International Journal of Research Studies in Education
2025 Volume 14 Number 5, 77-88

Inclusive education and the challenges encountered by the selected diocesan schools in the National Capital Region

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Received: 30 December 2024 **Revised**: 27 January 2025 **Accepted**: 15 February 2025
Available Online: 20 February 2025 **DOI**: 10.5861/ijrse.2025.25847

ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Abstract

Education is everyone's foundation in life. It has been the objective of UNESCO to provide a quality education to all learners. Thus, the United Nations established the Fourth Sustainable Development Goal (SDG #4) in 2015 as part of the 2030 Agenda for Sustainable Development. It aims to guarantee that every student receives free, fair, and high-quality education, resulting in meaningful and efficient learning achievements. In the context of the Philippines, the recent DepEd issuance on inclusive education is a reiteration of the vital need to provide accessible education to every Filipino, particularly considering those with special educational needs. In line with this, the study generally assessed the implementation of inclusive education in the selected schools affiliated with the diocesan education system for the academic year 2023 – 2024. Utilizing mixed methods to do the study, the researcher administered a survey questionnaire to 19 diocesan schools. a focus group discussion was also conducted with seven participants.

Keywords: special educational needs, inclusive education, challenges in education, Diocesan schools, education accessibility

Inclusive education and the challenges encountered by the selected diocesan schools in the National Capital Region

1. Introduction

Inclusive education integrates learners with special educational needs into mainstream classes, emphasizing equity and accessibility. Globally, it is consistent with Sustainable Development Goal 4, which seeks to provide all-inclusive, high-quality education and lifelong learning opportunities. In the Philippines, laws like RA 11650 and DepEd Order No.72, s. 2009, emphasizing the commitment to inclusive education. Despite the attempts, challenges include inadequate infrastructure, insufficient teacher training, and a lack of modified curricula. The benefits of inclusive education cannot be emphasized. Fostering awareness and respect for diversity is key to generating fair chances for all learners to grow and contribute to society and providing access. Although inclusive strategies have been studied in public schools, there has been little focus on the unique challenges and opportunities presented by the diocesan schools in the Philippines. Understanding the unique setting of these schools is also essential for designing specialized methods to improve inclusive education implementation. This study seeks to answer the following questions:

- What is the extent of implementation of inclusive education programs in selected diocesan schools in NCR as assessed by school heads, SPED/subject area coordinators, and teachers in terms of the following: Child Find and Assessment; Curriculum Modifications/Policy; Parental Involvement; and Instructional Facilities and Resources
- What challenges are encountered by the respondents in implementing inclusive education?
- What training program for managing learners with special educational needs may be proposed based on the result of the study?

2. Related Literature

2.1 Inclusive Education: Its Concept and Significance

Education ensures that all students, regardless of ability or disability, have equal access to education in mainstream settings. It strives to foster a friendly learning atmosphere where learners from various backgrounds can learn together. It values an individual's unique skills and contributions. (The Philippine Constitution, 1987) reiterated that the state must protect and promote the right of every citizen to receive education of excellent quality at all levels. It must employ all requisite measures to guarantee universal access to education for all individuals. Irrespective of their circumstances, learners are entitled to avail themselves of and acquire education of superior quality. Individuals can acquire this form of education through the implementation of requisite measures. This policy aims to recognize, safeguard, and promote the entitlements of all learners with special educational needs (LSENs) to receive mandatory education.

As stated in Chapter 1, Section 4(c) of Republic Act 7277, the definition of "disability" covers various conditions. These include (1) a physical or mental impairment that substantially limits one or more of an individual's psychological, physiological, or anatomical functions or activities; (2) a documented history of such impairment; or (3) the perception of having such an impairment. A learner is identified as having special education needs when they face learning difficulties or challenges that hinder their learning more significantly than those experienced by most children of the same age (Republic Act No. 7277, 1992).

Likewise, UNESCO considers every learner's needs, for they believe each is important. However, many

students still can't go to school because they fear being discriminated against because of their status. Inclusive education aims to help learners and institutions establish a more inclusive institution through the enhancement of the curriculum and the way it should be taught and shaped. The UNESCO Sustainable Development Goal 4 and the Education 2030 Framework for Action guide most of what the organization does in this area. These stress that fairness and inclusion are important parts of giving good education (UNESCO, 2020).

When considering the elements that affect the inclusion of students of determination (SODs), referring to students with special needs, and implementing successful inclusive practices in schools, the findings highlighted the critical role of administrators in developing and supporting inclusive schools. These findings offer insight into the factors that could support inclusive schools in the UAE environment, as well as increasing policymakers' and practitioners' recognition of the critical role principals play in the effective implementation of inclusive schools. The study advocated for comprehensive professional development to increase and improve principals' awareness of inclusive education and schools (Del Castillo, 2024; Khaleel, Alhosani, & Duyar, 2021).

UNESCO (2005) defines inclusive education as a technique for modifying learning environments and educational systems to meet the various needs of students. Inclusion underscores the necessity for learners with disabilities (physical, social, and emotional) to engage equitably in mainstream education while maintaining the option for individual choice and the capacity to request specific accommodations and assistance (Rasmitadila & Tambunan, 2018). The UNESCO International Bureau of Education (2009) asserts that inclusive education emerged due to an increasing awareness of the rights of children with disabilities to access educational opportunities equivalent to those of their non-disabled peers.

The 1994 Salamanca Statement and Framework on Inclusion asserts that the fundamental concept of an inclusive school is that, if feasible, all students should be educated in the same setting, irrespective of their challenges or differences. Inclusive schools must acknowledge and accommodate the varied requirements of their students, adjust to different learning styles and rates, and guarantee superior instruction through suitable curricula, organizational frameworks, pedagogical strategies, resource distribution, and community collaborations. Educational institutions must offer ongoing assistance and resources to address the distinct requirements of every student. Inclusive schools provide enhanced assistance for kids with specific educational needs to obtain an appropriate education. The most efficient method to foster integration between learners with special needs and their peers is via inclusive education. Students should be sent to special schools, classes, or distinct sections within a school only when it is evident that conventional classroom instruction fails to sufficiently address their educational or social requirements or when such placement is essential for their well-being (UNESCO, 1994).

Republic Act 9442, referred to as the "Magna Carta for Disabled Persons," stipulates in Section 1(h) the necessity of educational support for individuals with disabilities, facilitating their access to education in public and private institutions. The legislation guarantees that these individuals obtain scholarships, financial assistance, grants, subsidies, additional incentives, and support for textbooks, educational materials, and uniform allowances when possible. Nonetheless, students with disabilities must meet the minimum entrance requirements (Republic Act No. 9442, 2007).

The Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, or RA 11650 (2022), characterizes inclusive education as a process that addresses and responds to the diverse needs of all learners, aiming for full participation, presence, and achievement within learning cultures and communities. This entails accommodation, modification, adaptation, and individualization in content, methodologies, and practices. It involves offering students with disabilities equitable access to educational services and requisite support alongside their age-appropriate peers, preferably in schools or Inclusive Learning Resource Centers (ILRCs) near their residences, to equip them for full participation in society. Moreover, RA11650 delineates inclusion as a process whereby all learners, irrespective of background or aptitude, are afforded equal opportunities to participate, study, and engage within the same educational environment and

community. This strategy ensures that each learner is appreciated, supported, and afforded equitable opportunities and learning experiences inside an Inclusive Learning Resource Center (ILRC), CDC, or educational environment, as well as in the community (Republic Act No. 11650, 2022).

2.2 Implementation of Inclusive Education in the Basic Education

Inclusive education is primarily derived from Section 8 of Department of Education Order No. 43, the Enhanced Basic Education Act (Department of Education, 2013). The policy offers a clear method to guarantee the inclusion of stakeholders in the formulation and implementation of the nation's educational objectives. Ultimately, the country has passed several laws to support inclusion. The "Enhanced Basic Education Act of 2013" recently clarified that Filipino teachers must include all their students in their lessons (Department of Education, 2013; Raguindin et al., 2020).

