

## EMPOWERING TEACHERS TO REALIZE INCLUSIVE EDUCATION

by:

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Since the World Bank launched the “Education for All” initiative in 1990, many countries have been working to provide equal learning opportunities for every child. However, the COVID-19 pandemic intensified existing issues—such as shortages of qualified teachers, insufficient learning resources, and curricula that do not fully address diverse learner needs. The sudden shift to distance learning also revealed how unprepared many education systems were, making it harder for teachers to track learners’ development.

To help achieve true inclusive education, teachers must be equipped with strong knowledge, relevant training, and specialized skills in their field. Quality teacher preparation is essential in improving teaching effectiveness and learning outcomes. Unfortunately, teacher shortages, limited access to training, and insufficient support continue to affect many countries, including the Philippines. Increasing the number of well-trained, committed, and well-supported teachers remains a priority.

Teacher competence can be strengthened through ongoing professional development, mentoring, fair compensation, and the use of ICT for training and support. Virtual modules and digital learning platforms also broaden access to high-quality in-service and pre-service education for teachers.

It is also important to address the gap between curriculum expectations and what learners actually understand. Teachers must adapt instruction, provide remediation, and design lessons that are more inclusive and responsive to learners' needs.

Achieving inclusive education is a shared responsibility. Communities, parents, local governments, and education authorities all play critical roles in supporting teachers and ensuring better learning experiences for all learners.

Improving access to education also means creating a safe and supportive school environment—accessible roads, durable school buildings, stable electricity, internet connectivity, and adequate facilities. With these in place, the vision of Education for All becomes more attainable, even in times of crisis.

*References:*

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