



# Reflections on Transformative Reforms

---



# Panel Reflections on

- Transformative Reforms in Broad Strokes
- Curriculum Reform and Learning
- Teacher Education Reform

# “When Reforms Don’t Transform”

---

Reiterating 2008 Reflections

# Learning remained at the margins

---

**Superficial  
appreciation for  
Learning  
frameworks**

**Lagging in  
honing learners'  
21<sup>st</sup> Century  
Skills**

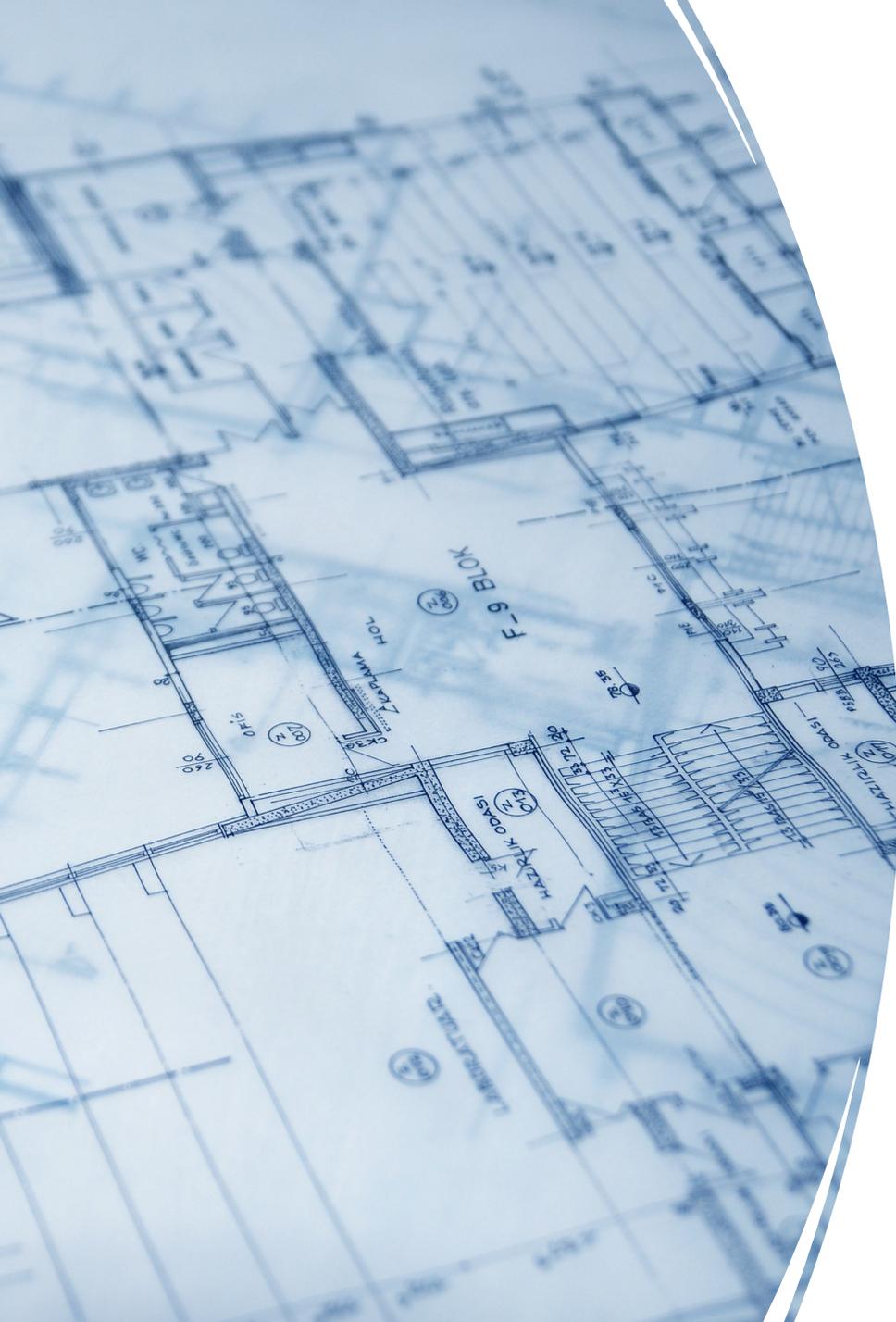
**Unmindful of  
the link between  
language and  
thinking skills**

