

"MANAGING THE DIFFICULTIES OF IMPLEMENTING NEW CURRICULUM: LEGAL UNDERPINNINGS AND FACTS"

by:

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For education to remain current and responsive to societal demands, curriculum revision is crucial. By emphasizing 21st-century skills and global competitiveness, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which was implemented in the Philippines, aims to improve learning results. However, there have been several difficulties in putting this new curriculum into practice. This article examines these obstacles, which are supported by legal provisions, and talks about potential solutions.

Due to inadequate training and professional development opportunities, teachers frequently find it difficult to adjust to the new curriculum. Although RA 10533 highlights the need of teacher training, its implementation has been uneven. In order to solve this problem, ongoing and thorough training initiatives, backed by more finance as required by RA 10931.

RA 10533 emphasizes the necessity of learning resources that are both globally relevant and locally contextualized. However, there is a dearth of current teaching aids, modules, and textbooks in many schools. Effective curriculum delivery is hampered by this deficiency. As required by RA 9184 (Government Procurement Reform Act), the Department of Education (DepEd) is responsible for making sure that educational resources are acquired and dispersed effectively. Effective monitoring and assessment systems can guarantee high-quality resources and avoid delays.

Funds for education are allotted annually by the General Appropriations Act, although they are sometimes insufficient to meet the demands of curricular change. The budget is strained by the expense of renovating buildings, creating materials, and educating teachers. According to Article XIV, Section 5 of the Philippine Constitution, funding for education must be given top priority. Addressing budget deficits can be facilitated by making sure this clause is followed. Government initiatives can be strengthened by the participation of private sector partnerships and transparent funding distribution.

A significant part of RA 10533 is the K-12 curriculum, which calls for resources including scientific labs, libraries, and ICT rooms. Nevertheless, many schools—particularly those in rural areas—do not have these resources, which makes it challenging to successfully apply the curriculum. To bridge infrastructure gaps, DepEd and local government units (LGUs) must work together.

Teachers, parents, and students used to old methods frequently oppose the implementation of new curricula. A lack of knowledge or comprehension of the advantages of the new system may be the cause of this opposition. To promote cooperation and support for curriculum modifications, RA 10533's information distribution campaigns and stakeholder discussions are essential.

RA 10533 mandates ongoing evaluation of the efficacy of the curriculum. However, identifying and fixing implementation problems has been made more difficult by the absence of a strong monitoring and assessment mechanism. DepEd should improve its monitoring systems and use data-driven methods to evaluate curricular outcomes and fill in any gaps.

A new curriculum's adoption is a difficult process that calls for thorough preparation, sufficient funding, and close stakeholder cooperation. The difficulties in putting RA 10533 and other legal frameworks into practice underscore the necessity of

consistent work and responsibility, even while they offer a strong basis for reform. By tackling these issues, the Philippines can make sure that its educational system satisfies the needs of the twenty-first century and produces a generation of learners who are empowered and competitive worldwide. However, identifying and fixing implementation problems has been made more difficult by the absence of a strong monitoring and assessment mechanism. DepEd should improve its monitoring systems and use data-driven methods to evaluate curricular outcomes and fill in any gaps.

References: