DEPED’S RESPONSE TO CHALLENGE:
FOUR PILLARS OF AGGRESSIVE REFORMS FOR QUALITY

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“Now is the time to look at quality and see the status of education for what it is, not only as a national concern, but in terms of the what rest of the world is like.”

This had been the statement of Department of Education Secretary Leonor M. Briones Sulong Kalidad Launch last December 3, 2019, which is a commitment to help our learners achieve their full potential. Her statement was based on the result of the Programme for International Students Assessment (PISA) last 2018, where fifteen-year-old students were tested randomly. Results turned out to be miserable. Out of the 79 countries that participated, Philippines scored lowest in Reading Literacy, and second to the lowest in Science and Mathematics literacy (Luz, J. 2019).

However, in spite of the poor results, Deped should be applauded for taking a brave approach to PISA because by doing so, Deped now has a baseline around which they can hold discussion that are evidenced-based and not subjective.

We are committed in our belief that education is no single entity’s or organization’s responsibility. Rather, it is a collective responsibility. And by working together, we can advance our public school system to a sustainable and competitive international standard.

To address the issues and challenges regarding the present education system and also to uplift the quality of education, Sulong Kalidad was launched which has four core components which are summarized in KITE: (K) k to 12 curriculum review and update; (I) improving learning environment; (T) teacher’s upskilling and reskilling; and (E)
engagement of stakeholders for support and collaboration. Together, these are the four pillars of Aggressive reforms for quality.

1. **K to 12 curriculum review and update**

   As we aim to globalize standard quality of education in the Philippines, it requires a world-class K to 12 curriculum. Continuous reviewing of the basic education curriculum is highly necessary to prepare our learners for the future.

2. **Improvement of the Learning Environment**

   Undeniably, some public schools have limited teaching resources particularly in Information and Computer Technology (ICT). To enhance quality education among public schools, it is important for the learning facilities to be redesigned to promote productive learning experiences, while observing inclusive education.

3. **Teachers’ upskilling and reskilling**

   Being the front liner on the implementation of the curricula, it is important to provide competitive and well-equipped educators who are able to respond to the needs of 21st century with necessary knowledge and skills.

4. **Engagement of stakeholders for support and collaboration**

   Provide strong commitment and support for engaging stakeholders in a unified effort to deliver quality education for all.
References:

Lus, J. M., 2019. (ANALYSIS) PISA Result: Using this to set an Olympic goal for PH education, retrieved from https:// from rappler.com on January 24, 2020


Capulong, N. 2019. Fwd: Deped Press release (Deped chief issues directives to address the challenge of quality in basic ed.)