# **“Excessive” Centralized Control**

---

- **One-size-fits-all implementation**
- **Hierarchical culture**
- **Culture of obeisance**
- **Stifled initiative**





# Unsustained projectized reforms

---

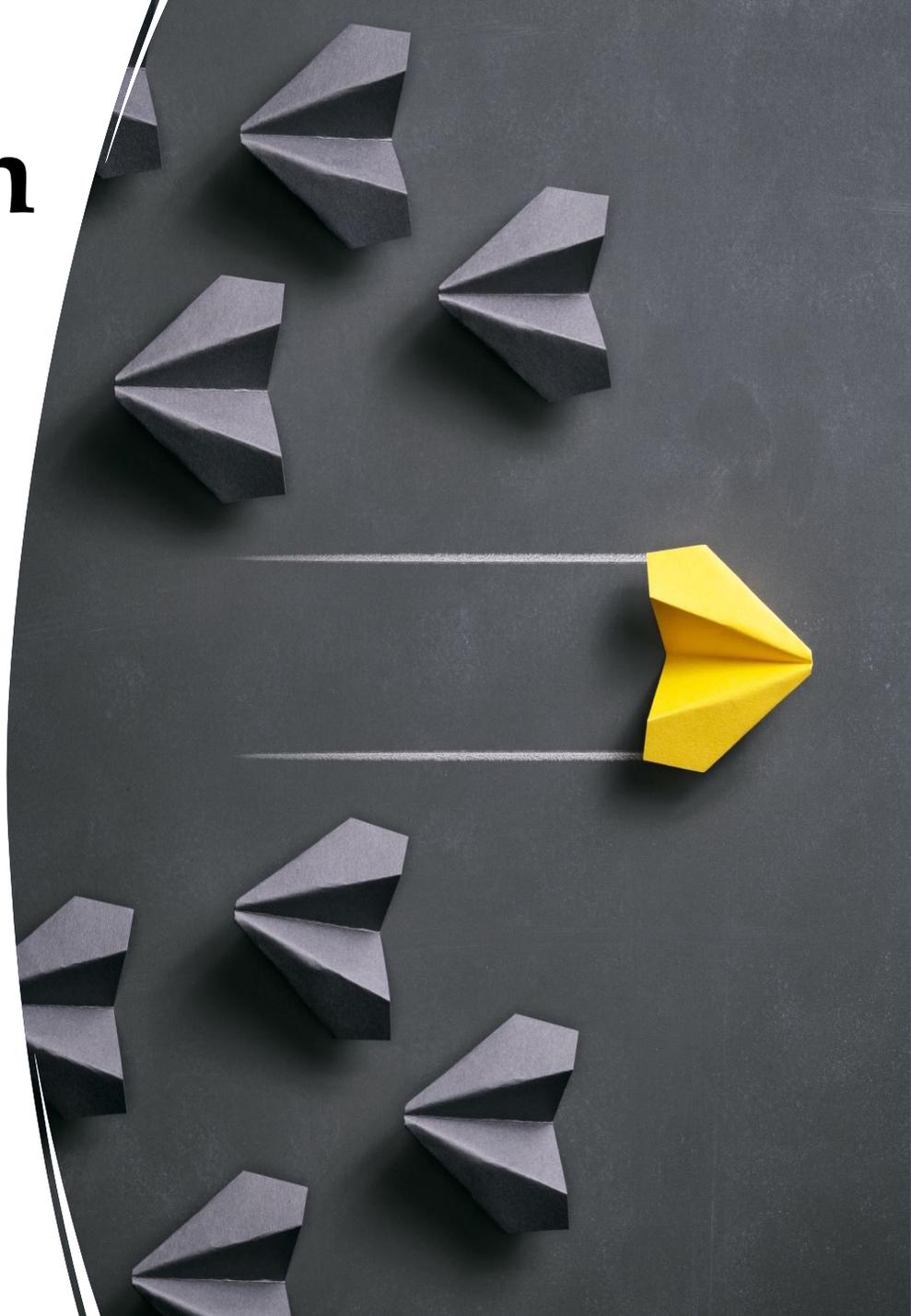
- Externally induced
- Waged at the margins of the bureaucracy
- Constraining the
  1. Harmonization of project outcomes
  2. Promotion of policy and pedagogical consistency
  3. Connection with broader social reform initiatives

# Transformative Reforms

---

# Education Transformation

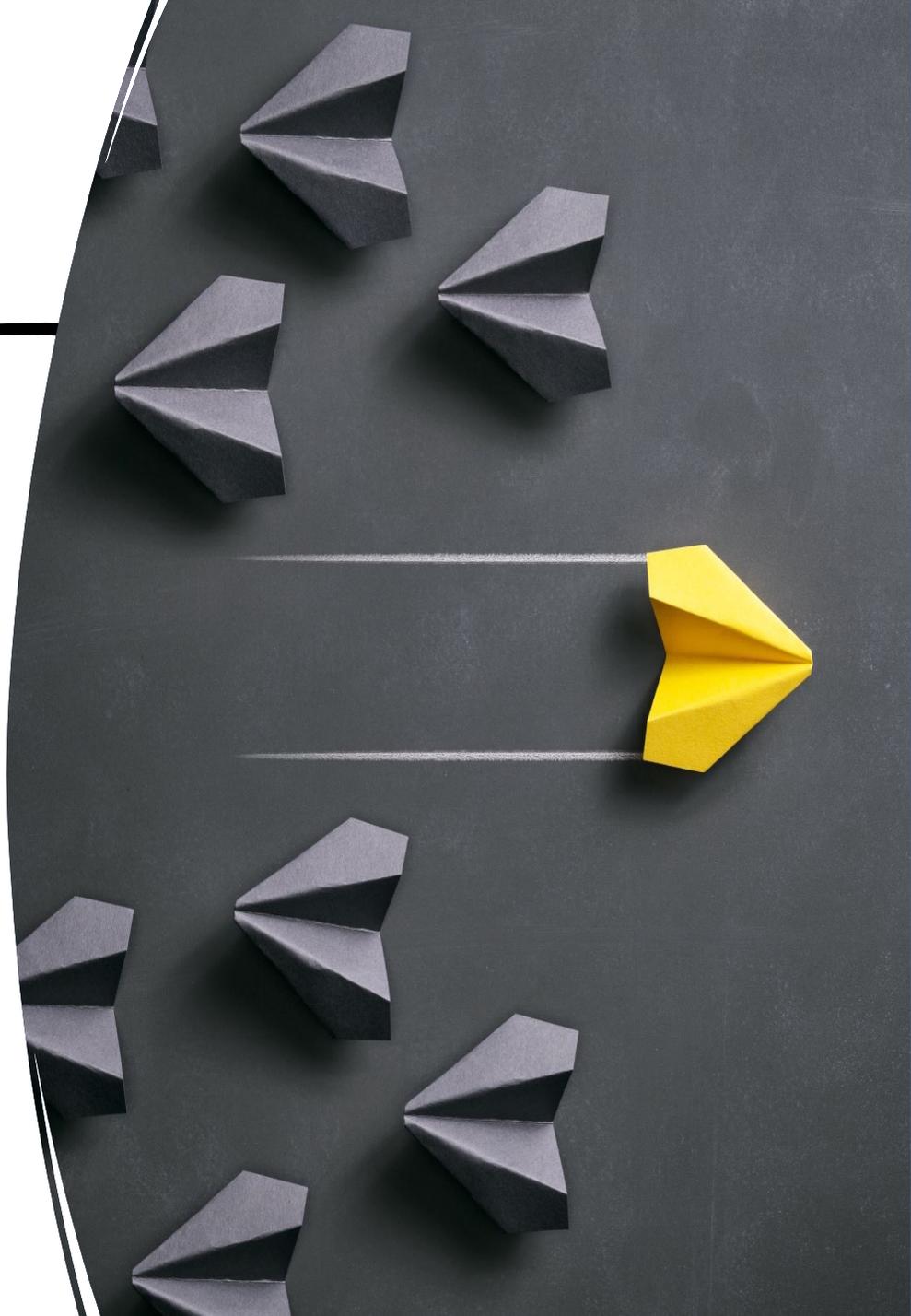
- 
- Significant and systemic (not incremental) changes
  - Rethinking and restructuring of education systems



