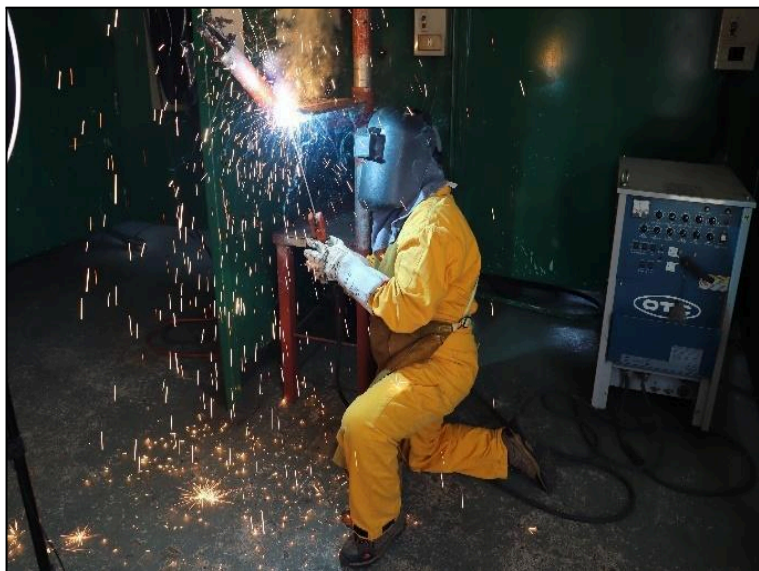
This course is designed to enhance the knowledge, skills, positive attitude, and work values of a Plumber II in accordance with international standards. It covers the competencies required in preparing pipes for installation, performing minor construction works, making piping joints and connections, performing single-unit plumbing installation and assemblies, and performing plumbing repair and maintenance works.

It covers basic competencies such as participating in workplace communication, working in a team environment, practicing career professionalism, and practicing occupational health and safety procedures.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Plumber II.

Shielded Metal Arc Welding (SMAW) NC I

Nominal Duration: 289 hrs / 37 days



This course is designed to enhance the knowledge, desirable attitudes and skills of a Welder in accordance with industry standards. It covers core competencies such as welded carbon steel plates using SMAW. This includes common competencies such as applying safety practices, interpreting drawings and sketches, performing industry calculations, contributing to quality systems, using hand tools, preparing weld materials, setting up welding equipment, fitting up weld materials and repairing welds. It also includes competencies such as receiving and responding to workplace communications, working with others, demonstrating work values, and practicing basic housekeeping procedures.

After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Plate Welder.

Shielded Metal Arc Welding (SMAW) NC II

Nominal Duration: 292 hrs / 37 days



This course is designed to enhance the knowledge, desirable attitudes, and skills to perform shielded metal arc welding work to the standard expected in the workplace.

The course covers common competencies such as utilizing specialized communications, developing team and individual needs, applying problem-solving techniques in the workplace, performing workplace safety and housekeeping, interpreting blueprints, setting up work area equipment and accessories, preparing weld joints, depositing weld beads, preparing materials and tools, and weld carbon steel pipes and plates in all positions for fillet and groove welds. After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Welder.

Trainers Methodology Level I

Nominal Duration: 269 hrs / 34 days



This course is designed to enhance the knowledge, skills, positive attitude and work values of the learner in accordance with the prevailing standards in the Technical and Vocational Education and Training (TVET) sector.

This encompasses competencies required of a Technical-Vocational Trainer to perform the tasks in the areas of instructional delivery/ facilitation, competency assessment, and maintenance of training resources / facilities.

2.1.2. Flow Chart of Training

1. Trainees enter the program and attend the Training Induction Program (conducted by the District Office) and Trainees Orientation Program (Conducted by the TESDA Women's Center).
2. The trainer of the respective Qualification administers RPL.
3. Trainees will be provided with the learning materials and be introduced to the different monitoring systems.
4. The trainee will read the learning materials, watch instructional videos or the trainer's demonstration of skills, practice the skills in the practical work area and will receive assistance and advice from the trainer.
5. The trainee will attempt tasks/jobs and rate their own performance using the provided task/job sheets with a performance criteria checklist.
6. Trainer will observe the demonstration and rate the trainee's performance.
7. When the trainee satisfactorily completes the competency requirements, the trainee will exit the module/program. If there is a need for improvement, the trainee will be given a chance to retake the assessment and master the skills through repetition until the trainee becomes competent and exits the program.

2.1.3. Enrolment and Registration

- Walk-in
- Online application

The online program follows the same process of application as that of the walk-in or personal application. The following are the step-by-step instructions for applying online:

1. The applicant must visit the TWC website (twc.tesda.gov.ph) and click the Online Application and Enrolment portal to be directed to the application program.
2. Once directed to the program, the applicant must click the 'Register Here Button' and agree to the 'Data Privacy Agreement' to proceed to the application proper.

The applicant will be directed to the TWC Training Programs Application Sign-up which will contain the following activities:

- a. Filling-out of Basic Information – 10 minutes
- b. **Answering the Online Qualifying Exam– 5 minutes**
- c. Taking the time-limited Qualifying Examination
 - Training Literacy Test (TLT) – 30 minutes
 - Training Numeracy Test (TNT) – 45 minutes
- d. Uploading of Required Documents – 10 minutes
 - Birth Certificate or Marriage Certificate (if married)
 - School Record (any of the following)
 - High School (Junior/Senior) Diploma / Form 137 (Permanent Record) or Form 138 (Report Card)
 - College Diploma /Transcript of Records
 - Alternative Learning System (ALS) Certificate
 - Barangay Clearance / NBI / Police Clearance
 - 2 pcs, Photo (1x1) white background

After completing the online application, the applicant's record will be automatically generated which will be verified by the Information and Referral Officer and will be included in the official list of line-ups.

The official trainees will also be required to submit a printed copy of the required documents that they submitted during the online application once they visited the Training Center.

2.1.4. Regular Training Schedule

Monday to Friday (except on holidays, National Competency Assessment, and declared no-classes)

Monday to Friday, 7:00 am to 4:00 pm.

Lunch break – 1 hour (time may be arranged with trainer)

Coffee break/snack – may be arranged with the trainer

2.1.5. Recognition of Prior Learning (RPL) / Recognition of Current Competency (RCC)

One of the principles of Competency-based training is that it allows for recognition of prior learning (RPL) or recognition of current competency (RCC). RPL provides a framework that will give recognition to an individual's currently possessed skills, knowledge and attitudes acquired through previous education, training, and work or life experiences. This means that for those who want to pursue further schooling relevant to their work, their job experiences and previous training can be credited to the formal educational system. Recognition of current competency (RCC) applies if a learner has previously completed the requirements of a unit of competency or a module and is now required to be re-assessed to ensure that the competence is being maintained or can be demonstrated.

The TESDA Women's Center (TWC) shall administer RPL as part of its application procedures to determine if the applicant/enrollee needs to undergo partial or full requirements of her/his preferred training program. On the other hand, RCC shall be administered to former trainees who exited the program temporarily and has the intention to apply for re-entry to the same program to achieve the full Qualification.

How current and previous competency is recognized?

The course sets out learning outcomes and performance criteria. Applicants for RPL or RCC must be able to prove and demonstrate competency in the modules.

In granting and administering the RPL

A. Application Process

1. The learner-applicant shall be oriented on the RPL process
2. The learner-applicant shall prepare and submit documentary requirements including a portfolio for evaluation.

B. Evaluation Process

Trainee/s are required to submit documentary evidences of prior learning (Formal, non-formal, and informal education and learning)

Upon submission of the documentary requirements, the RPL Evaluation Team (RPLET) will evaluate the documents. The evaluation process must adhere the following rules of evidence:

- a. **Authentic** — the evidence is the applicant's work and is genuine. Evidence is issued by reputable authority/ institution/entity/company;
- b. **Valid** — the evidence is related to the current curricular offerings of the institution; relevant to the elements and performance criteria, consistent with the range of variables and evidence guide;
- c. **Current** — the evidence reflects the applicant's present knowledge; establishes that the candidate can meet the learning outcomes and performance criteria specified in the present curricular offerings of the respective institution;
- d. **Consistent** — the evidence shows that the candidate consistently meets the standards under the workplace conditions; incorporates multiple items of evidence;
- e. **Recent** — the evidence shows the latest training/s and experience was/were gained within the last ten (10) years relative to the specific current curricular offerings of the institution; and
- f. **Sufficient** — the evidence covers all the learning outcomes, evidence requirements, dimensions of competency

To determine the equivalency of the evidence/s presented with the learning outcomes of the training program enrolled by learner- applicant, the evaluation modalities may include the following:

- a. Portfolio assessment
- b. Interview
- c. Written examination
- d. Actual demonstration of skills
- e. Actual work observation or third-party report
- f. Combination of different assessment methods

Applicable Rules on Matching

- a. The modules of the basic competencies of the training program shall be automatically matched/credited if the training program/s is/are of the same PQF Level.
- b. The modules of the common competencies of the training program shall be automatically matched/credited if the training program is of the same PQF Level and within the same industry sector.
- c. The module/s of the core competencies of the training program shall be given an equivalent certificate of achievement if the module is similar in content and complexity.
- d. The critical aspects of competency of the modules shall be the basis of equivalency and awarding of Certificate of Achievement.
- e. Equivalency between the learning outcomes from different programs shall be based on the complexity and similarity in the level and application of knowledge and skills. The wording of the learning outcomes does not need to be exactly the same, but the outcome must be comparable.

- f. The matching process to determine equivalency shall be undertaken by the RPLET who shall make a professional judgment that there is a clear and demonstrable complexity and similarity in contents between two learning outcomes from different programs.
- g. If it is not possible to find a full or one-on-one match between a learning outcome in a training program to a learning outcome in another training program, matching across multiple learning outcomes in the training programs is allowed.

Evaluation of Evidences

In determining the current competencies of the learner-applicant equivalent to the critical aspects of competency of the module/s, the RPLET shall perform the following:

- a. Evaluate and determine if the documentary evidence/s falls under formal learning or non-formal and informal learnings;
- b. Subject all documentary evidence submitted to the rules of evidence for acceptability using Form 2;
- c. All accepted documentary evidence/s shall be evaluated further for currency and sufficiency based on the critical aspects of competency of the module/s of the training program using the portfolio assessment instrument.
- d. Based on the results of the portfolio assessment, the RPLET shall indicate the results in Form 3 by ticking the cell for SATISFACTORY for all learning outcomes found current and sufficient and for learning outcomes/s found not current and sufficient tick the cell for UNSATISFACTORY.
- e. For learning outcomes found not current and sufficient, the RPLET shall use other appropriate evaluation modalities such as interview, written examination, actual demonstration, and actual work observation/third party report based on the critical aspects of competency of the module/s.
- f. Based on the results of other appropriate evaluation modalities, the RPLET shall indicate the results under the specific other evaluation modalities in Form 3 by ticking the cell for SATISFACTORY for all learning outcomes found current and sufficient and for learning outcomes/s found not current and sufficient tick the cell for UNSATISFACTORY.