Implementing inclusive education (IE) in the Philippines' basic education system is principally regulated by Department of Education Order No. 72, released in 2009. This policy recognizes that special education in the country has only reached 2% of the planned 2.2 million disabled learners, resulting in these students being denied their fundamental human right to education. Because most of these children live in remote and rural areas, parental understanding of available educational options is essential. The necessity of resolving this problem has been acknowledged by the Department of Education (DepEd), which is dedicated to ensuring that these learners have the right to appropriate education in a traditional or inclusive classroom setting. Inclusive education is based on accommodating all learners, regardless of their ethnic heritage, physical characteristics, complexion, talents, or disabilities, through the joint efforts of school workers, learners, parents, and the larger community. The program is designed for learners with special educational needs and encompasses a range of components that aim to be comprehensive and inclusive (Department of Education, 2009).

Furthermore, the Department of Education Order No. 72, s. 2009 (Department of Education, 2009) delineates many program possibilities for implementing inclusive education. The initial alternatives entails creating a self-contained classroom tailored for learners with similar disabilities, which can be organized as either a mono-grade or multi-grade setting. A qualified special education (SPED) teacher must conduct instruction in this class. The second method involves including learners with disabilities in a general education or regular class, allowing them to learn alongside their classmates under the supervision of a regular teacher and/or a SPED-trained teacher who addresses their specific needs. Finally, the third alternative is a resource room program, wherein students with disabilities are pulled out of the general education classroom to receive small group or appropriate interventions from a SPED teacher (Department of Education, 2009).

Several components must be considered when adopting inclusive education within an institution. The initial element is the Child Find System (Department of Education [DepEd], 2009). This system is mandated to identify and evaluate learners with disabilities who may require special education services. Identifying these learners entails utilizing family mapping surveys, participating in advocacy campaigns, and establishing connections with local health workers. Learners with special needs who are not yet enrolled in educational institutions should be documented and included in the roster, as outlined in Enclosure No. 1. Special Education (SPED) educators should assess these learners. The institution must promote the inclusion of learners with special needs. Furthermore, each school must adhere to the policy that a maximum of two learners with mild disabilities may be included in a regular class or ensure that only one learner with severe or moderate disabilities is included in a regular class. Establishing a monitoring and evaluation system is crucial for assessing learners' academic and social development.

Assessment is essential for executing inclusive education (Department of Education [DepEd], 2009). It entails assessing a learner's strengths and weaknesses using formal and informal methods to determine proper grade placement. Special Education (SPED) Centers will support schools in this process. Schools must establish a continuous assessment system to ascertain learners' needs and employ various instruments for appropriate

program placement. Modifying curriculum and policies are important for fostering optimal learning according to individual needs and capabilities (Department of Education [DepEd], 2009). This encompasses modifying classroom instructions, activities, and pedagogical approaches. Curriculum modifications may encompass service delivery alternatives such as collaborative teaching or consulting programs. Professional, parental, volunteer, and peer support services enable the inclusion of learners with special needs. Parental involvement is essential for improving the efficacy of inclusive education programs and fostering the success and welfare of learners with special needs (Department of Education [DepEd], 2009). It fosters a cooperative partnership among families, educators, and the community. Parents significantly oversee their children's academic progress, volunteer as teacher aides, and support other families. This engagement fosters academic, moral, and spiritual development for learners.

