

THE PHILIPPINES' PROGRESS IN INCLUSIVE EDUCATION: FILLING THE GAPS FOR A BETTER FUTURE

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An essential strategy for advancing equality and creating a feeling of community among students is inclusive education, which aims to integrate students with special needs and disabilities into mainstream classrooms. With laws and policies defending the rights of children with disabilities to receive high-quality education, the Philippines has been making greater efforts to implement inclusive education. Even though there has been a lot of progress, there are still implementation issues, so the system needs to be filled in.

The Philippine government has implemented a number of policies to support inclusive education and reaffirm its dedication to universal access to education. The K-12 Law, also known as Republic Act No. 10533, promotes a learner-centered approach and increases educational accessibility. Furthermore, the establishment of Inclusive Learning Resource Centers in schools is required by Republic Act No. 11650, also referred to as the Inclusive Education Act of 2022, which fortifies inclusive education initiatives. Additionally, DepEd has implemented initiatives like the No Child Left Behind Policy and Every Child a Reader Program (ECARP) to guarantee that every student gets the help they require to thrive in school.

Despite the fact that these policies lay a solid basis for inclusive education, a number of obstacles still stand in the way of their complete implementation. The lack of preparation among teachers is one of the main problems. Effectively implementing inclusive teaching strategies is challenging because many teachers lack the necessary training to work with students who have special needs in regular classroom settings.

Support services that are necessary to meet the various needs of students, like therapists, special educators, and assistive technology, are also in short supply. Furthermore, children with special needs continue to face discrimination and exclusion due to societal stigma and persistent misconceptions about disabilities.

The government must guarantee that educators receive specialized training to give them the tools they need to support all students if inclusive education is to be fully realized. In order to properly accommodate students with disabilities, schools should also have the facilities, tools, and support services they need. In order to educate communities and lessen the stigma associated with disabilities, awareness campaigns should also be carried out. Every child in the Philippines can have the chance to learn, develop, and flourish in a more inclusive and equitable educational system if these problems are resolved and stakeholder collaboration is improved.

References:

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