

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Leonardo Rey S. Cariño, Rigel John H. Rabago

TRAINOR QUALIFICATIONS FRAMEWORK

**The Philippine Technical-Vocational Education
and Training (TVET) Validation of Adult
Educator's Competencies: Towards Total
Quality**

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/asem/asem0909.pdf>

Published: 09.06.2009

State of information: 09.06.2009

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Leonardo Rey S. Cariño completed his Basic competency Assessor's Course and Trainer's Training Methodology Course from the Technical Education and Skills Development Authority (TESDA). He is involved in Lifelong Learning teaching TVET courses and is involved in Informal, Non-Formal and Alternative Cultural Education (INFACE Mindanao). He is an Executive Committee member of the National Committee on Cultural Education of The National Commission for Culture and the Arts. He is currently a faculty member and the community extension coordinator of the Ramon Magsaysay Memorial Colleges in General Santos City, Philippines.

Rigel John H. Rabago completed his degree in Psychology from the Centro Escolar University (Cum Laude) and his Master's in Business Administration from the University of The Philippines. He conducted Product Specification Training Coach for Yahoo Small Business Philippines for Call center Agents, one of the largest continuing adult education clients of the Philippines. He is currently teaching at the Business College of the Ramon Magsaysay Memorial Colleges in General Santos City.

1. Abstract

Poverty continues to plague a large segment of Philippine society. Poverty incidence in the country or the proportion of families with per capita income below poverty threshold increased from 28.1% in 1997 to 28.4 in 2004—an increase of 0.3 percentage points (Philippine TVET Outlook 2005-2010). This means that a growing number of people do not have capacity to provide for their basic needs more so to acquire education that will empower them to get a decent job and lead a better quality of life. The issue on access to education and training opportunities comes to fore.

The training and development of the Filipino workforce for skilled employment is provided mostly by Technical-Vocational Education and Training (TVET) institutions. There are 4,510 TVET providers in the Philippines today, 62% of which are private and 38% are public. Among the TVET providers mentioned, a total of 3,294 public and private schools and training centers are registered under TESDA's Unified TVET Program Registration and Accreditation System (UTPRAS). UTPRAS is a mechanism installed by TESDA to ensure that programs offered to the public are quality assured and comply with the minimum standards set forth by the government. On the other hand, 922 companies are participating in the apprenticeship and Learnership programs and likewise have their programs registered under the UTPRAS.

To date, the current pool of TVET trainers is estimated at 22,000. Qualifying the TVET trainers through the National TVET Trainer Qualifications Framework (NTTQF) is one of the major challenges in TVET. This falls under the programs of the National TVET Trainers Development Institute (NTTDI). This institute develops and implements an integrated program for continuing development of trainers, teachers and instructors.

Like other countries, many adult educators in the Philippines do not hold qualifications for their activities they carry out as part of their work. Their competencies are acquired at work, by informal exchange of ideas exchange of experiences, by reading etc. and not in formal learning settings that lead to qualification. The TVET trainer is central to the delivery of various TVET programs in the Philippines.

2. Introduction

The training and development of the Filipino workforce for skilled employment is provided mostly by Technical-Vocational Education and Training (TVET) institutions. There are 4,510 TVET providers in the Philippines today, 62% of which are private and 38% are public. Among the TVET providers mentioned, a total of 3,294 public and private schools and training centers are registered under TESDA's (Technical Education and Skills Education Authority) Unified TVET Program Registration and Accreditation System (UTPRAS). UTPRAS is a mechanism installed by TESDA to ensure that programs offered to the public are quality assured and comply with the minimum standards set forth by the government. On the other hand, 922 companies are participating in the apprenticeship and Learnership programs and likewise have their programs registered under the UTPRAS.

The TVET trainer is central to the delivery of various TVET programs in the Philippines. It is in this regard that the quality of technical education and skills training becomes crucial. Since the creation of both TESDA and the Commission on Higher Education (CHED) in 1994, the provisions of teachers and trainers that matches technological as well as the methodological challenges of the of the courses (or in TESDA's case sector or occupation training) being offered. Teacher training for Pre-service Teachers in elementary and high school is offered in college, and graduate and post graduate studies equip higher education instructors, the need for trainer's training methodology that matches TVET has become crucial and challenging. In the beginning, any adult educators in the Philippines do not hold qualifications for their activities they carry out as part of their work. Their competencies are acquired at work, by informal exchange of ideas exchange of experiences, by reading etc. and not in formal learning settings that lead to qualification.

When the Medium Term Philippine Development Plan (MTPDP), the government's roadmap to alleviate poverty for the greater number of Filipinos, was created, the National Technical Education and Skill Development Plan (NTESDP) was formulated through multi-sectoral participation. The NTESDP provides the framework that guides and unifies all TVET initiatives into a common trust that generates job and livelihood that shall alleviate the Filipino workers from poverty and propel economic growth for the Philippines. The plan focused on their key result areas: Improved Access and Equity in TVET, Improved Assessment and Certification and Enhanced Employability of TVET Graduates.

This paper takes a look into the TVET Trainer's Development Paradigm and the competencies needed to be mastered in the four qualification levels of the TVET trainers in The Philippine TVET Trainer's Qualification Framework as a consequence of formalizing the Adult Continuing Education in the Philippines.

3. An Overview of the Philippine Education System

Before becoming the truly sovereign state in 1946 when the American granted the Philippines independence, educational institutions in the Philippines have been organized. Under Spain, institutions of higher learning were founded by the religious order (The oldest university in Asia, the University of Sto. Tomas (UST) was founded by Dominicans). More institutions of Learning (Public elementary and high school, school of arts and trade, agricultural school, commerce and marine institutes were created by the Americans. Albeit, foreign in structure, education in the Philippines have been formalized since the colonial times.

In 1947, by virtue of Executive Order No. 94 the Department of Education was created. It was in this period when regulation of both public and private schools belonged to the Bureau of Public and Private schools. In 1972, it became the Department of Education and Culture, and in 1978 it became the Ministry of Education and Culture, The Education act of 1982 (Parliamentary Bill No. 524/Batas Pambansa Blg. 232) created the Ministry of Education, Culture and Sports which Later Became The Department of Education, Culture and Sports (DECS) The Structure remained unchanged until 1984 when The Commission for Higher Education (CHED) and The Technical Education and Skills Development (TESDA) were established to supervise the tertiary degree program and the Non-degree Technical-vocational programs respectively.

The trifocal education system refocused DECS' mandate to basic education, which covers elementary, secondary and non-formal education, including culture and sports. TESDA now administers the post secondary middle level manpower training and development While CHED is Responsible for higher education.

(source: <http://www.deped.gov.ph/aboutdeped/history.asap>)

4. Lifelong Learning in the Philippines

In his book "Technology Education in the Philippines", Fedeserio Camarao stressed that "education is vied as a dynamic process of increasing one's onowledge and skills and of developing desirable attitudes and values essential for useful, productive, wholesome and responsible membership in society." Education consists of two components, General and specialized education.

General Education include basic competencies such as reading, writing and being able to do tasks such as communicating, measuring and many more knowledge and skills for effective and creative living. Specialized education is an educational program for meeting the interests and specific or special needs of people.

