

Contexts and Challenges of K-12 Araling Panlipunan

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Today's

Challenges

Trade and Globalization

Population and migration

Food and water security

Poverty and lack of development

Education and Economy

Women and Development

Today's

Challenges

Environmental Crisis and Development

War and Peace Process

Militarism

Human Rights

Democratization, Corruption and governance

Effects of Digital Age

Future Challenges

LONGER LIFE EXPECTANCY

CLONING

THREATS OF ILLNESSES: HIV Aids, Bird flu, Ebola Virus, mers corona virus, etc.

ENERGY

FAMINE

Future Challenges

TRAVEL IN SPACE

WARP DRIVE BY 2075

BEYOND RADIO

USE OF QUANTUM THEORY

COMMUNICATION IN SPACE

EXTRATERRESTRIAL BEINGS BY YEAR 2020.

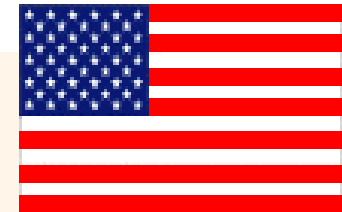
SENTIENT MACHINES

TERRORISM

COMBINATION OF BRAIN AND COMPUTERS BY YEAR 2020

Global and Regional Challenges in Education

- ***Bologna Accord***
- ***Standard Movements in the United States
and
other countries***
- ***ASEAN 2015***



The Bologna Accord



On June 29, 1999, 29 countries in Europe signed a treaty in Bologna named Bologna Accord

The accord wanted to reform tertiary education or higher education in Europe.

The Bologna Accord



• Enrich the process in the development of quality education;

• Formation of a group to manage standards, qualifications and quality of education of member countries; and

• Ensure the focus of higher education in Europe.

Implications of Bologna Accord to Europe



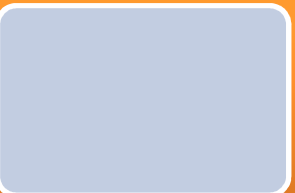
3 years in Bachelor Education which was 5-7 years before the accord



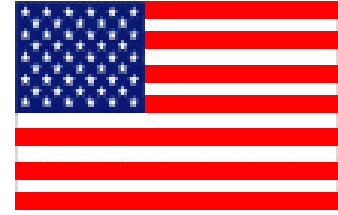
Credit standard



Increase in the number of graduates in the bachelor level

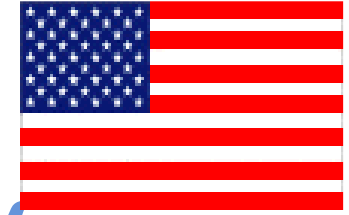


Increase in the number of students in the Masters and Doctorate level



Standard Movement in the United States

- **Background**
 - From the Business - industry became offshore where cheap labor was readily available
 - The industry sector pushed the universities in US to produce graduates with high level professional skills and such skills should not be attained by countries that supply cheap labor
 - In 1986, in the meeting of Governors of the United States, they recommended that universities should increase the level of performance of their graduates

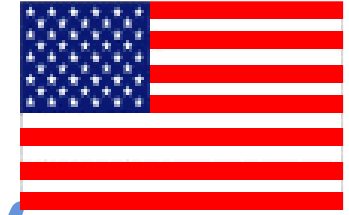


Standard Movement in the United States

• **Background**

- Three models were studied by educators and the business sector such as:
 - business model of standards-driven reform
 - educators' accountability model-thinking curriculum
 - political accountability model-the need for standards, assessment, system of rewards and incentives
 - ministry of education model-based on TIMMS, high performing countries were controlled by the Ministry of Education.





Standard Movement in the United States



Academic standards- knowledge and skills of various courses;



Content Standards- content in the discipline



Performance Standards- performance in the discipline

ASEAN 2015

Source: Severino, R. Mar, 2010



The goal of ASEAN is ASEAN Economic Community in 2015 and ASEAN Community in 2020

Stable, prosperous economy, and high level of competition in the region;

Open and free market of products, services and investments;

Free flowing capital in the region;

Equality in development, decrease poverty incidents and inequalities of the people in the region.



ASEAN 2015

Source: Severino, R. Mar, 2010

ASEAN Blueprints

**ASEAN
Economic
Community**

**ASEAN
Political-
Security
Community**

**ASEAN
Socio-
Cultural
Community**

Principles of ASEAN 2015



Transparency in the transaction of countries of ASEAN

Process of harmonization, simplification, and unification in systems and standards of trading in all sectors

Harmonization of standards in capital, transportation and communications, aviation, ICT, e-commerce, etc.

Implications to Education in the Philippines



Development
of
competencies
in all levels
of education

Changes in
curricular
designs and
programs

International
ization of
education

Two Modes of Action in Philippine Education

- *Participation in the Standard Movement*
- *Some Programs on Localization*



Programs of DepEd on Localiza

• **Alternative Learning System:** productive citizen, mixed economy, inclusive-local, regional, national level lipunan

• **Mother Tongue - Based Multilingual Education**

• **Multi-Grade Education**

• **Alternative Learning System for indigenous Peoples**

• **Indigenization/ Localization in the curriculum**

• **Cultural Education**

Educational Programs Toward Standard Movement

Competency-Based Teacher Standards

National Competency-Based Standards for School Heads

Inclusive Education

Accreditation Program for Public Elementary School

The K-12 Philippine Context



*K +12 Basic Education Program
Bases*

**Table 2 Unemployment Statistics in the
Philippines, 2010**

Description	Proportion Unemployed	Total
15-24 years old	51.5%	80.6%
25-34 years old	29.1%	
High School Graduates	33.1%	70.9%
College Undergraduates	19.3%	
College Graduates	18.5%	

Source: NSO, LFS 2010

Bases of K +12 Basic Education Program

Our graduates are not automatically recognized as professionals abroad because of the short basic education

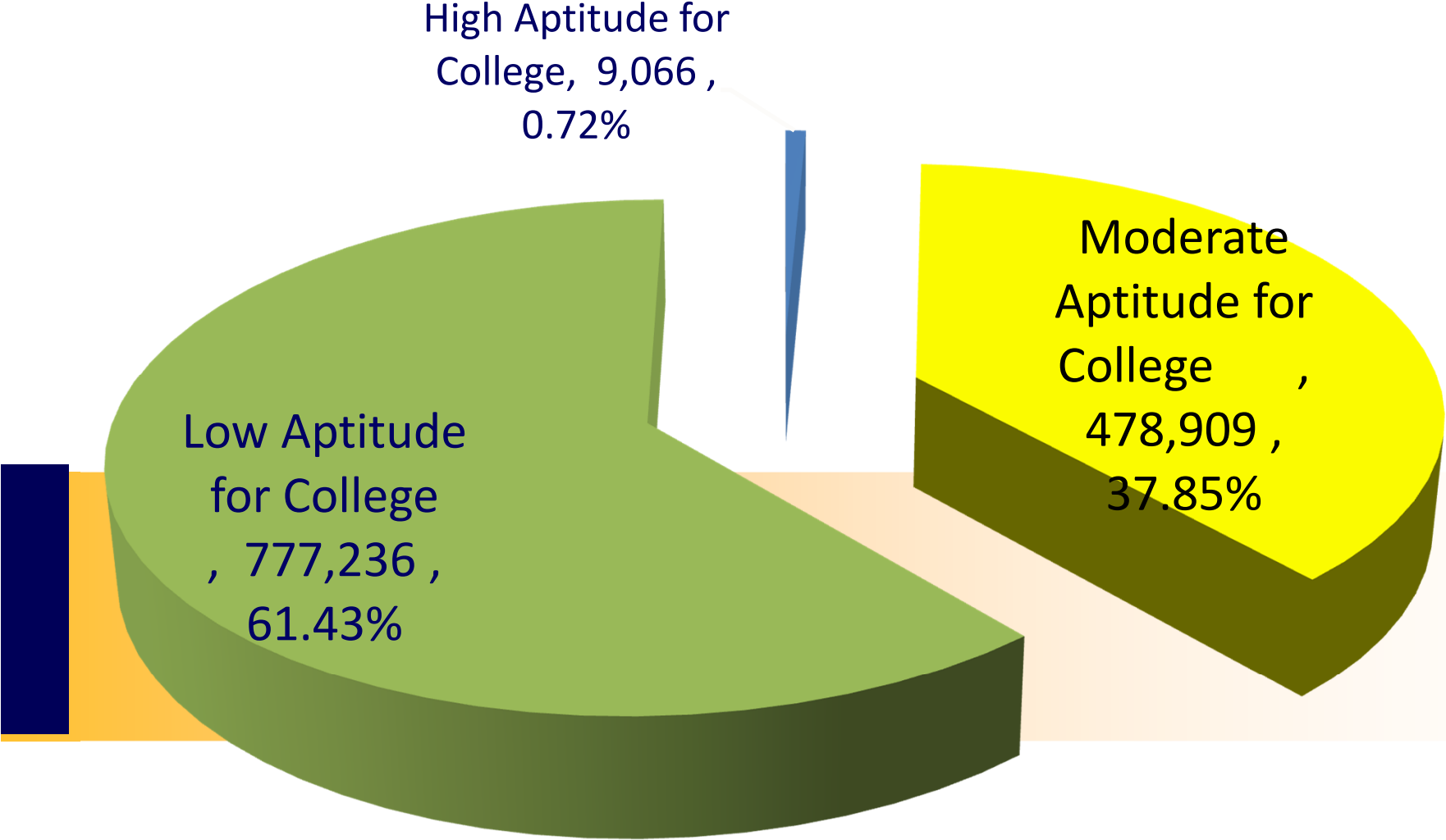
Table 3 Comparative Data on the Pre-University Education in Asia

Country	Basic Education Cycle Total
Brunei	12
Cambodia	12
Indonesia	12
Lao PDR	12
Malaysia	12
Myanmar	11
Philippines	10
Singapore	11
Thailand	12
Timor-Leste	12
Vietnam	12

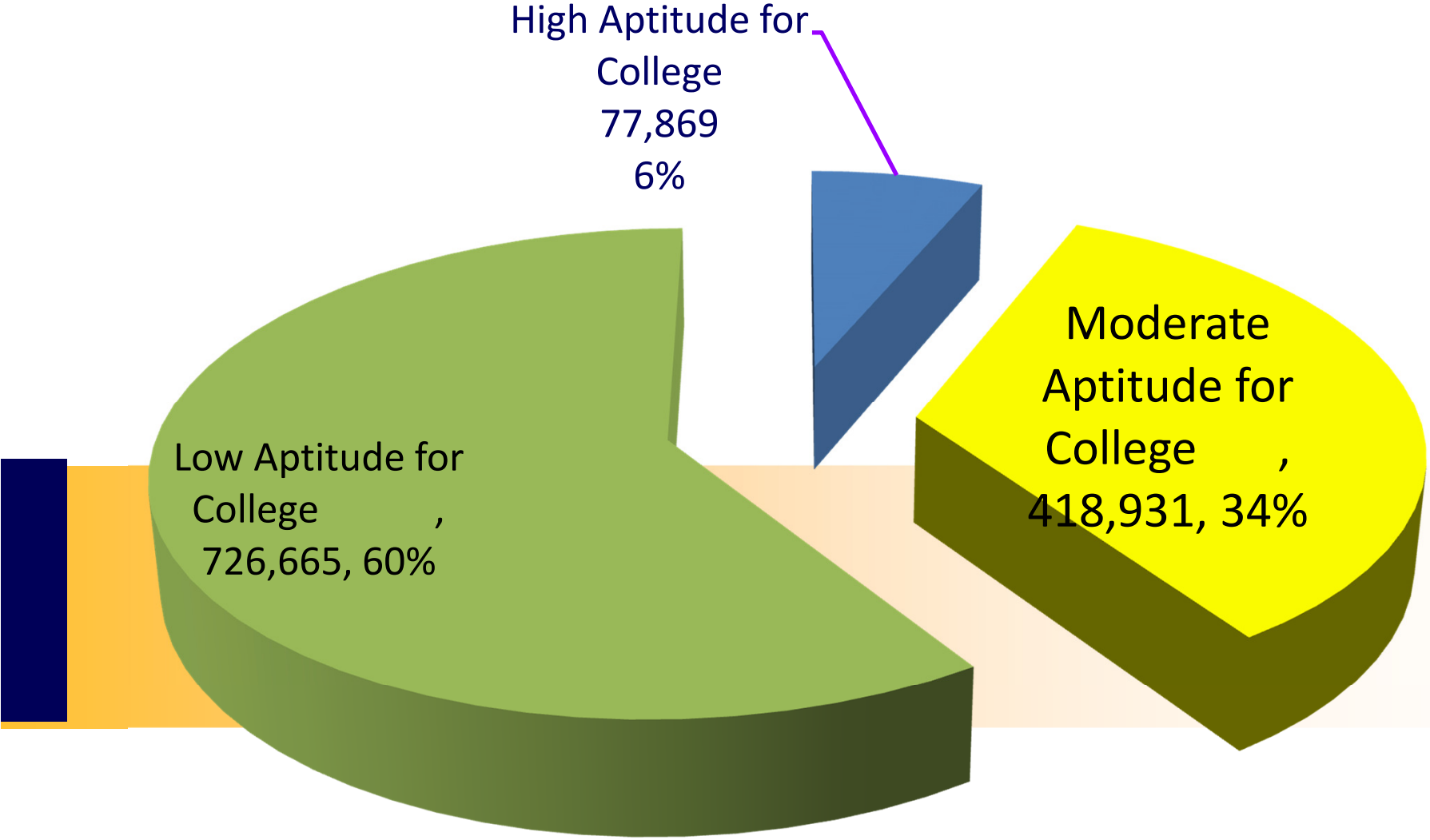
Mongolia recently added grades to make basic education 12 years.

