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SOCIO-IDEOLOGICAL REPRODUCTION IN FILIPINO WORKERS EXPORTATION: A VIEW ON SUSTAINABILITY EDUCATION

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Abstract

This paper examines the Philippine education context, in particular the K to 12 curriculum and its related education reforms, with reference to the ideas of UNESCO's Education for Sustainable Development (ESD) and sustainable education by Stephen Sterling (2001). This paper explores the argument that ESD, being part of a market-driven curriculum, seems to make curriculum offering heavy in a way that it focuses on themes and concepts rather than fundamental skills needed in achieving sustainability, and thereby becomes a contributor on the problem of achieving sustainable development. Moreover, this paper posits that educational atomism occurs as learning content and experiences becomes isolated based on the context and needs determined in a market-driven curriculum and therefore induces the case of job mismatch and contributes to reproducing the condition for Filipino workers exportation. Thus, gearing away from the partial and accommodatory market and labour driven curriculum and focusing on a sustainable education curriculum is needed to emphasise on fundamental skills that would capacitate individuals to achieve sustainability. This paper aimsto contribute to the on-going discourse on sustainable education and reforms.

Keywords: Curriculum policy, Overseas Filipino Workers, Education for Sustainable Education, Sustainable Education

■1.0INTRODUCTION

This paper discusses both the Education for Sustainable Development (ESD) of UNESCO (2016) and Sustainable Education (SE) of Stephen Sterling (2001). It focuses on these two different paradigms and uses the mismatch of skills of Filipino employees in which a primary reason for the exportation of labour. UNESCO's view on sustainability is on human survival and well-being, thus, the Sustainable Development Goals (SDG) were established as a universal call and direction to end problems which may lead to a global breakdown in the future. Likewise, Education for Sustainable Development (ESD), becoming part of the curriculum, has been viewed as an instrument to achieve SDG by empowering people to make informed choice on their actions towards the environment, economy, and the society. However, ESD seems to make curriculum offering heavy in a way that it focuses on themes and concepts of sustainability rather than fundamental skills needed in achieving sustainability. This poses a problem on achieving genuine sustainable future as the curriculum becomes partial and accommodatory (Sterling, 2009). Hence, education becomes a contributor on the problem of achieving sustainability. This is seemingly evident on the way how curriculum aligns itself to sustain the needs of the market paving the way for the industries to determine the content of the curriculum depending on the needs of their existing context. This paper uses this perspective to understand the sustainability of Filipino workforce as the Philippines is an exporter of workforce worldwide (Philippine Statistics Authority, 2016).

This paper argues that educational atomism occurs as learning content and experiences becomes isolated based on the context and needs determined by the market. Educational atomism, as defined by Barr and Tagg (1995), fosters segmented and isolated routines of teaching without understanding. In the context of a market-driven curriculum where great aspects of its development and content is influence by the needs of the market, the curriculum does not match the current needed job as the determined content was decided by the market based on the existing needs prevalent during the time the curriculum was being crafted (Apple, 2012). This induces educational atomism where there is a disconnect on the current need and what has been taught and thereby contributes to the case of job mismatch and the condition for Filipino workers exportation. A paradigm shift is needed to genuinely progress towards sustainability. A paradigm shift from a market-driven curriculum to a sustainable education curriculum would capacitate individuals with fundamental skills in achieving sustainability. Such sustainable education according to Sterling (2001) will capacitate individual with the foundation skills needed to achieve sustainability despite the changing context of the society.

■ 2.0 SUSTAINABILITY AND EDUCATION: OVERVIEW AND PROBLEMS

In 1992, a collective effort has been made to address sustainability problems of the world during the Earth Summit in Rio de Janiero. This meeting sparked an era of global movement of Education for Sustainability (ESD). The major theme of ESD as seen in the coding scheme of UNESCO is related to "human survival and well-being." This strong views on human survival and well-being have been seen by UNESCO, a powerful and authoritative voice, that decades from its conception, a possible global breakdown that can be either

characterised by "environmental deterioration, inequity, disease and violence or global breakthrough to peace, cooperation and shared well-being." (Sterling & Thomas, 2006, p. 350). In a span of three decades, ESD has metamorphosed from just a recommendation to UNESCO in 1974 to a collectively understood or misunderstood development goals (Mc Evoy, 2016). However, the ESD can only be fully understood on the context of why it has been conceived in the first place.

