

Editor's Introduction

This issue of the Education Review journal portrays the various experiences of students and teachers in taking brighter activities to get the greatest results in teaching and learning, as well as improving the entire educational environment.

The Philippines is grappling with a significant increase in HIV cases due to a multitude of factors including inadequate healthcare access, educational disparities, and stigmatization, with the majority of cases occurring among people aged 15 to 24. Applied Theater, an arts-based educational tool, is used to open discussions on HIV, sex, and sexuality. However, studies on its use in the Philippine context are scarce. **Herlyn Alegre's** *NAVIGATING RISK SITUATIONS FACED BY FILIPINO YOUTH: LEARNING TO SAY "NO" THROUGH THEATER FOR DEVELOPMENT ON HIV* aimed at helping Filipino youth navigate risky situations related to HIV and empower young people to say "no" to situations that could put them at risk of HIV transmission.

Emotions, historically seen as negative, can significantly impact political landscapes. The Philippines faces a dilemma in nurturing negative emotions like fear, shame, and disgust, which can harm younger generations. **Gerlie C. Ogatis's** *OVERCOMING THE POLITICS OF FEAR AND THE ROLE OF LIBERAL EDUCATION IN THE FILIPINO YOUTH'S FORMATION OF POLITICAL EMOTION* aims to redirect youth political emotions towards positive ones through liberal education. Current civic education approaches do not account for the emotional basis of citizenship, which will generate a positive political culture. Eliminating negative emotions requires analyzing the factors that contribute to their polarized direction. In a time where fear-driven politics are prevalent, cultivating a culture of compassion and care is crucial. Inculcating positivity among youths is essential to better shaping the future of the country's political culture.

Sensei Adorador's study on *THE LEANING TOWER OF PISA: A CRITIQUE TO THE INSTITUTIONALIZED CONCEPT OF ASSESSMENT* identifies the persistent challenges faced by Philippine education and their impact on Program for International Student Assessment (PISA) outcomes. The quality and effectiveness of the Philippine educational system as evaluated by the 2018 PISA is the subject of this paper's critique. The study also examines the institutionalized assessment framework within the Philippine education system, highlighting its issues and drawbacks. Comparative analysis is conducted to understand how other nations have improved their international rankings in education. The study provides a comprehensive examination of the Philippine educational landscape and suggests potential reform strategies based on successful strategies from other countries.

The study by **Henry Leen Magahis**, titled *MODELONG 4K: ISANG MAKABAYANG EDUKASYONG PANTEKNOLOHIYANG MODELO*, comes up with a local model that can be used in educating Filipinos based on their needs. By creating the Makabayang Edukasyong Panteknolohiyang Modelo, which equips students with patriotism, social and cultural awareness, is technology-ready, and involves not only the students but also the administrator, teachers, employees, and parents, it can be used to strengthen the agricultural sector, investment, addressing social and environmental problems, and other aspects that will help strengthen the various sectors of our country by integrating into the student's learning.

Using various techniques and placing the teacher in the role are ways to enhance the teaching of values. In study of **Philip A. Perida** and **Marlon L. Miguel** titled *MUNGKAHING BALANGKAS SA PAGSASANIB NG VALUES TUNGO SA PAGPAPAHUSAY NG PAGTUTURO NG FILIPINO 7* emphasizes the fundamental principles that were established in literary texts for the seventh grade, which opened the door for the proposal of a framework for successful values integration in literary texts. Four key values were found to be formed in texts using content analysis, interviews, and surveys. These key values are maka-Diyos (love for God), Makatao (love for fellow men), maka-kalikasan (love for nature), and maka-bansa (love for the country) that can be integrated in literary text as framework to enhance the values integration educational program in Filipino 7 as a significant step toward the advancement of transformational education in the country.

Effective academic support is crucial for children, including those with significant disabilities, to be given equal opportunities to learn to their fullest potential. To determine the level of awareness and training needs of teachers toward inclusive education, **Nilo L. Masbaño** and **Nick John B. Solar** randomly selected teachers as respondents in the study on *AWARENESS LEVEL AND TRAINING NEEDS OF TEACHERS TOWARD INCLUSIVE EDUCATION*. The results showed a high level of awareness across all groups, with a moderate level of awareness among elementary school teachers and an average level among high school teachers. The authors conclude that there was no correlation between the level of awareness and training needs of teachers toward inclusive education on concepts, identifying needs/difficulties of students and their causes, instructional strategies and approaches, and assessment strategies.

It is with great joy that the Education Review journal has once again published intellectual outputs from educational studies that are expected to have a substantial impact on readers worldwide. It is also intended that this journal issue would help educational institutions integrate value development into the curriculum, taking into account the various study findings.

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