

GLOBALIZATION AND EDUCATIONAL GOVERNANCE: MAKATI CITY EXPERIENCE

By: Pompeyo C. Adamos III and Belinda C. Silverio

INTRODUCTION

In this fast paced world, a plethora of paradigms exist such as globalization and governance which affect the practices in the educational arena. An important issue in recent times is the reintroduction of anti-poverty targets in the global and local scenes such as the Millennium Development Goals (MDG) of 2015. With only less than four years away, the Philippines boasts of its achievements in most areas of the MDGs concerns such as education but which needs great focus and rethinking of policy actions (as said by most MDG reports of 2010). The latest data on the Philippines' Progress in the MDGs show that, "indicators for education are going down, attainment of the goals for reduction of maternal mortality may not be achieved, and the targets for nutrition may not be reached" (Briones in Social Watch MDG Report 2010).

This paper re-examined the concepts of globalization, governance, and the Millennium Development Goals, with a particular target on universal primary education since anti-poverty targets such that of the MDGs include a good part of providing accessibility of education in the primary level. Filipino children have been battling the issue of systemic poverty in the country since World War II or even from the time of the Spanish and the American occupation. Being a former colonized and now independent developing country, there are problems regarding the availability of education for all citizens, especially the poor. Legazpi (2001), however, mentions that the local government has the ability to introduce an "enabling environment for its citizens, the business sector, and the civil society for them to be a part of development and of course good governance. The Makati City Government is a best example in showing the "enabling" factors especially in the delivery of basic services to its citizens or constituents. But in Makati, a "duality" exist within its populace. The economically-rich Makati and the poor Makati (<http://www.makati.gov.ph>). This duality could explain the gap between the "enabling" policies and actions of both the local government and the Department of Education, Makati City School Division, while having an unexpectedly average or low public educational performance rate (using the gross enrolment rate, participation rate, cohort survival rate, completion rate while there is a rising dropout and transition rate).