The rising concerns about the environment and the world that we live in and how to essentially be sustainable gave enough help to make a lot of the citizens of the world to be aware of this problem. UNESCO (2017, p. 7) makes it clear in their paper that:

> *"Most people in the world today have an immediate and intuitive sense of the urgent need to build a sustainable future. They may not be able to precisely define 'sustainable development' or 'sustainability' – indeed, even experts debate that issue – but they clearly sense the danger and the need for informed action. They smell the problem in the air; they taste it in their water; they see it in more congested living spaces and blemished landscapes; they read about it in the newspapers and hear about it on radio and television…"*

This idea resonated throughout the 20th century and continuously resonating until today. However, concretising on how to solve the 'sense of danger' stated by UNESCO makes it problematic to scholars, policy makers, world leaders, and other stakeholders around the world. The most popular solution for sustainability is the Sustainable Development Goals of UNESCO. However, there are many definitions of sustainability see, (Jickling & Sterling, 2017; Johnston, Everard, Santillo, & Robèrt, 2007; Mc Evoy, 2016; UNESCO, 2017) that makes the discourse perplex. However, the Pillars of Sustainability presented by Fien (2001) provides a holistic view of this critical problem (Scoullos, 1997). He said that the pillars of sustainability are grounded on four interrelated systems which can be supported by four interrelated principles of sustainable living. Table 1 and Table 2 present what Fien (2001) describe as critical problems in sustainabilty.

Table 1: Pillar of Sustainability - Four interrelated systems

Interrelated Systems	Descriptions
Biophysical system	It provides the life support for all life, humans and non-humans
Economic systems	It provides continuing means of livelihood, both jobs and money, to people
Social and cultural systems	They provide ways for people to live together peacefully, equitably with respect to human rights and dignity
Political systems	It gives a platform for power to be exercised fairly and democratically to make decisions about the way social and economic systems use the biophysical environment.

Table 2: Interrelated Principles for Sustainable Living

Interrelated principles	Descriptions
Conservation	ensuring that natural systems can continue to provide life support systems for all living things, including the resources that sustain the economic system
Peace and equity	encouraging people to live cooperatively and in harmony with each other and have their basic needs satisfied in a fair and equitable way
Appropriate development	ensuring that people can support themselves in a long-term way. Inappropriate development ignores the links between the economy and the other systems in the environment
Democracy	ensuring that people have a fair and equal say over how natural, social and economic systems should be managed

Thee four principles of sustainable living stem on problems that arise and continuously surfacing the world. For instance, issues on conservation in the context of India is not only the loss of supply from natural resources but also systemic problem of dishonest, partial, and inefficient bureaucracy, which includes policy makers, judiciary, and law enforcement agency (Roy, 1998). Similarly, the issue of appropriate development in relation to urbanization, one of the key challenges in establishing appropriate development in large metropolitan areas is the "preservation of quality urban life, the protection of urban identities, the valuing of local cultures, and the promotion of cultural expressions"(UNESCO, 2016, p. 17). As urbanization continues to change the way society is presented, the understanding of culture, old and new, will be key in addressing the societal needs of the continuing evolution of the modern urban life. Likewise, peace and equity has long been problematic to different countries. As a result, violence and massive conflicts between peoples are not just only evident on history books but also on a day-to-day encounter. In a recent survey by The World Bank (2018), two billion people live in countries where development outcomes are affected by fragility, conflict, and violence in which by 2030, the share of global poor living in fragile and conflict-affected situations is projected to reach nearly 50%. Consequently, it creates vulnerability and fragility to people living in extreme poverty to be violated and to encounter conflict. In a study done by Organization for Economic Cooperation and Development, 62% of people living in extreme poverty will be in countries at risk of high levels of violence.

