BRINGING BACK GMRC IN THE SCHOOL CURRICULA

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Teaching the 21st-century learners is a fulfilling job, yet a challenging one. It entails much patience and determination to adjust and cope with a whole new generation of learners. Each generation has been a product of change and continuous development preparing them to be a lot more diverse than the previous batches. Teaching the 21st-century learners is a fulfilling job, yet a difficult one. They enter school at ease knowing the law would not allow their teachers and schoolmates to punish them, even if they were accountable for some wrong doings. The current generation has been a hotpot of critical and creative thinkers empowered by the technological advancements. However, there is a belief that something is still lacking.

Education is one of the most powerful tools a man can possess for a lifetime. It entails growth and development from various aspects of one’s thinking and personality achieved through a series of carefully selected courses to be taken. By observing the current generation, it is discernible there is a shift to Science, Technology, Engineering and Mathematics where the mainstream professions lie. Aside from this, education has now been more academic than before, lacking courses which solely focuses on character development. Educators nowadays are highly restricted to perform punishments in classrooms, even touching their students is discouraged. To such a degree, one can visualize the kind of individuals the current generation would produce, academically inclined professionals who are rich in knowledge but lacking in character.

This trend has been identified by several individuals and institutions leading to the promotion of balancing technology and humanities through strengthening good
manners and right conduct in the school curricula. Education Secretary Leonor Briones has highlighted the need of a balanced ICT and social science knowledge and reiterated the need for politeness to be developed among 21st century learners. In a similar fashion, Undersecretary for Finance and DepEd Spokesperson Annalyn Sevilla claimed that “technology without good manners is a disaster” and further amplified that it is equally important for the institution to invest on teachers who were in a direct interaction with the students (Hernando-Malipot, 2019). Meanwhile, Senators Sherwin Gatchalian, Joel Villanueva, Ping Lacson and Juan Miguel Zubiri had filed separate measures to institutionalize GMRC in the K to 12 curricula.

Earlier, the Department of Education (DepEd) claimed GMRC is embedded in current curriculum through Edukasyon sa Pagpapakatao (EP) which is offered to junior high school students. Indeed, the course upholds values education, however, there is an assertion that the course alongside its lessons and activities were insufficient to instill character among students.

“Yes, we need to restore values education, including good morals and right conduct. Because over the last 49 years, the way values education has been taught became varied”, Gatchalian said. Once institutionalized, values education and GMRC will be offered as a separate subject for both elementary and high school classes.

Knowledge and skills are indeed significant for one’s success and for the country’s progress as well. Professionals who excel academically are needed by the country to preserve the legacy of upholding the Filipino pride as they unlock increasingly complex discoveries for the future. However, one must remember that knowledge is sometimes not enough. More than skills and knowledge, the country needs Filipinos with an admirable character the most.
References:


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