

## **ON THE TOPIC: 'PHILIPPINE EDUCATIONAL SYSTEM'**

### *Summary*

The Philippine Educational System, reported by the second group, explores the various historical periods of our country's educational system. During the pre-Spanish period, education was informal, unstructured, and vocational. The aim was for survival, conformity, and enculturation. There was practical training for domestic activities and theoretical training for moral and spiritual.

The Spanish Era introduced formal education primarily through religious institutions. Missionaries established schools focusing on Christian doctrine, Spanish language, and basic academic subjects. Education was largely limited to the elite and male population, reflecting the social hierarchy of the time. The Spanish schools started accepting Filipino students. This period marked the beginning of structured schooling in the Philippines.

The American Era transformed the educational system by establishing a public school system. English became the medium of instruction, and the curriculum became more secular, promoting democracy and civic education. Education became more accessible to the broader population, significantly impacting literacy rates

and educational reach. The separation of church and state happened, and the Philippine Normal School (now PNU) was created.

The Commonwealth Period is a 10-year transitional period in Philippine history. During this period, efforts were made to improve the quality of education and extend its reach to rural areas. This period aimed to balance the influence of colonial education with emerging Filipino identity and cultural values. President Manuel L. Quezon signed Executive Order No. 134, declaring Tagalog the basis of the national language.

The Japanese Era focused on instilling Asian values and reducing American influence in education. They introduced the Japanese devised curriculum, which emphasized vocational and technical training and the Japanese language. This era disrupted the educational system and imposed new cultural and ideological perspectives, impeding educational progress.

Post-war education during the Republic (1945-1972) aimed at rebuilding and improving the system. It focused on rehabilitating the school system, which was in keeping with the government's policies.

Significant reforms emphasized nationalism and economic development, reflecting the country's

efforts to recover and progress after the war.

Under Martial Law during the New Society (1972-1986), the educational system was centralized and geared towards supporting the regime's goals. The curriculum stressed discipline and vocational training. Efforts were made to modernize education and incorporate technology.

In the Present Period (1986-Present), post-EDSA Revolution reforms have aimed at democratization, decentralization, and quality improvement. The 1987 Constitution guaranteed the right to quality and accessible education for all. The K-12 program, one of the recent reforms, seeks to align the Philippine educational system with global standards and improve student outcomes, demonstrating ongoing efforts to adapt and enhance education in response to contemporary challenges.

### ***Learnings and Realizations as a Future Basic Education Teacher***

Our group's key learnings and realizations about the Philippine Educational System revolve around the effects of colonialism and students' diverse learning needs.

Colonialism has undeniably affected our identity as a country and our current curriculum. From the Spanish era, wherein education was heavily

religious and elitist, to the American era, which introduced a more secular and democratic approach to teaching, we can see these historical influences in our modern education system. Our curriculum blends these historical influences, reflecting our colonial past and aspirations for the future. One example is the K-12 program, which aims to align our education system with global standards, ensuring Filipino students are better prepared for higher education and employment.

Understanding the roots of our education system is essential for developing national identity and pride. Acknowledging positive aspects of our colonial history while striving to integrate Filipino values and perspectives is crucial. For example, the broader community and local government units influence our country's curriculum and teaching profession. Local governments support schools through funding and infrastructure, while community involvement provides additional resources and support. This collaboration is especially important in underprivileged areas. Another lesson from this report is that students have diverse learning needs. As future educators, we will work with students from different cultural backgrounds, with disabilities, indigenous people, or those in remote areas. It is important for us to practice inclusive education. We have to adapt to different teaching

strategies based on the students' learning needs developmental, and cognitive levels.

Lastly, one thing is sure about how Filipinos see education: a make-or-break scenario—it's the key to unlocking better opportunities and improving one's quality of life. Reflecting on this, we've realized how critical it is to have an education system responsive to its students' needs and the demands of the modern world.

As educators, this reflection inspires us to be more proactive in our learning and to advocate for an education system that truly reflects our national identity and meets the needs of all Filipino students. The goal is to create an education system that not only reflects the nation's rich cultural heritage and identity but also meets the varied needs of its learners, preparing them for future opportunities and instilling a sense of national pride.

### ***Strikings Part of the Discussion***

The parts of the discussion that struck our group the most were the discussions on understanding the value of mother tongue-based education and the enduring impact of colonial influences on the educational system.

Understanding the value of Mother Tongue-Based Education enhances comprehension and learning outcomes. A child's first language, or mother tongue, is essential for learning and cognitive development. The use of mother tongue as the medium of instruction in the early years of schooling leads to better comprehension, engagement, and retention of academic content. This approach is especially beneficial for children from linguistically diverse backgrounds, as it provides them with a quality education that is both culturally and linguistically relevant.

The enduring impact of colonial influences on the Philippine educational system is seen in many areas, such as language use, what students learn, how schools are set up, and how teachers teach. Their influence has shaped the curriculum, language of instruction, and educational policies and highlighted the complexity and challenges faced by our country's educational system.