Ensuring adequate instructional facilities is necessary for inclusive education, as RA 11650 Section 7 delineates the Inclusive Learning Resource Center (ILRC) functions. This legislation mandates that the ILRC shall provide free support and related services to fulfill the objectives of inclusive education. It requires establishing the Child Find System (CFS) to guarantee that all LENs lacking early and basic education services are identified, located, assessed, and incorporated into the general education system. The ILRC will use the a multidisciplinary team to perform educational evaluations, diagnose learners' disabilities, identify developmental issues, and ascertain suitable services and placements for their Individualized Education Plan (IEP). The ILRC is tasked with developing and providing teaching and instructional resources and delivering non-educational support services, including language and speech therapy. Section 4 of the law statute delineates the criteria for selecting qualified personnel to oversee the ILRC. Consequently, schools must establish an ILRC to assist learners with disabilities and improve the teaching and learning process. Target 4.7 (4a) of the Sustainable Development Goal (SDG) 4 underscores the necessity for the construction and improvement of educational institutions that prioritize gender equality, support learners with disabilities, and guarantee safe, non-violent, inclusive, and effective learning environments for all individuals (United Nations, 2015).

2.3 Challenges in the implementation of inclusive education

Mowes and Makaleng (2020) investigated Issues Affecting the Implementation of Inclusive Education Practices in Selected Secondary Schools in the Omaheke Region of Namibia and examined various challenges in implementing inclusive education. Their studies identified challenges such as insufficient teacher preparation, lack of resources, and rigid curriculum structures. They underlined the importance of thorough pre-service and in-service training to provide teachers with the skills to effectively address diverse learners' needs. Teachers noted that inadequate training frequently resulted in a reluctance to work with learners with special needs. In terms of resources, it is important to give appropriate support to schools and hire specialized personnel, such as educational psychologists and remedial instructors, to improve inclusive education methods. Teachers cited inadequate access to materials and advisory support as major impediments. Some argue that incorporating computers could help inclusive teaching strategies. The curriculum was another important consideration. Most agreed that a flexible curriculum promoting equal learning opportunities was essential. However, a content-heavy curriculum and strict teaching methods hampered specialized attention for learners with special needs. Teachers contented that greater curriculum adaptation was necessary to ensure full participation of learners with and without special needs.

Fadilah, Utari, and Wijaya (2022) examined the challenges of inclusive education for people with disabilities. In their study, *Government Communication in Implementing Inclusive Education for Working Towards the Sustainable Development Goals*. Their findings underscored the government's importance in prioritizing inclusive education, particularly regarding teacher quality and infrastructural development. The study found that the teachers with prior experience working with learners with special needs resulted in insufficient attention and a lack of attention and monitoring of learners' behavior. Learners with disabilities require appropriate help to succeed because their cognitive abilities differ from those of their peers. The study also found that the government has yet to fully meet the digital needs of learners with disabilities, particularly in inclusive

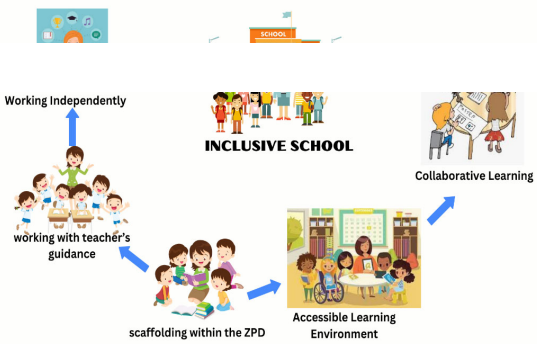
schools located in rural areas. This lack of access has an influence on the learning development of learners with special needs since non-disabled learners experience the same issues when their homes lack adequate infrastructure. Given limited resources, governments must rely on competent and efficient administration to address these challenges.