With these issues facing the world today, UNESCO came up with 17 Sustainable Development Goals (SDGs). One of these SDG focuses on Education for Sustainable Development (ESD). UNESCO believes that through education, SDG can be instrumentally achieved. It is widely believed that education is a fundamental requisite as a better means of enhancing the growth and development of every person. It is through this system that most believe can serve as an impetus for improving the societal status of a country regarding health, equality, gender, peace, and stability. Indeed, education is a powerful tool to shape the world of tomorrow. Therefore, according to UNESCO, education is their top priority as they view it as a basic human right and a foundation that can build peace and drive sustainable development (Mc Evoy, 2016). For IrinkaBokova (2012), Director-General of UNESCO, education is the most powerful path to sustainability and that economic and technological solutions, political regulations or financial incentives are not enough. A need for fundamental change in the way people think and act is necessary. As a result, the ESD has been defined as:

> *"…[a system that] empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning [sic] and is an integral part of quality education. ESD is holistic and transformational education, which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society."*
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> *(Mc Evoy, 2016: 10)*

According to UNESCO (2016), ESD themes include climate change, disaster risk reduction, sustainable livelihoods, sustainable consumption and production, biodiversity and poverty reduction. As a result, ESD is an integration of the interrelated systems and principles of sustainable living that uses education as a platform to develop skills that can "can enable all citizens and, through them, our social institutions, to play a role in the transition to sustainability… it encompasses a vision for society that is not only ecologically sustainable but also socially, economically, and politically sustainable." (Fien, 2001, p. 6).

With this, member countries adapting ESD in different levels such as (1) inclusion of ESD to national educational agenda, (2) ESD as mandatory to national curricula, (3) ESD as mandatory to teacher education, (4) ESD as part of student assessment, (5) mandating climate change and environmental awareness at any level of education, among others have increased in a span of 4 years from 2008 to 2012 (UNESCO, 2016).

However, UNESCO's ESD, the probable answer to sustainability problems seem to have been facing its own problems. While ESD is an integrated system that focuses on themes and sustainability concepts, it added to the existing heavy curricular offerings. It appears that making a population aware of environmental and ecological problems, there lies a problem of foundational skills. Therefore, academic institutions' response to ESD became partial and accommodatory rather than full and transformative. In this perspective, ESD faces a profound paradox. In the words of Stephen Sterling (2009):

> *"…[a system that] empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning [sic] and is an integral part of quality education. ESD is holistic and transformational education, which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society."*
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> *(Sterling, 2009: 109)*

Sterlingsuggests that instead of change of policy, there should be change of ethos in education that involves not just only knowing sustainability concepts but developing foundational skill, so learners can be critically aware of their environment. Therefore, an individual will have tools to be sustainable in the world rather than educating them the how's of sustainability that can be seen as a 'stop-gap' measure. With this Stephen Sterling calls it sustainable education (Jickling& Sterling, 2017; Müller-Christ et al., 2014; Sterling, 2001, 2004, 2009, 2010).

■ 3.0EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE PHILIPPINE CONTEXT

Sustainable Education

Sterling's argument about Sustainable education implies that the shift is holistically and not by piece meal and thereforefocusing on the shift of education ethos as whole. Sterling believes that, while ESD gives awareness to individuals about their environment and issues on sustainability, it does not provide introspection and reflexivity to the person. Singleton (2015, p. 2) emphasises that a shift must happen to realise the promise of sustainability. He succintly defines this shift as a viewing environmental care from a "commodity to a community, from consumer to conserver, from short-term reactor to long term evaluator." Similarly, Sterling (2004) believes that this shift is necessary to achieve genuine understanding of problems of sustainability and as he calls as the 'emergent postmodern ecological paradigm' where a shift from reductionism to holism, from objectivism to critical subjectivity, form relativism to relationalism. The problem for ESD in this paradigm is that education itself contributes to the unsustainability problems. Since the education itself focuses on teaching (teacher-centric) rather than learning (student-centric), it curtails essential skills for learners to be sustainable. In the strong words of Paulo Freire, 'the oppressive nature of education.' Since ESD focuses on SDGs, the basic foundation skills were assumed to be existing, therefore, education becomes atomistic. This educational atomism is explained in the context of Philippine curriculum and how education only prepares learners in a very specific skill that the market requires.

