

## Foreword

### Retracing the Facets of Education for the Future

Globally, mankind has faced significant challenges that defined this era. The Fourth Industrial Revolution (FIRE) has introduced great leaps in technological innovations, but such may seem to have brought as well some form of complexity and uncertainty to people (Rahman, Hamid, & Chin 2017). The long running global health crisis instilled volatility, and ambiguity in all aspects including education (UNESCO, 2020). Hence, paradigm shifts in education (Education 4.0, learning continuity plans and frameworks) surfaced to mitigate further divide and disruptions, and help countries re-establish their economy.

Education has always been the source of hope for people. Transitions and transformations were installed to appease further impact of the global crisis to education. What then is expected of education in the post-pandemic era? How do we ensure that education will still run the world and develop future ready-generations of learners and a resilient society? In other words, how do we future-proof education?

Education thinkers believe that “getting back on track” for education means defining which track to take. Henebery (2018) shares the insights and philosophy of future-proofing education to anticipate the future and withstand generational catastrophe (Bennet, 2021; Brian, 2014). Four scenarios were designed by OECD which may be used to future-proof education. These scenarios emphasize moving beyond complacency and easy solutions. In fact, OECD described these scenarios in the context of analysis of the tensions and

paradoxes that cut across educational policy and research today and in the years to come. These four include extended schooling, outsourced education, schools as learning hubs, and ‘learn-as-you-go’ principle (Future Proofing Education, 2020 Autumn; Future Proof? Four Scenarios for the Future of Schooling, 15 September 2020; Henebery, 2018).

However, Bennet (2021) believes that shoring up the foundation and reframing education are contingencies suited in future-proofing education. Similarly, the eight articles of the December 2021 issue of *The Normal Lights* feature a revisit of the different facets of education to re-establish the core and affirm its thrust. Three of these articles emphasized their contributions to programs, paradigms, policies and standards in laying the core for a future-proof education (McKinsey & Company, 2021). Javillonar and Ema (2021) assessed the program implementation of the Philippine Alternative Learning System-Balik Paaralan para sa Out-of-School Adults (ALS-BP-OSA) in one of the school implementers. Based on their assessment, they believe that the program should be implemented in a broader scope to reach out to all the OSA in the locality and even in the country for a more comprehensive scope of literacy program. Explicit promotion of mutual understanding, and respect for differences of civic participation were espoused in the study on Civic Education (CE), Global Citizenship Education (GCE) and Multicultural Education (ME) in a university in Vietnam. Soriano, Mancao and Valencia (2021) believed that CE, GCE and ME should be integrated in the curriculum and pedagogical practices in a university to attain mutual understanding. Anchored on academically-focused and inclusive learning setting in STEAM (Science, Technology, Agri/Fisheries, Mathematics), Reyes, Bayten and Mercado (2021) compared the gender differences perceived by teachers and students on the current STEAM practices in Philippine Higher Education Institutions (PHEIs). The assessed differences in several

aspects of STEAM education (e.g., assessment, program, outcomes) suggest that gender disparity could be minimized in STEAM degrees through more robust gender policies.

Three articles feature laying the grounds in pedagogy and curricular program for a future-proof education. The article titled, *Filipino Pedagogies from Social Mimesis* (Reyes, 2021), highlights the pedagogical ideas of Filipino educators that contribute to the discourse of Filipino pedagogies. Reyes (2021) found three elements (inspiration, reflection, adaption) in the evolution of these Filipino pedagogies from social mimesis which may inform the development of customized pedagogical frameworks for Filipinos. In the aspect of curricular program, Simeon and Tabbada (2021) showcased teacher quality preparation through elaboration of the Philippine Professional Standards for Teachers (PPST), specifically Domain 1 (Content Knowledge and Pedagogies). Using Communities of Practice (CoPs) of Araling Panlipunan teachers, Simeon and Tabbada (2021) revealed that the study may be replicated in other specific learning areas to feature the teachers' knowledge and pedagogies relevant to the teaching of the content. On a similar track, Ogardo-Zara (2021) utilized the Technological, Pedagogical, Content Knowledge (TPCK) framework to train 107 preservice teachers to utilize and innovate with technological tools. She believes that the TPACK framework suits teacher professional development that evidently ensures knowledge and skill transfer, which will prepare them for the envisioned future education.

The last two articles in this issue focus on the main players in education. Noval (2021) explored the lived experiences of Filipino teachers as front liners of education during the pandemic. His study revealed the challenges, motivations and coping strategies of teachers during the prevalence of COVID-19 pandemic, which may help them prepare for the new normal. Finally, Lopiga (2021) featured the plight of students in future-proofing education. His study

evaluated the level of suicide potential and depression among college students including the risk and protective factors for suicide. He noted a substantial number of students with high level of depression and high level of suicide potential that may need clinical intervention. Lopiga (2021) suggests that institutions may tinker on hiring and posting psychologists and psychiatrists to cater to those who need thorough psychological interventions.

The current trend on future-proofing education goes beyond 21st century skills (Bennet, 2021). It expounds on being based upon the science of learning and evidence based research. In any paradigm for future-proofing, laying the groundwork and retracing education within our context may establish what suits us best. Our December 2021 issue offers good reads in these contents.

Happy reading!

*The Editor*

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