Mpu and Adu (2021) define inclusive education as a system in which all learners are completely accepted and integrated academically and socially. Implementing inclusive education involves different challenges, particularly in developing countries like South Africa, which adopted the approach later than wealthier nations. According to the research, important difficulties include insufficient resources and overcrowded classrooms. The report explores South African schools' challenges in adopting inclusive education. This study, conducted as a multiple case study, employed a qualitative research approach and involved three schools in the Buffalo City Metro, each with three participants. The qualitative data were analyzed using an interpretive philosophy. The findings revealed that overcrowding, insufficient teacher training, and educators' lack of knowledge and abilities hindered their capacity to teach effectively in inclusive classrooms. The study concludes by recommending that inclusive education be accessible to all students, regardless of disability. Bongabong et al. (2022) examined the real-life issues and challenges faced in an inclusive classroom from the perspectives of general education kindergarten teachers and parents. Their analysis of participants' voices regarding managing an inclusive classroom revealed several noteworthy themes. These themes include: (1) inadequate understanding of inclusive education (IE) by teachers and parents, particularly in terms of learner diversity; (2) difficulty referring students to special education specialists due to parental denial; (3) large class sizes; (4) lack of teacher training; and (5) limited instructional materials.

Nimante and Kokare's (2022) study on teachers' perspectives regarding their competencies for inclusive education found that one of the most significant challenges to implementing inclusive education is teachers' ability to effectively apply policies despite formal declarations in Latvian educational policy. The study reveals that the teachers' lack of competency in inclusive education may impede the successful development of inclusion. Teachers have certain competencies for inclusion but lack formal qualifications and training in inclusive education. The study found two key competencies for teachers: adopting an inclusive and supportive learning process for all learners through curriculum differentiation and adaptation, and identifying students' learning issues early on. Despite their skills, most teachers acknowledged discomfort and a lack of confidence in their abilities to effectively implement inclusive education.

2.4 Theoretical Framework

This study is grounded in Lev Vygotsky's Zone of Proximal Development (ZPD) theory, introduced in 1976. The ZPD highlights how a more knowledgeable individual can help students learn by guiding them through tasks beyond their current abilities. This concept is especially relevant to inclusive education, emphasizing social interaction and scaffolding as key learning elements. Teachers can use the ZPD to assess students' abilities and provide tailored support that challenges them appropriately. By understanding students' ZPDs, teachers can design personalized learning plans that build on existing skills and promote growth. ZPD also supports diversity in learning by fostering collaboration and equitable access to education. For example, cooperative activities and peer interactions create opportunities for students to engage socially while learning from one another, helping them progress within their ZPDs.



3. Methodology

Research Design - This study used a mixed research approach, integrating quantitative and qualitative methodologies to gain a more comprehensive knowledge of implementing inclusive education initiatives in diocesan schools. Combining qualitative and quantitative methods in a single study provides frameworks and strategies for effectively integrating these methods to enrich data collection, analysis, and interpretation (Creswell, 2009). The quantitative method involved the researcher conducting surveys as a descriptive method to assess the implementation of inclusive education in diocesan schools. Descriptive research is thus the method used to obtain information concerning the current status of the phenomena to describe "what exists," thus basically answering 'who," "what," "why," and "how" about the subject of the study, whether about the variables or specific conditions. (McCombes, 2019). In addition, a qualitative method based on focus group discussion to draw responses from the participants compromise a school head, SPED/Subject Area coordinator, and 5 teachers. This was used to gather respondents' thoughts, experiences, and narratives. A focus group discussion (FGD) is a valuable qualitative data collection method that offers rich, detailed insights through group interaction and dialogue (Creswell, 2009).

Participants of the study - This research was conducted in selected diocesan schools in NCR catering to learners with special educational needs. This is limited to 352 respondents, including nineteen (19) school heads/principals, 57 SPED/subject area coordinators, and 276 teachers. Specifically, purposive sampling was utilized in this study because the researcher selected the respondents based on the characteristics needed for the study. In other words, respondents are selected "on purpose". Purposive sampling is particularly useful in finding information-rich cases or making the most out of limited resources, but it is at high risk for research biases like observer bias (Nikolopoulou, 20223). Thus, the Cochran formula was utilized to determine the sample size required for the survey. Pilot testing was conducted in one of the schools with the same characteristics but not part of the study. The statistician certified the reliability test with an internal consistency rating of excellent.

