

## GO LOCAL: SHIFTING TO A DECENTRALIZED EDUCATION

by:

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Customizing education to fit the needs of the learners and to get along with the capacity of the community has become one of the most promising modes of learning ever since. With its vast landscapes and hundreds of native languages used as media for communicating everyday lessons, the Philippines may find its strength in shifting to a new paradigm where education becomes tailored to the talents and skills most evident in the community.

Decentralization means transferring the control of the authorities and the decision-making from a higher level into a more localized one. McGinn and Welsh (1999) published a review of this shift and concluded that it is most effective in resource management and terms of school governance. However, resources are being managed well at the local level which could immediately address the needs of the students and create necessary innovations for the development of lifelong learners.

In ensuring that the educational system's decentralization in the Philippines would be effective, various factors must still be considered, including the training and funding from the national government down to the local level. Preparation is the most significant part of the shift, and all the stakeholders, including educators, students, parents, and many more, shall be oriented well and integrated into the new decentralized system. Through this, schools can strengthen their key players and craft a concise vision to achieve a well-rounded decentralized educational system (Sherman, 2016).

Furthermore, the government should also invest in preparing a concrete solution for pre-existing problems, such as the lack of equal school opportunities in the country

(Korkmaz et al., 2021). Even if the specifications of this shift are promising, this imbalance in the resource management and availability of funding may hinder the advancement of the education of learners. This problem posed the most significant concern during the pandemic, where decision-making was given to a local branch, but the resources in some areas remained scarce. Such a problem should be solved first before elevating the system level.

With a very diverse culture, learning pace, and technological distribution across its areas, the Philippines has to consider shifting the system from a centralized to a decentralized modality. While the educational sector seeks to leave no child behind, this approach will serve as a contradictory solution as this will enable the localities to help their community advance in the field of learning. In pursuit of producing internationally competitive individuals, knowing the strengths of the youngsters in the community must take precedence.

## References:

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