

IN PROGRESSION: ADDRESSING THE GAPS AND NEEDS IN THE EDUCATION SECTOR

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In an official statement, the Department of Education announced the Philippines' participation in the 2022 cycle of the Programme for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development (OECD). The DepEd postponed its participation last year due to the COVID-19 situation.

In 2018, the country participated for the first time in PISA as part of the Quality Basic Education Reform plan and a step towards globalizing the quality of Philippine Basic Education. The PISA results revealed that the Philippines scored 353 in Mathematics, 357 in Science, and 340 in Reading, all below the average of participating OECD countries.

In the working draft of the Administrative Reforms in the Department of Education by Secretary Leonor Magtolis Briones, she put the word “reforms” alongside the administration to indicate a dynamic process. It is a process intended to bring about positive change in methods, systems, and outcomes of public institutions.

Briones stressed that the push to undertake administrative reforms is driven by one or a combination of several factors. Foremost of these is the mandate that the institution is obligated to deliver, and its concomitant public expectations. Another driver is the continuing pursuit of greater effectiveness and efficiency, to which many theories and approaches to administrative reforms are directed. Finally, changing conditions, both internal and external, are also a constant driver of administrative reforms.

Five years after the crafting of the plan, the envisioned reforms in the county's “lagging” educational system focused on meeting the global standards of education. The continuously evolving curriculum of the country shifted from mastery of the skills and competencies to developing lifelong 21st-century learners equipped with social and economic aspects.

The “*Sulong Edukalidad*” Program of the government rallies for a macro-effort involvement of the government, community, stakeholders, and different institutions for quality basic education. The basic components of the program are K to 12 curriculum review and update, improving the learning environment, teacher's upskilling and reskilling, and engagement of stakeholders for support and collaboration. Forward to 2022, the *Sulong Edukalidad* is still one of the main considerations in participating in the 2022 PISA. It will provide necessary feedback to inform policy decisions and reforms.

To address the problem is to know the problem first. The 2019 PISA results evidently showed the backlogs and lapses in the current status of Philippine education as compared to the countries of the world. It rang an alarm to the government to analyze and assess the programs of one of the most budgeted departments of the government. Baby steps for globalizing Philippine education are still considered steps. At least, we have tasted the problem, the concern now is how to digest it.

A sense of urgency is waving.

References:

Statement on the Philippines' ranking in the 2018 PISA results

www.deped.gov.ph

June 21, 2022

On PISA 2021 Participation

www.deped.gov.ph

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On Philippines' Participation in PISA 2022

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Administrative Reforms in the Department of Education

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