Ethical Considerations - After all the necessary information was given, the participants obtained explicit consent. The researcher guaranteed the preservation of participant privacy and identity protection. Participants were also informed that they could withdraw from the study at any time if they felt the need to do so.

Research Instrument - The researcher utilized a survey questionnaire to determine the extent of the implementation of inclusive education. It is based on the literature presented in this study, such as D.O No. 72, 2009, Republic Acts 11650, and RA 9442, and was modified by the researcher. To test the instrument's validity, the researcher underwent testing of instrument validity from experts. Likewise, a focus group discussion was conducted to solicit responses to the challenges encountered by the participants. A central question, "What are the challenges you have encountered in the implementation of inclusive education?" was asked to the participants.

Data Gathering Procedure - Before the administration of the survey questionnaire and conducting of FGD, a letter of permission was sought from the superintendent of each diocese to conduct a study, and then the superintendent endorsed the researcher to the principal. A survey questionnaire was administered in person, while the focus group discussion (FGD) was conducted via Google Meet and lasted an hour. Only one inquiry was posed: "What challenges have you encountered in implementing inclusive education?". The participants were given an orientation on the conduct of focus group discussions, emphasizing the study's purpose, nature, and the extent of their involvement. The voluntariness of participation, the confidentiality of responses and all information shared, the risks and benefits associated with their participation, their identity and anonymity, and the storage and disposal of data. Participants were required to execute an informed consent form.

4. Results and Discussion

A thorough analysis of the data revealed the implementation of inclusive education in the diocesan context and its significant difference as assessed by the three groups of respondents regarding child find and assessment,

curriculum modification and policy, parental involvement, and instructional facilities and resources.

4.1 Implementation of Inclusive Education in Diocesan Schools

Indicators	Respondents							
	School Head		Subject Area Coordinator		Teacher		Combined	
	WM	VI	WM	VI	WM	VI	AWM	VI
Child Find and Assessment	3.38	HI	3.06	I	3.17	I	3.20	I
Curriculum Modifications / Policy	3.30	HI	3.16	I	3.21	I	3.22	I
Parental Involvement	3.32	HI	3.11	I	3.34	HI	3.25	HI
Instructional Facilities and Resources	2.86	I	3.06	I	3.01	I	2.98	I
Overall Weighted Mean	3.22	HI	3.10	I	3.18	I	3.16	I

Legend:	***Range***	***Verbal Interpretation***	***Range***	***Verbal Interpretation***
	3.25-4.00	*Highly Implemented (HI)*	*2.50-3.24*	*Implemented (I)*
	1.75-2.49	*Moderately Implemented (MI)*	*1.00-1.74*	*Not Implemented (NI)*

Table 4.1 shows the extent of the implementation of inclusive education in diocesan schools. The variables child find and assessment, curriculum modifications/policy, instructional facilities, and resources were assessed as implemented by the school heads, subject area coordinators, and teachers with a weighted mean of 3.20, 3.22, and 2.98, respectively. In contrast, parental involvement was evaluated as highly implemented, with a 3.25 weighted mean. Based on the overall mean scores of 3.22, 3.10, and 3.18, as assessed by the three respondents, give an overall rating of 3.16 with a verbal interpretation of implemented. It is worth noting that parental engagement was seen as a significant strength, with all respondents rating it as highly implemented.

4.2 Challenges Encountered by the Respondents in Implementing Inclusive Education

This part presents how the researcher completed the data using thematic analysis, transcribing, coding, categorizing, transcribing themes, and data verification. The researcher used descriptive coding in summarizing the responses of the respondents. There were 6 themes found in this study. This delves into the specific challenges encountered by respondents in implementing inclusive education. Understanding these hurdles is crucial for developing effective strategies and policies that can enhance the implementation of inclusive education, ultimately ensuring that every learner receives the support and opportunities they need to succeed.

