

THE ENGINEER'S TRANSITION FROM TECHNICAL TRAINING TO HIGHER EDUCATION



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(EE Magazine: Nov-Dec 2005) THIS IS TO INFORM OUR MEMBERS WHO TEACH BOTH IN VOCATIONAL AND technological schools and undergraduate programs the possibilities of equivalency / competencies for higher education continuation program. President Gloria Macapagal Arroyo has signed Executive Order 358 on September 15, 2005, which mandates TESDA and CHED to develop and implement a unified National Qualifications Framework that establishes equivalency pathways and access ramps that allows easier transition and progression between TVET (Technical Vocational Education and Training) and Higher Education. The framework shall include the following mechanisms.

The following mechanisms shown below, shall be adopted by pilot schools to test the program for its effectivity, to wit:

- National System of Credit Transfer
- Post TVET Bridging Programs
- Systems of Enhanced Equivalency
- Adoption of Ladderized Curricula / Program
- Modularized Program Approach
- Competency Based Programs
- Network or Dual-Sector Colleges and Universities
- Accreditation / Recognition of Prior Learning

As member of the TPETA (Technical Panel for Engineering, Technology and Architecture), I was assigned to Chair, the Task Force for Electrical Engineering, whose membership comes from industry, professionals and academe. IIEE is well represented by Engr. Edward L. Mendoza and Engr. Francis V. Mapile. The schools represented were selected by CHED.

The Action Plan for the implementation of Executive Order 358 was presented and approved by the President of the Philippines on November 16, 2005 during the Cabinet Meeting.

Development of implementing guidelines and equivalency models is necessary to attain this program's effectiveness.

This may be achieved by the following:

a. A consultative workshop on equivalency and ladderization was held last February 3 to 4, 2005 at the Tandang Sora Hall of the TESDA Women Center. This was participated by some officials and members of the Technical Panels of TESDA and CHED and representatives from several public and private TVET providers and Higher Education Institutions.

b. Outputs of the workshop included draft curricula for the seven (7) pilot sectors / disciplines, guidelines for the implementation of provisions of the Executive Order and Action Plan for its rollout.

c. The draft implementing guidelines and curricula were reviewed by several TESDA officials in a workshop last March 19, 2005 to clear out policy issues regarding the implementation of the provision of the Executive Order. These policy issues were taken up with CHED to come up with agreed implementing guidelines.