# Rethinking Education Systems involve, among others

---

- Curricular reform
- Pedagogical innovations
- Incorporating digital tools
- Lifelong learning of teachers and education leaders
- Equity and inclusion
- Policy and governance changes
- Assessment and evaluation reform



# Education Reforms from 2000

**2001**

Governance of  
Basic Education  
Act (RA 9155)

**2007**

CHED: National  
Competency-Based  
Teacher Standards

**2008**

Basic Education  
Sector Reform  
Agenda (**BESRA**)

**2017**

National Adoption and  
Implementation of  
Philippine Professional  
Standards for Teachers

**2012**

**K-12 Reform**

CHED: CMO 46  
s. 2012

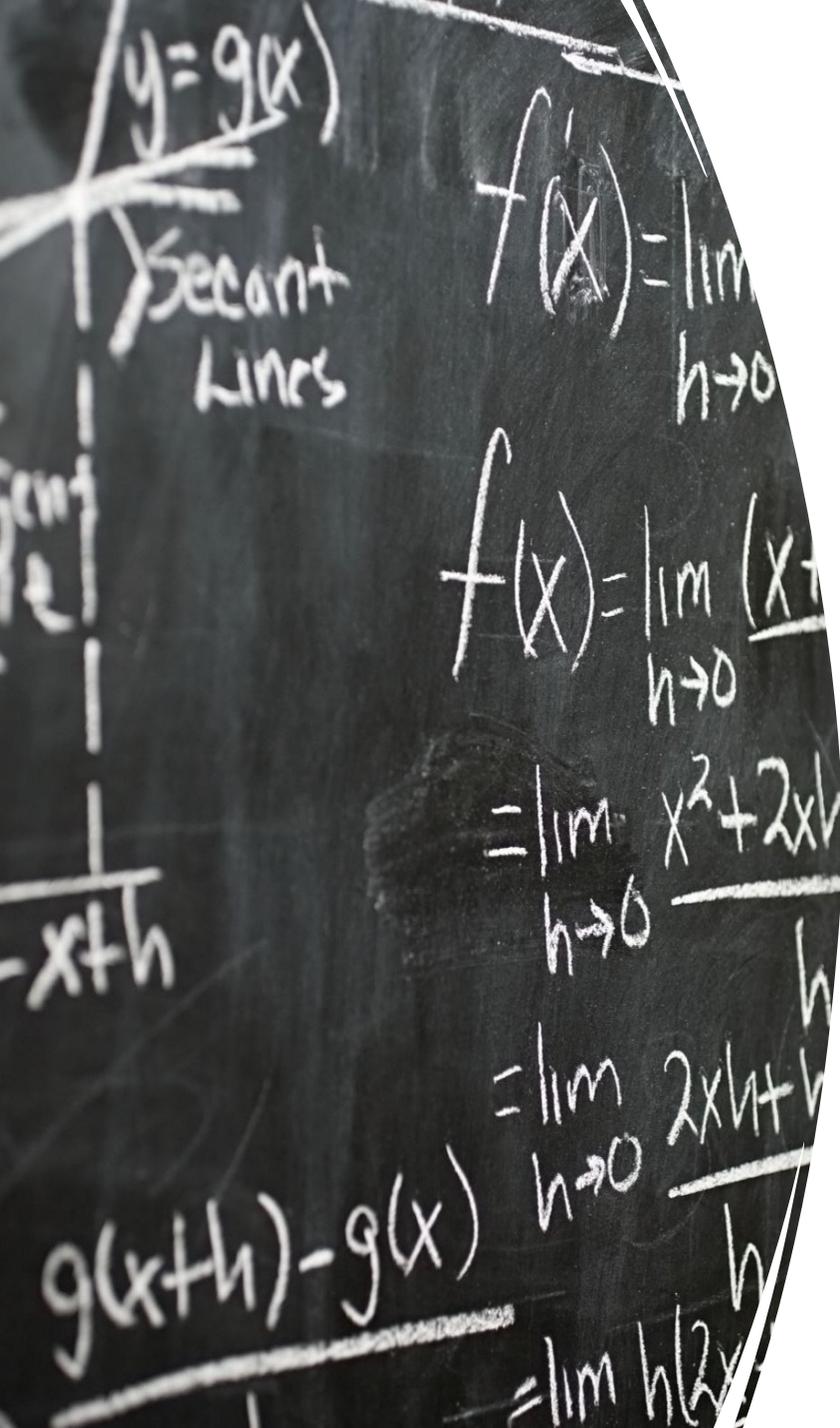
**1998 (started with  
competency-  
based)/2004**