Knowledge of Inclusion - The participants had comparable perspectives on knowledge about inclusion. They proposed that schools conduct orientations on inclusive education, including its policies and recently approved legislation. Before the start of the school year, seminars and workshops could be incorporated into in-service training and teacher professional development programs. They stated that the school has been accommodating students with specific educational needs for many years, and that teachers are dedicated to provide Catholic-quality education to these students. They did, however, underline the significance of assigning a focus person to oversee the acceptance and assessment of students with special needs.

Lack of Training for Educators - The participants had comparable perspectives on knowledge about inclusion. They proposed that schools conduct orientations on inclusive education, including its policies and recently approved legislation. Before the start of the school year, seminars and workshops could be incorporated into in-service training and teacher professional development programs. They stated that the school has been accommodating students with specific educational needs for many years and that teachers are dedicated to providing Catholic-quality education to these learners. However, they underlined the significance of assigning a focus person to oversee the acceptance and assessment of learners with special needs.

Insufficient Resources and Funding - Participants stated that their school lacks critical resources, such as specialized materials, assistive technologies, and appropriate budget, to effectively promote inclusive education.

This limitation impedes the school's capacity to accommodate all students with special educational needs (SEN) and provide specialized support. They underlined the necessity of advocacy in securing additional funds and proper resource distribution. They also indicated that building connections with organizations and stakeholders could help close resource gaps.

Inadequate Infrastructure - Participants stated that the school is not constructed to accommodate learners with physical impairments or other special needs, which limits their access to classes, restrooms, and other necessary facilities. This lack of accessibility prevents some learners from fully participating. They stressed the importance of advocacy in securing higher funding and resource allocation. They also recommended that collaboration with organizations and stakeholders could be essential in bridging these resource and infrastructure gaps.

Resistance to Change - A school principal participant stated that challenges stem from resistance to change among teachers, administrators, and parents who are used to established educational approaches. This opposition has hindered the implementation process and produced a less favorable environment for inclusive education. Addressing this issue may entail creating knowledge about the benefits of inclusive education and actively including all stakeholders in the planning process to reduce resistance.

Assessment and Curriculum Challenges - According to the participants, standardized curricula and evaluation systems must be examined and improved to meet the different requirements of all students. Participants stressed the need to create an adaptable curriculum and diversified assessment approaches to accommodate different learning styles and abilities.

5. Proposed Training in Managing Learners with special educational needs

5.1 Rationale

The Department of Education (DepEd) is committed to inclusive education and collaborates with both public and private schools to integrate learners with special educational needs (LSENs) into mainstream classrooms. Training prepares educators to apply inclusive practices that promote acceptance and collaboration among all learners. However, private and diocesan schools have challenges with implementing inclusive education initiatives. DepEd underlines the importance of schools designing and implementing LSEN programs. Training is more than just a pedagogical method. It is a legal ethical commitment to ensure equal opportunities for all learners, as specified by regulations such as the United Nations Convention on the Rights of Persons with Disabilities.

5.2 General Objectives

5.2.1 Understand the inclusive education principle.

5.2.2 Develop skills for implementing inclusive practices.

5.2.3 Promote collaboration and professional development.

5.3 Program Framework

Objective	Duration	Expected Outcomes	Delivery Methods	Key Areas Covered	Evaluation
To improve child find and assessment methods to help educators identify, assess, and support LSEN students in inclusive educational environments.	Participants will participate in interactive seminars, discussions and practical activities throughout the academic year.	Know the ideas and steps behind finding and evaluating students at inclusive schools. Demonstrate how to use various testing methods and tools to find and rate students with special educational needs. Learn how to work with others to make	The training program can be conducted in-person, online, or self-paced, with ongoing support from facilitators or mentors.	Understanding Inclusive Education Principles Assessment Techniques and Tools IEPs, collaboration, and communication.	Feedback surveys and assessments will also be carried out to provide insight into the training program's efficacy and identify areas for improvement.

