

EDUCATION FOR ALL

by:

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My parents used to say that experience is the finest teacher since we can learn from our mistakes directly and we have complete control over how we respond to them. When our initial response to a situation does not go well, experience causes us to adjust our behavior. On the other side, experience causes us to repeat the same activities when the response produced positive results. I've been familiar with this concept thanks to my comprehensive examination of our existing educational system. I have come to the opinion that it is crucial to look back on the past and become familiar with the historical foundations of education since they form the basis and framework of our current educational system and are the source of all contemporary ideas.

I sincerely believe that by putting some of the main ideas derived from the historical foundations of education into practice, some of the accumulating problems with our current educational system may be resolved. These are the elements whose efficacy has been proven. It's time to adopt these ideas and bring them back into the mainstream of our educational systems.

The idea of "Education for All" should be reinstated first and foremost. The individuals throughout the Medieval period had access to this kind of schooling. In his online post titled Education in the Middle Ages, Newman (n.d.) stated that Jesus Christ, who is regarded as history's greatest teacher, eliminated all barriers to education such as racial and national prejudice as well as disparities based on class and caste.

Reiterating the idea of "Education for All" could help with the myriad discriminatory issues that today's educational system is facing. Discrimination today is

in some ways viewed in the same light as it was in the past, which includes prejudice against the LGBT community as well as against the physically challenged and the impoverished.

Another consideration is that people who reside in remote places are seen as less fortunate since they have less access to high-quality education. People from rural areas frequently receive the lowest marks on national assessment exams, according to a number of studies. This could have been caused by a variety of causes, including the lack of technology access or inexperienced faculty. About 80% of the country's poor residents reside in rural areas, which include villages tucked away in the country's mountains and rice paddies, according to Weinstein (2010) in his blog post titled *The Problem of Rural Education in the Philippines*. The population density in the rural areas of, according to Weinstein, although public schools are free and there is a lack of classrooms and schools due to the low population density in rural areas of the nation, many families still cannot afford to take their children to school for a variety of complex reasons. If DepEd truly wants to raise the standard of education in the nation, they should concentrate on this one area. The government should go above and above to make sure that all schools throughout the archipelago are furnished with quality instructional resources and that all teachers are qualified to promote learning.

The nation's educational institutions should also clarify their policies towards the LGBT population and pupils with physical disabilities. These pupils are increasingly being subjected to abuse, most often in the form of bullying, which can have serious consequences for them and occasionally even cause them to drop out. Today's schools ought to place a higher priority on the wellbeing of these pupils in order to uphold their inalienable right to an education, regardless of their gender identity or outward appearance.

The obvious decline in effectiveness of the traditional method of teaching, in which teachers deliberately spoon-feed the students, is another urgent issue of the

contemporary educational system that requires attention. This method of instruction has passed the point of no return and needs to be gradually changed in light of the gradual evolution of students' learning preferences. Because of the outdated teaching methods, students nowadays often find learning difficult. If this problem is not immediately resolved, it could become very problematic. Today's teachers need to understand how to break the mold by letting students speak more and promoting their rational, inventive, and active participation in class debates.

This all-encompassing objective lends itself well to the dialectical technique, which is the Socratic premise of teaching. According to Sanford's (2003) research, the aforementioned premise served as the cornerstone of educational strategies in the past designed to encourage students to think critically, challenge themselves, and advance their knowledge. It was a method of instruction where the teacher encouraged students to think critically on their own rather than imposing ideas or knowledge on them.

It is the idea that modern educators should hold in the highest regard. This could be done by creating activities whose main objectives are to spark students' curiosity and get them involved in conversations. As a viable means of enhancing students' academic performance, the integration of dialectical technique in learning facilitation should be given significant consideration.

The students' inability to express themselves, which prevents them from being articulate or even from just participating in class discussions, is the third problem with the existing educational system. Recitation makes up a large portion of the grade, and here is where most students typically struggle. There are a number of elements at play, but I believe the students' fear of making mistakes is the most important one. Despite knowing the solution to a discussion question, I think that some students choose not to participate because they are concerned that their responses will be inadequate or inaccurate. Their dread is legitimately driven by a desire to avoid being embarrassed. Therefore, it can be said that pupils today lack self-confidence.

Thus, it can be said that today's pupils lack the self-confidence to express what they think and believe. The idea that intelligence that cannot be conveyed is not intelligence at all should be taught to students should empower them.

There is no better method, in my opinion, to address the aforementioned issue than to include rhetoric and public speaking in the curriculum of today. The aforementioned ideas were a component of the schooling that made the Athenians and Romans famous for their verbal acuity, according to Gvelesiani (2013) on her blog. These were the individuals who were skilled at self-defense, persuasion, and public speaking.

Students nowadays will benefit from learning rhetoric and public speaking since it will let them express themselves vividly, which will help them gain confidence. In order for them to perform better in discourses outside of the boundaries of the school, as well as in recitation, they need be taught how to be articulate.

Looking back on the past could be quite beneficial for current living. In order to address problems with the current educational system, we should consider the possible advantages of some aspects of the historical foundations of education. To guarantee that students in remote places receive quality education, physically challenged pupils, and members of the LGBT community no longer endure harassment and bullying, and refer to school only as a haven of knowledge, "Education for All" must be reinstated. To encourage critical and creative thinking in pupils, the dialectical approach of Socrates should be incorporated into the teaching process. The final point is that public speaking and rhetoric should be taught in today's curricula to help students succeed in both academic and social debate. These are a few of the significant previous instances where we can learn a lot from.

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