Awarding of Certificate of Achievement

1. Using form 3, indicate whether the learner-applicant shall be issued a Certificate of Achievement or proceed to the training proper;
2. Form 4, shall be accomplished to indicate the overall recommendations by modules (basic, common, and core) of the training program;
3. Based on the overall recommendations in Form 4, the RPLET shall do the following:
 - a. Recommend for the issuance of Certificate of Achievement for the modules of the training program found to have been satisfied in accordance with the evaluation rules.

- b. Recommend for the issuance of Training certificate If all the modules of the training program are satisfied including other institution requirements for graduation.
 - c. For the module/s found to have not been satisfied, advise the learner-applicant of the results of the evaluations including the skills gap, and advise the learner-applicant to attend the regular training.
4. After completing the training for every module, advise the learner- applicant to undergo the institutional assessment.


2.1.6. TIP and TOP

Training Induction Program (TIP) is conducted by the MuntiParLasTa-Pat District Office for new learners. It is an online orientation on the coverage of scholarship grants received by the learners including other benefits such as daily allowance, internet and uniform allowance and insurance policy. Rules regarding attendance, compliance to the National Competency Assessment and completion of training are also discussed during TIP.

Trainees Orientation Program (TOP)- is conducted by learners of their respective Qualifications. This is conducted separately from TIP. During TOP, trainers discuss the coverage of the Qualification including the Unit of Competencies and Nominal Duration, Learning Objectives and Activities, rules and regulations, attendance and tardiness, monitoring system, and assessment methods.

2.1.7. Grading System

The TESDA Women's Center implements a Competency-Based rating/grading system in the implementation of its Competency-Based Training Programs. The trainer measures the trainee's competency against a standard of performance by collecting evidence to analyze the trainee's progress and achievement. The sum of these assessments deems a trainee to be Competent (C) or Not Yet Competent (NYC). Below is a chart showing the trainees' ratings.


 AUTOMOTIVE SERVICING NCII PROGRESS CHART COMPETENCIES		Nominal Duration:									
		Unit 1		Unit 2		Unit 3		Unit 4		Unit 5	
NAME OF TRAINEES	Competencies										
	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6	Competency 7	Competency 8	Competency 9	Competency 10	
1											
2											
3											
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25											

Legend: ● Competent ● Not Yet Competent

Name of Trainer: _____

2.1.8. Trainee's Record Book

The Trainee's Record Book (TRB) is given to each trainee to record their progress for every competency. It includes nominal duration and actual training hours, tasks/activities required to be done, date start and date finish, and remarks regarding the result of the assessment. The trainee and the trainer will agree to the result of the assessment by signing the TRB. The trainer will also give recommendations regarding the trainee's performance and training progress. Below is a sample of TRB.



Technical Education and Skills Development Authority
Institution's Name

TRAINEE'S RECORD BOOK

PICTURE

Trainee's No. _____

NAME: _____

QUALIFICATION: _____ Barista NC II _____

TRAINING DURATION: _____

TRAINER: _____ MARIBEL M. DUMALAGAN _____

Instructions:

This Trainees' Record Book (TRB) is intended to serve as record of all accomplishment/task/activities while undergoing training in the industry. It will eventually become evidence that can be submitted for portfolio assessment and for whatever purpose it will serve you. It is therefore important that all its contents are viably entered by both the trainees and instructor.

The Trainees' Record Book contains all the required competencies in your chosen qualification. All you have to do is to fill in the column "Task Required" and "Date Accomplished" with all the activities in accordance with the training program and to be taken up in the school and with the guidance of the instructor. The instructor will likewise indicate his/her remarks on the "Instructors Remarks" column regarding the outcome of the task accomplished by the trainees. Be sure that the trainee will personally accomplish the task and confirmed by the instructor.

It is of great importance that the content should be written legibly on ink. Avoid any corrections or erasures and maintain the cleanliness of this record.

This will be collected by your trainer and submit the same to the Training Management Unit Head (TMU) and shall form part of the permanent trainee's document on file.

THANK YOU

2.1.9. Competency-Based Institutional Assessment



Competency-based institutional assessment is a process where a trainer works with a trainee to collect evidence of competence, using the benchmarks provided by the competency standards that comprise the national qualifications. The assessment process is considered part of the learning process identifying gaps as learning opportunities to develop skills, not failures. It is a collaborative process to be negotiated with the trainee and not a one-off event that is imposed.

Trainees can be given several opportunities to demonstrate the skill and the assessment process should allow for the capturing and recording of these demonstrations. The trainees are normally given two (2) more chances to undergo the competency assessment if they do not pass the first attempt.

Competency-Based Training has no numerical grading system. After the assessment, the trainee will either be “Competent” or “Not Yet Competent”. The trainee will receive 😊 if she is found competent and ☹️ if not yet competent. Trainees are assessed under similar policies governing national competency assessment and certification.

Procedures for institutional assessment:

1. When the trainee has mastered the skills required for competency, the trainee will approach the trainer and will request a schedule for an assessment.
- 2.
3. The trainee will undergo institutional assessment and will be evaluated if the learning outcomes of the module of a given unit of competencies or cluster of competencies were achieved.
4. The trainee will be evaluated based on performance. The evaluation will be based on the mastery of the task in accordance with the competency standards.
5. If the trainee's performance met the assessment criteria, the trainee is “Competent (C)”. Thus, the trainee is ready to move to the next module.
6. If the trainee fails to meet the assessment criteria, the trainee is “Not Yet Competent (NYC)”. The trainer will give feedback on the areas for improvement and schedule the trainee for re-assessment. The trainee cannot move to the next module until she is found competent in her current module.
7. The trainer will reflect the trainee's assessment result on a prescribed Progress Monitoring Chart posted in a conspicuous place inside the laboratory. This will show transparency on the progress of trainees in their training program.
8. If the trainee is found competent in all the competencies of a specific qualification, she will be recommended for National Competency Assessment (NCA).

2.1.10. Filing of Application for the National Competency Assessment

1. The concerned trainer shall submit an endorsement letter including the list of the final candidates for assessment to the TWC's Assessment Focal.
2. The Assessment Focal shall provide a copy of Application Form and Self-Assessment Guide (SAG) to the trainer for trainee's compliance and accomplishment.
3. The trainer shall return the duly-accomplished application form and SAG to the TWC Assessment Focal ensuring that the following requirements are attached:
 - Trainee's photocopy of PSA Birth Certificate
 - Trainee's photocopy of TWC ID or any valid government issued ID
 - 2 pcs passport size picture with white background
4. The assessment focal shall prepare a memorandum requesting for the creation assessment schedule to be signed by the AC Manager and to be submitted to the district office.
5. The assessment focal shall coordinate the assessment schedule to the district office.
6. Once finalized, the assessment focal shall inform the trainer regarding the approved assessment schedule.

2.1.11. Supervised Industry Learning (SIL)

Supervised Industry Learning (SIL) refers to a structured learning experience where Technical and Vocational Education and Training (TVET) learners work in real-world industry settings under the supervision of industry professionals and instructors. SIL is typically part of a broader curriculum designed to bridge the gap between classroom learning and practical, hands-on experience in a specific trade or profession.

Key Features of SIL:

1. **Workplace Exposure:** Learners gain firsthand experience in an actual work environment.
2. **Supervised Training:** Students are guided and assessed by both their TVET trainers and industry professionals.
3. **Skill Development:** Focuses on developing technical skills, soft skills, and industry-specific competencies.
4. **Assessment and Feedback:** Learners receive continuous feedback to improve their performance and skills.

Supervised Industry Learning Helps Technical Vocational Learners through:

1. **Practical Application of Knowledge:**
 - SIL allows learners to apply the theories and concepts they have learned in a real-world context, enhancing their understanding and retention of skills.
2. **Skill Enhancement:**
 - Learners acquire hands-on experience with tools, equipment, and processes used in their chosen fields, which improves their technical proficiency and confidence.
3. **Industry Readiness:**
 - By working in a professional setting, students become familiar with workplace norms, culture, and expectations, making them job-ready upon graduation.
4. **Networking Opportunities:**
 - Learners build relationships with industry professionals, which can lead to mentorship opportunities and future employment prospects.
5. **Soft Skills Development:**
 - SIL helps in developing critical soft skills such as communication, teamwork, problem-solving, and time management, which are essential in any work environment.
6. **Performance Feedback:**
 - Regular feedback from supervisors and mentors helps learners identify areas for improvement and refine their skills accordingly.
7. **Increased Employability:**
 - Completing a supervised industry learning program enhances a learner's resume and increases their competitiveness in the job market.
8. **Career Exploration:**
 - SIL provides students with insights into their chosen fields, helping them make informed career decisions and potentially identifying areas of specialization.

TWC conducts In-Center Immersion to the following qualifications as follows:

1. **Barista, Bartending, Bread and Pastry Production, Food and Beverage Services, and Cookery** - learners are involved in the business operations of the TWC Canteen and Cafe Juana during TESDA functions/events;
2. **Housekeeping** - learners are involved in the cleaning of the TWC facility and dormitory;
3. **Food Processing**- learners are engaged in training-cum-production of processed foods;
4. **Bookkeeping** - learners are assigned to TWC/TESDA offices or to any industry identified by the trainee or to the industry collaborated by the OJT Coordinator/trainer;

To ensure effective learning through actual work exposure, trainees will be evaluated and required to submit a SIL/OJT Narrative Report along with a post-training evaluation to the Industry Coordinator after completing the SIL/OJT. This report will help keep the TVET institution and industry partner informed about the trainee's OJT experience and assess whether it aligns with the agreed training plan and learning objectives. Additionally, it will serve as a basis for improving the program and guidelines.

In summary, Supervised Industry Learning is a critical component of TVET, providing learners with the opportunity to develop both technical and professional skills in a real-world setting, thereby enhancing their employability and readiness for the workforce.

2.1.12. Filing of Exit Clearance

1. Trainees shall secure signed exit form and Trainees Record Book (TRB) of Basic, Common, Core Competencies from the trainer.
2. The trainees shall proceed to the Registrar's Office and submit duly-accomplished and signed Exit Form/TRB.
3. The registrar shall check and verify the completeness of documents and issue the clearance form.
4. The trainees shall secure the signatures of the following TWC authorized signatories:
 - a. **Trainer**
 - b. **TWCAA Secretary**
 - c. **Program Evaluator**
 - d. **Librarian**
 - e. **Guidance Counselor**
 - f. **Dormitory Manager**
 - g. **Registrar**
 - h. **Training Management Unit Head**
 - i. **Center Chief**
5. The trainees shall return the forms to the registrar's office when signatures are complete.
6. The registrar shall ensure the completeness of signatures upon releasing the copy of the signed exit form.