Educational Atomism

In view of the foregoing goal to sustain the economy running and the human capital resource, as well as to address the issues of job mismatch and unemployment, the Philippines through its education seems to emphasise on the creation of curriculum as a policy to set minimum requirements that would fit the needs of the market as explicitly manifested on the aforementioned educational reforms. Furthermore, these reforms, like the K to 12, are said to be consistent on Education for Sustainable Development as some educational activities on sustainable development have been implemented already before the actual implementation of the UNESCO ESD framework (Choi, 2011). However, it is imperative to look into the impact to the Philippines of a market-driven curriculum as the concept of sustainability itself has a property of evaluation of indicators as well as looking into its environmental, economical, and social aspect (Feil, Schreiber, Feil, & Schreiber, 2017). This means looking into how education through curriculum affects sustainability being an accommodatory institution to the market as facilitated by the government.

Looking into one of the curriculum reforms which has an aim of aligning itself to the needs of the workforce and the global standards, the K to 12 posits a bit of an irony in terms of sustaining the needs of the market as well as the needs of the members of the society. In 2017, the Cebu IT-BPM Organization, Cebu City government, selected academic institutions, and IT-BPO players rolled out their plan of training public senior high school students to speak in English using a computer program as this has been viewed as a solution to address the future problem of workforce supply in the BPO industry for the year 2019 due to the absence of college graduates of the said year (Cacho, 2017). Ironically, current Philippines' Department of Education secretary Leonor Briones (as cited in CNN Philippines, 2018) states that training students to speak in English to qualify to a call centre job may be a sign of being left behind as call centre agents in other country are being replace by robots, and added therefore that what is needed is for the students to be the taught on how to be the one to make the robots. It should be clear in this example that learning a language is also a fundamental skill for learners to adapt. However, while this example shows the edge of creative thinking as a sustainable education foundation skill, this also shows an opposition between the intended outcome of alignment to the needs of the market according to the curriculum and to the emerging needs as of the moment which maybe outside or not included in the curriculum. This then raisesa question of whether the market-driven curriculum sustains the needs of the learners to become sustainable or does it only address the needs of the market during the time it was being crafted.

Seemingly, atomistic learning is being induced by a market-driven curriculum as it highly emphasises on the present needs of the market and may therefore oversee foundation and tool skills for sustainability such as critical awareness. Barr and Tagg(1995) emphasise on the numerous properties of atomistic learning by pointing out that it is a part of the old instruction paradigm. Further, education atomism exhibits the disconnection of routines without understanding. Being rudimentary and based on stimulus-response relationships, it fosters fractionated instructions that operates on only one or limited kind of experiences. In a market-driven curriculum, learning is disconnected as what is deemed important are those needed by the market which limits one's understanding of the whole part of the learning experience considering the multiple aspects and dimension of the society and its sustainability. Since it is based on specific needs of the market, it is simplistic in a way that it only approaches a problem on a behaviourist and positivist approach and provide limited and rigid experience depending on the choice of the market. These then, as Freire describes, inhibits development of critical awareness which is a learning process of uncovering real problems and actual needs as cited in Rugut and Osman (2013). A process which is crucial in understanding problems and generating solutions.

Failure to address unemployment and underemployment is seemed to be an effect of atomistic learning in the curriculum as skills where people are trained of become outdated due to the changing needs and context of the workforce and the environment. For instance, Filipino workers exportation abroad is an effect of the inability of the market-driven curriculum to instil critical awareness and tools for sustainability for its learners to adapt to the changing needs of both the market and the society.

Market-driven Curriculum in the Philippines

In the process of using education as a means to address underemployment and unemployment, the Philippine government seems to exercise its power in the school curriculum. Investing in education to raise the country's human capital gives the government a role complementing the market by producing the types of workers needed by existing and emerging industries inside and outside the country. This role of the government is possible though executive and legislative processes that set minimum standards of the school curriculum which would be aligned to industry needs and global standards. Evidence to this are the explicit statements on the executive and legislative documents such as provisions for benchmarking education along global standards and improving access to it in priority areas to ensure availability of human resources (National Economic and Development Authority, 2004), consultation and linkages with industry partners to identify jobs with specific competencies and produce the type of workers needed by the industries (National Economic and Development Authority, 2010), pursuit of market-driven education and training to address the needs of industry and services, as well as development of curricula which focuses on science and technology, entrepreneurship, agribusiness, software and vocational skills in the senior years of K to 12, and alignment of learning outcomes in the curricula to labour-market-driven policy and international standards to facilitate mobility of workers between industry sectors (Republic of the Philippines, 2017). Participations of the industry-partners as stakeholders and members of the curriculum consultative committee in the crafting of the curriculum, like of those in the K to 12 curriculum allow identification and standardization of competencies needed in the industry and are included in the curriculum as agreed by other stakeholders and lead-government agencies like the Department of Education, Commission on Higher Education, and Technical Education and Skills Development Authority. Through these mandates, which are translated into concrete policies and programs, the government through education facilitates security of availability of needed workers and employees that would sustain the production of goods and services of existing and emerging markets.