Source: Adapted from SEAMEO-INNOTECH

Aptitude for College SY 2006-2007



Aptitude for College SY 2007-2008

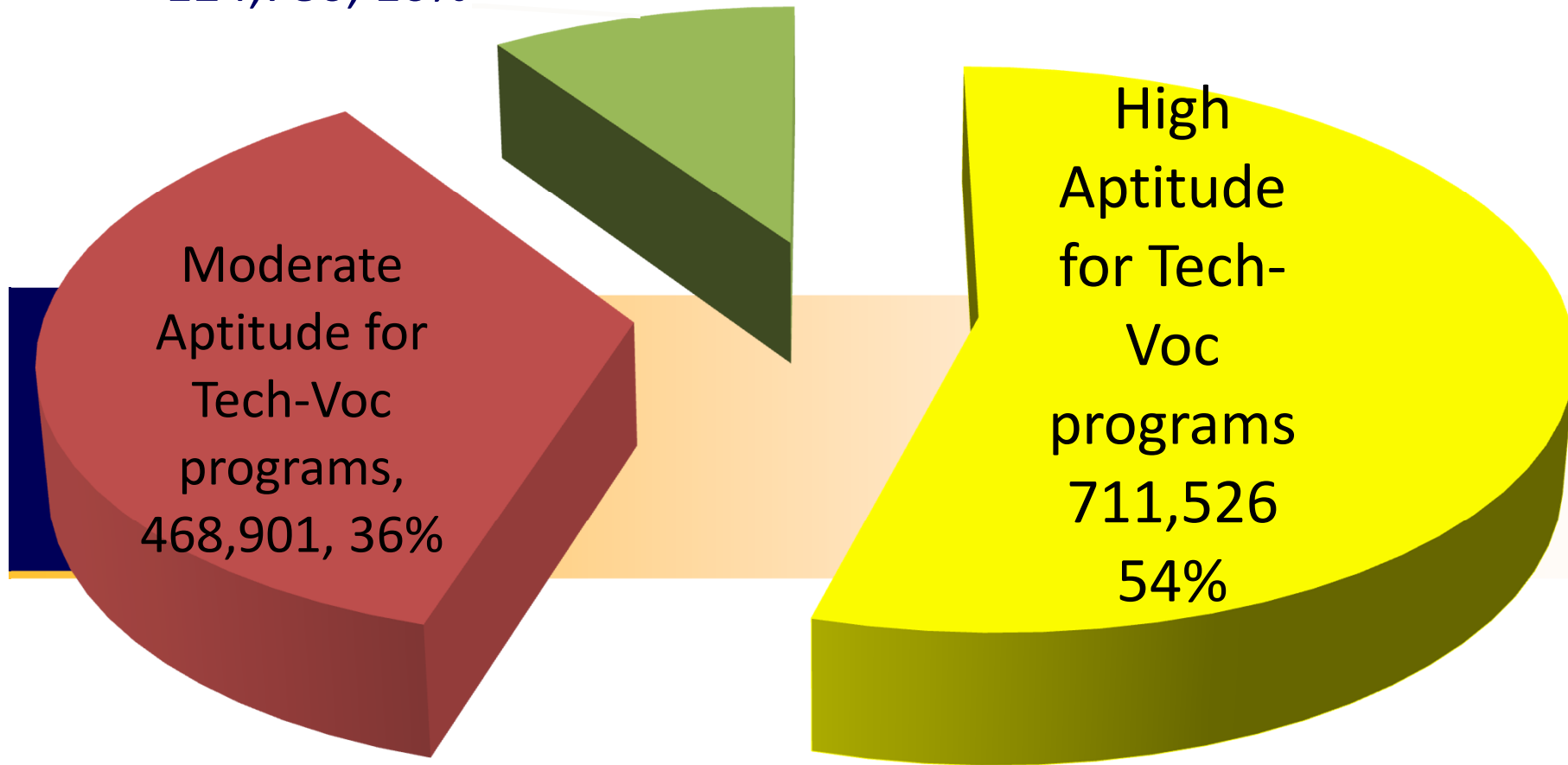


Aptitude for Tech-Voc SY 2006-2007

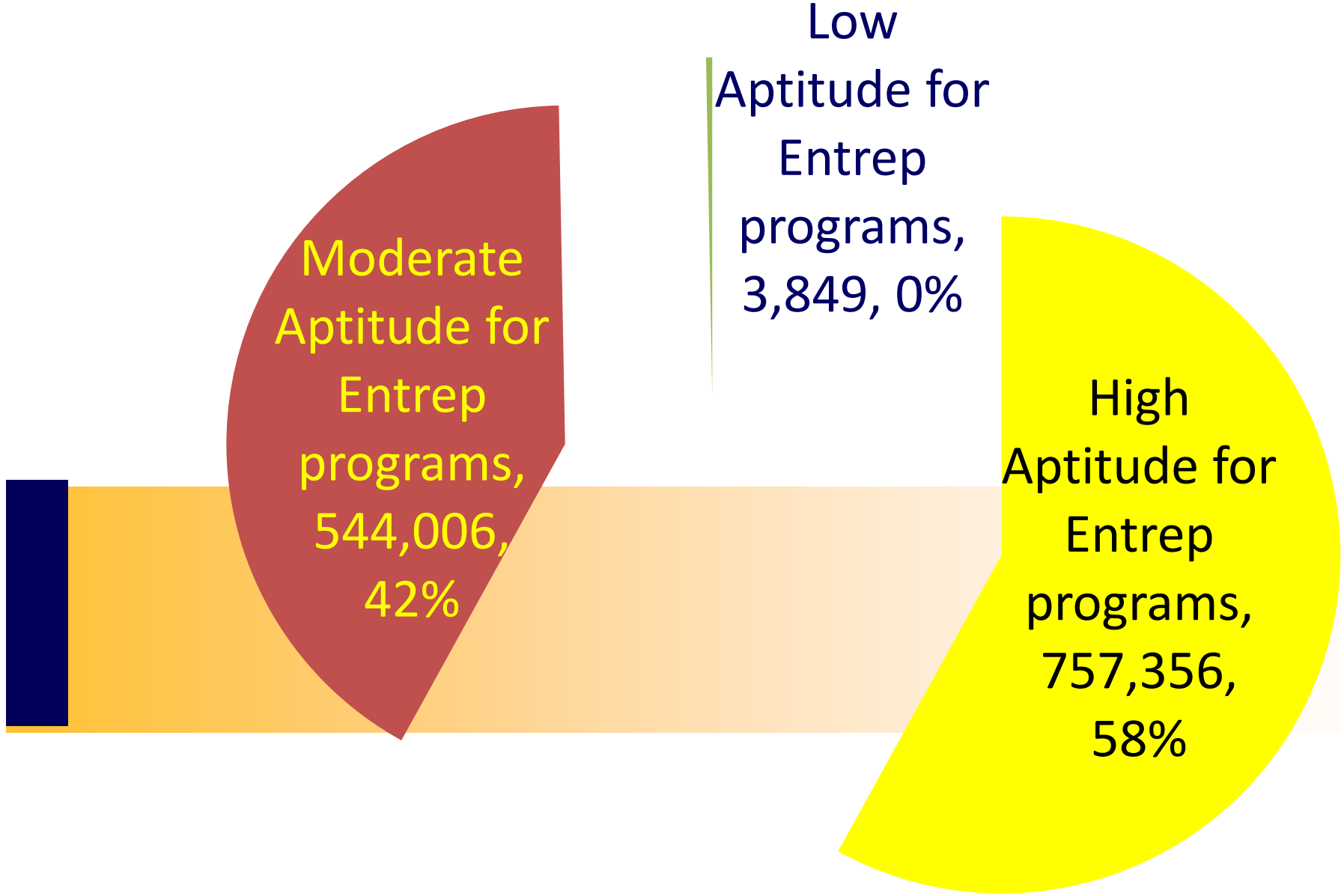
Low Aptitude
for Tech-Voc
programs,
124,780, 10%

