

THE OPINION:

Dress for Success, Cultural Appreciation vs. Appropriation

by: Mae Lou Dhenz F. Cacatian (Contributor)

"Is it a hundred percent acceptable to wear a traditional attire from a specific culture? Is the attire reserved only for individuals with certain titles or positions of an ethnic tribe in the past? Are we credibly allowed to wear it, though? Well, these might be a complex issue that we should've to consider nuanced perspectives."

The recent release of new guidelines for government attire in November 2024 highlights the importance of dressing professionally while being mindful of cultural sensitivity. The updated dress code aims to align with emerging trends and social issues, such as gender discrimination, disability, and social inclusion.



Adapted illustration from: <https://phkule.org/article/508/habi-ng-pakikibaka-ng-mga-laga-corraltera/>

Aside from the usual Agency-prescribed Office uniform and smart-casual attire, the wearing of *Filipiniana-inspired* attire and *ASEAN-inspired* attire are now included in this official attire general policy which will be worn in accordance with their respective assigned schedules. While the ASEAN-inspired refers to clothing influenced by the traditional clothing of ASEAN member-states, (including the Philippines), a Filipiana-inspired refers to clothing influenced by traditional Filipino clothing that embodies the rich culture, customs, and heritage of the Filipino people. Filipiniana-inspired outfits include pantsuits, blazers, and dresses made from indigenous fabrics, adorned with intricate embroidery and unique details.

Perhaps, it is seemingly considered acceptable the incorporate of cultural elements through the form of accessories such as piping, cufflinks, scarfs, shawls, culturally-inspired blazers, embellishments, and other accents that highlight and promote the country's/region's heritage without the need to wear the full traditional ensemble.

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Conduct of Community-Based Training in Boneless Bangus and Tinapa Making at Barangay Gymnasium, San Isidro Norte, Binmaley, Pangasinan

by: Joma DV. Parana, Trainer and Dovie Q. Santillan, Asst. Prof. III

The TESDA-PTI conducted a Community-Based Training in Boneless Bangus and Tinapa Making in partnership with the Pangasinan 1st Provincial Mobile Force Company Revitalized-Pulis sa Barangay and Barangay San Isidro Norte Council being the sponsoring institutions last January 23, 2025 at Barangay Gymnasium, San Isidro Norte, Binmaley, Pangasinan.



This training was made possible through the initiative and support of the schools' Vocational School Administrator II, Mr. Abundio B. Luzadas, Jr. together with the guidance of the Vocational Instruction Supervisor, Mr. Rolly B. De Vera. The training commenced with simple prayer and singing of the national anthem via audio presentation. Police Staff Sergeant (PSSg) Ryan E. Caasi, Team Leader for the Revitalized-Pulis sa Barangay, welcomed the 32 participants comprising of three (3) 4P's, three (3) TESDA alumni, two (2) Overseas Filipino Worker (OFW), two (2) Out of School Youth (OSY), five (5) uniformed personnel, six (6) senior citizen, sixteen (16) persons with disabilities, and one (1) Barangay Official participants and explained the goals and objectives of said activity.

After the training, one representative from each group gave their experiences or learning on the said activity. All finished products were given to the participants. Over all, participants actively participated on the hands-on demonstration of Boneless Bangus and Tinapa Making. There are 32 participants, 25 are female and 7 are male.

Green Campus Initiative

Adapted by: Nikko E. Oliveros (©Roxanne R. de Vera, Trainer)



As part of TESDA's green initiatives, The TESDA - Pangasinan Technological Institute conducted a GREEN-TVET and 5's activities on January 10, 2025. This program was implemented every 2nd and 4th Fridays of the Month with the participation of all TESDA-PTI's faculty and staff, together with the Diploma trainees in Hospitality Management Technology and Fisheries Technology, spearheaded by Mr. Abundio B. Luzadas, Jr., Vocational School Administrator II and facilitated by Mr. Andrew Nicholas C. Cacatian, Farm Superintendent II / GREEN TVET Focal.

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(..continuation from p.1 (Green Campus Initiative))



(Green TVET in-Action)

Green TVET integrates sustainability and environmental conservation into vocational education, equipping students with skills for sustainable practices in response to global environmental challenges like climate change and pollution.

As part of TESDA's green initiatives. Faculty, staff, and diploma trainees participated in cleaning, tree-planting, waste management, and other activities to promote a conducive learning environment and sustainability.

The GREEN TVET activity succeeded due to everyone's participation, benefiting students, the school, and contributing to the Philippines' sustainable development, climate change mitigation, and responsible economic growth.

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{source: (<https://images.app.goo.gl/vEmwey9LbXxosqJP7>)}

But speaking with cultural considerations, it's vital to distinguish between cultural appreciation and appropriation. Wearing traditional attire or elements as a way to show respect and appreciation for the culture can be positive, but then again, adopting it without understanding or respect can be perceived as insensitive. We should always consider our intent and understanding of the cultural significance behind it.

When wearing traditional attire from another culture, we must show respect by understanding its history, significance, and context, and acknowledging its cultural origins. And to add, of course, purchasing crafts from cultural centers will be not only beneficial to the local community but also an advocacy and support for the conservation of every indigenous artisan's effort.

By being mindful and respectful, we can promote cultural understanding, while dressing professionally.

~END

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Program Title	Duration
1. Aquaculture NC II	1,276 Hours
2. Assembly of Solar Nightlight and Post-Lamp	40 Hours
3. Barista NC II	178 Hours
4. Bread and Pastry Production NC II	141 Hours
5. Carpentry NC II	301 Hours
6. Cookery NC II	316 Hours
7. Construction Painting NC II	178 Hours
8. Contact Tracing Level II	120 Hours
9. Driving NC II	118 Hours
10. Food and Beverages Services NC II	356 Hours
11. Food Processing NC II	552 Hours
12. Housekeeping NC II	436 Hours
13. Housekeeping NC III	107 Hours
14. Masonry NC II (181 hours training + 120 SIL hours)	301 Hours
15. Organic Agriculture Production NC II	232 Hours
16. Shielded Metal Arc Welding NC I	268 Hours
17. Shielded Metal Arc Welding NC II	268 Hours
18. Trainer's Methodology Level I	264 Hours
19. Barangay Health Services NC II	436 Hours
20. Integrated Organic Farming System Program	575 Hours
21. Community-based Trainers Methodology Course	40 Hours
22. Facilitate E-learning Sessions	40 Hours
23. Pest and Nutrient Management	40 Hours
24. Production of High Quality Inbred Rice and Seed Certification and Farm Mechanization	96 Hours
25. PV Systems Installation NC II	284 Hours
Diploma Programs	
1. Hospitality Management Technology	3 years
2. Fisheries Technology (Leading to BS in Fisheries)	3 years
Mobile Training Program (MTP)	
1. Food Processing NC II	552 Hours