

"EXPLORING THE RELEVANCE OF K TO 12 IMPLEMENTATION IN ACHIEVING GLOBAL COMPETITIVENESS"

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The implementation of the K to 12 educational system, which extends the basic education cycle in the Philippines to 12 years, has been a topic of significant debate and discussion. Proponents argue that K to 12 is crucial for achieving global competitiveness, while critics raise concerns about its effectiveness, impact on students, and resource allocation.

To comprehensively discuss whether K to 12 is truly necessary for attaining global competitiveness, we need to examine both sides of the argument and consider various factors:

Arguments in Favor of K to 12 for Global Competitiveness: Alignment with International Standards: K to 12 aims to align the Philippine education system with international standards, ensuring that graduates have the necessary skills and knowledge to compete on a global level.

Holistic Skill Development: The expanded curriculum of K to 12 emphasizes holistic development, including critical thinking, creativity, communication, and collaboration skills. These are essential competencies for global competitiveness in the modern world.

Preparation for Higher Education: The additional years allow students to mature and better prepare for higher education, making them more competitive in global academic environments. **Integration of Technology:** K to 12 promotes the integration of technology in education, which is crucial for digital literacy and adapting to the

technological demands of the global workforce. Addressing Workforce Needs: The senior high school component of K to 12 offers specialized tracks that align with specific industries, addressing the skills gap and ensuring that graduates are workforce-ready. Counterarguments and Concerns: Resource Allocation: Implementing K to 12 requires substantial resources, including infrastructure, textbooks, and teacher training. Critics argue that these resources could be used to address other pressing issues in the education system. Dropout Rates: The additional years in K to 12 could potentially lead to higher dropout rates, especially among economically disadvantaged families who may find it difficult to support students through the extended schooling period.

Delayed Entry to Workforce: Critics worry that the additional years could delay students' entry into the workforce, leading to a longer dependence on their families and hindering economic growth. Quality of Implementation: The success of K to 12 hinges on the effective implementation of curriculum changes, teacher training, and resource allocation. Poor implementation could undermine its intended benefits. Limited Immediate Impact: The effects of K to 12 on global competitiveness might not be immediately visible, as it will take time for graduates to enter the workforce and demonstrate the impact of the reforms. K-12 program was created to make the country at par with international standards, but many Filipinos do not need it as they do not intend to go abroad.

The question of whether K to 12 is truly needed for achieving global competitiveness is complex and multifaceted. While K to 12 addresses certain aspects of preparing students for the global stage, its success depends on factors like proper implementation, resource allocation, and addressing challenges such as dropout rates. To achieve true global competitiveness, a comprehensive approach involving not only curriculum reform but also improvements in teacher training, infrastructure, and educational policies is essential.

References:

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