Moderate
Aptitude for
Tech-Voc
programs,
468,901, 36%

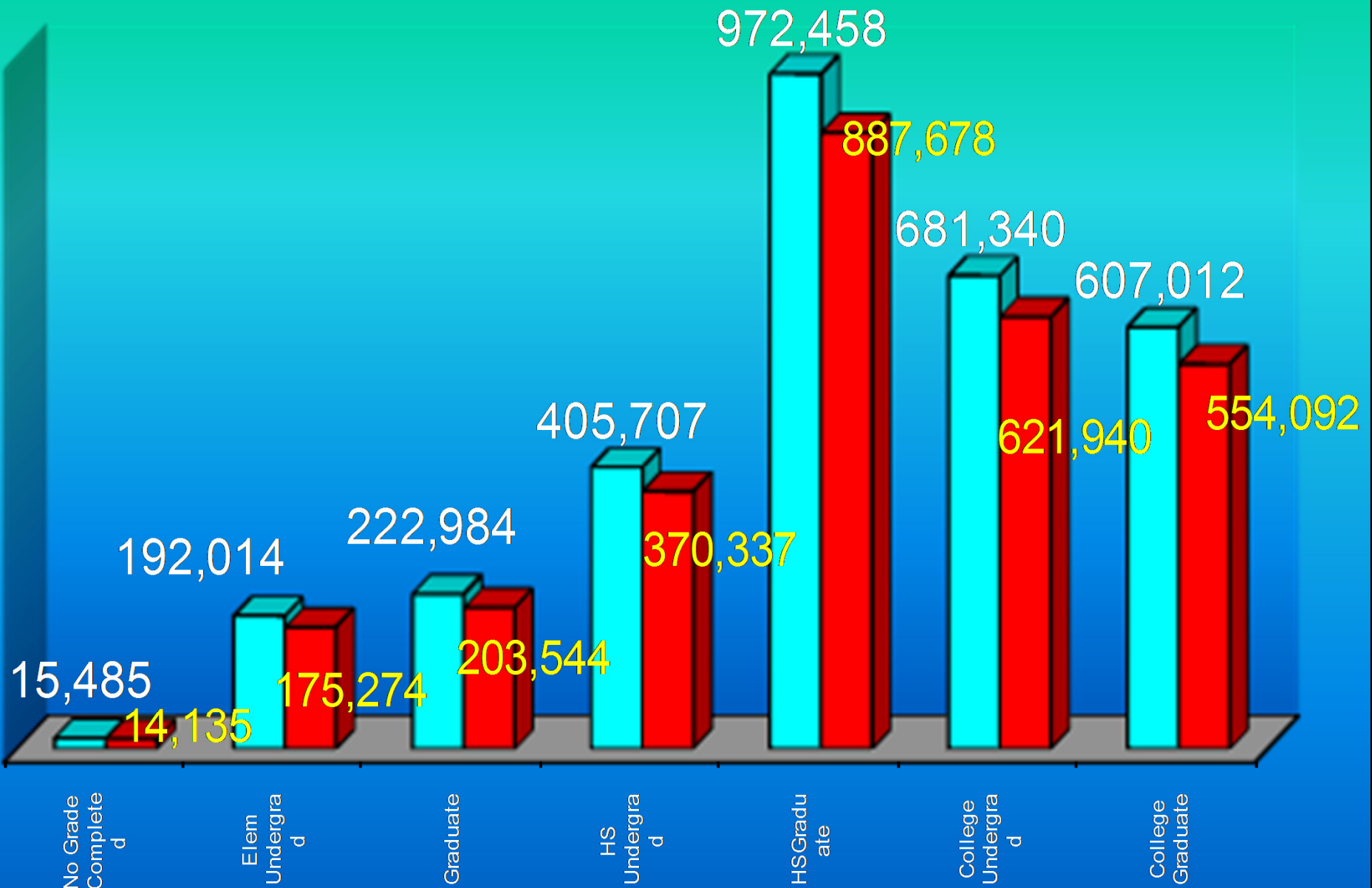
High
Aptitude
for Tech-
Voc
programs
711,526
54%



Aptitude for Entrepreneurship SY 2006-2007



Unemployed VS. Available Skilled Jobs

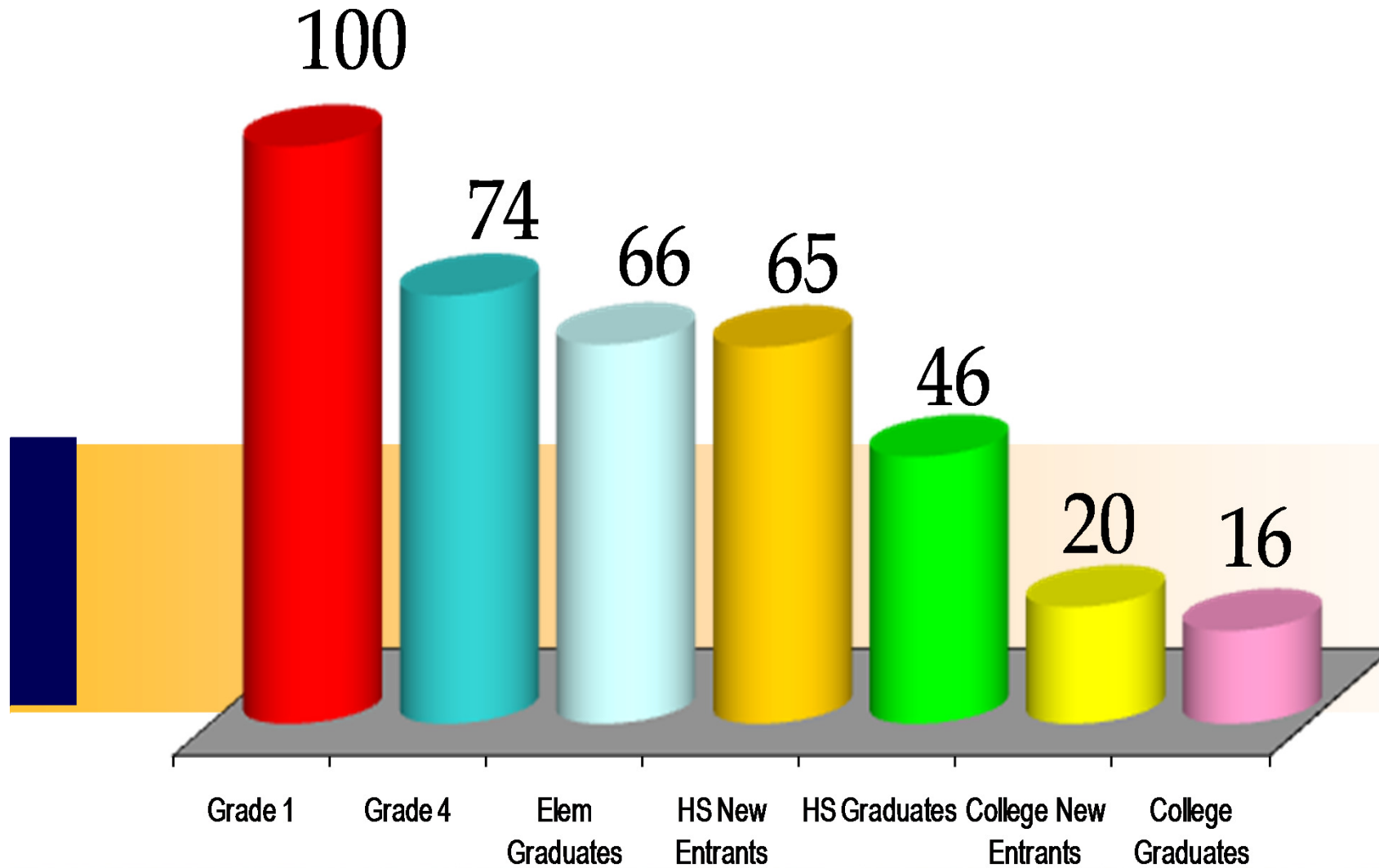


Typical Regression of a Cohort of Pupils

(based on cohort of Grade I pupils from SY 1995-1996
to College Graduates SY 2008-2009)