2.1.13. Issuance of Training Certificate

1. Trainees shall proceed to the registrar's office and accomplish a request form for the issuance of Certificate of Training.
2. Trainees must submit all the requirements and duly-accomplished request form to the TWC registrar.

3. Registrar must verify and check the name of the graduate in the Master List before signing the request form.
4. Once verified, the registrar shall release the certificate of training and a copy of learner's exit form.

2.1.14. Guidelines on Exit and Re-entry

These guidelines shall apply to trainees who exit during or after attendance to the Trainees' Orientation Program and Empowerment Courses, and trainees currently undergoing skills training who intend to exit the program without completing the full qualification.

The following conditions shall be considered a valid reason for exit:

1. Work-related – a trainee who is employed but has a conflict with her work schedule which affects her performance.
2. Family-related – family problems and/or urgent family needs.
3. Financial related – lack of financial support.
4. Health-related – serious illness, recurring disease with doctor's advice that she is unfit to continue training.

However, a trainee who exits the program under the following conditions/reasons cannot be allowed re-entry:

1. When the trainee committed a major offense and was proven guilty and dismissed as approved by the head of the TWC.
2. When the trainee is recommended to exit by the trainer due to poor performance, attitude problems and excessive absences and tardiness.

A trainee who exits the program for these reasons shall be banned from enrolling in any skills training or to re-enter any other training programs of the Center.

Guidelines on Exit and Re-entry:

1. The trainee shall be required to file an official exit by accomplishing the exit and clearance forms within one month from the time the trainee signified the intention and decision to temporarily discontinue his/her training.
2. The Exit and Clearance forms shall be approved by the Trainer, Registrar, and the Head of the Institution. Failure to file the exit and clearance forms within the given period shall mean disqualification from RE-ENTRY.
3. Trainee's name will be moved to the bottom of the waiting list.
4. The trainee shall personally see the Registrar to re-activate the admission. The trainee can apply for Recognition of Current Competency (RCC) for the units of competency and modules previously completed. Self-Assessment Guide (SAG) shall be accomplished by the trainee to determine if the competence being claimed is still maintained or could be demonstrated during reassessment.
5. The concerned trainer shall interview and re-assess the trainee based on the portfolio documents (TRB, COC or COA, accomplished SAG) presented. Depending on the results of the pre-assessment, the trainee shall be advised to get the next available training schedule for re-entry. Upon re-entry, the

trainee shall be advised to proceed with the course taking up those modules which correspond to the gaps shown in the SAG. The trainer shall submit a Re-entry Form to the Registrar to include the trainee on the next available training schedule.

6. All trainees who applied for Exit and will re-enter the program will be considered as new applicants and shall be advised to undergo the whole application procedure.
7. Trainees who exited the program due to conflicting schedules with training in other institutions of education shall be given less priority on the waiting list.

2.2 COMMUNITY-BASED TRAINING PROGRAMS

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. TWC offers Community-Based Training Programs such as but not limited to:

1. Processed Food by Salting, Curing and Smoking
Tocino and Longganisa Making, Siomai Making, Tinapa Making, Ham Making
2. Processed Food by Sugar Concentration
Jam and Jelly and Marmalade Making, Juice Concentrate Making
3. Processed Food by Fermentation and Pickling
Vinegar Making, Atchara making
4. Bread and Pastry Making
Cookies, Cupcakes, Brownies and Pandesal Making

2.3 SPECIAL TRAINING PROGRAMS



iSTAR

This course is designed as a basic course that can assist learners to start their own business, improve current operations, and plan for growing the business. It aims to economically empower micro retailers by providing them the necessary knowledge, skills, and attitudes that will transform them into becoming better and successful entrepreneurs. It covers the basic and core competencies. To obtain this, all units prescribed for this qualification must be achieved. This course can be taken online or face-to-face.

Japanese Cuisine (Washoku)

Nominal Duration: 40 hrs / 5 days



The Program consists of five-day cooking lessons on Japanese Cuisine (Washoku) for women and men. Participants include household service workers, housewives, returning overseas Filipino workers, senior citizens, persons with partial disabilities, victims of violence against women, and TESDA trainers and graduates.

Facilitate eLearning Sessions (FeLS)

Nominal Duration: 80 hrs / 10 days

This training program covers the knowledge, skills, and attitudes required in facilitating learning sessions that are suitable for E-learning. It focused on establishing, facilitating, monitoring and reviewing the E-learning sessions.



Virtual Assistant Services Level II

Nominal Duration: 100 hrs / 12.5 days



This course is designed to train students to become globally competitive in providing virtual assistant services to foreign clients in accordance with current industry standards. It covers basic, common, and core competencies which focuses on in-demand freelance/virtual assistant skills, such as but not limited to, project management, content management, email management, scheduling, and all-around virtual business management. After the learner acquired all the competencies and has undergone the National Competency Assessment, the trainee is competent to be a Virtual Assistant.

SECTION 3

SECTION 3.1 | TESDA Scholarship Programs

3.1.1 Training for Work Scholarship (TWSP)

This program provides immediate interventions to meet the need for highly critical skills. The program has two-fold objectives:

1. to purposively drive TVET provision to available jobs through incentives and appropriate training programs that are directly connected to existing jobs for immediate employment, both locally and overseas,
2. to build and strengthen the capacity and capability of TVET institutions in expanding and improving the delivery of quality, efficient and relevant training programs that meet job requirements, including programs for higher levels of technology.

3.2. Guidance & Counseling Services

The Rules and Regulations (RR) of Republic Act 9258, otherwise known as the “Guidance and Counseling Act 2004” under Rule 1, Section 3a affirms Guidance and Counseling a profession that involves the use of an integrated approach to the development of well- functioning individual primarily by helping him/ her to utilize his/ her potentials to the fullest and plan his/ her present and future in accordance with his/ her abilities, interest, and needs.

The RR of RA 9258 of the said rule and section declares also the functions of Guidance and Counseling such as counseling, psychological testing (i.e. personality, career, interest, aptitude, mental ability, achievement) learning and study orientation, research, placement, referral and group process.

In view of this RR under RA 9258, the TESDA Women’s Center- Guidance Office was conceived, with the aims and services prescribed to incorporate methods or strategies to assist the administration, trainers and community in guiding the trainees to be well-rounded persons. Likewise, it supports the center’s vision and mission in empowering Filipino women and providing gender-fair TVET.

3.2.1. Schedule

The Guidance Office is open from Monday to Friday, except holidays, 8:00 am - 5:00 pm. On important or emergency occasions, the TWC Guidance Counselor reserves the right to temporarily suspend other guidance services.

3.2.2. Services

- **Individual Inventory** - systematically collects, evaluates, and interprets data to identify the characteristics and potential of every trainee.
- **Counseling** - a registered guidance counselor works with trainees to enhance self-awareness, improve planning, and develop new behaviors for problem resolution and development growth. The different counseling services offered to clients are the following:

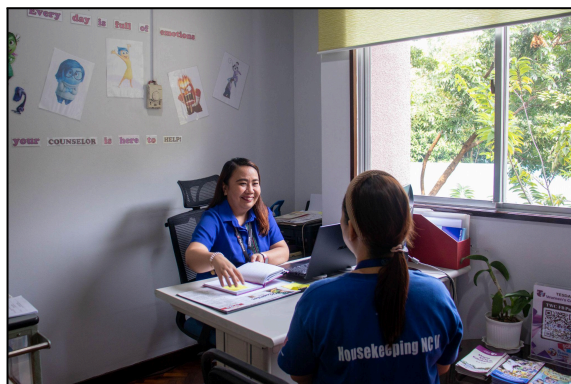
a. Individual counseling- an interaction between two people, the client and the counselor. It may run for one to three sessions based on the progress and attainment of the objectives agreed upon by the counselor and the client. All conversations and proceedings shall be confidential.

b. Group Counseling- this counseling is resorted to when there is a need to address a common concern among two or more clients whether walk-in or referred. The client identified to undergo the group interview/s or session/s are required to meet with the counselor based on the agreed schedule.

c. Routine Interview- newly enrolled trainees who underwent the Trainee Orientation Program are scheduled for this interview with the counselor. This is focused more on getting demographic information and a way of welcoming them to the Training Program. This service may be administered through face-to-face or virtually.

d. Exit Interviews- trainees who are leaving the center for any reasons are scheduled for this interview in the guidance office, as a means of assessment of the center's services as well as their plans and decisions after their duration of stay in TWC. This service may be administered through face-to-face or virtually.

- **Referral Services** - provides guidance to clients, involving agencies, organizations, or individuals to address concerns and reach full potential.
- **Follow up** - evaluates clients' development in all aspects of life, both within and outside the center, ensuring they receive appropriate guidance and support.
- **Career Guidance** - offers guidance and assistance to clients in planning their career paths, conducting job orientations program, job fair and conducting outreach programs like Career Talks to encourage free training courses, especially for women.



TWC Counseling Room

3.3 Post-Training Assistance

The TWC also provides job placement assistance and entrepreneurship coaching and mentoring. The TWC has an industry coordinator whose work is to establish networks with different industries, women organizations, non-government organizations and industry associations for a possible partnership.

- 3.3.1. Supervised Industry Learning (SIL)
- 3.3.2. Job Orientation Program
- 3.3.3. Jobs Fair
- 3.3.4. Jobs Referral
- 3.3.5. TESDA Online Program - iSTAR

3.4 TWC Alumni Association (TWCAA)

The TWCAA serves as a network for graduates of the TESDA Women's Center. The Association provides support to TWC learners and graduates through the following:

- Assistance on the provision of ID Card and Uniform;
- Provides access to micro-lending program to qualified graduates who are potential and starting women micro entrepreneurs based on a set criteria;
- Trainees Loan (for Trainees Uniform and PPE Trainer as the main guarantor);
- Pre- Employment Loan (pre employment requirements such as NBI, Police Clearance, medical etc.);
- Organizing Alumni Homecoming, Job Fair, Co and Extra-Curricular Activities and medical mission/ mobile blood donation if required/requested; and
- Assistance to graduates on Job Placements and Referral

3.5 Trainees' Council

TESDA Women's Center as it supports its learners, organizes a Trainee's Council that represents trainees' body. By promoting a clean and honest election, every trainee has the right to select their leaders. The Trainees Council Election is an activity where the TWC trainees select the members of the Trainees Council through an election. By exercising their right to vote, the trainees exercise leadership and promote credibility, honesty and social responsibility. The Trainees Council elections are conducted every April and October.

Trainees' Council Election

The Trainees' Council is a group represented by trainees from various qualifications. It is composed of officers that are elected and two representatives from each qualification. The Trainees' Council is supervised by trainers.

