PHILIPPINE EDUCATION FOR ALL

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The adoption of Education for All and Millennium Development Goals in 2000 has been a remarkable progress made in education worldwide, and much on the poorest countries. Millions of children in school are making move from primary to secondary education, and gender disparities in primary and secondary school enrolments are narrowing. In the Philippines, Filipinos have valued much for education.

With our case in the Philippines, there are situations when even if the student could no longer attend the class, the adviser is obliged to make necessary interventions so that the student/child can cope up with his studies. Based on personal experience, there are instances wherein the student shows no interest and eagerness to comply with the requirements for his “modular/remedial” interventions given by his/her teachers and that to some point especially if the reason is due to “financial or family problems” the student/child may be given consideration with a PASSING grade.

Teachers are required to comply for every report government was asking to us. Education for All clearly is resulting to poor education not to all but of some students. The education authority should look and review on strict policy regarding Education for all. Yes for me it affects the quality we are only looking for the quantity and not the quality of education. A financial constraint has a domino effect in every aspect of educative process. Availability of funds will affect the teacher–student ratio, number of schools and school buildings, classroom and other office equipment and supplies and the students-book ratio. Since the government compresses and tightens everything, student promotion process must be guaranteed.
One of the solution here is not to stop the authority and the teachers esp. the stakeholders to work together to improve the education and so we can achieved quality education so we can able to work the same with other progressive countries and in that we can display our skills on the world. Promulgate specific strategies in the implementation of Education for All among schools on whom to provide the needs and programs and how to assess learners. Developing alternative learning opportunities that take into account the reasons for students who dropped-out of school. It leads our young people become business owners and entrepreneurs or engages in other productive work.

References:

Education for All by Wikipedia.https://en.m.wikipedia.org/wiki/Education_For_All