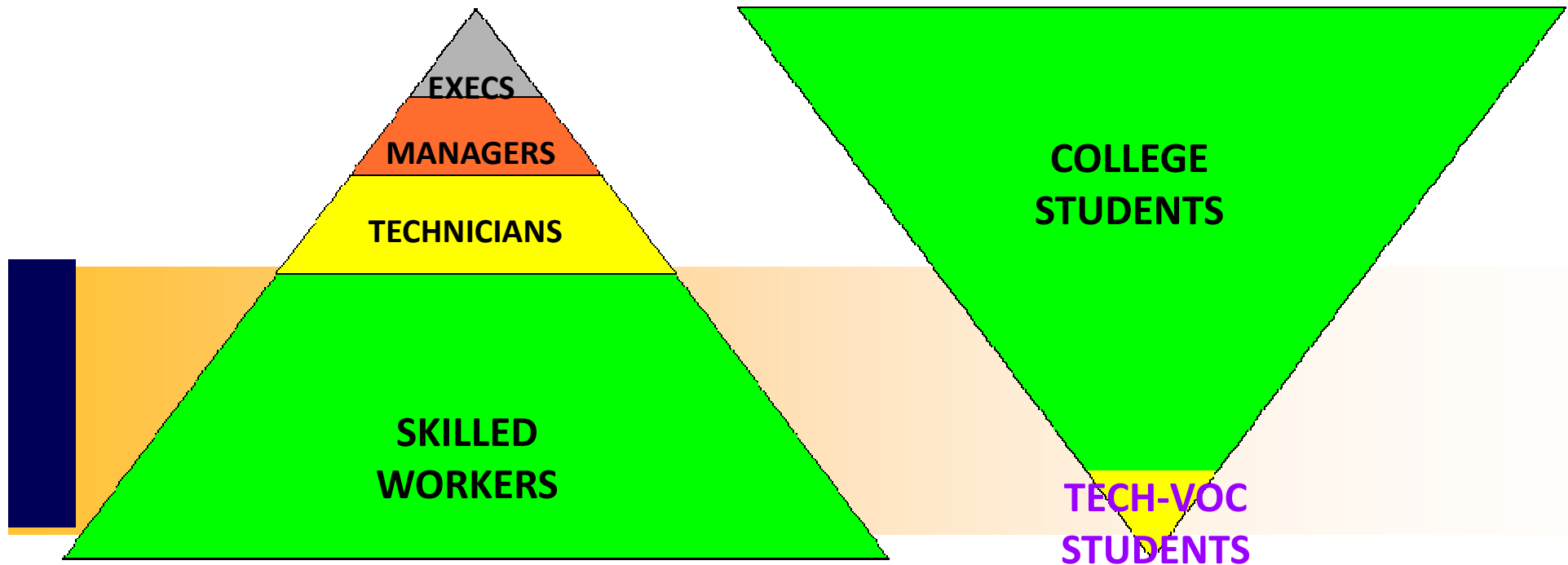
Public and Private

PHILIPPINES



Job-Skills Mismatch

WHITE COLLAR VS. BLUE COLLAR JOBS



CONTEXT

PHILOSOPHICAL and LEGAL BASES

- . The 1987 Phil. Constitution
- . B.P. 232, Education Act of 1982
- . R.A. 9155, Governance of Basic Education Act of 2001
- . The 4 pillars of education (UNESCO)
- . The vision - mission statements of DepEd
- . The EDCOM Report of 1991
- . Basic Education Sector Reform Agenda (BESRA)

NATURE OF THE LEARNER

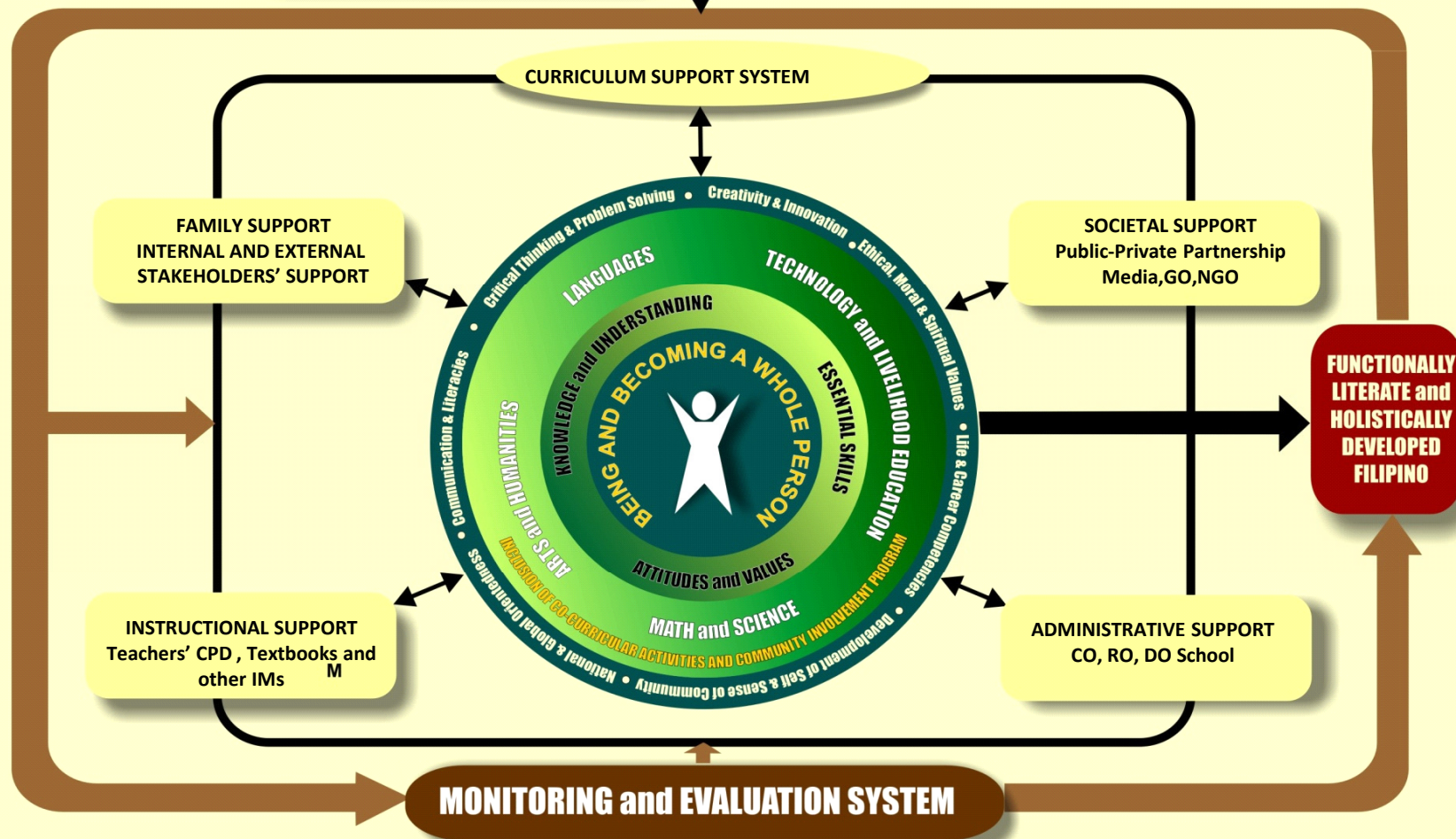
- . Has a body and spirit, intellect, free will, emotions, multiple intelligences, learning styles
- . Constructor of knowledge and active maker of meaning not a passive recipient of information