Duties and Responsibilities of the TWC Trainees Council:

- **Representation:** Serve as the voice of trainees, conveying their concerns and suggestions to the administration through proper channel;
- **Organization of Events:** Initiate and organize workshops, seminars, and social events to enhance training experience;

- **Communication:** Facilitate communication between trainees and faculty management, ensuring transparency and engagement;
- **Feedback collection:** Gather feedback from trainees regarding their experiences and suggest improvements;
- **Support and Guidance:** Provide support to new trainees, helping them acclimate to the training environment;
- **Advocacy:** Advocate for trainees interests within the organization or training institution.
- **Collaboration:** Work with other trainees and the trainees council advisers to promote a collaborative learning environment
- **Conflict Resolutions:** Assist in resolving conflicts or issues among trainees, fostering a positive community;
- **Leadership Development:** assist in organizing leadership training and development opportunities for officers and other trainees
- **Reporting:** Regularly report to the TWC Management and Council Advisers on trainees' issues, suggestions, and the council activities.

The Trainees' Council is also a member of the Committee on Decorum and Investigation (CODI) which handles gender-based incidents/cases involving employees and trainees.

3.6 Lifelong Learning Programs (LLLP)

The technical-vocational education for the 21st century is defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO), with the mission of contributing to peace and security by promoting international collaboration in education, science, culture, and communication. By definition, it refers to all learning activities undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.

Lifelong Learning Programs also are defined as all learning activities whether formal, non-formal or informal, undertaken throughout life, which result in improving knowledge, know-how, skills, competencies and/or qualifications for personal, social and/or professional reasons.

The Lifelong Learning Program (LLLP) is a pivotal component of the National Technical Education and Skills Development Plan (NTESDP) under the Technical Education and Skills Development Authority (TESDA). This program is designed to foster a culture of continuous learning in response to the rapidly changing global landscape, particularly driven by technological advancements and the increasing demand for specialized skills in the workforce.

3.7 Extra-Curricular and Co-Curricular Activities

The TESDA Women's Center (TWC), as a learning institution, aims to give the utmost and holistic development to its trainees. Aside from developing the trainees' technical knowledge, skills and attitude through competency-based training, it also provides a variety of activities and learning experiences that will enhance the trainees' mental, emotional, social, spiritual and physical development.

The trainees as part of the TWC family are nurtured to become more responsible and productive members of the society. All the opportunities given to them provide a complete means of molding them to become professionals.

TWC regularly organizes fun and engaging events such as Trainees' Socializing Day, Sports Fest, Earth Day celebrations, Mobile Blood Donation drives, Lenten Recollection, and Trainees' Cultural Day. These activities are designed to complement the formal training and enrich the overall learning experience.

However, it's not just about academic learning—these events also give trainees a chance to socialize, form connections, and build friendships. Through these interactions, they develop essential social skills that help them navigate life's challenges and grow into confident, capable individuals who are well-prepared to contribute meaningfully to society.

3.7.1 Recollection

This activity is organized to strengthen and renew the trainees' relationships with God through sharing and praying together as one TWC family. The activity shall consist of talks/ lectures, reflections, prayers, group singing, confession, film showing and celebration of the Holy Mass. The one-day recollection shall be facilitated either by a priest, pastor or any resource person qualified to conduct this religious activity. This activity is normally organized during the Lenten season.

3.7.2 Sports Fest

TWC Sports Fest is an engaging event organized at the TESDA Women's Center to promote physical fitness, teamwork, and camaraderie among trainees. As one of the key extracurricular activities, the Sports Fest includes a variety of traditional Filipino games, collectively known as Palarong Pinoy, which are designed to foster a spirit of competition and community. This event encourages trainees to participate in sports and games that not only enhance their physical abilities but also celebrate Filipino culture. Activities may include games like sack races, tug-of-war, patintero, and luksong tinik, among others. The Sports Fest aims to build teamwork and resilience while providing a fun and supportive environment for all participants, ultimately promoting a healthy lifestyle and strong community bonds.

3.7.3 Trainees' Socializing Day

Trainees' Socializing Day is being organized during the first semester while the Trainees' Cultural Activity is in the second semester. These activities are organized to recognize the trainees' talents, develop self-esteem and teamwork. The activities include competition between trade areas by showcasing the trainees' talents and skills other than what they are learning at the training. Each team shall prepare a production number or artwork/handcraft work and compete with each other based on the theme provided by the organizers to be presented in front of invited judges. The winning team will be recognized and awarded with cash prizes and/or tokens.

3.7.4 Trainees' Cultural Day

Trainees Cultural Day at the TESDA Women's Center is an organized event that celebrates and showcases the diverse cultural backgrounds of the trainees. As an extracurricular activity, it aims to promote cultural awareness, inclusivity, and community spirit among participants. The event provides trainees with the opportunity to share their heritage through food, music, dance, and traditional attire, fostering a sense of belonging and camaraderie. Activities include cultural performances, a food festival featuring traditional dishes, interactive workshops on various cultural practices, and film showing. This celebration not only enriches the trainees' educational experience but also empowers them to embrace diversity and strengthen community ties.

3.7.5 Earth Day Celebration

This is a one-day activity organized for the trainees to be aware of the environmental issues and concerns and the ways to help address those issues. There will be a poster-making contest to be participated by different qualifications. The winning teams will be recognized and awarded with cash prizes and/or tokens.

3.8. GENDER AND DEVELOPMENT (GAD) ADVOCACY ACTIVITIES

As an affirmative response to the 2030 Sustainable Development Goals (SDGs) including SDG number 5 for gender equality and the TESDA Basic Competency Integrated with 21st Century Skills, the principles and perspectives of Gender and Development (GAD) have been mainstreamed and integrated into the TVET curriculum, learning materials, teaching methodologies, and other advocacy activities of TWC.

TWC as TESDA's GAD Secretariat leads in the coordination, organization, and facilitation of regular Gender and Development (GAD)-related seminars, webinars, or other learning sessions to be conducted in-person, full online, or hybrid (combination of face-to-face and online) methodologies through an invitation of resource persons or experts in key areas or topics promoting gender equality, women's empowerment, and safe spaces in TVET.

3.8.1. GAD Online Module and Gender Sensitivity Training for TVET Trainees

During the COVID-19 pandemic, TWC in collaboration with the TESDA GAD Focal Point System from eTESDA and the Philippine Commission on Women (PCW) have developed the **TESDA GAD online module** entitled *“Working in a Gender-Diverse Environment”* designed for TVET trainees, TESDA personnel, and everyone in the public to be accessed free-of-charge using the TESDA Online Program website.

All TVET trainees in TWC are **required** to complete this GAD online module which provides a basic orientation on the concepts of gender and development, social inclusion, and gender equality intended to develop your gender sensitivity and awareness, and to realize a gender-fair society and a workplace free from gender discrimination.

Additionally, a **1-day face-to-face Gender Sensitivity Training** is also integrated in the Basic Competencies of the trainees' Competency-Based Training Program to be scheduled during the week or after 1 week of the Trainees' Orientation Program to be facilitated by a Pool of Resource Speakers from TWC.

3.8.2. Women's Month Celebration

The passage of the following laws serves as the legal bases for TESDA and TESDA Women's Center's celebration of National Women's Month:

Proclamation No. 224 s. 1988, *“Declaring the First Week of March of Every Year as Women's Week and March 8, 1988, and Every Year Thereafter as Women's Rights and International Peace Day.”*

Proclamation No. 227 s. 1988, *“Providing for the observance of March as ‘Women's Role in History Month’”* Signed by President Aquino on March 17, 1988, reinforced the earlier proclamation by

emphasizing the role of Filipino women in the social, cultural, economic and political development throughout our history.

R.A. 6949 s. 1990, “An Act to Declare March Eight of Every Year as a Working Special Holiday to be Known as National Women’s Day” was signed by President Aquino on April 10, 1990. The law further strengthened the impetus for the celebration by declaring every March 8 as a special working holiday and enjoining employees from the government and private sector to participate in activities conducted by their offices.

During the Annual Women’s Month Celebration in the month of March, TWC will invite TVET trainees to participate in various advocacy activities such as GAD seminar or webinar series, poster-making contest, etc. to understand gender issues and other forms of discrimination affecting women in society and increase their levels of support and commitment to advancing gender equality and women’s empowerment in the training institution and community.



Gender Sensitivity Training for TVET Trainees

3.8.3. Anti-Violence Against Women and their Children (VAWC) Advocacy Campaign

Violence against women (VAW) and girls is not just a major public health problem but also a grave violation of human rights. It extremely manifests gender inequity, targeting women and girls because of their subordinate status in society. The United Nations defines VAW as “any act of gender-based violence that results in, or likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” Violence and the threats of violence can be experienced by every woman of any age, skin color, gender identity, ethnicity, religion, disabilities, economic, and social status.

Because VAW appears as one of the country’s pervasive social problems, various measures and mechanisms have been employed and implemented to address it. One of which is the **18-Day Campaign to End VAW**, an advocacy campaign that is observed annually from **November 25 to December 12** as mandated by Proclamation 1172 s. 2006.

All TESDA personnel and TVET trainees are enjoined to participate in various advocacy activities and VAWC prevention and response programs such as GAD seminar or webinar series, dissemination of information materials, and others.



3.8 LEARNING RESOURCE CENTER (LRC)

3.8.1 About Us

The TWC Learning Resource Center (LRC) or TWC Library is located on the 2nd floor. The LRC aims to provide an environment conducive for learning, research, training-related, and leisure purposes, and is committed to serving its clientele: TWC trainees, faculty, and staff; TESDA community from different offices, TWC guests and visitors, and outside researchers.

It maintains an up-to-date collection of print and non-print materials, i.e., books, reports, periodicals, newspapers, newsletters, audio-visuals and other reference materials, and including board games, etc.

Presently, it contains different reference materials on technical vocational education and training, women and gender issues, human resource development, labor and employment, economies, entrepreneurship, etc. The library follows a Library of Congress Classification system for the organization of materials and an open shelf system for easy access.

3.8.2 Vision

The TWC LRC visualizes itself to be a center of research and development for Technical Vocational Education and Training (TVET) Schools by providing high-quality services and collections that are relevant to community needs and offering state-of-the-art facilities to support the creative life of the institution.

3.8.3 Mission

To support the Institution's goals and efforts to meet the statutory standards for the Competency Based Training Program, the TWC LRC seeks to:

1. Provide high-quality information resources to support the different training programs offered by the institution.
2. Actively create, develop and enhance innovative library user-centered services and programs.
3. Further collaboration with students, faculty, and partner institutions to achieve excellent services.

4. Support the library staff thru continuous professional development to improve the quality of programs and service

3.8.4 Schedule

The library is open from Monday to Friday, except holidays, 8:00 am - 5:00 pm. The TWC librarian reserves the right to temporarily cut library services on certain occasions.

3.8.5 Rules and Regulations

Before Entering:

- Disinfect your hands in the sanitizing area
- Proceed directly inside the library.