Such hand of the government in facilitating the creation of the curriculum to complement the needs of the market seems to foster a neoliberal route where capitalist ventures appear to be prevalent. Deviating from the view that capitalism is just a system of markets where capitalists profit at the expense of the society and basing it on the view that capitalism is an indirect system of governance for economic relationships which involve political economy (Scott, 2009), the Philippines seems to exhibit features of capitalism as its government sets frameworks, regulations, and context of decentralization for the markets to do corporate strategies that would sustain the investment-wage-profit relationship. This is evident on how the Philippine government determines frameworks where markets can operate to employ strategies that would sustain and create itself which may focus and generate profit. Such intervention and enforcement of regulatory terms and conditions by the government to the market is necessary to estimate the social costs and benefits of the markets in the economy and translate it to the needs of the society. In the context of attempting to sustain the country's human capital by supplying the needed workers and employees, the government allows itself to facilitate the creation of the curriculum in lined with the needs of the market to solve the problem of employment and underemployment and determine and allocate benefits the Philippine society would gain in doing so. As such, ESD in the curriculum, at least in this context, is a product of integration of economic, social, cultural, and political systems that aims to address and sustain the needs of the seemingly capitalistic society by inclusion of themes and concepts of livelihood, consumption, and production.

The link established through economic relationships between government, the market, and education seems to make a market-driven curriculum acceptable as one social institution complements the function of the other. The concept of interdependence of social institutions to one another is seemed prevalent on the way education is facilitated by the government to address the needs of the market. Hence, education through the curriculum seems to be used as a form of power by the government to impose rationale, frameworks, and standards geared towards the needs of the market and thereby reproducing and legitimizing further the capitalist features of the society (Apple, 2012). Such interdependence and complementation of social institutions to one another seems to foster a functionalist approach where institutions perform functions to serve the perfect whole and where education provides knowledge legitimate in a way that its part of the common culture (Sever, 2002). The economy, as part of the common culture, links social structures together and make its social institutions accept institutionalization and practice of functions that would keep the economy running. Examples of these aforementioned functions which are institutionalized and practiced are the facilitation of government to the needs of the market and participation of industry sectors in curriculum development. The government, market, education, and possibly even the family as a social institution, seem to view such functions necessary to establish stability in the society and keep the economy running. As such, centrality of emphasis and actions may seem to become driven by the economic system majorly instead of a balance interrelationship of the pillars of sustainability. While economic, social, cultural, and political systems are in essence really interrelating with one another, a deviation of greater emphasis to one system, on this case in favour of economic systems, may foster problems in achieving sustainability in the social, cultural, and political systems.

4.0SUSTAINABILITY OFFILIPINOS AND EDUCATION

Filipino Employment Opportunities

Filipino workers seem to migrate to foreign countries primarily for socio-economic reason. The lack of opportunity to get a job, which would provide efficient income to sustain their and their family's needs, makes them choose the decision of leaving and migrating for work in foreign countries. They view this as a means to have a job that would capacitate them to provide and to have financial stability. In a study of de Dios, Dungo, and Reyes (2013), Filipino labourers abroador most commonly referred to as Overseas Filipino Workers (OFW) prefer to migrate or work abroadthan to stay in the Philippines so that they can earn money to provide basic needs such as education for their children, house for their family, and to support even their family's basic needs like daily food. Notwithstanding the efforts of the national government to provide work for their citizens, a common dream of Filipino workers is to find decent job outside Philippines. The exploratory study of de Dios and his colleagues give insights on the rise of poverty incidence along with increasing unemployment and underemployment rates, associated with ballooningpopulation and unemployed college graduates. These are some of the reasons why Filipinos of working age do not take chances on working in the Philippines. The absence of opportunity to efficiently provide their needs, through a job, binds the possibly multitude of reason, which includes poverty, unemployment, and underemployment, of why Filipino workers migrate to work abroad.

