



Republic of the Philippines
Department of Education

COUNTRY REPORT ON INCLUSIVE EDUCATION¹

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ABSTRACT

The protection of the marginalized and the promotion of Inclusive Education (IE) are not new to the Philippines. The country has been safeguarding the rights of its citizen to quality and accessible education, particularly for children with different learning needs. Enabling laws and policies are replete to support the IE particularly the learners with disabilities (LWDs), and these are being implemented by the Philippine basic education through the Department of Education (DepEd).

Innovative approaches to IE include the Special Education (SPED) for LWDs, Muslim learners through the Madrasah Education Program (MEP), Indigenous Peoples' Education (IPED), and adopting various delivery methods and modalities like Alternative Delivery Modes (ADM) and Multigrade Education (MGE), and others to fit the needs and circumstances of the Filipino learners, particularly during this time of COVID-19 pandemic. While DepEd assures quality teaching and learning for all, education equity is still an issue, especially during challenging times (e.g. armed conflicts, pandemic, etc.). DepEd addresses equity concerns by providing strong support to SPED, MEP, ADM, IPED, and MGE. Furthermore, pioneering endeavors to ensure inclusion include reaching out to geographically isolated schools and improving its education resources through the last mile school program, Sulong Edukalidad for quality education, programs to protect the rights of children particularly women through gender-based education, and in the context of the pandemic, reaching out to the LWDs and Muslim learners through curricular innovation and delivery through the Basic Education Learning Continuity Plan (BE-LCP) for SPED and MEP.

The country adheres to international commitments through the implementation of IE and strides to improve inclusion are being made through best practices in terms of leadership, education partnerships, and training of teachers, emphasizing the need for participation of all stakeholders. Lastly, strategic foresight supported by data, legislative measures, and evidence-based approaches is considered in order to prepare Philippine education for the future.

¹ Paper presented during the SEAMEO RETRAC Regional Workshop "Enhancing Inclusive and Equitable Quality Education in South East Asia through Innovative Educational Leadership and Management" on May 27-28, 2021.