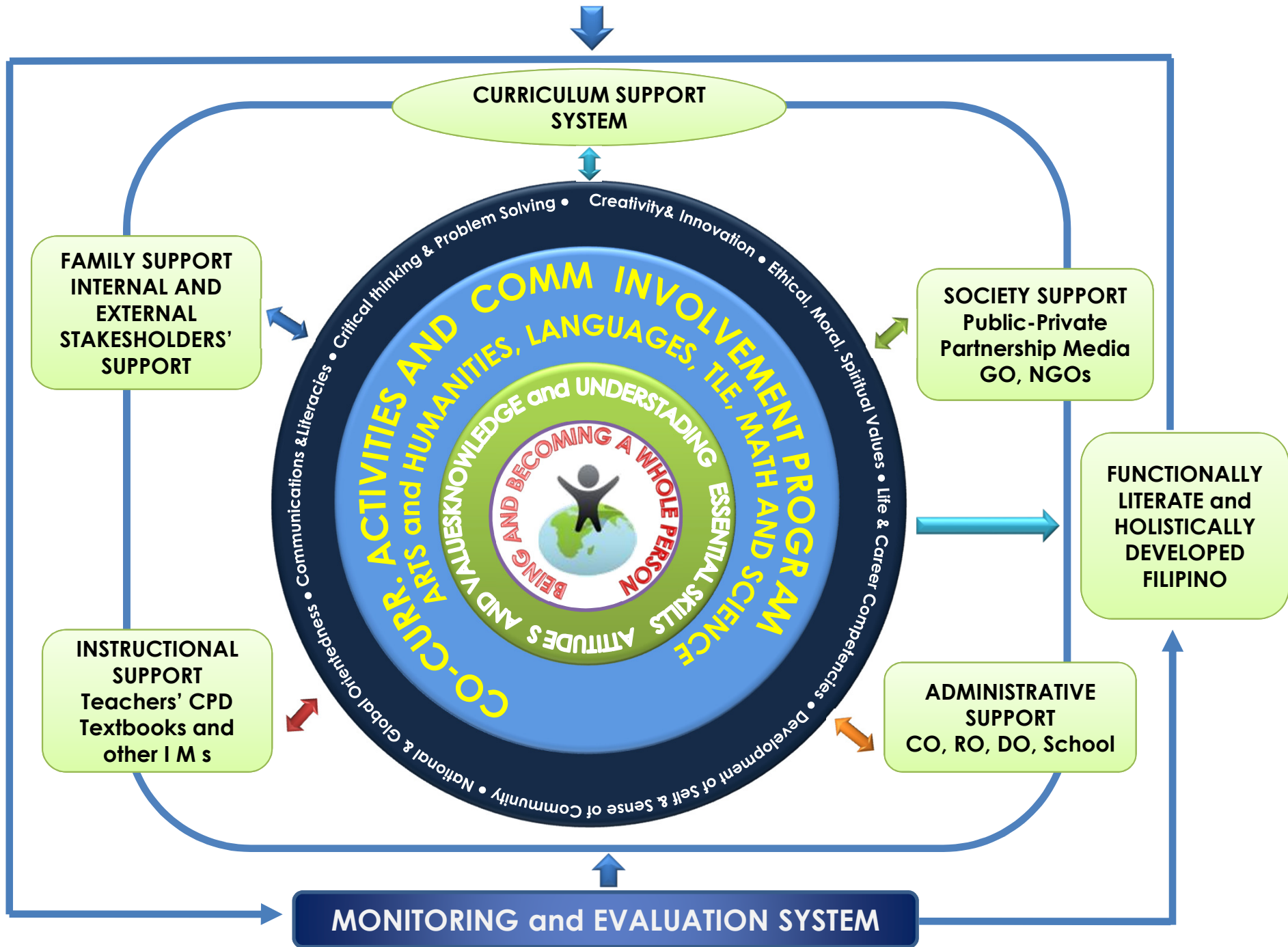
NEEDS OF THE LEARNER

- . Life skills
- . Self -actualization
- . Preparation for the world of the work, entrepreneurship, higher education

NEEDS OF NATIONAL and GLOBAL COMMUNITY

- . Poverty reduction and human development
- . Strengthening the moral fiber of the Filipino people
- . Development of a strong sense of nationalism
- . Development of productive citizens who contribute to the building of a progressive, just and humane society
- . Ensuring environmental sustainability
- . Global partnership for development





