

## **ADOPTION OF COMMUNITY RESOURCE MAPPING TO ADDRESS ISSUES IN THE K-12 PROGRAM IN THE PHILIPPINES**

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### **ABSTRACT**

The Enhanced Basic Education Law (RA No. 10533) or the K-12 law, was mandated and implemented beginning 2013 to align the Philippines with the global 12-year basic education program. But the abrupt introduction of K-12 programs brought teachers serious challenges in instruction due to shortage of basic resources and lack of experience in teaching integrated courses due to disciplinal training in teaching degree programs in the country. With the government's call to strengthen partnerships with private organizations in order to improve the quality of education in the country, the education sector is encouraged to solve K-12-related problems by tapping on the rich resource in the community. This study adopted community resource mapping to solve issues on lacking resources teachers have to deal with as the K-12 program during its first implementation. Along the process of the 3-cycle action research, the study revealed that community resource mapping also helped teachers provide students with opportunities for authentic, contextual, socially constructive, and learner-centred learning that promote 21<sup>st</sup> century skills. This paper highlights Sustainable Development Goals 4 and 17 which discuss the importance of partnerships between school and community to attain good quality education. Most importantly, this paper promotes the call for incorporating relevant trainings in teacher education programs and professional development to provide experiences that support current and future teachers in developing community resource mapping skills to be used as part of their teaching practice.

**Keywords:** Issues in the K-12 implementation, Partnerships for sustainable development, authentic learning, Professional development for teachers, 21<sup>st</sup> century learning.