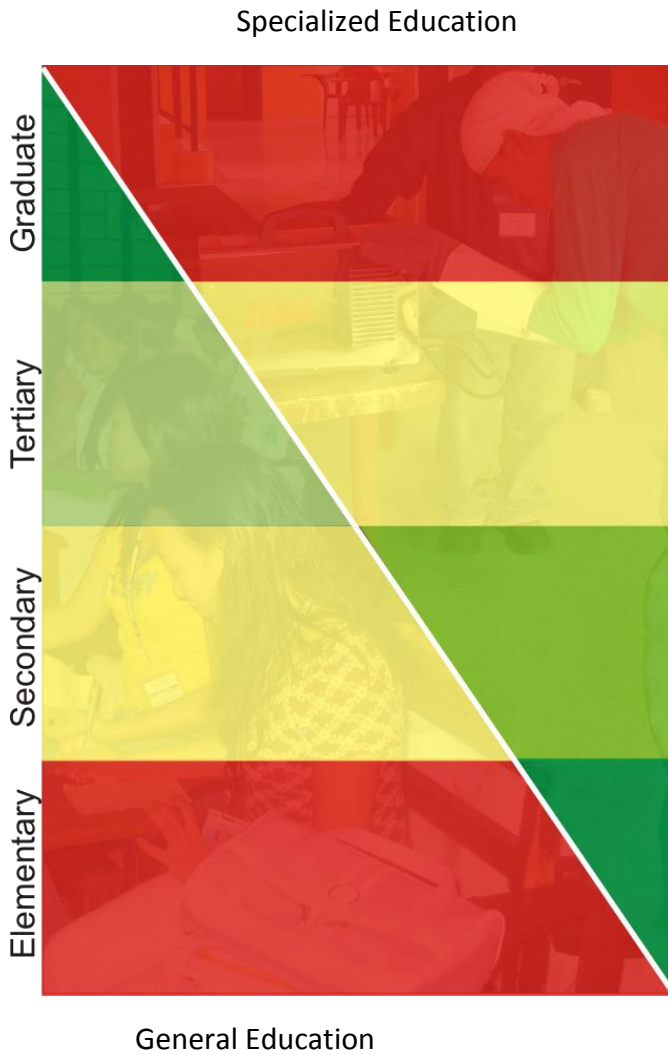


Figure 1 General and Specialized Education Mix
 "Technology Education in the Philippines", Fedeserio Camarao

In figure 1 we see that as an individual grows older, the need for specialized education increases as general education decreases. The Model here is interpreted as the illustration of the proportions of learning contents. But the same model could also be used to illustrate the proportion of the number of people educated in both general, Traditional schooling and Competency based Training. It has been observed that in the Philippines, out of ten students who enter first grade, only one will be able to graduate college. Where do the other nine go? They go to the easiest trade skill they can learn.

In the pre-colonial Philippines, education was informal, unstructured and devoid of methods-children were provided with vocational training and less in academics by their parents and in the houses of tribal tutors (Bilbao p. 144). Incidentally, this system survived and has become the methods of acquisition of skills by many adults in the Philippines. Most children especially in the rural areas take on the trade of their parents.