Outcomes
Standards
competency } based

Comprehensive
Systematic
M&E System

K-12
CURRICULUM

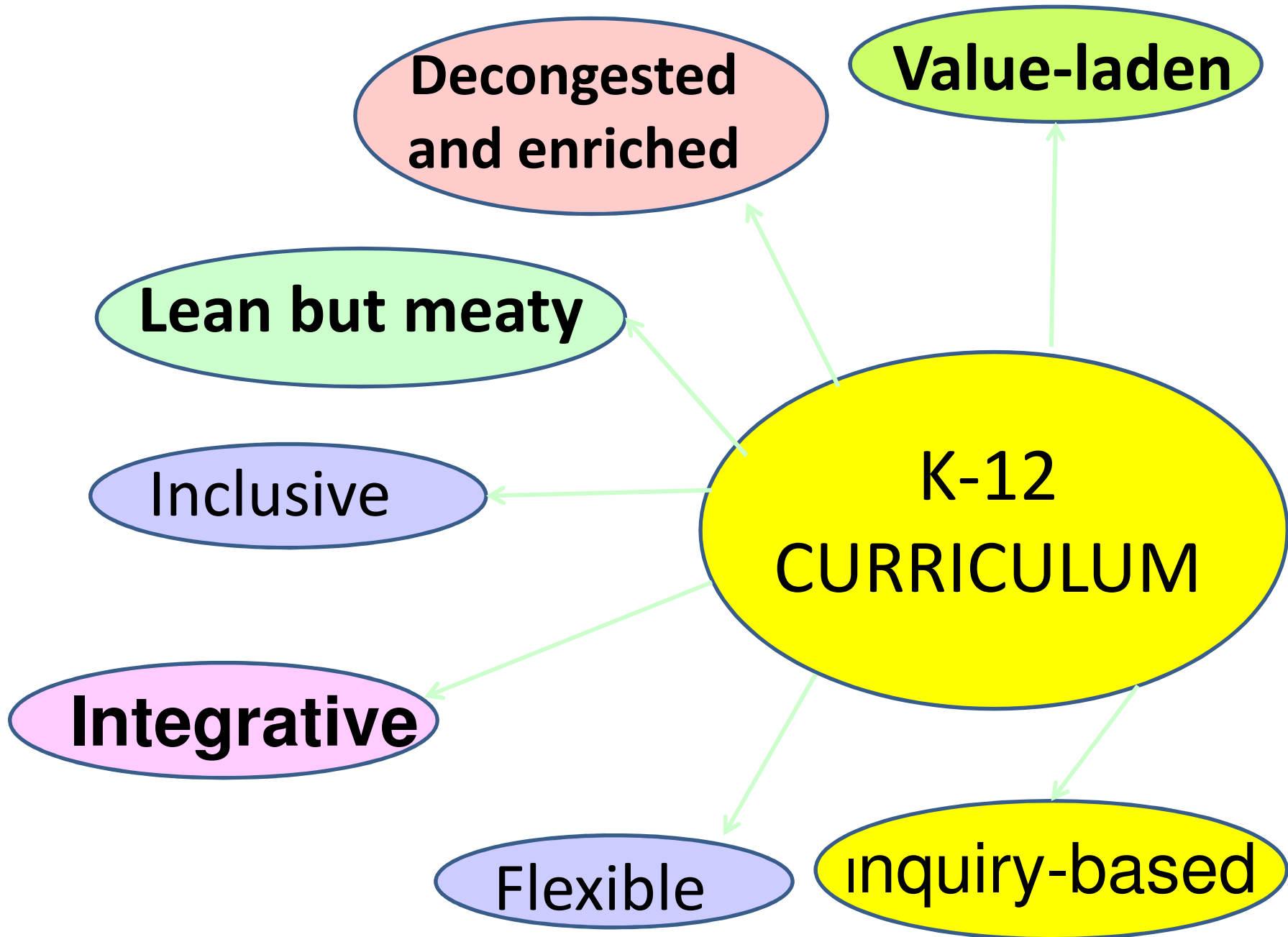
Learner-centered

Seamless

Balanced-
assessment

Constructivist

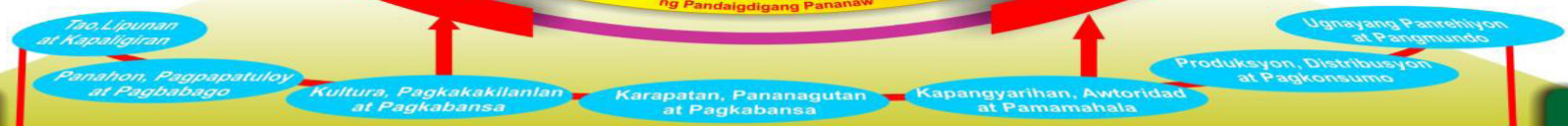
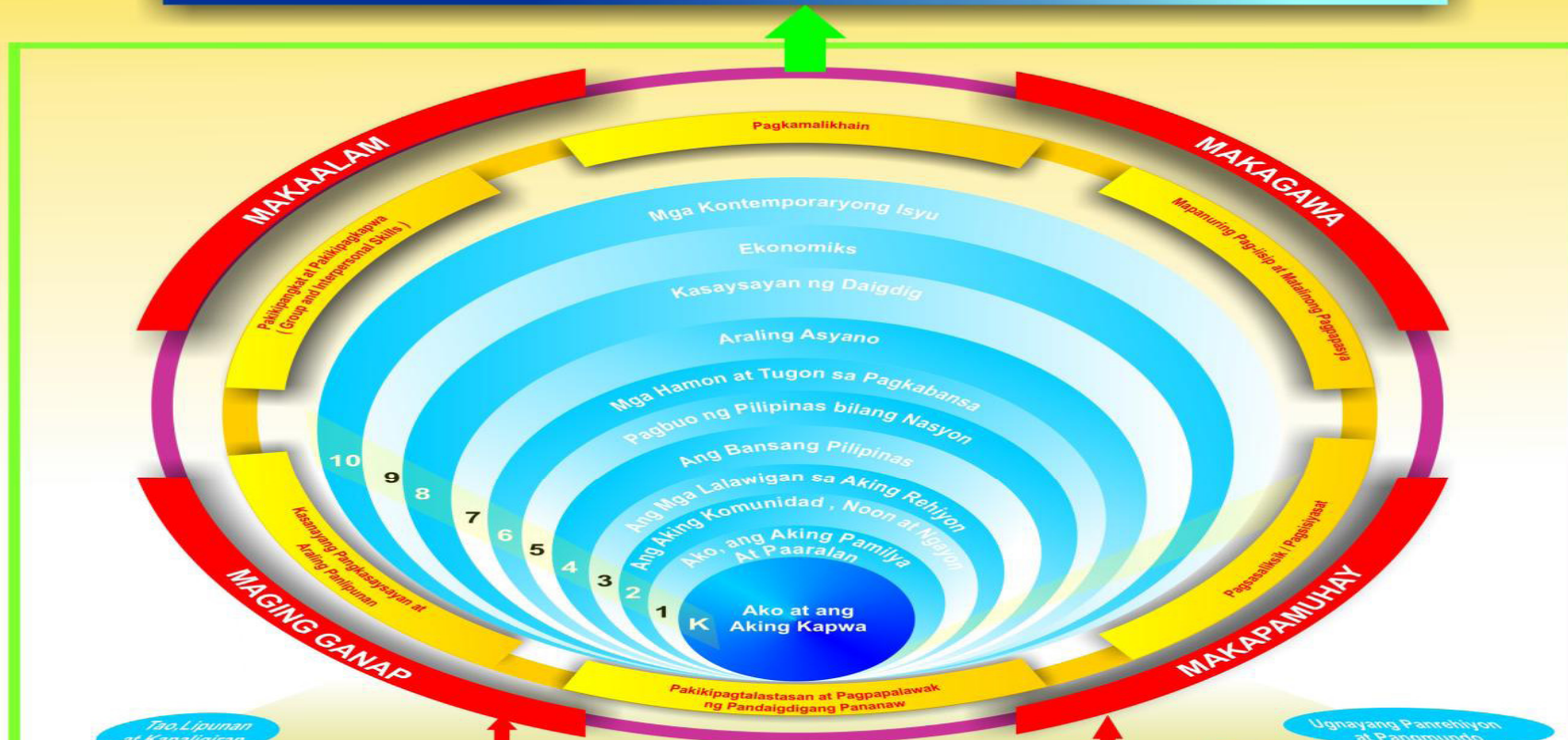
Developmentally
appropriate



How will the Social Studies Teacher respond to these challenges?

