

AMBISYON NG PINOY
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The plethora of Philippine educational reforms since the establishment of the formal education system has been persistently addressing the demands of society. When new reforms were introduced, it is arguably realistic that there are contemporary educational needs of the people and the learning communities in general which need to be satisfied.

The envisioned Philippine state of “*no one is poor*” and a “*stable and comfortable Filipino life by 2040*” started during the Aquino administration and was anchored on the United Nations’ Sustainable Development Goal 4 (SDG 4) which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The current administration adopted the plan which magnified the Philippine Development Plan and Public Investment Program of 2017-2022.

The 25-year vision will undoubtedly transform the present-day Philippine educational topography by fixating on key point areas capsulated in five (5) core pediments: job creation, building infrastructure, poverty rate reduction, human capital investment, and values transformation.

While the objectives of elementary and secondary education are unchanged – to provide knowledge, develop skills, and enhance the interest of the students for personal development and productive endeavor, a quantum shift of focus on tertiary education is expected. Universities and colleges will offer more agriculture-related courses since the government’s master plan are to shift focus to the rural areas, to agriculture, where poverty has been chronic. Relative to this is the ambitious “Build, Build, Build Project” which continues to construct classrooms and learning facilities in remote and isolated communities in the country. The touted infrastructure program dovetails to the ASEAN Transport Cooperation, which will not only develop and implement an integrated and coordinated transportation network in the ASEAN region but will also allow coherent interconnectivity of education and labor force among participating nations. Therefore, higher education graduates will no longer be competing locally and job creation will not only be restricted within the country’s borders. It

is unfolding now, but in the coming years, “borderless education” will become the “*new normal*.” Universities and colleges in the country will have to recalibrate their educational programs because they are training for the regional and global manpower; and opportunities and competitions in the labor market will not favor the untrained, unskilled, and unprepared.

It is a no-brainer that job creation and economic activities contribute to economic growth and reduce the poverty rate. One of the most reliable means to boost the economy and eradicate poverty is to continuously invest in human capital. The government will still bank on education in carrying its vision for 2040. Social protection programs will still be visible – i.e., CCT and stable health care systems – i.e., National Health Insurance Program – as pivotal components in government policies in protecting poor Filipino families against social and economic instability. The mismatch of skills and competencies to the demands of the businesses and private sectors will continue to transpire and affect the “E to E scheme” (education to employment scheme) and the economy but will be counteracted by the focus on micro, small, and medium enterprises. Education in *AmBisyon Natin 2040* will also equip learners with innovative ideas and relevant skills to harness and utilize local and native resources to create domestic products; because in the next two (2) decades, homegrown products will dominate the local and international markets and consequently invigorate the economy.

Filipino families have simple dreams: food on their table, secure job and homeownership, education for their kids, and freedom from hunger and poverty – the very essence of *AmBisyon Natin 2040*. The government’s vision of having a “high-trust society” where every Filipino is included and valued is praised. Foreseeing the nation’s future and the vital role education will play is already winning half of the battle. Winning the other half will be dependent on the consistency and sustainability of the program and the sheer will and commitment of the people. After all, any development plan of the government boils down to the most cliché of cliché educational and economic concepts – inclusivity.

Reference:

AmBisyon Natin 2040 from <https://2040.neda.gov.ph>