		and carry out successful IEPs			
To provide educators and educational policymakers with the knowledge and resources they need to create and execute specialized curricula and policies that meet the various needs of all students, including those with special educational needs (SEN).	The training program will consist of workshops, seminars, and collaborative sessions held throughout the academic year (year-round), with ongoing support and implementation opportunities.	Understand inclusive curriculum design and policy development principles. Learn how to plan, implement, and monitor adapted curriculum and policies cooperatively. Develop methods for creating an inclusive school culture that values diversity and meets the needs of all students. Implement learning in real-world contexts and promote inclusive education in schools and communities.	The training program will be offered via in-person seminars, online modules, interactive conversations, and collaborative activities.	Understanding diverse learners' needs Designing inclusive curriculum Developing and implementing policies Collaborating on planning and decision-making	Pre- and post-training evaluations, case studies, and reflective assignments will evaluate participants' comprehension and implementation of essential ideas. Feedback surveys and assessments will also be carried out to provide insight into the training program's efficacy and identify areas for improvement.
To provide parents with the knowledge, skills, and resources they need to actively engage in and support their children's education in an inclusive educational environment.	The training program will include interactive workshops, informational presentations, collaborative discussions throughout the academic year (year-round), and continuous support and resources to encourage continued participation.	Understand inclusive education ideas and their impact on their learners' academic, social, and emotional development. Gain practical skills and methods to support their learners' education and advocate for their needs in the inclusive school system. Feel empowered to create inclusive communities, cultivate supportive relationships, and access resources to improve their learner's education and well-being.	The training program will be given via in-person workshops, online modules, virtual support groups, and educational resources. Facilitators will provide continuous assistance to participants, as well as chances for peer networking and community engagement.	Understanding inclusive education Assisting student's learning Creating inclusive communities	Participants' knowledge, abilities, and confidence will be evaluated using pre- and post-training surveys, self-assessments, and reflection exercises. •Feedback will be gathered throughout the program to assess its efficacy and identify areas for improvement.
To provide educators and school administrators with the information and tactics needed to maximize instructional facilities and resources in order to provide engaging, inclusive, and conducive learning environments for all children.	The training program will run throughout the academic year, including interactive seminars, practical demonstrations, and collaborative discussions to ensure full learning and execution.	Understand the ideas and research-supported techniques for creating inclusive and engaging learning environments. Develop skills in analyzing, arranging, and maximizing instructional facilities and resources to meet varied learning needs. Implement ways for using technology, digital resources, and instructional materials to improve teaching and learning. Encourage sustainable practices, environmental awareness, and responsible resource management in educational environments.	The training curriculum will be offered through in-person workshops, virtual lectures, hands-on demos, and group projects.	Understanding the influence of the learning environment Creating an inclusive learning environment Utilizing technology and digital resources Maximizing the use of instructional materials and equipment	Participants' understanding and application of key concepts will be assessed before and after training, through project-based assignments and peer evaluations. •Feedback surveys and assessments will also be conducted to get insight into the training program's effectiveness and identify areas for improvement.

6. Conclusion

Based on the findings of the study, the following conclusions were drawn:

6.1 There are benefits to implementing inclusive education, such as ensuring appropriate grade-level identification and establishing protocols for student evaluation. There are advantages in technical support, teamwork, and software development. Similarly, stakeholders acknowledge the need of parental involvement in inclusive education. Furthermore, school leaders, subject area coordinators, and teachers have a limited agreement on the usefulness of instructional facilities and resources. Statistics reveal that the school has made significant progress in implementing inclusive instructional practices.

6.2 Inclusive education knowledge gaps among educators, administrators, and other stakeholders are a significant problem. Inclusive actions might be inconsistent and inefficient without a clear definition of inclusion.

6.3 The suggested comprehensive training program addresses inclusive education concerns proactively and systematically. This program equips educators to manage and support special education students through knowledge enhancement, specialized training, resource usage, infrastructure awareness, managing changes, curriculum adaptation, and cooperation. This training program can help inclusive education achieve its goals by creating a more inclusive, equitable, and supportive learning environment for all students.

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