QUALITY BASIC EDUCATION

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Philippines launched its K-12 program, an inclusive reform of its basic education. Through this modification, the Philippines is contagious up with global standards in secondary education and is attaching a high importance to kindergarten.

Arrangement, curricula, and viewpoint of the education system are undergoing reform and upgrade. The key points of the new policy are;

- “training” for higher education,
- “aptness” for entering domestic and overseas higher educational institutions, and
- instant “employability” on graduating,

all foremost toward a “holistically industrialized Filipino”.

This policy appears estimable and appropriate, but it faces some pedagogical and socioeconomic problems.

As an educator, I think the K-12 Education program by the Department of Education, said to overhaul the basic and secondary education curriculum by adding two more years to the system is arguably one of the most controversial programs of the Aquino administration.

The intention is good but the proposed solution is doubtful. Will it harvest the desired upshot or just result to a larger problem? The Department of Education claims that K-12 will solve the annual growing number of out-of-school youth. This sounds
good but does it really address the problem concerning the country’s out-of-school youth.

My question is how? When in fact, students and parents complain that it would be an added weight to them particularly to poor families. It is human nature to prioritize physiologic needs before anything else. This in return might just result to a higher drop-out rate.

DepEd should concentrate more on quality before quantity. What the poor performing students direly need is for the development and establishment of a quality education that will cater their needs. Making Philippine education longer does not guarantee worthy education. Budget deficit is still one of the foremost problems of our country but if they claim that resources are at hand, then why not allocate this to a more prominent and direct problem of our education. Among the main issues that relate to this are the number of schools, classrooms, and even the availability of books and other school supplies. The dilemma of the Philippine education system started not on the number of years consumed in the academic institutions but rather on the circumstances and foundation on which it keeps going.

On the other side of the coin, I am very optimistic that the K-12 curriculum is designed that enables the graduates to join the work force right after high school, and appropriately prepare those who want to enroll on higher education. The new-fangled curriculum will also support college graduates seeking work abroad. Established countries, according to Dep-Ed short-lived, “view the 10-year education cycle as insufficient.”

All in all, the enhanced K-12 curriculum is designed to deliver a holistic education for all. It will give students ample time in directing basic academic skills as well as to participate in co-curricular and community activities.
Change is not easy, primarily when it is about a big responsibility such as the execution of the new K-12 curriculum guide in the Philippines. If only, we Filipinos help one another in improving K to 12 program it will be prolific and at the end of the day our economy will increase. It is high time, however, that we join the rest of the world and improve the quality of our basic education system.

References:

Santos, Mercy et al. The Art of Teaching: A Practical Curriculum.