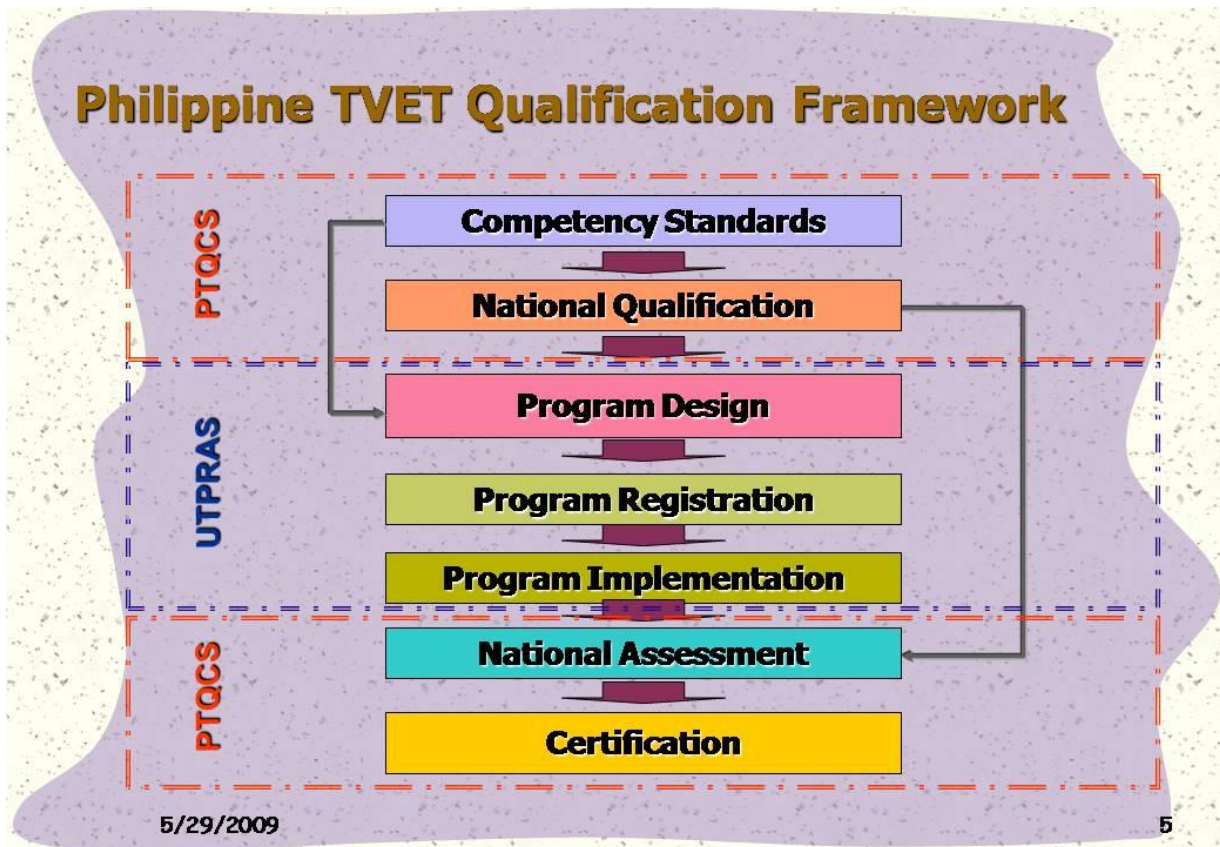
Until the devolution of TESDA into an authority, The acquisition of the necessary Knowledge, skills and attitudes belonged to the non formal-informal stream and was never standardized into a national certification (NC) hence, one may have the technological skills level of an NC IV but could not be certified, resulting to under employment on one hand or stay unemployed.

Tech-Voc education in the Philippines as designed by TESDA, uses the dual mode of delivery: in-school and in the production plant. In this regard, trainers/teachers in Lifelong learning in the Philippine Technical Vocational Education and Training (TVET) should be skillful in both range of jobs in a given occupation and a person who is competent in the delivery Technical/vocational training and system that have the following principles:

1. Training is based on curriculum developed from competency standard
2. Learning is competency-based or modular in structure
3. Training delivery is individualized and self paced
4. Training s based on work that must be performed
5. Training materials are directly related to the competency standards/curriculum
6. Assessment is based on collection of evidences of work performance based on required industry/organizational standards
7. Training is based both on and off the job
8. System allows for recognition of prior learning (RPL)
9. System allows learners to enter/exit at different times/levels and receive an award for competencies attained at any point
10. Approved training program are nationally accredited

5. Philippine TVET Qualification Framework (PTQF)

When TESDA Began standardizing the competencies, TESDA convened the combined expertise of the four stake holder agencies in technical Vocational education: The Authority (TESDA sector), The Department of Labor and Employment (Representing the government), The Academe and the Industry (sectoral), Thus coming up with the National Competencies. The delivery of technical education as people need to retool and/or measure the competency of their prior learning (for those who have been practicing a range of jobs in an occupation), or learning/ acquiring new skills (for first time learner) now falls in the mechanisms of the Philippine TVET Qualification Framework (PTQF).



The PTQF nationally promulgated is a quality assured structure used as a platform for giving recognition to the attainment of knowledge, skills, attitudes and values along the middle skills occupation. This serves to rationalize all TVET or middle level skills occupation to a nationally recognized qualification.

Qualification in this framework is a recognition of achievement of a group of units of competency that 1. Meet the industry requirement for useful work, and 2. the PTQF descriptor for National Certificate (NC) I, II, III and IV. Along with this, the Philippine TVET Trainers Qualification Framework PTTQF should also run to complement this rationalization.