Understanding the Social Studies Curriculum

**MAKAHUBOG NG MAMAMAYANG MAPANURI, MAPAGNILAY, MAPANAGUTAN
 PRODUKTIBO, MAKAKALIKASAN, MAKABANSA AT MAKATAO NA MAY PAMBANSA
 AT PANDAIGDIGANG PANANAW AT PAGPAPAHALAGA SA MGA USAPIN
 SA LIPUNAN, SA NAKARAAN, KASALUKUYAN AT HINAHARAP**



MONITOR

EBALWYON

Goals of Social Studies

Mapanuri
Mapagnilay
Mapanagutan
Produktibo

Makakalikasan

Makabansa

Makatao

May Pambansa at
Pandaigdigang Pananaw

Pagpapahalaga sa mga
usapin sa lipunan sa
nakaraan, kasalukuyan, at
hinaharap



Makaalam

makagawa

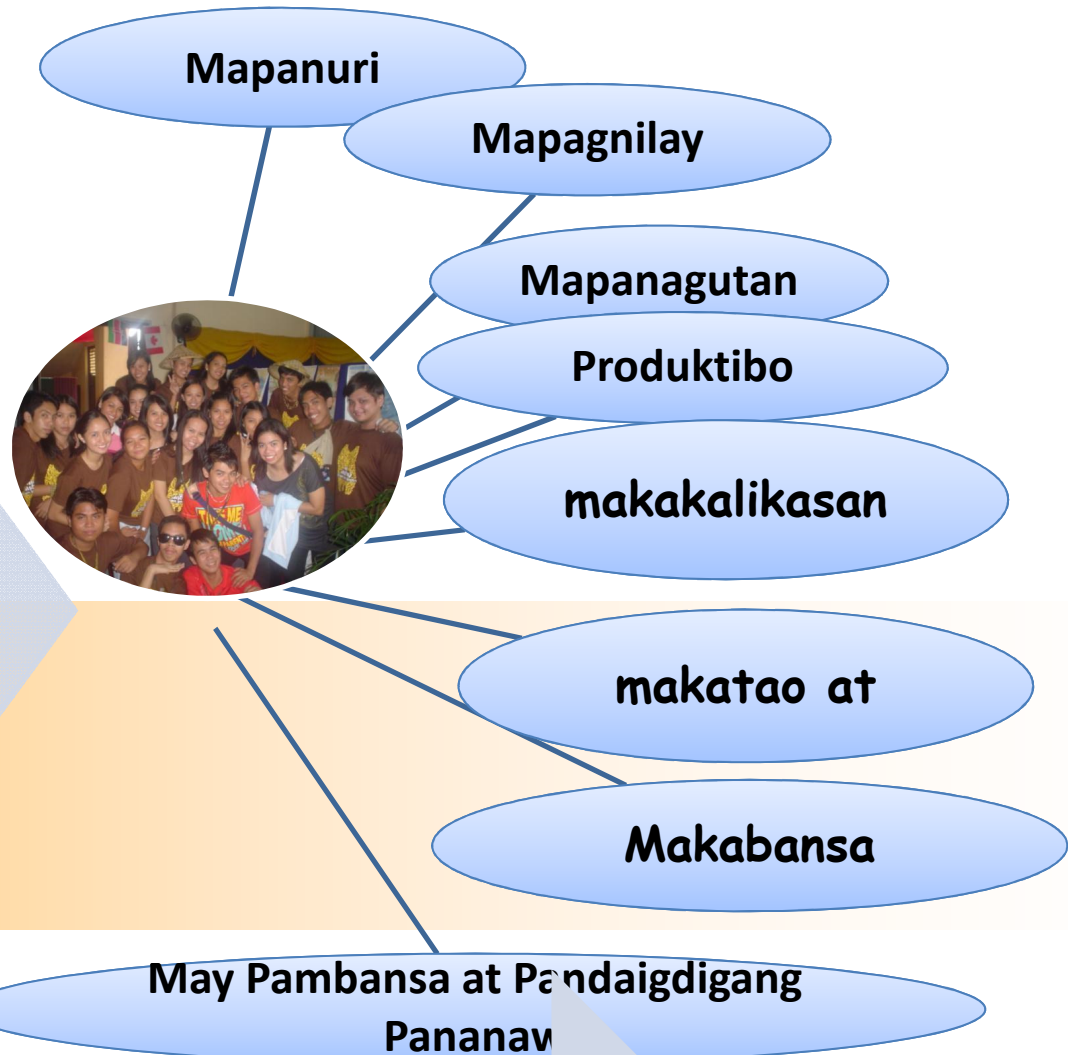
Maging ganap

makapamuhay

Mga Pilipinong Mag-aaral sa K-12: Pamantayang Pagganap at Kasanayan

Mga Kasanayan

- Pagsasaliksik at Pagsisiyasat
- mapanuring pag-iisip at matalinong pagpapasya
- Pagkamalikhain
- Pakikipangkat at Pakikipagkapwa
- pakikipagtalastasan at pagpapalawak ng pandaigdigang pananaw
- Kasanayang pangkasaysayan at Araling Panlipunan



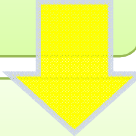
Nakaraan

Kasalukuyan

Hinaharap

Haligi ng Pagkatuto


Pamamaraang Tematiko -
Kronolohikal



Pasiyasat



Kolaboratib



Integrasyon



Interdisiplinari/
multidisiplinari

Haligi ng Pagkatuto

Constructivismo

**Kaisipan/Panuntunan sa
AP**

**Pagkatutong
Pangkaranasan at
Pangkonteksto**

**Mga Panuntunan sa
Pagkatuto**

Tema sa Grade 1-6

**A. Tao,
Kapaligiran at
Lipunan**

**B. Panahon,
Pagpapatuloy
at Pagbabago**

**C. Kultura,
Pagkakakilanla
n at
Pagkabansa**

**D. Karapatan,
Pananagutan
at
Pagkamamama
yan**

Tema sa Grade 7-12

**Tao,
Kapaligiran at
Lipunan**

**Panahon,
Pagpapatuloy
at Pagbabago**

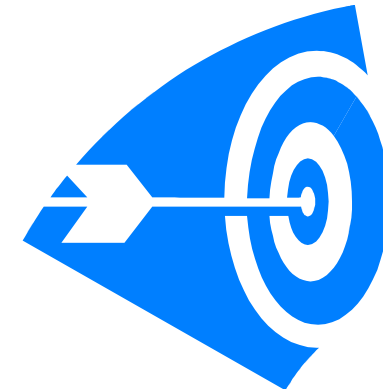
**Kultura,
Pagkakakilanlan
at Pagkabansa**

**Karapatan,
Pananagutan at
Pagkamamamayan**

**Kapangyarihan,
Awtoridad at
Pamamahala**

**Produksyon,
Distribusyon at
Pagkonsumo**

**Ugnayang
pangrehiyon at
pangmundo**



**Ano ang Direksyon ng Araling
Panlipunan sa K-12 Curriculum?**

Sakop at Daloy sa Araling Panlipunan ng K-12 Curriculum

K: Ako at ang Aking Kapwa

Antas 1: Ako, ang Aking Pamilya at Paaralan

Antas 2: Ang Aking Komunidad, Ngayon at Noon

Antas 3: Mga Lalawigan sa Aking Rehiyon

Antas 4: Ang Bansang Pilipinas

Antas 5: Pagbuo ng Pilipinas bilang Nasyon

Antas 6: Mga Hamon at Tugon sa Pagkabansa

Sakop at Daloy sa Araling Panlipunan ng K-12 Curriculum

Antas 7: Araling Asyano

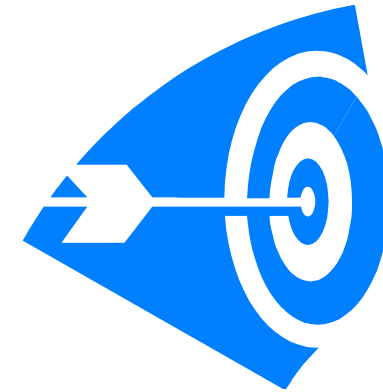
Antas 8: Kasaysayan ng Daigdig

Antas 9: Ekonomiks

Antas 10: Mga Kontemporaryong Isyu

Philosophy

Understanding Society, Culture and Politics



Thank you and Mabuhay!!!