Unemployment and underemployment among others are causes of Filipinos finding work abroad that would generate efficient income, has been one of those that educational reforms wanted to address over the years. During the time of former Philippine President Gloria Macapagal Arroyo (as cited in National Economic and Development Authority, 2004), benchmarking the quality of education, technology, and skills along global standards to improve productivity and competitiveness, and improving accessibility to education in priority areas like of those in economic zones to ensure continuous availability of human resources, was an explicit employment enhancement strategy to enable skills of workers to compete in the global economy. Reforms like this in education intensified during the time of former PresidentBenigno Aquino III. In President Aquino'ssecond State of the Nation Address (SONA) in 2011, he highlighted the collaboration being done between DOLE [Department of Labor and Employment], CHED [Commission on Higher Education], TESDA [Technical Education and Skills Development Authority], and DepEd [Department of Education] to address the issue of job mismatch ("Benigno S. Aquino III, Second State of the Nation Address, July 25, 2011," 2011). During that time, he emphasised that the school curriculum would be put into review to focus on the industries which needed workers and employees as well as to guide students on choosing courses which have many job vacancies. Hence, the new curriculum for basic education was launched to address employers having difficulty of filling up job vacancies due to lack of workers having the appropriate competencies needed for the work. Likewise, it was implemented to resolve issues of job mismatch and to prepare students in entering the labour market while also complying to global standards (Yap, 2011). This reform was tied up with the implementation of outcomes-based education in higher education as it was viewed to help individuals to adapt to the changing labour market and to aid in the continuous process of the formation of whole beings as asserted in the UNESCO's 1996 Delors Report (Commission on Higher Education, 2012; Miralao, 2001). The reforms made by President Aquino administration continued in the administrationof President Rodrigo Duterte with the enactment of Republic Act 10968 that institutionalized the Philippine Qualifications Framework (PQF). The PQF is a competency-based and labour-driven national policy standardizing the levels of learning outcomes in education and aligning the domestic standards with the international one (Republic of the Philippines, 2017). These educational reforms which are translated into programs and legislation exhibits the efforts of the Philippine government to address socio-economic problems concerning labour and employment. It can be noted based on the previous and present Philippine development plan that the government makes use of its sovereign power to launch educational reforms that would address job vacancy and mismatch.

Right investment in the human capital through education is perceived to entail productivity and long-term economic growth for the country as this would increase the new and appropriate stock of knowledge, skills, and attitudes needed by the work force and the society at large to progress. In the case of the unemployment and underemployment problem, identifying specific competencies that industries needed, and putting it on curriculum standards, would have an influence on what knowledge and skills will be exhibited by those who will attend schooling and thereby affect their chances of having the opportunity to find a decent and efficient job. Based on the ideals of these reforms, the school would be producing globally competitive graduates that would be fit to perform the needed skills in the industry sector.

Not discounting the idea that population growth and political instability also affects employment, the aforementioned education reforms, in principle, would at least increase the assurance that graduates would be landing a job appropriate for their skills and which would yield enough wage that can make them stay and work in the Philippines. However, it is important to note that the outflow of Filipino workers is not only influence by education and its reforms but also the presence or absence of better opportunities in the domestic market.

Sustainability of Filipinos in a Market-driven Curriculum

As a market-driven curriculum is based on the needs of the free-market, it exhibits its characteristic of partiality and accommodatory. The partiality of the market-driven curriculum serves the intent of the market by accommodating the prescriptions determined by the industry sectors in the process of curriculum development. While its curriculum content is directly based on what is needed by the market, it only caters and accommodates knowledge and skills appropriate for such time the curriculum is being crafted. Therefore, curriculum becomes subject-centric and reproduces knowledge (Apple, 2012; Barr & Tagg, 1995) that would work for the current needs of the market only as what is deemed important are the content and skills identified by the market. This shows the inclination of market-driven curriculum to the traditional but dominant instruction paradigm as the focus of learning the curriculum are the content determined by the market. The kind of one or limited experience prescribed by the market-driven curriculum makes learning of it atomistic as one learning experience is isolated on the context determined by the market. Consequently, a market-driven curriculum may oversee the need for the development of foundational skills such as critical awareness necessary on adapting to the changing society. As mentioned earlier, these foundation skills are necessity in uncovering underlying problems and generating solutions that would cross multiple dimensions of the society (Habron, Goralnik, & Thorp, 2012).

In perpetuating the use of a market-driven curriculum, it prolongs atomism and its effects. Possibly one of these influences of atomistic learning is the continuing problem of both unemployment and underemployment. Since a market-driven curriculum addresses the needs of the industry during the time it was created, content and skills learned by students may not be any more relevant and useful by the time they reach their field of work. This may become a common event in the continuous use of market-driven curriculum as skills where people are trained of become outdated due to the changing needs and context of the workforce and the environment. Hence, opportunity to practice the learned market-driven curriculum seemingly becomes nil which contributes to the problem of job unemployment and underemployment. In effect, this would also limit the opportunity of the people to sustain their needs and to the society to secure sustainability of its people. This dilemma on the use of market-driven curriculum would be evident on the problem of lack of decent work that would provide efficient income to the people to provide their and their family's needs. Connecting this to the idea of Filipino workers exportation, the market-driven curriculum, due to its nature of being atomistic, fails to instil foundation skills necessary for sustainability for the people to adapt to the changing needs of both the market and the society.

Sustainability Education: A paradigm shift

A paradigm shift in education is necessary to genuinely progress towards sustainability not only in economy but also in almost all aspects of the society. Changing the belief system from the instruction paradigm where a market-driven curriculum is in lined with, to the learning paradigm where curriculum is geared towards fundamental skills like critical thinking, is a necessity to move forward in achieving sustainability. As the needs and the context of the society, which only includes economy as one part of it, is changing, instilling and developing fundamental skills would capacitate individual members of the society to act in changing and emerging context by giving them tools to be sustainable. This paradigm shift would be possible by shifting the nature of the curriculum from being market-driven to becoming inclined to sustainability. In line with the principles of sustainable education, curriculum should raise critical awareness and develop fundamental skills in multiple spheres of the society such as the economic, cultural, and ideological spheres. Such paradigm shift in the curriculum is essential in making education full and transformative. Since a sustainable education curriculum is focused on social and organisational learning rather than structured and subject-centric learning, a paradigmatic shift from the market-driven curriculum would deviate from the partiality and accommodatory nature of the curriculum which actually induces atomism in learning. Hence, a shift in education from teaching how sustainability fills up the gap to developing fundamental skills to capacitate tools for sustainability is needed to truthfully move forward sustainability.

■5.0 CONCLUSION

A market driven-curriculum, which is crafted based on the needs of the industry and service sector, appears to be a piecemeal solution as it only addresses the present condition and problems of the economy, environment, and the society in whole. A market-driven curriculum seems to set minimum standards and thus deviates from the idea of a sustainable future as it only addresses the current needs of the industries that lacks on the development of fundamental skills needed to adapt on the changing context of the economy and the society at large. Consequently, this reproduces and contributes to conditions which may lead Filipino workers to leave and work abroad. Gearing away from the partial and accommodatory market and labour driven curriculum, a sustainable education curriculum is needed to focus on fundamental skills that would capacitate individuals to achieve sustainability. Through a sustainable education curriculum, learning and practicing being critically conscious and being able to reflect equipped individuals with the capacity to adapt on the changing needs of the society. In anticipation of a global breakdown that would be caused by multitude of social, environmental, and economic problems, a paradigm shift from instruction paradigm to learning paradigm, from a market-driven curriculum to a sustainable education curriculum, from knowing sustainable concepts to learning fundamental skills, is needed as a holistic solution to achieve sustainability. While there are explicit attempts to achieve sustainability through education in the Philippines, change in policy, curriculum content, frameworks, teaching methods, may not suffice as understanding of belief system in education and recognition of such socio-cultural and ideological reproduction is needed to reflect and critically examine the problems of sustainability and its proposed solutions in the Philippine context.

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