Upon Entrance:

1. Sign in the attendance sheet on the counter.
2. Leave your bags at the baggage rack. Bring your valuables.
3. All reading / viewing materials are for room use only.
4. Eating and drinking are not allowed.
5. Charging of phones and laptops is allowed, provided it is used for training/ work activities.
6. Sleeping, littering, and making unnecessary noise and other forms of disturbances; vandalism and damage to any materials, equipment, furniture, and fixtures of the library are strictly prohibited.
7. Small group discussions are allowed. Minimize voices when talking, in respect to other user.

Upon Exit:

1. Practice CLAYGO (CLean As You GO).
2. Sign out in the attendance sheet.
3. Be mindful of your belongings.

Important Notes

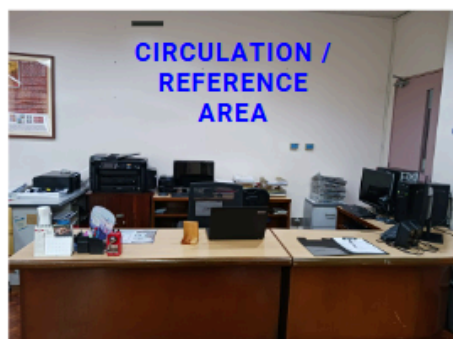
- Users are encouraged to use their own pen
- Sanitizing alcohol is also available inside the library
- Approach the Librarian for queries and assistance.

3.8.6 Services

- **Reference/ E-reference Service** - library or information queries and assistance, in-person and online.
- **Circulation Service** - Library materials can be used inside the library. Replacement of lost or damaged library materials shall be charged to the borrower. Borrowing and using library materials inside the workshops are allowed, provided there is permission from your trainer. Before leaving the workshop or the library, library materials must be returned.
- **Computer/ Internet Service** - Designated computers, tablets, and ipads are available for research, study and work activities. Proper use of the computer units must be observed. Ask the librarian for assistance in using these devices.
- **Integrated Library System (ILS)** - can be accessed through the computers and tablets available inside the library. It contains the OPAC, new acquisitions, announcements, TESDA and TWC links, and other information about the Learning Resource Center.

- **Online Public Access Catalog (OPAC)** - can be accessed in the LRC Library System through the designated desktop for OPAC and computers and tablets inside the library. It is used to search for references or reading materials available in the library collection.
- **Document Delivery System** - includes scanning and sending some copies of materials you need from the library. You may ask your librarian for the allowed number and parts you need for you to get the copy.
- **Library Orientation Program** - the library conducts the orientation during the Trainees Orientation Program (TOP), or during their tour in the Center.
- **Science and Technology Academic and Research-Based Openly Operated Kiosks (STARBOOKs)** - trainers and trainees are required to register and have an account in the system at the beginning of their in-person training. They shall be oriented and assisted by the librarian in their registration. The registration is a requirement, as part of their clearance, so that trainees will be able to discover, explore, and gain knowledge and additional information from the learning materials provided in the system.

3.8.7 Areas of the Library



3.9. Daycare Center



The Day Care Center of the TWC provides baby-sitting assistance to toddlers and preschool - age children of Trainees. The Center houses a Nursery Room, a Play Room, Pantry for preparing baby formula or food, a Toilet and a Shower Room.

The Day Care Administrator looks after the operation of the Center and care of the children. The Center can accommodate up to 5 children per day.

A parent-trainee may avail of the free service by accomplishing the Registration Form/Consent Form given by the Day Care Administrator. Accurate information, special needs, and restrictions of the child must be clearly indicated in the Registration Form/Consent Form.

Day Care Center Rules

1. Day Care Center is open from Monday - Friday, 8:00am - 5:00pm.
2. Only TWC Trainees enrolled in any current Training Program who need babysitting assistance for their children can avail of the Day Care Center free services, provided they abide by the day care rules.

3. The Care Center accepts children ages 2 to 5

years old.

4. At the time of admission, the child must not be sick and has been bathed.
5. The parent must provide all needs of the child during his/her stay in the Center such as food and/or milk, toiletries, diapers, extra clothes, medicines and vitamins, feeding bottles, and the like.
6. The parent is encouraged to bring at least two (2) nutritious snacks and a packed lunch for his/her child. Junk foods and soft drinks are not allowed.
7. Parent-Trainees are requested to join and eat lunch with his/her child at the Day Care's pantry.
8. A written authorization duly signed by the parent must be presented to the Day Care Administrator in case another person shall pick up the child.
9. In emergency cases such as during an earthquake or fire, etc., parents are expected to immediately come and personally take care and get their children.

3.10 TESDA Women's Center Dormitory

Registration

- All trainees are required to register at the Information Desk upon arrival;
- Each trainee is required to log-in and log out at the Dormitory Lobby Guard every time they leave and enter TESDA premises. The wall clock in the Dormitory Lobby shall be used as a reference for purposes of time in and time out.
- Room keys must always be surrendered at the Information Desk when leaving the dormitory;
- Check-out time is fixed at 12:00 noon.



Payment Procedure

- TWC Dormitory daily room rates per resident are as follows:

Air-conditioned Rooms	Php 600.00
Non-aircon Rooms	Php 250.00
TWC Trainees	Php 100.00

- Registered trainees shall be issued with an Order of Payment by the Dormitory Manager at the Information Desk of the TWC Dorm;
- Trainees must bring the Order of Payment to the Cashier's Office located at the 2nd Floor of the TESDA Women's Center. The trainee will be issued with Official Receipt upon payment;
- The Official Receipt must be presented to the TWC Dorm manager during check-in (payment first policy).

Room Assignments

Trainees shall be assigned their respective room. Transfer from one room to another shall not be allowed unless approved by the Dormitory Manager.

Security Measures

- All trainees are required to undergo bag inspection first prior to entering and leaving the dormitory to ensure safety inside the dormitory;;
- TWC Management reserves the right to take all necessary measures in order to maintain order and security in the Dormitory;
- TWC shall not be responsible for the loss of trainees' belongings like bags, money, books, and other valuables in the Dormitory due to negligence on their part;
- All trainees must be inside the dormitory on or before the curfew time of **10:00 p.m. to 4:00 a.m.**

Amenities

- a. Trainees must provide their own towels, toiletries, slippers, laundry soap and other personal items. The dormitory shall provide the linens/beddings;
- b. The pantry is equipped with a water dispenser, refrigerator and microwave. Trash should be deposited in the wastebasket readily provided. Due care must be observed to prevent damage to these appliances;
- c. Trainees must Log-in and Log-out at the lobby guard on duty before and after using the iron and microwave oven
- d. All trainees/guests are expected to observe the schedule of laundry and ironing facilities as follows:
 - a. Laundry and Ironing – Monday to Sunday (5:00 am to 10:00 pm)
 - b. *Washing and ironing of clothes should be done only at the designated areas.
- e. Trainees are not allowed to use the washing machine and dryer. These appliances are for dormitory personnel use only.

Receiving of visitors

- a. Visitors shall be entertained only at the reception area or lounge. Visiting hours are restricted only from **8:00 a.m. to 7:00 p.m.** during Saturdays and Sundays and **5:00 pm-7:00 pm** from Mondays to Fridays;
- b. Visitors must register in the logbook provided at the Information Desk;
- c. Visitors are not allowed to stay overnight at the dormitory.

Compensation for Damage/Loss of Property

- a. TESDA reserves the right to evict any guest from the Dormitory who may be found to have deliberately destroyed any of its equipment or facilities.
- b. In case of damage caused by improper use of facilities and equipment/appliances, the trainee must replace or repair the damaged property at her/ his own expense.
- c. Any property of the dormitory must not be taken out of the premises without proper authorization.

Recreation/Telephone/Laptop

- a. Only the guard on duty can turn on/off the television and shall be the only person authorized to handle the remote control;
- b. Trainees are allowed to use their personal laptops inside their rooms;

General Restrictions

Minor Offense/s:

- a. Eating inside the room is prohibited;
- b. All disturbances like shouting, making unnecessary noise, and/or engaging in other raucous activities along the corridors should be avoided in consideration to other guests;
- c. Moving dormitory furniture and equipment from where they are installed is prohibited unless approval is secured from the dormitory manager;
- d. Hanging of pictures, photos, and calendars on the wall nor stickers and posters are strictly prohibited;

- e. Bringing in animals, offensive-smelling items, weapons, explosives, personal appliances and flammable substances is not allowed;
- f. Proper dress code within the dormitory premises should be observed. Wearing of indecent clothes including short shorts, spaghetti strap blouse/shirt at the lobby/receiving are strictly prohibited.

Major Offense/s:

- g. Cooking in the dormitory is not allowed;
- h. Use of electric appliances like irons, heaters, stoves, toasters, and hair dryers are not allowed inside the rooms.
- i. Smoking inside the dormitory is strictly prohibited;
- j. Possession and intake of alcoholic beverages and illegal drugs are strictly prohibited;
- k. Immoral acts such as indecent behavior within the premises such as exposure of private parts, shouting of obscenities, and scandalous behavior (embracing, kissing, necking, touching breasts, legs, and genitals) are strictly prohibited;
- l. Gambling activities are strictly prohibited;and
- m. Possession of a deadly weapon is strictly prohibited;

Based on the Procedures for Disciplinary Action, a minor offense may result in either a written or verbal warning for the first occurrence. However, if the same minor offense is committed a second time, it will lead to a suspension or community service for a duration of five days. . Trainees found guilty of a major offense in violation of the TWC Dorm Rules will be required to vacate the dormitory and will not be permitted to stay.

3.11 Health Services and Safety Protocol

In case of a medical emergency, the trainee, after notifying the trainer, may go or be brought to the TWC first-aid room located on the TWC ground floor near the daycare center to receive basic first aid and temporary medication.

Through the Center's designated Nurse and First Aiders, the trainees may avail of these services during **office hours (Monday to Friday) from 8:00 a.m. - 4:00 p.m.**

The TWC Health Services and Monitoring Team also spearheads orientation activities and learning sessions on physical and mental well-being programs, psychological first aid in coordination with the Center's guidance counselor, HIV-AIDS awareness, and other relevant topics to training and workplace.



Regarding responding to medical emergencies within the TWC premises, the TESDA Central Office clinic also extends its free dental (check-up) and medical (check-up) services to the TWC trainees to the following common medical emergencies but not limited to:

- Allergic reactions
- Nausea/vomiting/fainting
- Severe pain including headache/toothache

- Diarrhea
- Mild training-related injuries (cuts, scrapes/abrasions, bleeding)

In the event the trainee needs to be assessed by a doctor/physician, the TWC health team shall relay this request for medical intervention and provide the client/patient with necessary assistance to be endorsed at the TESDA Central Office clinic located on the 2nd floor of TESDA Central Office Main Building.

Trainees with fever (more than 100 degrees Fahrenheit or 37.8 degrees Celsius, cough, or other respiratory-related and flu-like symptoms including chills and shivering, muscle aches, dehydration, and general body weakness, are strongly advised to stay at home, inform their trainers, and seek immediate medical attention for further evaluation.