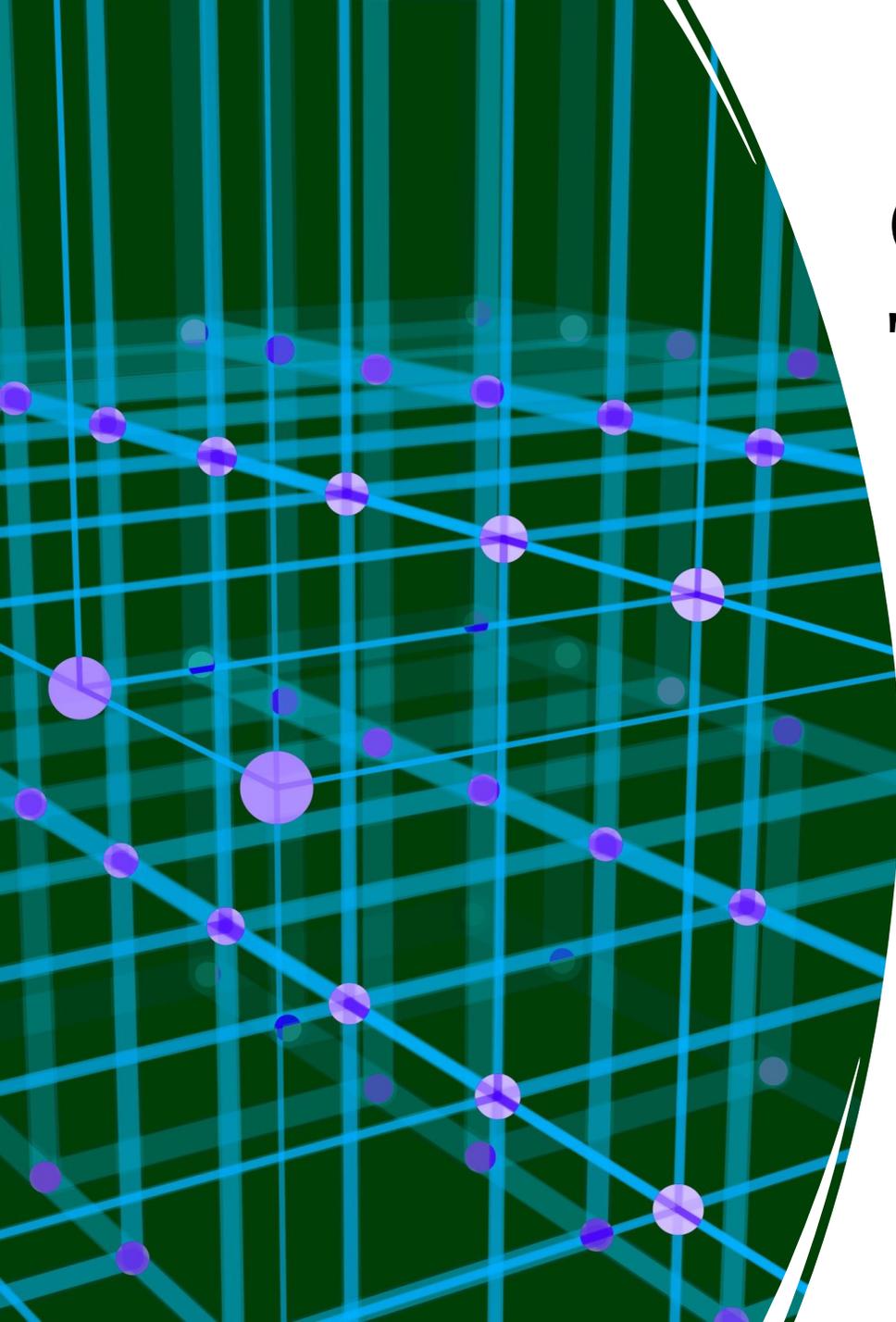
TESDA: Industry-Based  
Competency Training  
Regulations

# Some Features of Education Transformation

---

- Policy continuity
- Commitment to implement
- Trained implementers
- Implementation tracking; timely feedback
- Iterative adjustments
- Supportive systems beyond the sector

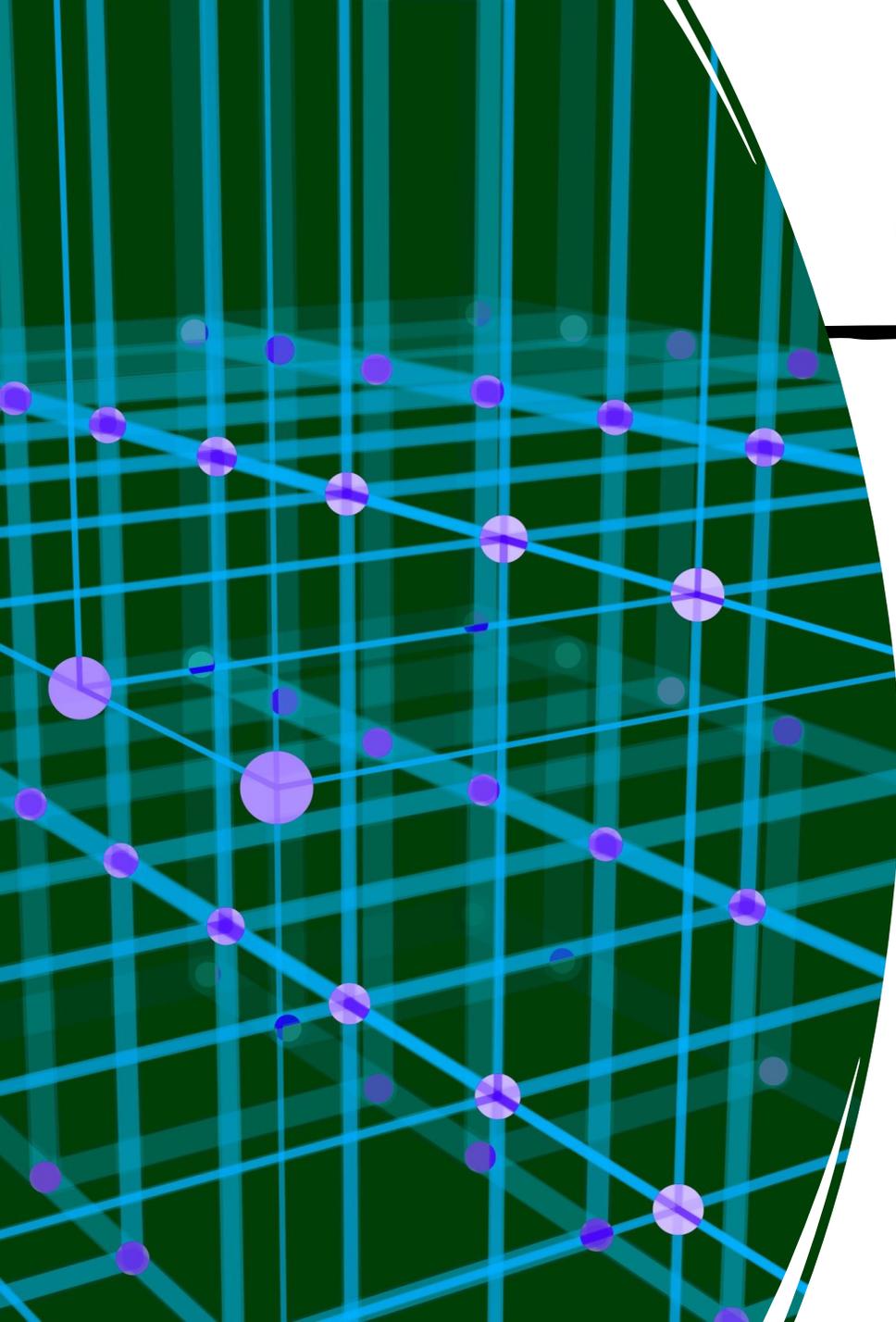




# Constraints to Educational Transformation

---

- Implementation is our Waterloo
- The “Reinventing-the-Wheel Syndrome” undermines policy continuity



# Constraints to Educational Transformation

---

- Beyond the Education Sector: Systems that Fail Us
- We continue to struggle with putting learning and the learner at the center of reform