5.1. The Philippine TVET Trainers Qualification Framework (PTTQF)

Section 23 of the republic act 7796 provides that the Authority, the Technical Education and Skills Development Authority (TESDA) shall design and administer training programs and schemes that will develop the capabilities of public and private institutions quality cost effective. These shall include teacher/ trainer's training.

On a TESDA board Meeting, in February 5, 2004 Resolution no. 2004 03 known as "Adoption of Philippine TVET Trainer's Qualification Frame work (PTTQF)" was approved and adopted as

purported to guide the development and recognition of qualifications of the trainers in the Technical-Vocational Education and Training (TVET) Sector.

As a consequence, The National TVET Trainers-Assessors Development Program was implemented in a four-phased mechanics of implementation that involved a series of activities designed to fully qualify TVET Trainers and allow for the acquisition of the Trainers qualification and accreditation as competency assessors.

Trainer qualification in the PTTQF is leveled from I to IV (from Trainer 1 to Mentor/Master Trainer). This qualification level is a combination of competencies in technology and methodology/professional streams. The technology levels follow the PTQF (Philippine TVET Qualification Framework), a system of Assessment and certification for workers. Furthermore, a Trainer should have a National Certificate (NC) higher than the qualification level of the trade he/she is teaching. A TVET Trainer should be certified in at Least NC 2

5.2. TVET Trainers Development Competencies

In 2002, the Philippine Government and the Asia Development Bank embarked on what is now known as the Technical Education and Skills Development Project (TESDP). This is a project done in consultation with experts from Australia developing course ware, Training standards and learning materials for both technical education and trainer's education.

By 2006, The adaptation of The Philippine TVET Trainers' Qualification Framework (PTTQF) was adopted stating "TVET Trainers who are already teaching tech-voc programs are given up to December 2007 to comply with at least TQ1 of the PTTQF.

There are four qualifications in TVET trainer's training: TQ1 (Trainer1), TQ II (Trainer2), TQ III (senior Trainer) and TQ IV (Mentor/Master Trainer). The competencies required in the qualification levels in TVET are a combination of Technological and methodological competencies. The minimum technological competency required upon entry to PTTQF is National Certificate (NC) II.

5.2.1. TQ 1. *Trainer I*

The training module for TQ 1 qualification is TM+. This training is a combination of a trainers' (TM) and assessor's (AM) methodologies with 6 units of (Core) competency (4 for TM and 2 for AM). The UCs for TM are (1) Plan Training Session, (2) Deliver Competency Based Training (CBT), (3) Conduct Competency Assessment, and (4) Maintain Training Facilities. Each candidate for TQ1 will be assessed and are required to acquire competency in AM which include (1) Plan Assessment and (2) Conduct Assessment. A TQ I Trainer is qualified to teach in NC I and II.

5.2.2. TQ2. Trainer II

The second qualification level is TQ II. Those teaching in NC II must at least have the Trainer II qualification. A TQ II trainer must have been practicing the four units of competency in TM+ and in addition to these he or she must have the following common competencies as (1) Perform Work Safely, (2) Use Audio Visual and Multimedia Equipment, (3) Use Personal Computer in Educational Technology, (4) Conduct Career Counseling Session, and (5) Conduct Feedbacking Session. Basic competency such as (1) Communicate with Individuals and Groups, (2) Work in Team Environments, and (3) Apply Work Ethics and Values. Note that TQ II trainers teach NC II students.