The Members of the TWC Health Services and Monitoring Team includes:

1. Chairperson - Senior TESD Specialist, Registered Nurse
2. Alternate Chairperson - Dormitory Manager
3. Members:
Acting Supervising TESD Specialist and RAGADU Head
Senior TESD Specialist, Assistant Unit Head, RAGADU
Senior TESD Specialist, FASSU
Daye Care Worker II
Human Resource Officer

3.12 Canteen Services



Business hours: Monday to Friday, 7:00 am - 5:00 pm

Breakfast 7:00 - 9:00 am

AM snack	9:30 - 10:15 am
Lunch	11:00 - 1:30 pm
PM snack	2:00 - 3:30 pm

1. Fall in line and prepare an exact payment to avoid delay.
2. Take only enough condiments and refrain from bringing the condiments to their table.
3. Self-Service Policy. Return all soiled dishes including used cups, saucers and glasses to the designated area in the cafeteria.
4. Immediately inform any of the canteen personnel if there is spillage on the floor to avoid an accident.
5. Diners with packed lunches or baons may not be provided with flatwares.
6. Smoking is not allowed in the canteen and the entire TESDA premises .
7. Diners must refrain from shouting and laughing aloud in the canteen.
8. The kitchen area is limited to canteen personnel and trainees undergoing Supervised Industry Learning only.
9. Use canteen furniture and utensils with care.
10. For takeout foods, trainees must bring their own containers.

Note: Violation of above mentioned rules shall be dealt with accordingly

3.13 Cafe Juana



Cafe Juana is part of the Business Incubation Center of TWC where Barista NC II and Bread and Pastry Production trainees could experience the actual hands-on. The Center offers its signature coffee and great ambiance for all clients.

Note: Canteen Policy will apply also in Cafe Juana

Rules and Regulations

SECTION 4.1 | General Regulations

4.1.1. Proper Dress Code and Grooming



Training Uniform

- Blue T-shirt* with the TESDA Lingap ay Maasahan Logo at the back and the qualification title and TWC logo printed on the sleeves or Plain white t shirt ;
- Plain blue or black denim pants;
- Rubber shoes or sneakers;
- TWC trainee's identification (ID) card*;
- Hair tied in a ponytail or in a bun;
- No or minimal make-up, jewelry and accessories

T-shirts must only be altered at the shoulders in case sleeves are way down the arms for comfort. It must not be altered to reveal the curves of the body or the upper arms. Folding the sleeves or shortening the lower hem is not allowed. T-shirts must be tucked in pants. Pants with six-pockets, too much tear, patches, decorations, embroidery, and studs are not allowed.

T-shirts are available at the Office of the TWC Alumni Association. Buying of tshirts is voluntary. TWC T-shirts prices are as follows:

Single order

Small	Php 220.00
Medium	Php 225.00
Large	Php 230.00
XL	Php 235.00
XXL	Php 240.00

New trainees shall wait for notification before buying T-shirts from the TWCAA Office.

Trainees must be in their complete and proper uniform upon entrance to and while inside the TESDA Complex. The guard-on-duty will indicate “Not in proper or incomplete uniform” under remarks column across the trainee’s name that is not in complete and proper uniform and shall report the case to the Committee on Discipline for the record. Trainees are not allowed to change their clothes inside the TWC without signing in first at the lobby attendance sheet. During rainy seasons, when trainees could be wearing slippers or rain boots they will be allowed to change to appropriate footwear at the lobby before signing in and entering the TWC premises.

ID cards will be issued free of charge by the TWC Alumni Office. These cards will serve as the official identification for trainees enrolled at the TESDA Women’s Center.

Use of Personal Protective Equipment (PPE)



For trainees’ own safety, they are required to wear the PPE while inside their respective training workshops or laboratories. The trainer shall orient them on the required PPE. The type of PPE shall vary depending on the qualification of the trainee.

Food and Beverage Services NC II trainee’s PPE is a white closed-neck, long-sleeved blouse over a black, above-the-knee pencil-cut skirt, with black stockings and black, heeled shoes. Hair must be tied in a ponytail or made in a bun in case hair is very long. ID card and/or name plate must be worn at all times.

Cookery NC II trainee’s PPE is a white chef’s jacket, black or blue denim pants, hair net, rubber shoes or sneakers or chef’s clog shoes. ***PPE must not be worn outside the training workshop.*** If an ID card is not allowed in the kitchen, it must be worn while outside the training workshop and within the TESDA Complex.

Bartending NC II trainee’s PPE is white long sleeved formal shirt, black pants, shoes and apron. Hair is tied in a ponytail or made in a bun in case hair is very long. ID card or name plate must be worn at all times.

Barista NC II trainee’s PPE is black polo shirt, black pants, black shoes, head cap and apron. Hair is tied in a ponytail or made in a bun in case hair is very long. ID card or name plate must be worn at all times.

Electronic Products Assembly and Servicing NC II trainee’s PPE is face mask, anti-static gloves, rubber shoes, apron and head cap and/or hairnet. Hair is tied in a ponytail or made in a bun in case hair is very long. If an ID card is not allowed in the workshop, it must be worn while outside the training workshop and within the TESDA Complex.

Food Processing NC II trainee’s PPE is a white, 3/4-sleeved laboratory gown worn over the blue t-shirt and denim pants, white head cap, and white rubber boots. FP NC II trainee’s PPE must not be worn outside the Food Processing training workshop.

SMAW/GMAW NC II trainee's PPE is welding mask/ helmet, safety glasses, face shield, ear plug, face mask, overall (cotton), leather welding or denim jacket, leather apron, safety shoes and may include leather leg protector, and leather welding gloves. **The TWC provides a welding mask/helmet, face shield, gloves, jacket and/or apron.**

EIM NC II and Plumbing NC I and NC II - trainees' PPE are long sleeve shirts, hand gloves, safety hats and shoes.

Automotive Servicing NC II trainee's PPE is cotton coveralls, safety goggles and cotton gloves.

Note: Personal protective equipment shall be purchased by trainees at their own expense.

4.1.2. Attendance, Tardiness, Absences, Completion / Dropouts

Guidelines on Attendance for Scholarship Programs

To qualify for completion of training program, scholars must have accomplished the following:

1. Scholars shall register their attendance daily through the BSRS at only one time each at the start and every end of the training session.
2. At least 80% attendance of the training program's nominal duration is required.
3. The total number of training hours shall not exceed eight (8) hours per day.
4. Passed the institutional assessment for ALL the required units of competencies.
5. Completed the required Supervised Industry Learning (SIL), if applicable.

In case that the scholar failed to provide valid reason/s for dropping out from the training, the scholar will be DISQUALIFIED from participating in any of the TESDA Scholarship programs for one (1) year.

**Omnibus Guidelines for TESDA Scholarship Programs under the New Normal, No. 018, series of 2022, on the Policy on Dropouts/Absences*

Regular and punctual attendance to training is an important duty of trainees and a sign of commitment and seriousness of purpose. A trainee must inform the trainer by any means when she cannot make it on time or when she will be absent. The trainee must give the trainer the reason for absence or the estimated time of arrival when she will be late. Nonetheless:

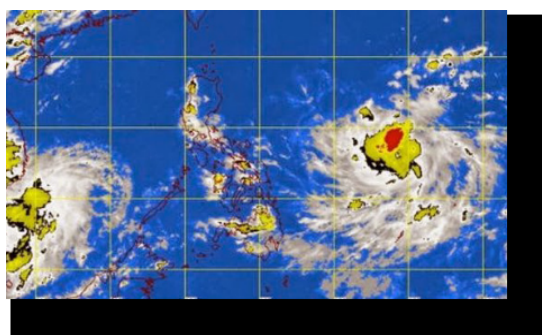
1. A trainee who arrives a minute after the prescribed or agreed training time is marked TARDY.
2. A trainee who comes 30 minutes and beyond the training time shall be marked ABSENT for one half day.
3. A trainee who came late or absent from training without informing the trainer will be included on the list by the guard on duty. The TWC Guard on duty is authorized for recording the names of trainees who arrived late and reporting any incidents involving trainees. This list and report will be submitted to the TWC Management for appropriate action.
4. A trainee who is absent from training for 5 consecutive days or within the maximum limit of 20% of the training duration without informing the trainer is a candidate for forced exit/ drop out.
5. A trainee may not come to training if she had cough/colds, fever/flu, sore eyes, sore throat, diarrhea and the like and must inform her trainer when she is ill. However, frequent absences, whether valid or not, shall not be used as an excuse to extend the training duration. It is expected that the trainee would still be responsible for completing the requirements of the course within the prescribed training duration.

An extension of 20% of the total training duration shall be allowed for each trainee, otherwise a trainee who has frequent absences due to illness, conflict with other training, formal study, work or business shall be dropped out of training. If the reason of absences is health related, the trainee shall be required to secure medical clearance from the Barangay Health Center or family doctor and present this to the concerned trainer.

4.1.3. Cancellation or Suspension of Classes and Work in Government Offices

Typhoons and Floods

Automatic Cancellation or Suspension of Classes and Work in Government Offices



Localized Cancellation or Suspension of Classes and Work in Government Offices

In the absence of typhoon signal warnings from PAGASA, and if the area and the surrounding area of the TESDA Women's Center is affected by other calamities such as floods, training may be cancelled or suspended by the Chief of the TESDA Women's Center.

4.1.4. Policy on Accepting Male Trainees

By virtue of the TESDA Women's Center Advisory Committee Resolution No. 2007-01, TWC shall accept male trainees up to about 10% of enrollment in response to the international policy shift from Women in Development (WID) to Gender and Development (GAD).

4.1.5. Policy on Accepting Foreign Trainees

Generally, foreign nationals who wish to take up short-term or non-degree courses are governed by the Bureau of Immigration (BOI) and the accepting institution authorized by the BOI.

The TESDA Women's Center's training programs shall prioritize Filipino citizens and those with dual citizenship following the Republic Act 9225 otherwise known as the Citizenship Retention and Reacquisition Act of 2003 (more popularly known as the Dual Citizenship Law)

4.2. Trainees Code of Conduct

Enrollment in TWC presupposes the trainee's acceptance of rules and regulations which have been laid down to secure an optimum condition for the trainees' personal, intellectual, social and spiritual growth. Observance of these regulations, as set forth in this Trainee's Handbook signifies commitment and the

trainee's willingness to cooperate for their own development (*See Appendix B - Trainees' Agreement with TWC*).

All TWC trainees should show proper behavior and a real sense of responsibility, thus giving honor to their identity as trainees of TESDA and earning respect for TWC as an institution of learning.

