MAKING INCLUSIVE EDUCATION WORK IN THE PHILIPPINES

by:
Janice M. Caalam
Teacher II, Antonio G. Llamas Elementary School

Inclusive education is all about creating opportunities for every student, regardless of their abilities, to learn and thrive in the same environment. The Philippines is taking steps towards this goal, but what makes it work?

Inclusive education is an approach that seeks to address the educational requirements of all learners, including those with disabilities or special educational requirements, within the mainstream education system. In our country, where there's a growing recognition of the significance of inclusive education, it's important to identify effective strategies that can promote inclusivity in seminars or trainings. This composition will bandy strategies that have been proven to be great in promoting inclusive education in our country specially in public schools.

One of the foundational strategies for promoting inclusive education is the development and perpetration of probative programs and legislation. The Department of Education has given significant way or moves in this matter. The Republic Act No. 7277, also known as the Magna Carta for impaired Persons, provides vittles for the protection of the rights and weal of persons with disabilities, including access to quality education. Additionally, the 2013 Enhanced Basic Education Act (K- 12 law), target to give equal openings for learners with disabilities by offering accessible and inclusive education in public and private schools. Additionally having the right policies in place is key. The Philippine government has laws like the Magna Carta for Disabled Persons (RA 7277) and the K-12 law, which aim to provide equal access to quality education for all. These laws are a great starting point, but implementation is important to consider.

Another pivotal strategy for inclusive education in the Philippines is the provision of school-teacher training and professional development openings. Largely trained teachers who have the knowledge and chops to support different learners are essential for the effective perpetration of inclusive education. The exploration by Reyes et al. (2017) highlights that school-teacher in the Philippines bear further training in inclusive education to promote positive stations toward learners with disabilities and enhance their tutoring practices. Close collaboration and cooperation between seminaries, families, and communities are abecedarian aspects of inclusive education. According to a study conducted by Marakliang and cited by Santiago (2025), successful inclusive education practices in the Philippines emphasized the significance of involving families in decision-making processes and fostering strong hookups with the community. Schools and parents collaboration via regular communication, parent- schoolteacher associations, and parent training programs can greatly contribute to creating an inclusive literacy terrain. Teachers are the backbone of inclusive education. They need training and support to cater to diverse learners. Research shows that many teachers in the country feel they need more training to effectively support students with disabilities. Let's give them the tools they need!

To make it sure that all learners can fairly share in a classroom setting the best strategies are class revision should be designed in a way that considers the different requirements and capacities of learners. This can include furnishing fresh support accoutrements for learners who bear it, using different tutoring strategies, and conforming assessment styles to accommodate different literacy styles. A study by Eden et al. (2025) give emphasis and suggested that modifying the class to include a variety of educational accoutrements and conditioning significantly improves the literacy issues of learners with disabilities. Collaboration is also vital. To create a supportive environment the schools, communities and families must work hand and hand. When parents are involved in decision-making and are connected with teachers, students benefit greatly.

The Universal Design for Learning (UDL) approach is gaining recognition as an effective strategy for promoting inclusive education. It also encourages law makers to design instruction and accoutrements that are accessible, free, fair and just to all learners, anyhow of their capacities and diffuculties (Priyadharsini & Mary, 2024). Its amin focus is to minimize walls to literacy by furnishing multiple means of engagement, representation, and even about expression. enforcing UDL in our country that requires a proper or systemic approach, that includes school-teacher training and the provision of coffers that support UDL principles. Adapting the classroom is another essential strategy. This means using different teaching methods, providing extra support, and making assessments more flexible. The Universal Design for Learning (UDL) approach is gaining popularity, and for good reason – it's all about making learning accessible to everyone.

Stakeholders, including policymakers, teachers, families, and communities, must work together to make inclusive education a reality. It's a challenge, but with the right strategies and support, we can create a more inclusive and supportive learning environment for all.

Inclusive education is pivotal for furnishing equal educational openings to all learners in the Philippines. Strategies similar as probative programs and legislation, schoolteacher training and professional development, collaboration and cooperation, class revision and isolation, and the use of Universal Design for Learning (UDL) can contribute to the successful perpetration of inclusive education. It's essential for stakeholders, including policymakers, preceptors, families, and community members, to work together diligently to ensure that inclusive education becomes a reality for all learners in our country.

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