QUALIFICATION LEVEL/TITLE	COMPETENCIES	
	TECHNOLOGY	METHODOLOGY
TQ IV MENTOR/MASTER TRAINER	Highest Level	TM IV
TQ III SENIOR TRAINER	NC IV Minimum	TM III
TQ II TRAINER II	NC III Minimum	TM II
TQ I Trainer I	NC II Minimum	TM I (Entry)

5/28/2009 Presented by ED Elmer K. Talavera, General Directorate Conference, February 25, 2004 Prepared by Alfonso P. Francisco and Joseph Allen L. Simon

5.2.3. TQ3. Senior Trainer

TMIII has seven units of competencies: (1) Prepare Training Programs, (2) Develop Training Curriculum, (3) Develop Instructional Materials, (4) Apply ICT in Training Delivery. (5) Design Assessment Tools, (6) Plan Competency Assessment, and (7) Organize training resources. It has four common Competencies: (1) Maintain Professional Competence, (2) Undertake TVET Research, (3) Practice Quality Management, and (4) Plan and Organize work. Lead Learning Work Place communication, Lead Work Teams, and Solve Training Related Problems as basic competencies. TQ III trainers are qualified to teach NC II and must have NC III Technological Qualification

5.2.4. TQ4. Mentor/Master Trainer

The highest Trainer qualification is TQ IV. A mentor/Master Trainer must have mastered the technological and methodological competencies of TM I, II, and III along with these new core Competencies (1) Design Training Programs, (2) Prepare Project Proposals, (3) Prepare instructional Training Plans, (4) manage Technology-based Instructional Materials Development, (5) Supervise Maintenance of Training Facilities, (6) Develop Assessment System, (7) Assess Trainer Performance, (8) Communicate with Subordinates and Superiors, (9) Design Marketing and Promotion Program, (10) Supervise Instructional Delivery.

TVET Trainers Development Paradigm			
TM I	TM II	TM III	TM IV
<ol style="list-style-type: none"> 1. Plan Training Session 2. Deliver Competency Based Technical Vocational Education and Training 3. Conduct Competency Assessment 4. Maintain Training Facilities 	<ol style="list-style-type: none"> 1. Plan Training Session 2. Deliver Competency Based Technical Vocational Education and Training 3. Conduct Competency Assessment 4. Maintain Training Facilities 	<ol style="list-style-type: none"> 1. Prepare Training Programs 2. Develop Training Curriculum 3. Develop Instructional Materials 4. Apply ICT in Training Delivery 5. Design Assessment Tools 6. Plan Competency Assessment 7. Organize Training Resources 	<ol style="list-style-type: none"> 1. Design Training Programs 2. Prepare Project Proposals 3. Prepare Instructional Training Plans 4. Managed Technology-Based Instructional Materials Development 5. Supervise Maintenance of Training Facilities 6. Develop Assessment System 7. Assess Trainer Performance 8. Communicate with subordinates and Superiors 9. Design Marketing and Promotion Program 10. Supervise Instructional Delivery 11. Provide Professional Development
	<ol style="list-style-type: none"> 1. Perform Work Safely 2. Use Audio Visual & Multi-Media Equipment 3. Use Personal Computer in Educational Technology 4. Conduct Career Counseling Session 5. Conduct Feedbacking Session 	<ol style="list-style-type: none"> 1. Maintain Professional Competence 2. Undertake TVET Research 3. Practice Quality Management 4. Plan and Organize Work 	<ol style="list-style-type: none"> 1. Maintain Professional Competence 2. Undertake TVET Research 3. Practice Quality Management 4. Plan and Organize Work
	<ol style="list-style-type: none"> 1. Communicate with Individuals and Groups 2. Work in Team Environment 3. Apply Work Ethics and Values 	<ol style="list-style-type: none"> 1. Lead Learning Workplace Communication 2. Lead Work Teams 3. Solve Training-Related Problems 	<ol style="list-style-type: none"> 1. Utilize Specialist Communication Skills 2. Develop Teams 3. Solve Training-Related Problems

The Common Competencies are: (1) maintain Professional Competence, (2) Undertake TVET Research, (3) Practice Quality Management, and (4) Plan and Organize Work. The Basic Competencies are (1) Utilize Specialist Communication Skills, (2) Develop Teams, and (3) Solve Training Related Problems. TQ IV Trainers are the only experts allowed to teach in PTTQF.