1. Trainees are expected to avail of all opportunities to acquire and develop skills and become empowered.
2. The trainees are available for consultation and counseling regarding performance in training.
3. A trainee may request for an appointment or approach the Guidance Counselor and/or Training Management Unit Head for assistance with problems that directly affect their training performance.
4. Trainee's participation in co and extracurricular activities is strongly enjoined as far as training will allow, promoting growth, social awareness and community consciousness.
5. Trainees are expected to participate in all the TESDA (as required) and TWC extra-curricular activities that may include TWC Annual Sports Festival, Women's Month Celebration, TWC and TESDA Anniversary, Recollection, seminars, symposium and emergency drills.
6. No social function can be held in the Center without the written approval of the Center Chief.
7. The name and logo of the Center shall not be used in unofficial announcements, printed programs, invitations, and the likes without the authorization of the Center Chief.
8. It is the responsibility of the trainees to keep themselves informed of any activity in the Center.
9. Trainees are expected to observe good manners and to obey the center's rules and regulations.
10. Trainees must observe cleanliness in the training workshop and the TWC premises. Cleanliness and maintenance of TWC facilities are a shared responsibility of the trainees and the TWC employees.
11. Trainees must avoid loitering, making disturbances and noise along the corridors and training workshops during training hours.
12. Smoking, possession and taking of alcoholic beverages and illegal drugs are strictly prohibited inside the TESDA Complex.
13. Trainees are not allowed to enter to or stay in the following rooms except on official business:
 - Office of the Center Chief
 - Trainer's Room
 - Lecture Rooms
 - Tandang Sora Hall
 - Gregoria de Jesus Room
 - Gabriela Silang Room
 - Marcella Agoncillo Room
 - Other training workshops
14. Trainees are required to submit their bags to the guards for inspection upon entering and leaving the Center.
15. Trainees are not allowed to stay in the center training workshops/rooms beyond 5:00 PM unless there is a secured permission from the trainer concerned and, in this case, must only be official business.
16. The TWC shall not be held liable for trainee's belongings like bags, money, books, hand phones, jewelry and other valuables if lost anytime in the center premises due to negligence on their part.
17. TWC properties must not be misused or taken out of the premises without proper authorization. The trainee must replace or repair broken or damaged property at their own expense. A gate pass is required for all outgoing TWC properties or incoming personal tools or utensils.
18. Trainees are not allowed to use TWC telephone lines unless in case of emergency.

19. A trainee who brings and parks their car in the designated parking area must provide to the TWC lobby guard their name, qualification/trainer; and the car's model/make, plate number and color. Parking in front of the TWC Building is not allowed.

4.2.1. Security Measures

1. Trainees must wear their ID card as they enter and while they are within the TESDA Complex and TWC premises.
2. Trainees must write their name legibly and the time shown in the lobby wall clock and sign in the lobby attendance sheet as they enter the TWC premises. Ink pen must be used when signing in.
3. Trainees must not pass through the security without signing-in in the attendance sheet.
4. Trainees must not come back to the Center after signing out.
5. Trainees are not allowed to use the exit doors of Food Processing, SMAW/ GMAW and Automotive training workshops except in case of emergency.
6. Trainees who are going out but will be coming back within the day must present a filled up and approved **GATE PASS** to the guard on duty.
7. Trainees who are going out but are not coming back on the same day must present a filled up and approved **GATE PASS** to the guard on duty.
8. Trainees must register their personal electronic gadgets such as camera, laptop and personal tools, utensils and equipment with the guard on duty.
9. Trainees must present an approved **GATE PASS** for tools, utensils, equipment, training output and training materials (except for CBLM) to be brought out of the TWC premises.
10. Trainees are not allowed to enter the TWC on Saturdays, Sundays and Holidays except for those with approved weekend and make-up training schedules.
11. Bags are not to be left unattended and not allowed in the training workshop.
12. Trainee's visitor/s shall wait, stay and must be entertained only at the lobby. Trainees must also inform their trainer when going out of the training workshop and when meeting visitor/s at the lobby.
13. TWC graduate's visitors shall wait, stay in the lobby and must not loiter the building unless they have an official business, appointment or were invited by the graduate's trainer and shall sign in the VISITOR'S LOG BOOK, surrender an ID Card and wear the TWC Visitor's ID Card while inside the TWC Premises.

4.2.2. Committee on Discipline (COD)

The Committee on Discipline is created to ensure that trainees uphold the highest standards of respect and integrity as trainees of TESDA Women's Center. The Committee is responsible for resolving complaints of alleged violations of the TWC Rules and Regulations, training workshop, dormitory and canteen rules by a trainee/s in a way that is objective and fair. The procedure that the COD uses to hear and resolve such complaints is described on the Procedures for Disciplinary Action. These procedures are designed to ensure equity and fairness to the complainant and the accused.

4.2.3. Punishable Acts / Behavior

- | | |
|----------|----------------|
| 4.2.3.1. | Major Offenses |
| 4.2.3.2. | Minor Offenses |

4.2.3.1. Major Offenses

1. Dishonesty including but is not limited to cheating during assessment, plagiarism, forging or tampering official records or documents such as attendance sheet, ID card, and assessment instruments; lending ID to another or using someone else's ID card, using and/or distributing copies of assessment instruments, or lying to TWC faculty and/or staff and guards.
2. Disobedience (habitual violation of code of conduct or of the Center Rules or three minor violations), disregard or willful disrespect of TESDA and TWC employees including guards on duty.
3. Stealing or extortion.
4. Bullying or harassing co-trainees and/or TWC personnel verbally or in written form.
5. Organizing and recruiting trainees for gangs, sorority/fraternity, clan or any unrecognized organization.
6. Bringing or forming gangs or “barkada”, sorority/fraternity, clan or unrecognized organization for the purpose of hazing or harassment of any trainee or of TWC personnel.
7. Destruction of any TWC property.
8. Preventing or threatening trainees, faculty members or Center authorities from discharging their duties, or from attending classes or entering the Center premises.
9. Instigating, leading or participating in concerted activities leading to the stoppage of classes.
10. Influencing/coercing COD members during investigation of a case where such trainee is involved.
11. Negligence at work or improper use of tools, utensils or equipment leading to accidents or destruction of facilities or learning materials.
12. Gambling, possession and use of playing cards, whether standard or improvised, within the Center's premises and TESDA Complex.
13. Bringing and/or possession of pornographic materials including pictures, videos, articles, magazines, books, and selling/sharing/using CDs, DVDs, USB, memory card and hand phones with nudity, sexual orientation and / or sexual implication within the TESDA Complex.
14. Possession, selling/distribution or use of cigarette, alcoholic beverage, or prohibited drugs within the TESDA Complex.
15. Reporting to training or coming to the TWC under the influence of alcohol, drunk or drugged.
16. Going inside, sitting with friends who are drinking and/or drinking alcohol in a bar/restaurant serving alcoholic drinks wearing TWC uniform and Trainee's ID Card.
17. Possession of deadly weapon/s.
18. Infliction of physical or moral harm on persons such as assault, slander and grave acts of disrespect, physical or verbal assault with malicious intent on a person of authority or his/her peers.
19. Any indecent behavior within the Center such as indecent exposure, public display of affection, shouting of obscenities, scandalous behavior (e.g. embracing, kissing, necking, touching breasts, legs and genitalia), sharing of CR cubicles or other similar acts.
20. Vandalism, such as writing or drawing on walls and on TWC facilities and properties, unauthorized removal of notices and posters from bulletin boards (cutting, puncturing), posting unauthorized notices/announcement)
21. Any form of behavior in workshops that may undermine the safety of persons and property.
22. Actions that bring the name of the Center into disgrace, discredit or contempt such as public or malicious acts.
23. Using the name of TWC personnel on unofficial business.

4.2.3.2. Minor Offenses

1. Violation of training workshop rules and those indicated on the Dormitory and Canteen rules.
2. Violation of training uniform (one or all parts)
3. Violation of Health and Safety Protocol
4. Littering

5. Disruption of normal activities, disturbance of classes along the corridors during training hours such as excessive noise and abusive language
6. Going out of the lecture room/ workshop during training without a pass, valid reason/ permission from the trainer.
7. Staying in the center beyond 5:00 p.m. Except/during special occasion/s or unless required by the trainer.

4.2.4. Policy on Bullying

The Center as a matter of policy prohibits bullying in all its forms, regardless of the means, place and time of its commission.

Definition of Bullying

The School adheres to the definition of bullying including the different forms, as provided in the IRR of R.A. No. 10627, which provides:

“Bullying” refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing of the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons.
2. A slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes and body;
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes and body;
4. “Cyber-bullying” or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepEd Order No. 40, s. 201

4.2.5. Procedures for Disciplinary Actions

Reports of violation committed by trainees, (excluding complaints of sexual harassment and gender-based discrimination or violence) shall be the handled by the Committee on Discipline (COD). The Committee handles each case according to the following procedure:

1. The concerned trainer shall submit an Incident Report to the Chairperson of the COD and arrange an appointment with the guidance counselor for the trainee.
2. The trainer concerned informs all parties, including the parents/guardian/ of the trainee involved in the violation committed and the ensuing investigation.
3. The COD requires written statements from the offended and other concerned persons in the case.

4. The Committee conducts an investigation of the violation and deliberates on the degree of the offense committed and the forms of disciplinary action to take.
5. Learners under investigation are advised to not attend class during the investigation to avoid conflict.
6. The COD chairperson and members agree on recommendations to be submitted to the Center Chief for approval
7. The disciplinary action is served/issued to the concerned party/ies. The trainer, Guidance Counselor, OJT/Employment Coordinator, Registrar and the Training Management Unit Head is also furnished with a copy of the memorandum as well as the parent/guardian of the trainee through registered mail or email.

4.2.6 Corrective Measures

4.2.6.1. A major offense merits suspension or dismissal from the Training Center.

Major violations are punishable as follows:

- **1st offense** – 5 days community service inside the Center. The parent/guardian may be asked to report to TWC to meet with the Center Chief upon notification.
- **2nd offense** – Dismissal from the Center. The parent/guardian may be asked to report to TWC to meet with the Center Chief upon notification.

In the event of repeated or multiple major violations, the TESDA Women's Center reserves the right to expel the trainee from the program and prohibit a trainee from receiving scholarships from the Center.

4.2.6.2. A minor offense merits a written or verbal warning for the first offense but merits suspension or community service for 5 days for the second offense of the same nature. Minor offenses are punishable as follows:

- **1st offense** – Trainee is given verbal warning by the concerned trainer.
- **2nd offense** – Referral to the Guidance Counselor
- **3rd Offense**- Referral to Committee on Discipline, subject to Disciplinary Action.

4.2.7. Mechanisms for Airing Trainees' Complaint / Grievances

- Trainees may seek a private dialogue and/or discuss their problems and complaints with their trainer or any members of the COD or file a written complaint and submit this to the Training Management Unit Head and/or Committee on Discipline.
- The Training Management Unit Head or the COD shall schedule a meeting with the complainant (trainee) to discuss and resolve the problem.
- In case the problem continues/worsen, appropriate action shall be made by the management upon the recommendation of the COD.

