

HOW DO TEACHERS DEAL WITH ACHIEVING “EDUCATION FOR ALL?”

by:

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As the World Bank initiated “Education for All” all through the world in 1990, almost 1/3 of the world is now enjoying this project which is giving the opportunity equally to all without prejudice and discrimination.

The coronavirus disease (COVID-19) pandemic further discriminated the challenges to education progress in the country which includes the deficiency of qualified high-quality learning materials and facilities, and applicable curricula for some specific needs of the learners and has made it grimmer to expand learning outcomes. Many countries were ill-prepared to swing to online distance learning, and the lack of continuity in developmental assessment has prohibited teachers from nursing learners’ progress.

One way to deal with achieving it is to make sure that teachers should have prior knowledge, training, and education in their special field of teaching. Teacher education is vital to effective teaching and pupil learning. Yet, educators are in lack manpower to hire, inaccessible, and not given enough support to offer effective teaching and learning in many countries, especially in the Philippines. There is a need to intensify the number of well-trained and self-driven teachers.

The teaching capacity of educators can be enhanced through teacher training modules, classroom training, well compensation, benefits, and in-class mentoring using information and communication technology (ICT). Virtual learning modules can help advance access to high-quality in- and pre-service teacher education and training

programs. It is also essential to draw the gap between what the curriculum teachers bring and what learners acquire.

Local communities, local governments, education authorities, parents, and other stakeholders are important partners of teachers in bringing quality education to all. Escalating access to education also encompasses improving the overall school environment like the concrete road for accessible schools, especially for some lives in remote barangay, infrastructure like conducive school buildings, electrical works, internet connection and other. With all these, surely, we can make Education for All a success battle against pandemic challenges.

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