Note that finishing the four Trainer's Training Methodology opens another opportunity for trainer's in lifelong learning- not only that they become competent and have opportunities teaching technological skills at all NC Levels, the opportunity to teach in TM opens.

Teachers and trainers in TVET should be practitioners of a sector/skill. Each skill of these sectors are measured, assessed and certified into competency standards established by four bodies who designed the national Competencies: The TESDA Sector, The Department of Labor and Employment (Representing the Government), The Academe and the Professional league of the corresponding Skill/sector.

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The National Certificate is also leveled according to the competency standards/qualifications: NC I, II, III and IV. The components of a qualification comprise the following units of competency in an industry: Tool units of Competency, common units of competency, core units of competency and elective units of competency.

6. Quality Assurance Mechanisms

Aside from qualifying the TVET Trainers through the Philippine TVET Trainer's Qualification Network (PTTQF) to ensure standards are met and quality is maintained, there are other quality assurance mechanisms employed. The Use of the Training regulations, Compliance Audit in TVET Program Registration and Assessment and Certification are conducted

6.1. Use of the Training Regulations

The training regulations consist of the competency standards, training standards and assessment and certification arrangements. It also spells out the parameters of ensuring quality in the delivery of a TVET program. The training regulations serve as the basis for the development of curriculum and instructional materials and competency assessment packages for competency based technical and skills development. Training regulation development spells out how crucial the partnership of TESDA and the industry groups. This partnership ensures that TR development process is conducted and competency standards are responsive to industry requirements.

6.2. Conduct of Compliance Audit

The registration of TVET programs under the Unified TVET Program Registration and accreditation system is mandatory to ensure quality and adherence to set standards of TVET provision. Ideally programs should be registered under WTR (With Training Regulation) status in accordance with the promulgated TRs. All Programs under NTR (No Training Regulation) status shall be reregistered under WTR status to ensure that they comply with the standards

contained in the appropriate TRs. The conduct of the compliance audit is regularly being done to ensure that TVET Programs offered by institutions remain compliant to the standards set in the registration system.

6.3. Assessment and Certification

Assessment and certification measure the competencies of learners in TESDA. Accreditation of more assessors, rolling out of assessment packages, qualification of TVET trainers as assessors, recognition/accreditation of National Assessment Boards across various sectors are the demands for assessment services in TESDA.

7. Establishing a National Network of ACE Teachers/Trainers

To ensure the delivery of Job ready graduates, interventions aimed at enhancing the competencies of TVET trainers in both public and private TVET institutions have been designed. The TESDA Circular number 05, series of 2006 which state that TVET trainers who are already teaching tech-voc programs are given up to December 2007 to comply with at least TQ1 of the PTTQF has been circulated. Training programs are conducted to enable them to be certified in the trade area they are teaching as well as upgrade their teaching skills.

Qualifying the TVET trainers through the Philippine TVET Trainer Qualification Framework is one of the major challenges in TVET. A number of TESDA Memorandum, Orders and Advisories were issued to necessitate the certification and qualification of all of the 16,903 TVET trainers from public and private TVET institutions throughout the country. Beginning in 2006 a total of 4,000 trainers underwent the National TVET Trainers and assessors qualification program transforming these trainers from “No Training Regulation (NTR)” to “With Training Regulation (WTR)” status. To date, the current pool of TVET trainers, who are central in the delivery of TVET in the country, reached 16,903. Of the total, 1,300 (7.69%) are TESDA trainers who are currently manning TESDA’s network of 121 technology institutes. The remaining 15,603 (92.31%) are employed in other public and private institutions.

In the premise that only 18% of the estimated TVET trainers have been trained as of December 2007, The National TVET Trainers Academy (NTTA) and the Competency Assessment and Certification Office fast tracked the Implementation of NTTAQP. As of December 2008 the Total of 8,112 (31%) has been Certified as TQ1/AQ1. By the 1sr quarter of 2009, The NTTAQP report showed that the figure has already reached 11,663 (68.99%). Hopefully by the end of this year, all of the 16,903 TVET instructor shall be certified TQ1/AQ1.

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