4.2.8. Policy on Sexual Harassment and other Gender-based Discrimination / Violence

- **Definition and Types of Sexual Harassment in Education/Training Institutions and Workplace**

According to UN Women, Violence against women and girls is one of the world's most prevalent human rights violations, taking place every day, many times over, in every corner of the globe. It has serious short- and long-term physical, economic, and psychological consequences on women and girls, preventing their full and equal participation in society. The magnitude of its impact, both in the lives of individuals and families and society as a whole, is immeasurable.

Gender-based violence (GBV) refers to harmful acts directed at an individual or a group of individuals based on their gender. It is rooted in gender inequality, the abuse of power, and harmful norms. While women and girls suffer disproportionately from GBV, men and boys can also be targeted. The term is also sometimes used to describe targeted violence against LGBTQI+ population, when referencing violence related to norms of masculinity/femininity and/or gender norms.

Violence against women and girls is defined as any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women and girls, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women and girls encompasses, but is not limited to, physical, sexual and psychological violence occurring in the family or within the general community, and perpetrated or condoned by the State.

TWC promotes safe spaces for all its TVET trainees by ensuring that the institution is a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment or any other emotional or physical harm.



Advocating for gender equality, women's empowerment and social inclusion, the Center implements the **Safe Spaces Law or Republic Act No. 11313** also known as the "Bawal Bastos" Law.

The Center implements a zero-tolerance policy against any proven perpetrator of any form of sexual harassment.

TWC complies with the guidelines disseminated by the TESDA Legal Division in handling sexual harassment-related grievances, complaints, or issues and concerns.

4.2.9. Committee on Decorum and Investigation (CODI)

The TWC institutionalized its Committee on Decorum and Investigation (CODI) pursuant to the provisions of the Republic Act No. 11313 also known as the Safe Spaces Law, TWC Office Order No. 10, s. 2022, the Civil Service Commission Resolution No. 2100064 on the Revised Administrative Disciplinary Rules on Sexual Harassment Cases.

The Committee shall adhere to the Rules and Procedures in Handling Complaints filed before the CODI as stipulated in TESDA Circular No. 091, s. 2021 issued on 29 December 2021.

The TWC CODI is represented by all Operating Units, Association of Concerned Employees, Rank & File employees, Trainer's Representative, and Trainee's Representative, usually being represented by the Trainees' Council President.

The CODI shall actively disseminate information and advocacy materials regarding gender equality and **zero-tolerance policy** on gender-based discrimination and any form of sexual harassment in the workplace and in the training institution.

The CODI shall submit a report of its findings based on the investigation conducted with the corresponding recommendation to the Chief of TESDA Women's Center for final decision.

The said CODI-related report shall be strictly treated with confidentiality.



Shown above are some of the posters regarding the anti-VAWC and anti-sexual harassment policy and advocacy of the Center which are installed in various conspicuous places within the premises to raise awareness to everyone that the TESDA Women's Center is a Safe Space.

4.2.10 Rules and Procedure in Handling Complaints filed before the Committee on Decorum and Investigation (CODI)

The following rules and procedures shall be adopted and observed by the TWC Committee on Decorum and Investigation (CODI) in adherence to the TESDA Circular No. 091, s. 2021 to ensure efficiency in the handling of complaints filed before the Committee and to inform the TWC trainees in the prevention of sexual harassment and gender-based violence related cases and conduct of investigation:

1. The complaint shall be filed with the CODI. Any complaint for sexual harassment received by the TWC management, or any other employee shall be transmitted to the CODI.

Requisites of a Valid Complaint:

The complaint must be in writing, signed by the complainant. It shall contain the following: full name and address of the complainant; full name, address, and position of the respondent; a brief statement of the relevant facts; and evidence, in support of the complainant, if any;

2. Upon receipt of the complaint, the CODI shall conduct a preliminary investigation. The person who is the subject of the complaint should be given the opportunity to respond to the allegations raised by the complainant. In addition, both parties may submit affidavits and counter affidavits to support their respective contentions.
3. The CODI shall examine all pieces of evidence submitted by the complainant and the person complained of, as well as documents readily available from other sources. All proceedings before the CODI shall be held under strict confidentiality.
4. The CODI shall determine whether to dismiss the complaint or recommend to the disciplining authority (TWC management) the issuance of a formal charge.
5. Upon the recommendation of the CODI, the disciplining authority shall formally charge the person subject of the complaint through a Memorandum, which contains the following details:
 - Contents of the Formal Charge
 - Specification of the charge/s
 - Brief statement of material or relevant facts
 - Directive to answer the charge/s in not less than forty-eight (48) hours from receipt thereof
 - The formal charge/Memo shall be accompanied by certified true copies of the documentary evidence, if any, and sworn statements covering the testimony of witnesses, as consented by the alleged complainant.
6. All formal investigations of cases of sexual harassment shall be conducted by the TWC CODI following the procedures below:
7.
 - It shall be held not earlier than 5 days nor later than 10 days from receipt of the respondent's answer or upon expiration of the period to answer. Said investigation shall be finished within 30 days from the receipt of the response from the alleged perpetrator.
 - The CODI shall conduct the formal investigation in-person and in accordance with the guidelines on the adoption of video conferencing hearings, if the situation warrants.

- The TWC management, upon recommendation of the Center's CODI on the probable cause or reasonable grounds of gender-based violence committed, shall issue a Memorandum for Preventive Suspension of the respondent during formal investigation to ensure that the investigation process will not be influenced in any way.
- The following may be appreciated as either mitigating or aggravating circumstances in the determination of the penalties to be imposed such as but not limited to: physical illness, malice, time and place of offense, taking undue advantage of official position, taking undue advantage of subordinate, undue disclosure of confidential information, use of government property in the commission of the offense, habituality, offense is committed during office hours and within the premises of the Center and TESDA complex.
- Within fifteen (15) days after the conclusion of the formal investigation, a report containing a narration of the material facts established during the investigation, the findings and the evidence supporting said findings, as well as the recommendations, shall be submitted by the TWC CODI to the disciplining authority (TWC management).
- The complete records of the case arranged systematically and chronologically shall be attached to the investigation report.
- The disciplining authority shall render a decision on the case within thirty (30) days from receipt of the report of investigation. **A decision rendered by the Center Chief shall be final and executory.**
- **The withdrawal of the complaint does not result in its outright dismissal or discharge of the person complained of from any administrative liability.**
- The CODI shall assist the complainant in filing a separate criminal charge against the respondent by referring the case to the Women and Children Protection Desk of Philippine National Police or any other law enforcement agencies/entities, as necessary.

4.2.11. Specific Sexual Harassment Offenses and Punishments

Light Offenses of Sexual Harassment: *engages in acts that include catcalling or wolf-whistling ("paninipol at iba pang uri ng sexual harassment o stalking gaya ng pangungulit na makuha ang personal na impormasyon ng iba") These are punishable by reprimand and written warning, and to consider suspension or dismissal from training based on mitigating or aggravating circumstances.*

- Surreptitiously ("palihim/patago") looking at a person's private part or worn undergarments;
- Making sexist (discriminating) statements and uttering smutty jokes ("pangit na biro o nakakasakit na pagbibiro") or sending these through text, or electronic mail including but not limited to social media platforms, causing embarrassment of offense and carried out after the offender has been advised that they are offensive or embarrassing or, even without such advise when they are by their nature clearly embarrassing, offensive or vulgar;
- Malicious leering or ogling ("pagtitig na may halong malisya o pagnanasa);
- Display of sexually offensive pictures, materials;
- Unwelcome inquiries or comments about a person's sex life;
- Unwelcome sexual flirtation, advances, propositions;
- Making offensive hand or body gestures;
- Persistent unwanted attention with sexual overtones;
- Unwelcome phone calls with sexual overtones causing discomfort, embarrassment offense or insult to the receiver; and

- Other analogous (“kahalintulad”) cases.

Less Grave Offenses of Sexual Harassment: *engages in acts that include unwanted invitations, misogynistic (“galit o pagkapoot sa mga babae”), transphobic (“galit o pagkapoot sa mga miyembro ng LGBTQIA community”), . and sexist slurs (“seksismo sa pamamagitan ng diskriminasyon o pagsasalita/paggawing nakakataas ang isang kasarian kaysa iba’), persistent uninvited comments or gestures on a person’s appearances, relentless request for personal details or making statements comments and suggestions with sexual intentions.*

- Unwanted touching or brushing against victim’s body;
- Pinching (“pagkurot” o “pagpisil”) not falling under grave offenses;
- Derogatory or degrading remarks (“mapanlait”) directed toward the members of one sex, or one’s sexual orientation or used to describe a person;
- Verbal abuse with sexual overtones; and
- Other analogous (“kahalintulad”) cases.

Grave Offenses of Sexual Harassment: *engages in acts that include public masturbation or flashing of private parts, groping (“malisyosong pagkapa o paghipo sa parte ng katawan o iba pang maselang bahagi ng katawan ng iba’), or ay advances whether verbal or physical, that is unwanted and has threatened one’s sense of personal space and physical safety.*

- Unwanted touching of private parts of the body (inner thighs, genitalia, buttocks, and breast);
- Sexual assault (“panghahalay o panggagahasa”)
- Malicious touching;
- Requesting for sexual favor in exchange for employment, promotion, local or foreign travels, favorable working conditions or assignments, a passing grade, the granting of honors or scholarship, or the grant of benefits or payment of a stipend or allowance, whether this request was accepted or not by the complainant, and
- Other analogous cases.

Training Agreement and Consent Form

SECTION 5.1 | General Regulations

5.1. Data Privacy Law

In gathering and processing TVET-related data and information, TWC is committed to ensuring the free flow of information as required under the *Freedom of Information Act* (Executive Order No. 2, s. 2016) and protecting and respecting the confidentiality and privacy of these data and information as required under the *Data Privacy Act of 2012* (Republic Act No. 10173).

5.2 Training Agreement and Consent Form

DATA PRIVACY CONSENT FORM

The undersigned, one of the scholars of the _____ (Qualification) of TESDA Women's Center has given permission to the TESDA Women's Center Management and Personnel in the collection; lawful use, and disclosure of my personal information which may include my student number, name, contact information, course, birth date, civil status, and academic performance and other details/information.

I further confirm that the TESDA and TWC are authorized to provide the above information to requesting offices and personnel in relation to any advocacy campaign and materials. This consent enables the TWC to comply with R.A. 10173, otherwise known as the Data Privacy Act of 2012.

I certify that the information given above is true and correct".

I consent to the processing of my personal and sensitive personal information contained in this form and in documents submitted related to my scholarship and training.

I further expressly agree that the concerned TWC Units may directly obtain all my relevant trainee records whether in electronic or paper-based format in order to verify the information contained in my training if needed.

I understand that the TWC is authorized to process my personal and sensitive personal information without the need for my consent pursuant to the relevant portions of Sections 4, 12, and 13 of the Philippine Data Privacy Act.

Signature over the printed name of Trainee:

Date:

If the trainee is a minor: