THE EDUCATION CRISIS: BEING AT SCHOOL ISN'T THE IDENTICAL AS LEARNING

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The modern world during which we live is usually termed a "knowledge society"; education and data became production factors potentially more valuable than labor and capital. Thus, in a very globalized setting, investment in human capital has become a condition for international competitiveness. Within the Philippines, there's always harsh criticism against the politics of globalization. At the identical time, regarding the labor markets, I can hardly think about another nation that's such a lot part of a globalized economy than the Philippines with nearly ten per cent of the population working beyond the shores of the homeland (Jurado & Sanchez, 1998).

The world is facing a learning crisis. While countries have remarkably increased access to education, being at school isn’t the identical thing as learning. Worldwide, many various children reach young adulthood without even the foremost basic skills like calculating the proper change from a transaction, reading a doctor’s instructions, or understanding a bus schedule—let alone building a satisfying career or educating their children. Education is at the middle of building human capital. The most recent International Bank for Reconstruction and Development research shows that the productivity of 56 percent of the world’s children are but 1/2 what it may well be if they enjoyed complete education and full health.

Delivered well, education – together with the human capital it generates – benefits individuals and societies for people, education raises self-esteem and furthers opportunities for employment and earnings. And for a rustic, it helps strengthen institutions within societies, drives long-term economic process, reduces poverty, and
spurs innovation. "It’s never too late for youth to possess opportunities to be told. Our youth need to be equipped with the abilities they have to thrive in an increasingly demanding and unsure job world. Provided that today’s students are tomorrow’s citizens and leaders, a decent and relevant education is crucial to show aspirations into reality."

One big reason the training crisis persists is that several education systems across the developing world have little information on who is learning and who isn't. As a result, it's hard for them to try to anything about it. And with uncertainty about the types of skills the roles of the long run would require, schools and teachers must prepare students with over basic reading and writing skills. Students must be able to interpret information, form opinions, be creative, communicate well, collaborate, and be resilient.

The World Bank’s vision is for all children and youth to be learning and acquiring the abilities they have to be productive, fulfilled, and involved citizens and workers. Our focus is on helping teachers in the least levels become more practical in facilitating learning, improving technology for learning, strengthening management of colleges and systems, while ensuring learners of all ages are equipped for achievement. A growing body of evidence suggests the training crisis is, at its core, a teaching crisis. For college students to be told, they have good teachers—but many education systems pay little attention to what teachers know, what they are doing within the classroom, and in some cases whether or not they even show up.

Rapid technological change is raising the stakes. Technology is already playing a vital role in providing support to teachers, students, and therefore the learning process more broadly. It can help teachers better manage the classroom and offer different challenges to various students. Technology can allow principals, parents, and students to interact seamlessly. In fact, it will take a generation to understand the total benefits of high-quality teachers, the effective use of technology, improved management of education systems, and engaged and ready learners. However, global experience shows
us that countries that have swiftly accelerated development and prosperity all share the common characteristic of taking education seriously and investing appropriately.

References:

